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HLC SITE VISIT PREP SESSION: CRITERION 4



Goals

- **Identify key parts of the criteria that may receive focus from the team**
- **Identify key people on campus who can best respond**
- **Review key evidence UAFS presented in our assurance argument**
- **Consider specific questions the team might have**

Review the Final Draft





Criterion 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.

4.A. The institution ensures the quality of its educational offerings.

4.B. The institution engages in ongoing assessment of student learning as part of its commitment to the educational outcomes of its students.

4.C. The institution pursues educational improvement through goals and strategies that improve retention, persistence and completion rates in its degree and certificate programs.

Key themes and those in the circle of responsibility:

- We determine what to measure, and when to measure - HLC focus is efficacy
- Good practice over best practice
- Outcomes are current, accurate, and in demand relative to the credential
- Institution's commitment to assessing and improving student learning through effective and inclusive processes
- Utilization of assessment results
- Defined goals for retention, persistence, and completion
- Data is gathered and data is used

How do we address the criteria? 4A

The institution ensures the quality of its educational offerings.

- Program Review Process
- CLEP/AP/Transfer Policies
- ADCP
- ACTS transfer credit
- Rigor of concurrent credit/NACEP
- Specialized accreditation and our accreditation relationships
- Tracking the success of graduates: First Destination Survey and licensure data

How do we address the criteria? 4B

The institution engages in ongoing assessment of student learning as part of its commitment to the educational outcomes of its students.

- CALO-A
- CALO-C
- The Institutional Assessment Process
- CALO-A and CALO-C Handbooks
- Course-level assessment as part of promotion
- Level of participation in CALO-A
- Assessment Survey of Faculty
- Templates of Assessment Plans and Reports
- CALO-A and CALO-C programming

How do we address the criteria? 4C

The institution pursues educational improvement through goals and strategies that improve retention, persistence and completion rates in its degree and certificate programs

- Retention Plan
- Strategic Enrollment Plan
- Retention Targets
- Development of the Student Success and Retention Unit
- Use of Navigate
- Analysis of transfer student barriers
- The QIP
- Strategic Plan Pillar #1
- IR and graduation and retention rates every semester
- Reminders to students who do not register in subsequent semesters
- Program Review as a process to track retention, persistence, completion
- Emergency assistance to students
- ROAR advising
- Lion Scholar program
- ASC
- TRIO

Possible Questions – Ensures Quality

- 1. Consistency of Program Review Documents:** How does the institution ensure that academic program review cycle documents are consistent with the current plans for the program review process?
- 2. Implementation of Program Review:** Can you demonstrate the full implementation of academic and co-curricular program reviews, including evidence of integration with institutional planning and budgeting processes?
- 3. Impact of Program Review:** Can you provide specific examples of how program review findings have led to decisions that improved academic programs?
- 4. Oversight of Dual Credit Courses:** What detailed processes are in place for the oversight of dual credit courses offered at high schools to ensure they meet institutional standards?
- 5. Currency of Specialized Accreditations:** How does the institution ensure that all specialized accreditations claimed in public statements are current and valid?
- 6. Integration with Institutional Planning:** How are the results of program reviews integrated into the institution's overall planning and budgeting processes?
- 7. Evidence of Improvement:** Can you provide detailed evidence of improvements made to programs as a direct result of program review findings?
- 8. Documentation of Review Cycles:** How are the academic program review cycles documented, and how do these documents align with the institution's strategic plans?
- 9. Dual Credit Course Equivalence:** How does the institution ensure that dual credit courses offered at high schools are equivalent in learning outcomes and levels of achievement to its higher education curriculum?
- 10. Accreditation Maintenance:** What processes are in place to maintain and regularly update the specialized accreditations for various programs, and how is this information communicated to the public?

Possible Questions – Ongoing Assessment

1. Regular Assessment Evidence: Can you provide evidence of the regular, ongoing assessment of academic and curricular program learning outcomes as outlined in the program assessment plans?
2. Assessment Consistency: How does the institution ensure that the assessment of learning outcomes is consistent with the established program assessment plans?
3. Faculty Engagement: Can you demonstrate how faculty and instructional staff are substantially engaged in the assessment process?
4. Assessment Documentation: What specific documentation is maintained to track the regular assessment of program learning outcomes?
5. Use of Assessment Data: Can you provide specific examples of how the assessment process has informed decisions and actions to improve student learning?
6. Outcome Improvements: How has the information gained from assessments led to measurable improvements in student learning outcomes?
7. Assessment Plan Integration: How are the results of the assessments integrated into the overall program assessment plans and institutional strategies?
8. Stakeholder Involvement: How are faculty and instructional staff involved in developing and implementing assessment plans?
9. Evidence of Impact: Can you provide specific evidence showing the impact of the assessment process on student learning and program improvements?
10. Continuous Review: How does the institution ensure that the assessment processes are regularly reviewed and updated to remain effective and relevant?
11. Tell us about your department, school, or college's assessment program. How was it developed? Is it well-known throughout the institution?

Possible Questions – More Assessment

How has course/program assessment within your unit changed over recent years?

What improvements have resulted from the assessment?

Is your unit or is UAFS more effective than it was 5-10 years ago?

How are faculty/staff involved in course or program assessment? How are concurrent/online/adjunct faculty involved?

How is consistency of Student Learning Outcomes (SLOs) guaranteed from section to section of the same course?

How is information analyzed and shared with stakeholders concerning student outcomes?

Where is the institution using data to improve student learning?

What is changing as a result of the data? At the program level? Department level? Institutional level?

How do program assessment results impact your budget and planning processes?

Describe the program review process at UAFS. Has your department been through it recently? What was the process like?

What measures do you have in place to ensure the process has an impact on student learning?

What measures are used for student placement? How is this handled for dual enrollment and online courses?

Describe the transfer policy used by UAFS for general education courses and courses in your major.

Describe the general education course approval process.

How are you made aware of UAFS's students' achievement of the university student learning outcomes? Where is this information located?

How is UAFS doing with regard to first-year retention rates and graduation rates?

What is UAFS doing to improve retention/graduation rates?

Is your department actively involved in assessing student learning? How has your department used its assessment findings?

Is there anything you would like us to know that we have not asked or covered?

General Questions

- What do you believe have been the major accomplishments of UAFS over the last ten years?
- What are UAFS's problem areas?
- What concerns do you have about the future of UAFS?
- If UAFS were given \$2M to spend, how would you spend it?
- Is there anything you would like us to know that we have not asked or covered?



Questions, concerns, problems?

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