Preparing a Small HBCU for a Successful Reaffirmation

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Institutions that continually use data for improvement realize that planning for reaffirmation of accreditation happens all the time.
Accreditation by the SACS Commission on Colleges signifies that the institution

(1) has a mission appropriate to higher education,

(2) has resources, programs, and services sufficient to accomplish and sustain that mission, and

(3) maintains clearly specified educational objectives that are consistent with its mission and appropriate to the degrees it offers, and that indicate whether it is successful in achieving its stated objectives.
Mission Statement

• Current

• Comprehensive

• Accurately guides the institution

• Periodically reviewed
Mission Statement (previous)
Lawson State Community College is a comprehensive, public, two-year, multi-campus college, which seeks to provide accessible quality educational opportunities, promote economic growth and enhance the quality of life for people in its service area. The College is dedicated to providing affordable and accessible lifelong learning opportunities in order to prepare students for employment or career advancement, enable students to transfer to senior colleges and universities, and provide customized training needs for business and industry.

Mission Statement (new)
Lawson State Community College is a comprehensive, diverse, public, two-year, multi-campus college, which seeks to provide accessible quality educational opportunities, promote economic growth and enhance the quality of life for people in its service area. The College is dedicated to providing affordable and accessible lifelong learning opportunities through varied instructional modes in order to prepare students for employment or career advancement, enable students to transfer to senior colleges and universities, and provide customized training for business and industry.

Approved by: Expanded Cabinet---June 30, 2011; Administrative Cabinet---July 25, 2011; Faculty and Staff---August 16, 2011; LSCC Foundation Board---October 7, 2011; ASBE---February 23, 2012
STRATEGY

Develop a mission review policy or timeline
WATCH OUT FOR THESE

COMPREHENSIVE STANDARD 3.3.1.4
research within its mission, if appropriate

COMPREHENSIVE STANDARD 3.3.1.5
community/public service within its mission, if appropriate
Accreditation requires institutional commitment to the concept of quality enhancement through continuous assessment and improvement.
On-going and integrated planning process

• broad-based
• derived from the institution's purpose and goals
• uses a variety of assessment methods, and
• demonstrates the use of results for the improvement of both academic programs and administrative support units
STRATEGY

Create and implement a planning and evaluation calendar

Remember to incorporate the QEP
Institutional Effectiveness

1. Start of Fall Semester
   Create Unit Plans and SLO's following Budget Hearings

2. Fall Semester
   Begin to collect data for Unit Plans and SLO's outcomes

3. End of Spring Semester
   Finalize collection of data

4. End of Spring Semester
   Work on finalizing Unit Hearing Binder Contents

5. Summer Semester
   Analyze outcomes; finish binder and prepare for Hearings

6. Summer Semester
   Present Unit Outcomes and Use of Results at Planning Hearing

QEP: e³ 4 Life

College-wide Outcomes

General Studies Outcomes

Mission

Goals & Indicators
Planning Cycle by Terms

Early Fall Term: Review Mission Statement, Institutional Goals & Indicators (post Budget Hearings)

Fall Term: Meet with team to develop annual Unit Plan and SLO's (where applicable)

Fall Term: Collect data on Unit Plan outcomes and SLO's (where applicable)

End of Fall Term: As a team, analyze outcomes and consider use of results (where applicable)

End of Spring Term: Finalize collection of all Unit Plan and SLO data.

End of Spring Term: Finalize Unit Plan, SLO's and Narrative Reports

Start of Summer Term: Finalize Planning Hearing Binder and prepare for hearing

Summer Term: Present Unit Outcomes and Use of Results at Planning Hearing

Summer Term: Review Planning Hearing results and respond, if required (by deadline).

Summer Term: End of Planning Cycle. Cycle repeats annually.

