ACCJC Recommendation 2

Town Hall Presentation

Veronica Ogata, ISER Writer/Accreditation WorkGroup
David Uedoi, SLOA Committee Chair/Accreditation WorkGroup

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About ACCJC Recommendation 2

What is ACCJC Recommendation 2?

What is the timeline to complete the Final Report for ACCJC Recommendation 2?

What are the Proposed Strategies to address ACCJC Recommendation 2?

How do these Proposed Strategies align to ACCJC Recommendation 2?

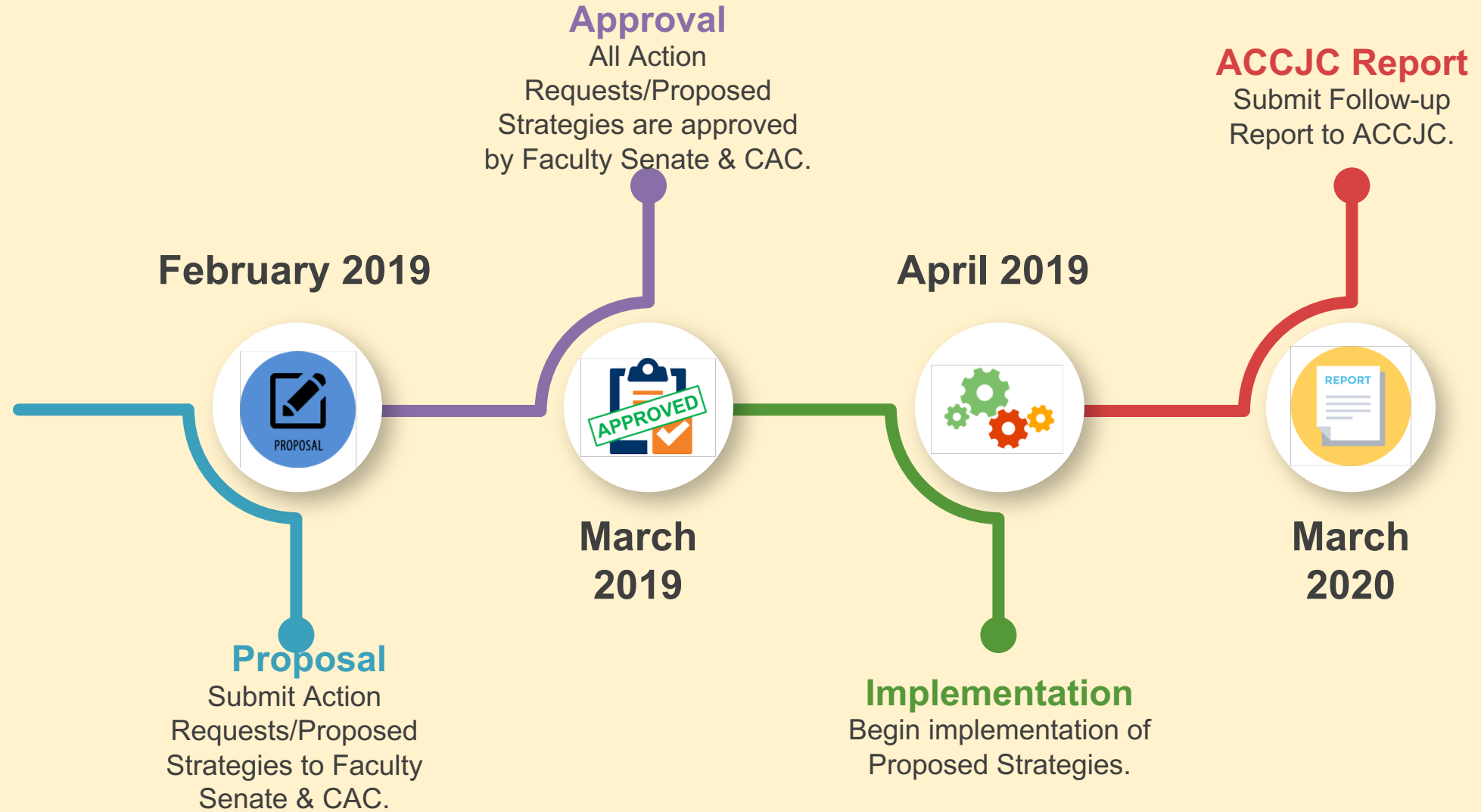How do we, as a College, work toward meeting ACCJC Recommendation 2?

