Standard IIA – Instructional Programs

Board of Trustees
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Standard IIA Team

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Overview of Presentation

- Introduction to Standard IIA
- 2009 Evaluation Team Recommendations
- 2013 SLO Status Report
- 2014 Self-Study
Introduction to Standard IIA – Instructional Programs

1. Instructional programs address and meet the mission of the institution

2. Institution ensures quality of instructional programs

3. Institution requires General Education based on a carefully considered philosophy

4. Degree programs include focused study in at least one area of study or interdisciplinary core

5. Students completing certificates and degrees demonstrate competence

6. Institution ensures that students and prospective students receive clear and accurate information about courses, programs and transfer policies

7. Institution uses and makes public board-adopted policies on academic freedom and student academic honesty
Introduction to Standard IIA – Instructional Programs

1. Instructional programs address and meet the mission of the institution
   - Curriculum process – Received commendation in 2009
   - Program Review

2. Institution ensures quality of instructional programs
   - Curriculum process
   - Program Review

3. Institution requires General Education based on a carefully considered philosophy
   - Curriculum process
   - GE philosophy in catalog

4. Degree programs include focused study in at least one area of study or interdisciplinary core
   - Curriculum process
   - Program Review
Introduction to Standard IIA – Instructional Programs

5. Students completing certificates and degrees demonstrate competence
   - Program Review
   - Curriculum Review
   - Advisory Committees

6. Institution ensures that students and prospective students receive clear and accurate information about courses, programs and transfer policies
   - Curriculum process
   - Catalog
   - Website

7. Institution uses and makes public board-adopted policies on academic freedom and student academic honesty
   - Policies in place
   - Enforced
   - Catalog
Student Learning Outcomes
“To meet the Commission requirement that SLOs be developed by the 2012 deadline, the college needs to develop a timeline for its Student Learning Outcomes cycles of evaluation to reach proficiency by 2012. The college also needs to make its SLO assessment data available to the community and show how it is using these data for improvement”

II.A.1c, II.A.2e, II.A.2f, II.A.2, II.A.2i, II.A.3, II.A.6
2009 – Recommendation #2

- Timeline of Student Learning Outcomes cycles of evaluation
  - Reporting and mapping templates, including proposed assessments and timelines

- SLO Data available to the community
  - Programs submit with annual unit plans
  - On website

- SLO Data used for improvement
  - Linked with unit planning
  - Program examples
Updates to ACCJC –
Status Report, March 2013

Statement 1: SLOs and authentic assessment are in place for courses, programs, support services, certificates and degrees.

Statement 2: There is widespread dialogue about assessment results and identification of gaps.

Statement 3: Decision making includes dialogue on the results of assessment and is purposefully directed toward aligning institution-wide practices to support and improve student learning.
Updates to ACCJC – Status Report, March 2013

**Statement 4:** Appropriate resources continue to be allocated and fine-tuned.

**Statement 5:** Comprehensive assessment reports exist and are completed and updated on a regular basis.

**Statement 6:** Course SLOs are aligned with degree SLOs.

**Statement 7:** Students demonstrate awareness of goals and purposes of courses and programs in which they are enrolled.
Self-Assessment

“Butte College is at the proficiency level on implementation of SLOs and is close to sustained, continuous improvement in most areas. The systems supporting outcomes assessment at Butte College are infused into the college’s processes and evaluated periodically to ensure that iterative improvement continues to occur.”
Updates to ACCJC – Status Report, March 2013

Self-Assessment – Next Steps

- “Refining the Integrated Planning, Assessment and Resourcing (IPAR) system and CurricUNET SLO Module as the college goes through the PBA process each year.”

- “Automating academic, student services, and administrative unit program reviews and integrating these more tightly with IPAR and the CurricUNET SLO Module.”
2014 Self Study

Timeline for SLO cycles of evaluation

- Outcomes Assessment Process
- Assessment Planning Schedule
2014 Self Study

Reporting and mapping templates, include proposed assessments and timelines

- SLO Module in CurricUNET
  - Template for course-level and program-level reports
  - Built-in mapping of outcomes between courses, programs, GE
  - Includes proposed assessments and timelines
2014 Self Study

SLO data available to the community

- SLO Reports on Planning, Budget and Assessment webpages
- Consistent format with SLO Module
2014 Self Study

SLO data used for improvement

- Assessment process has prompted changes in teaching, course outcomes and/or content, program outcomes, and assessment strategies
### 2014 Self Study

<table>
<thead>
<tr>
<th>Program</th>
<th>Assessment Activity</th>
<th>Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>History</td>
<td>Student ability to find, evaluate and use primary and secondary sources</td>
<td>Integrated Reading Strategies (Teaching)</td>
</tr>
<tr>
<td>Respiratory Therapy</td>
<td>Competency requirements; student completion of required competencies</td>
<td>Competencies list updated for 3 courses (Curriculum)</td>
</tr>
<tr>
<td>English</td>
<td>How to assess across many courses in the discipline</td>
<td>Identified overarching objectives that cross multiple courses; crafted a 6-year plan of assessment (Assessment Process)</td>
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2014 Self Study

Subcommittee to review the current status of GE

- GE Assessment Committee, approved Spring 2013
  - Examine the status of Butte GE in light of WASC criteria, the needs of students in Career and Technical Education programs, and the GE requirements for transfer
  - Provide leadership in developing and implementing initiatives that contribute to the success of the GE program in meeting the needs of students and WASC criteria
Assessment of General Education Learning Outcomes (GELOs)

- New GELOs for AA/AS degrees, approved Spring 2013
- GE Assessment Committee, approved Spring 2013
  - Develop and implement assessment of GELOs
  - Compile and report assessment results, and promote institutional dialogue about student learning
  - Provide guidance in developing and implementing initiatives to address gaps identified through assessments
2014 Self Study

For sustainable continuous quality improvement

- Develop reporting tools for SLO Module to more easily track assessments, and to provide an aggregate view of assessment efforts at course, program and GE levels

- Configure SLO Module to integrate reporting from non-degree/certificate programs, such as FYE and MESA

- Continue GELOs assessment, review and refine process

- Evolve Curriculum Review and Program Review processes to strengthen alignment with SLO and unit planning processes

- Continue to provide training on best practices for assessment strategies, techniques and tools