Institution-wide Outcomes

General Studies Outcomes
STRATEGY

Create and use

• assessment plan template
  ✓ criteria for success
  ✓ baseline data
  ✓ assessments
  ✓ actual data
  ✓ use of results for improvement
Annual Unit Plan—Unit Outcome #1

Unit Name: Sample Nursing Department
Planning Cycle Year: 2010-2011
Planning Supervisor: Sample Supervisor

Directions: Use 9-point font (Calibri) when completing this form. Each Unit/Department/Division should have at least 3 to 4 Unit Outcomes. Use a separate form for EACH Unit Outcome. At the beginning of the planning cycle, fill-in the Unit Outcome information in the white boxes directly under the gold bar and then complete Sections A, B and C. Step 1: At the end of the planning cycle, complete Sections “C,” “D” and “E.” However, if this particular Unit Outcome was NOT achieved, SKIP Section “F” and complete the second sheet in its entirety (Sections “F” and “G”), instead and answer all questions regarding your Action Plan.

**Unit Outcome #1 Report**

<table>
<thead>
<tr>
<th><strong>A. Targeted Activities</strong></th>
<th><strong>B. Assessment Methods</strong></th>
<th><strong>C. Actual Results Obtained from Activities</strong></th>
<th><strong>D. Achievement of Intended Outcomes</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>List at least three targeted activities that will be implemented this year to support Unit Outcome #1. All activities listed should be measurable, if at all possible.</td>
<td>For each assessment, list the type of assessment method to be used. Use a variety of methods, not just one type.</td>
<td>In order, the actual results obtained from the targeted activities. Report tangible results—raw data and percentages, where applicable.</td>
<td>Was the Unit Outcome Achieved? If so, support your claim through raw data and percentages.</td>
</tr>
<tr>
<td>A. Conduct strategic planning meeting to identify specific lectures for creation, per course.</td>
<td>A. Meeting minutes</td>
<td>A. A total of 3 planning meetings were conducted in order to achieve this outcome.</td>
<td>Yes or No? Yes</td>
</tr>
<tr>
<td>B. Conduct two Tegrity training sessions for all faculty</td>
<td>B. Training modules and sign-in sheets</td>
<td>B. 18 faculty members attended training session #1 and 21 faculty attended training session #2</td>
<td>If you answered “Yes,” report your results in this section and then complete Box “E.” If you answered “No,” skip Box “E” and complete Boxes “F” and “G.”</td>
</tr>
<tr>
<td>C. Preview all lectures by mid-year and make an assessment of progress</td>
<td>C. Assessment Sheets</td>
<td>C. Results indicated that preview results were used and that a total of 192 lectures were created.</td>
<td>132 lectures were created to support 30 nursing courses (5-7 each).</td>
</tr>
</tbody>
</table>

**E: USE OF RESULTS—(For Achieved Outcomes Only)**

Skipping the Loop: Complete this box if your outcome goal WAS achieved. Discuss, in detail, how the activities you implemented this year were used to improve and or achieve Outcome #1. It is important within your narrative to focus on what modifications and adjustments were made and how the mid-term results were used to improve your activities which ultimately enabled you to achieve your projected outcome. *Never use “will” statements here; only report what has been achieved.*

At mid-year, it was determined that the department was behind in reaching the intended outcome of having at least six Tegrity lectures per nursing course. In fact, the department was at 40% completion only. As a result, the plan was reevaluated and the department pinpointed four Friday work sessions to complete the task. The work was evenly divided among all nursing faculty to achieve the goal. In March, progress was reassessed and it was determined that the department was on target to reach its goal. In June, the project was completed. All lectures, though had to be reviewed, so the team organized a pre-view day and divided viewing responsibilities throughout the entire department.
This section is skipped because in this sample the goal was reached.