What are the Next Steps?

Questions?

ACCJC Recommendation 2

In order to meet the Standards, the Team recommends that the College analyze and document the results of learning outcomes assessment across all disciplines and programs, and integrate this analysis and documentation into program review and institutional planning processes on a regular and consistent cycle. Further, the Team recommends that the College use the results of this analysis and documentation to make improvements in student learning at the course, program, and institutional levels. (I.B.2, I.B.4, I.B.5)

Proposed Strategies

(1) Phase out Taskstream and replace with revised versions of the CLR and LASR. **(FS)**

(2) Add ARPD section to align assessment results to program improvement/resource allocation. **(CAC)**

(3) Map course SLOs to PLOs, Gen. Ed. outcomes, and ILOs (as applicable). **(FS)**

(4) Implement a 5-year reporting cycle of assessment (20 %) beginning Fall 2019 and ending Spring 2024. **(FS)**

(5) Create new Gen. Ed. outcomes to be implemented by Fall 2024. **(FS)**

(6) Change the CPR cycle to a 5-year cycle to align with course SLO assessments. **(CAC)**

(7) Align course outline of record with syllabi and catalog. **(FS)**

(8) Re-examine and revise resource allocation process for program improvement. **(CAC)**

Through <u>regular</u> and <u>consistent</u> documentation and assessment of <u>learning outcomes</u>, how do your results....

ACCJC RECOMMENDATION 2

INFORM & IMPROVE

INSTITUTION
(Institutional Learning Outcomes)
(Planning & Budgeting)

(Map)

PROGRAM
(Gen. Ed. Outcomes-II.A.12)
(ARPDs & CPRs)

(Map)

COURSE
(Align with Course Outline of Record, Syllabi, & Catalog-II.A.3)

AR: Proposed Strategies #1 & 3

- Phase out Taskstream

- Revise CLRs & LASRs

- Map course SLOs, PLOs, Gen. ED. LOs, Institution LOs

CAC: Proposed Strategy #2

- Include ARPD section to align results to program improvement

AR: Proposed Strategy #5

- Create new Gen. ED LOs by Fall 2024

AR: Proposed Strategy #4

- Implement 5-year course assessment cycle (20 %) beginning Fall 2019

CAC: Proposed Strategy #6

- Change CPR cycle to align with 5-year course assessment cycle

AR: Proposed Strategy #7

- Ensure course SLOs on Course Outline of Record align with syllabi and catalog

CAC: Proposed Strategy #8

- Re-examine and revise resource allocation process for program improvement

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Bottom Line #1: We need to clearly show/demonstrate how our course assessment results are used to inform program improvement.

So How Do We Do That?

Student Learning Outcome Assessment Scenario

Student Learning Outcome: Student will demonstrate laboratory safety.

Program Learning Outcome: Program graduates will demonstrate safe laboratory practice in their working environments, adhering to all safety rules and regulations.

General Education Outcome: Make effective decisions with intellectual integrity to solve problems and/or achieve goals utilizing the skills of critical thinking.

Institutional Learning Outcome: Use critical and creative thinking and reasoning.

Course Assessment Strategy: Rubric: Key areas of laboratory safety. Example: Student always and appropriately uses safety glasses in relevant lab situations.

Method: Observation

Outcome Scenarios

Outcome: **70%** of the students will always and appropriately use their safety glasses in relevant lab situations.

Results #1: 10 out of 20 students met the outcome **(50%) – DID NOT MEET**.
Results #2: 14 out of 20 students met the outcome **(70%) - MET.**
Results #3: 17 out of 20 student met the outcome **(85%) - EXCEEDED.**

Reasons: (1) Not all safety glasses were in usable condition; therefore, students shared glasses; (2) Students thought they were "invincible" and chose not to wear their safety glasses; (3) Students wore it around their necks or rested it on their heads; (4) Students did not recall which situations the use of safety glasses were needed.

What Can You Do?

- Give a hands-on lecture review on lab safety every semester: $0

What Can the College Do to Help You Continuously Improve?

