DACC HLC Focus Visit Response Outline

HLC Comments From Reports
- **August 26, 2019 Letter**
  - Team recommended "Notice"
  - IAC Hearing committee recommended reaffirmation of accreditation with Interim Monitoring
- **IAC Hearing Committee Determinations**
  - Core Component 3A 'met with concerns'
    - Inconsistencies in course learning outcomes
    - Measurable outcomes
    - Course outcomes are tied to program and general education outcomes
    - Fully involve department faculty in the development and assessment of course-learning level outcomes.
    - Consider adding a full-time Cabinet member--one who can bring the faculty together to craft processes for developing course-level learning outcomes, tie these into the programmatic learning outcomes, and ensure that the results of assessment activities lead to improvements that can be clearly evidenced
    - DACC response:
      - Hired Assessment Director
      - Began a process of systematizing learning outcomes across multi-section courses and delivery modalities We need evidence to support this.
      - "Currently lead instructors develop master syllabi in their respective disciplines including the course-level learning outcomes" *is this 100% true?*
      - Added Assesment title for Penny as liaison to the cabinet-- what is this official title?
  - Core Component 4B 'met with concerns'
    - DACC response:
      - Took 'Notice' seriously--develop an assessment structure to serve the institution and students.
      - Participation in the HLC Academy--*summarize HLC Academy project*
    - Program Outcomes
      - Map to Gen eds
      - Carry discipline-specific expectations of what students know and are able to do with their degree or certificate
      - For all programs: external accrediting programs, technical and transfer.
    - Co-Curricular
      - Confusion across campus as to what is co-curricular v. extra-curricular--determine which groups are considered Co-Curricular
        - Do we have a list of extracurricular groups?

- ● Define co-curricular with DACC's culture in mind
- ● Share the information with the campus community
    - ○ Inservice presentations--Fall 2020 and Spring 2021
- ● Assure that appropriate co-curricular programs are available to students
- ● Document the CC programs
- ● Assess the CC programs
- ■ Tie Assessment to budgeting
    - ● ICCB reports
    - ● Where else is this tied to budgeting?
    - ● Non-academic assessment process
- ○ Core Component 5D 'met with concerns'--*this is addressed by Dr. Nacco and Dr. Page in a separate document*
- ● **HLC Action Letter Nov. 20, 2019**
    - ○ Continued accreditation with focus visit no later than Fall 2021
    - ○ 3A
        - ■ Worked to remedy the inconsistencies in the course outcomes
        - ■ Director of Assessment is now leading the process of systematizing learning outcomes across multi-section courses and different delivery modalities
        - ■ Master syllabi have been developed in collaboration with faculty that ensure consistency in course-level learning with clear connection to program-level learning outcomes
        - ■ Institution has lacked until recently a cabinet-level appointment to ensure continued progress in aligning course and program outcomes, and to ensure that results from assessment activities lead to demonstrable improvement--ask Penny for ways she has worked to ensure progress in this area
    - ○ 4B
        - ■ ATD shows our ability to use and act on data
        - ■ Appointed assessment director and cabinet member for assessment
        - ■ Must still define what co-curricular programs and related assessments mean in its context and ensure that co-curricular experiences are available to students.
        - ■ The Institution needs to demonstrate that assessment is tied to its budgeting processes.
    - ○ 5D--Dr. Nacco
        - ■ The Institution has developed and implemented a new Data Governance policy.
        - ■ The Institution has a Strategic Planning Matrix that includes goals and desired outcomes supported by tangible measures. However, the Institution needs to commit to tracking only those goals that are truly of highest priority given the numerous goals included in the Strategic Planning Matrix.

- ■ The Institution still needs to establish a strategy for providing data to those who need it, including students and the wider public.

HLC Response Outline
- Core Component 3A
  - Addressing inconsistencies in outcomes
    - Division review of master syllabi and course outlines
    - Time during inservice to update course outlines to match master syllabi
      - Spring 20, Fall 20, Spring 21
    - Discuss how both Mode--f2f, hybrid or online and Section issues were addressed
      - Divisions emailing to let faculty know to use the outcomes on the Master syllabus
      - Divisions locking outcomes on master syllabi/course outlines-- Check with Jen & Penny
  - Measurable outcomes
    - In-service activities--Writing measurable outcomes, practice activities
    - In-service work time
    - Checklists from inservice
    - Faculty response to understanding outcomes in the in-service surveys
  - Champion cross-checking outcomes
    - Meeting agendas from Champion Meetings
    - Separate cross-checking meetings
  - Master Syllabi
    - Division processes-- ask for this information
    - Template
    - Checking course outlines against syllabi
  - Penny's role
    - Title
    - Actions to ensure alignment of course and program outcomes
    - Actions taken to demonstrate improvement as a result of assessment activities
- Core Component 4B
  - Assessment Structure improvements
    - Communication
      - Graphic
      - Plan
      - HLC Academy Video
    - Documentation
      - Assessment Manuals
      - Updating assessment documentation
      - Google Drive storage and Sharepoint development
    - Devoting in-service time to assessment
    - Assessment teams
      - Champions

- - Assessment Team changes
    - Co-Curricular subteam development
  - HLC Academy project summary
  - Curriculum mapping
    - Ties the courses to program outcomes
    - Ties program outcomes to Gen Eds
    - Shows expectations of students in a program for all types of programs
  - Development of Co-Curricular
    - Co-Curricular sub-team activities
    - Definition
    - Manual
    - Champion appointment
    - Rubrics and documents development
    - Co-Curricular groups
    - Pilot assessments and Navigating Processes Assessment
    - How DACC shares Co-Curricular groups with students—*ask about this*
  - Assessment & Budgeting
    - Divisions' relating assessment to the Budget
      - Program Level Assessment Reports
      - ICCB report
      - *Check with the deans about this*
    - Administration's use of assessment in the budget
      - *Check with Dr. Page/Dr. Nacco about this*
    - From committee mtg:
      - Divisions:
        - ICCB reports use the PLAR questions related to the budget--here's the question from the PLAR:
        - "Based on these student assessment results, is there additional institutional support including funds, personnel, or other resources, that are needed for your program? Explain."
        - MSHP just added a new column to the capital request form: Is this request as a result of your assessment? If so attach your assessment report.
      - Administration:
        - Departmental assessments are due a month before the budget
        - Requests must be tied to the assessments
        - A spreadsheet is kept with budget requests and how it ties to assessment and how it ties to the matrix
        - Tammy Betancourt will share a sample of the spreadsheet
          - Bob created a graphic for this
          - Dr. Nacco's with how the master plans fit into the matrix.

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- What does the process look like from the beginning to where it is discussed at the cabinet level?