If you have an Action Plan (listed in Sections “F” and “G”), address the following questions:

1. Who, in your unit, will be responsible for the implementation, tracking, data collection and reporting on this Action Plan? ____________________________

2. When do you anticipate, as a unit, that this Action Plan will be finalized during the upcoming Planning Cycle? ______ Fall ______ Spring ______ Summer

PLANNING ALERT: If this outcome has been listed (and the goal unreached) for three years, the Planning Hearing Committee will have to pre-approve your intended Action Plan. The Hearing Committee has the authority to: (A) grant the extension for one more planning cycle; (B) decline the request for extension and delete the Unit Outcome; (C) grant the extension for one more year but revise and/or modify the Unit Outcome for the program.
Accreditation requires an institutional commitment to student learning and achievement.
STRATEGY

• Make sure EVERY degree program establishes and evaluates appropriate student learning outcomes

• Demonstrate and report how the results were used to improve the degree program
ASSESSMENT

• Is an ongoing process

• Aimed at understanding and improving student learning

• Involves setting appropriate criteria and standards for learning quality

• Systematically gathering, analyzing, and interpreting evidence

Thomas Angelo, AAHE Bulletin, November 195, p.7)
ASSESSMENT STRATEGIES

• Diagnostic – occur prior to learning (i.e., placement tests)

• Formative – prescriptive feedback (quizzes, evaluations)

• Needs—diagnostic tool to determine knowledge, skills, etc.

• Reaction—takes place after an experience (surveys)

• Summative—make a judgment about (midterm, final exam, capstone experience, portfolios, etc.)
Program Name: Any Sample Unit
Planning Cycle Year: 2010-2011
Planning Supervisor: Any Supervisor

Completion Directions: Use 9 point font (Calibri) when completing this form. Each Unit/Department/Division should have at least 3 to 4 SLO’s. Use a separate form for EACH SLO. Step 1: At the beginning of the planning cycle, fill in the SLO information in the white boxes directly under the gold bar and then complete Sections A-B. Step 2: At the end of the planning cycle, complete Sections “C”, “D” and “E”. However, if this particular SLO was NOT achieved, SKIP Section “E” and complete the second sheet in its entirety (Sections “F” and “G”), instead and answer all questions regarding your upcoming Action Plan.

Student Learning Outcome #1 Report

<table>
<thead>
<tr>
<th>Outcome Links to Institutional goals &amp; Strategic Indicators (i.e., Goal 1, Indicators B &amp; C)</th>
<th>Does SLO #1: How any budget implications (project expenses over $500)?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal 1, Indicators A-B; Goal 2, Indicators A-F, Goal 3, Indicators A-C, Goal 4, Indicators A-D</td>
<td>Yes X No</td>
</tr>
<tr>
<td>If “Yes”, what is the estimated projection? Will need approximately $1500 for each seminar.</td>
<td>If “Yes,” how many years have you worked on this same outcome</td>
</tr>
</tbody>
</table>

A. Targeted Activities. List at least three targeted activities that will be implemented this year to support SLO #1. All activities listed should be measurable, if at all possible.

B. Assessment Methods. For each activity and your SLO, list the type of Assessment Method to be used. Use a variety of methods, not just one type.

C. Actual Results Obtained from Activities. List, in order, the actual results obtained from the Targeted Activities. Report tangible results—raw data and percentages, where applicable.

D. Achievement of Intended SLO Outcome. Was the SLO Achieved? If so, support your claim through raw data and percentages.

A. Will create a online registration Tegrity session on how to register online to be included in the Freshman Academy class.

B. Will send out 6 email and Blackboard registration alerts (2 per term) throughout the year, targeting freshmen students.

C. Will host 2 online registration awareness seminars (one in the spring and one in the fall)

D. Will host 2 online registration awareness seminars (one in the spring and one in the fall)

E. USE OF RESULTS—(For Achieved Outcomes Only).

Skipping this section if your outcome was NOT achieved. Complete Sections F & G instead.

