Strategic Planning & HLC Re-Accreditation
Teaching Faculty Work Days

May 29-30, 2013
Outline

- **HLC ACCREDITATION**: What are the key aspects of our upcoming accreditation process?

- **IDEA AND ASSESSMENT**: How do the new IDEA course evaluations intersect with assessment?

- **STRATEGIC PLANNING**: Next steps with February work, and preliminary articulation of platforms to guide planning for interdisciplinary projects and future academic programs
What does HLC use to review GC?

The Criteria for Accreditation (2013)*
- Assumed Practices
- Obligations of Affiliation

Criteria

Core Components
- Sub-Components

Core Components can be:
- Met
- Met with concerns
- Not met

Met if Core Components are all Met
The Criteria for Accreditation

1. Mission
2. Ethical and Responsible Conduct
3. Teaching and Learning: Quality, Resources, and Support
4. Teaching and Learning: Evaluation and Improvement
5. Resources, Planning, and Institutional Effectiveness
4. Teaching and Learning: Evaluation and Improvement

The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.
Core Component 4B

4B. The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning

1. The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals

2. The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs
Core Component 4A

4A. The institution demonstrates responsibility for the quality of its educational programs

1. The institution maintains a practice of regular program reviews.
HLC Timeline Highlights

- **Now**
  - Student Learning Outcomes

- **August 2013**
  - Refreshed assessment plans
  - Intro of self-study guidelines & self-study data

- **Fall 2013**
  - Unit self-study drafting

- **Spring 2014**
  - Unit self-study review, internal peer review, & finalization

- **2014-15**
  - [Fall] Institutional self study document & evidence
  - [Spring] Site Visit (March 9-11, 2015)
HLC & Strategic Planning

Now
- Student Learning Outcomes

August 2013
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- Preliminary platforms
- Programs/Problems/Projects

- Planning guidelines

- Unit-level planning

- Final Plan
HLC Process

- Institution-wide task force will begin structured work in fall
- Plans to incorporate internal peer review

Questions?
IDEA
Student Ratings of Instruction
[A Warm Up]
IDEA Student Ratings of Instruction

- Underlying Premise: Student feedback can provide info to a teacher that is valuable for improving instruction.

- Good instruction should be recognized by its effect on students.
  - But, effect (learning) depends on subject matter and/or purpose, the level, and the intentions of the instructor.

- Thus, effectiveness of teaching should be assessed by determining the amount of progress students make on objectives stressed by the instructor.
IDEA Basic Process

Fac Info Form (FIF)
- Objectives 1-12
- Select 3-5

Results Report
- Link Pedagogy & Stu Progress
- Resources for action

Student Form (Diagnostic)
- Objectives 1-12
- Context & Pedagogy
IDEA Also Includes

- Opportunity for **CUSTOM QUESTIONS**
  - Institutional
  - Major/Minor-level
  - Instructor-level

- Questions of students to control for motivation and other sources of variation in student progress that are not under the instructor’s influence.

- Overall, discipline, and institutional comparisons
IDEA Basic Process

Fac Info Form (FIF)
• Objectives 1-12
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Student Form (Diagnostic)
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IDEA Learning Objectives

1. Gaining factual knowledge (terminology, classifications, methods, trends)
2. Learning fundamental principles, generalizations, or theories
3. Learning to apply course material (to improve thinking, problem solving, and decisions)
4. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
5. Acquiring skills in working with others as a member of a team
6. Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)
7. Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)
8. Developing skill in expressing oneself orally or in writing
9. Learning how to find and use resources for answering questions or solving problems
10. Developing a clearer understanding of, and commitment to, personal values
11. Learning to analyze and critically evaluate ideas, arguments, and points of view
12. Acquiring an interest in learning more by asking questions and seeking answers
IDEA Basic Process

**Fac Info Form (FIF)**
- Objectives 1-12
- Select 3-5

**Results Report**
- Link Pedagogy & Stu Progress
- Resources for action

**Student Form (Diagnostic)**
- Objectives 1-12
- Context & Pedagogy
Selecting IDEA Objectives

In selecting "Essential" or "Important" objectives for a particular course, ask THREE QUESTIONS:

1. Is this a significant part of the course?
2. Do I do something specific to help the students accomplish this objective?
3. Does the student's progress on this objective affect his or her grade?
IDEA in the Major