- Provide you with a list of resource options to regularly purchase new lab safety glasses: $10/glasses X 20 students = $200

- Provide you with a list of resource options to purchase an up-to-date video on the damaging consequences of lab non-safety: $100

List of Resource Options

(1) PAIR Process: Complete ARF form

- Cite the need for program improvement or Health & Safety concerns
- Must be tied to ARPD (SLO section and resources), SSPs, or College's Strategic Plan

(2) Departments: Request funding from Department Chairs

- May have (or not) a small amount of discretionary funding

(3) Academic/Student Affairs: Request funding from the VCAA or VCSA

- May have targeted funding from UHCC System Office

(4) Institution: Request funding from the Chancellor

- May have RTRF monies and/or other funding sources

(5) Grants: Contact Brandon Marc Higa, Project Director, Shared Services Center

(6) Donor Funding: Contact Linh Hoang Poe, Senior Director of Development, UH Foundation

I've Received Funding For My Safety Glasses...

- Purchase safety glasses and reassess your course SLO.

- Did it improve student learning/course SLO? = **CLOSE THE LOOP--DOCUMENT--CLRs**

I Did Not Receive Any Funding For My Video...

- (1) Search to see if there are free up-to-date videos on the internet that addresses lab safety; (2) Create your own video; (3) Put together a narrated PowerPoint/Prezi presentation on lab safety.

- Select an option and reassess your course SLO.

- Did it improve student learning/course SLO? = **CLOSE THE LOOP--DOCUMENT -- CLRs**

- Revisit the list of resource options at a later time.

How did course SLO assessment results improve the program?

- As a result of course SLO assessment, the program was improved as there was an increase in the number of students who successfully passed their laboratory safety licensure exam. (PLO: Laboratory Safety)

- As a result of the course SLO assessment, the program was improved as there was an increase in students who effectively demonstrated laboratory safety. (General Ed. Outcome: Thinking/Inquiry; ILO: Critical Thinking)

- Furthermore, as safety is so essential in the laboratory, discipline faculty from several sections met to discuss other solutions to meet the outcome. (Dialogue for Continuous Program Improvement)

CLOSE THE LOOP ---- DOCUMENT ---- ARPDs/CPRs

REMEMBER…

- You can always ask for resources; it does **NOT** matter if you did not meet, met, or exceeded your outcome.

- Health & Safety issues are always a priority.

- If it is not a Health & Safety issue, it is still **OUR** responsibility to support the continuous improvement of courses and programs.

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Bottom Line #2: We need to clearly show/demonstrate how our assessment results are used to inform institutional planning and budgeting.

So How Are we Going To Do That?

We need to:

- Establish regular and consistent documentation and assessment of learning outcomes and results.

- Map clear connections from course SLOs to PLOs, Gen. Ed. outcomes, and ILOs (as applicable).

- Have curriculum, assessment, and CPRs on a 5-year reporting cycle.

- Show a clear alignment of assessment results to program improvement and resource allocation in the ARPDs.

We need to:

- Ensure that the Action Plan section of the CPRs clearly states what steps the program will take to improve assessment results.

- Re-examine and revise the resource allocation process for program improvement.

- Show how learning outcomes assessment results inform institutional planning and decisions.

- Continually evaluate and improve on the learning outcomes assessment processes at the course, program, and institution levels.

Next Steps

- Support faculty to continue their course and program learning outcome assessments for Spring 2019.

- Support faculty to continue their dialogue regarding learning outcomes assessment and course and program improvements.

- Collaborate with SLOA Committee and Faculty Senate to support Action Requests.

- Hold workshops to map course SLOs to PLOs, Gen. Ed. outcomes, and ILOs (as applicable).

Next Steps, cont…

- CAC moved to change the CPR cycle from 3 years to 5 years.

- Revise ARPD section to align assessment results to program improvement and resource allocation.

- Ensure that the Action Plan section in the CPRs clearly documents the steps that the program will take to improve assessment results.

- Re-examine and revise resource allocation process for program improvement.

Next Steps, cont...

- Establish a clear process to connect learning outcomes assessment results to program review, institutional planning and decisions.

- Develop and implement a process to regularly evaluate and improve on the learning outcomes assessment processes at the course, program, and institution levels.

- Continually inform faculty about the progress of the ACCJC recommendations.

Ultimately...

Beyond meeting ACCJC Recommendation 2...We hope that when all the moving pieces are in place, we have created clear processes that build and strengthen our culture of assessment and support faculty, staff, students, and administration to continually improve.

What Questions Do You Have?

Thank You