- **COURSE IMPROVEMENT** – 2-year pre/post studies for a particular course
- **INSTRUCTOR-LEVEL SUMMARIES** – trends in strengths and areas for development, progress over time
- **PROGRAM-LEVEL SUMMARIES** – student progress across objectives (strengths & areas for improvement), trends over time
<table>
<thead>
<tr>
<th>IDEA Objective</th>
<th>CORE 100</th>
<th>CORE 104</th>
<th>CORE 191</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective 1</td>
<td>Essential</td>
<td>Essential</td>
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<tr>
<td>Objective 2</td>
<td>Important</td>
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<tr>
<td>Objective 3</td>
<td>Essential</td>
<td>Important</td>
<td>Essential</td>
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<td>Objective 4</td>
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<tr>
<td>Objective 11</td>
<td>Essential</td>
<td>Important</td>
<td>Important</td>
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<tr>
<td>Objective 12</td>
<td></td>
<td>Essential</td>
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</tbody>
</table>
IDEA in the Major: Mapping Considerations

- Begin with the purple matrix
- You may need to adjust your matrix columns
- Stick to 3-5 \textit{total} Important or Essential objectives per course
- Eventually map all courses to check for coverage, and provide consistency
Building-Reviewing-Refreshing SLOs

PRIOR KNOWLEDGE & WORK:

- GC Core
- Course Dev. Institute (RPV)
- Annual reports
- Program accreditation (nursing, social work, teacher education)
A “First Pass” at an SLO

How do you want students to be different when they leave your major*?

* Or program, or minor
“We want students to [be able to]…”

<table>
<thead>
<tr>
<th>VAGUE</th>
<th>SPECIFIC</th>
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<tbody>
<tr>
<td>Know</td>
<td>Analyze</td>
</tr>
<tr>
<td>Do</td>
<td>Argue</td>
</tr>
<tr>
<td>Understand</td>
<td>Create</td>
</tr>
<tr>
<td>Be exposed to</td>
<td>Compute</td>
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<tr>
<td>Learn</td>
<td>Describe</td>
</tr>
<tr>
<td></td>
<td>Solve</td>
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</tbody>
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STUDENT LEARNING OUTCOMES
Measurable & Observable
An Example from the Humanities

VAGUE

- I want students to be exposed to the folklore of Indiana
  - Describes learning
  - Points to evidence-gathering mechanism

SPECIFIC

Students will be able to demonstrate, through the use of current research and writing techniques, a broad knowledge of the most common folklore genres performed in Indiana today.
TASK: Building-Reviewing-Refreshing SLOs

PROCESS

- Review SLOs on Curriculum Map [green matrix]
- Write/Revise SLOs
  - Consider prior knowledge & work
  - Think through reasons for course reqs
  - Visit external resources
- Map onto courses & assessments
Where can we go for ideas?

<table>
<thead>
<tr>
<th>PRIOR KNOWLEDGE &amp; WORK:</th>
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<tr>
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<table>
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<tr>
<th>OUTSIDE GC</th>
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<tbody>
<tr>
<td>Brigham Young Univ <a href="https://learningoutcomes.byu.edu">https://learningoutcomes.byu.edu</a></td>
</tr>
<tr>
<td>Marquette Univ <a href="http://www.marquette.edu/assessment">http://www.marquette.edu/assessment</a></td>
</tr>
<tr>
<td>Other Institutions [Spend some time with Google]</td>
</tr>
<tr>
<td>Your Prof. Assoc.</td>
</tr>
</tbody>
</table>

Workshop @ 2:15
TASK: Building-Reviewing-Refreshing SLOs

PROCESS

- Review SLOs on Curriculum Map [green matrix]
- Write/Revise SLOs
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### SLOs for Your Major(s)*

<table>
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<tr>
<th>GC Core SLO</th>
<th>CORE 100</th>
<th>CORE 104</th>
<th>CORE 191</th>
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<tbody>
<tr>
<td>Objective 1</td>
<td>I</td>
<td>R</td>
<td>E</td>
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*I=Introduced; R=Reinforced; E=Evaluated*
TASK: Building-Reviewing-Refreshing SLOs

PROCESS

- Review SLOs [purple matrix]
- Write/Revise SLOs
  - Consider prior knowledge & work
  - Think through reasons for course reqs
  - Visit external resources
- Map onto courses & assessments

See the handout: Questions for Discussion & Notes

GOSHEN COLLEGE
Why aren’t grades enough?

- Grades alone do not usually provide meaningful information on exactly what students have and have not learned.
  - So it's hard to use grades alone to decide how to improve teaching and learning.

- Grading and assessment criteria may (appropriately) differ.
  - Some components of grades reflect classroom management strategies (attendance, timely submission of assignments) rather than achievement of key learning goals.

- Grading standards are sometimes vague or inconsistent.
  - They may weight relatively unimportant goals more heavily than some major (but harder to assess) goals.

- Grades do not reflect all learning experiences.
  - They provide information on student performance in individual courses or assignments, but not student progress in achieving program-wide or institution-wide goals.

-- Linda Suskie, author of *Assessing Student Learning: A Common Sense Guide*