The Tegrity session was modified after receiving comments from Freshman Academy instructors that some students were still struggling with the online registration process. Thus, as a team, we reviewed the video and realized that more information needed to be put in the video regarding how to add and drop courses once final selection was put forth. We also created a video in how to determine if courses were open or closed. We...
also ran a contest for students to create their own online training modules which was a huge success. We received 35 videos and had 10 winners.

Equally important, the second Awareness Seminar was improved over the first because initial results indicated that the seminar was being held at an inconvenient time for students. In addition, students reported that the seminar lasted too long. As a result, a new time of day was selected for the seminars and the presentation was shortened. In addition, we also got more students involved and included a “live” registration component because student results indicated that they wanted more hands-on activities during the seminar.

**F: ACTION PLAN FOR IMPROVEMENT—(For Unresolved Outcomes ONLY)**

*Skip this Section if your Outcome WAS achieved. Complete Sections “D” instead.*

Loop Not Closed: Complete this box ONLY if your SLO outcome was **NOT** achieved. If your SLO outcome was NOT reached, discuss in general what your strategic plans for improvement are under next year’s Action Plan. Keep in mind that it is important to readjust your activities, modify them, delete them, add new ones and make adjustments to your overall plan. Once completed, go to Box “G” and list your specific, adjusted activities for the next planning cycle that you plan to implement for improvement.

Skip, since the outcome was achieved.

**G: NEW PROPOSED ADJUSTED ACTIVITIES—(For Unresolved Outcomes ONLY)**

*Skip this Section if your Outcome WAS achieved. Complete Sections “D” instead.*

Loop Not Closed. Complete this box ONLY if your outcome goal was **NOT** achieved. List your modified activities below that will be used to address this SLO outcome for ultimate improvement. **NOTE:** These revised activities must appear on next year’s SLO Report.

Skip, since the outcome was achieved.

A. 

B. 

C. 

If you have an Action Plan, address the following questions: **Skip, since the outcome was achieved.**

1. Who, in your unit, will be responsible for the implementation, tracking, data collection and reporting on this Action Plan? ______

2. When do you anticipate, as a unit, that this Action Plan will be finalized during the upcoming Planning Cycle?
   - Fall
   - Spring
   - Summer

**Planning Hearing Notebook Reminder:** Include data/evidence for the following sections in your Planning Hearing Notebook: Section A (Evidence of Activity Implementation); Sections C (Actual Results Obtained) & E (Use of Results)

**NOTE:** If this outcome has been listed (and the goal unachieved) for three years, the Planning Hearing Committee will have to assist you in creating an Action Plan. The Planning Hearing Committee has the authority to: (A) grant the extension for one more planning cycle; (B) decline the request for extension and delete the SLO; (C) grant the extension for one more year but revise and/or modify the SLO for the program.
Accreditation expects an institution to ensure that its programs are complemented by support structures and resources that allow for the total growth and development of its students.
STRATEGY

Ensure planning and evaluation are an integral part of all administrative and educational support services.
STRATEGY

Past measures of IE included rates of graduation, retention, job placement. Now the institution should include indicators of quality, value, use of student services, strength of the administrative structure and robustness of the physical infrastructure.
WATCH OUT FOR THIS

SACS COC CORE REQUIREMENT 2.10

The institution provides student support programs, services, and activities consistent with its mission that are intended to promote student learning and enhance the development of its students.

(Student Support Services)
STRATEGY

Use of student opinion data is essential in assessment since students are the primary and central focus of learning.

However, it must not be the sole means of assessment.
Unit Plan (Phase II) Narrative Guide Sheet

Directions: After you have completed your Unit Plan and are ending your planning cycle, write a narrative on your unit which addresses the following items as described below. This narrative should be submitted annually as part of your year-end Unit Plan report. See sample template attached.

1. Unit Description:
   a. Connection of the unit to the institution’s role and mission.
   b. Unit Achievements (success)
   c. Units: Specialized accreditations; marketing and student demand for program

2. Unit Effectiveness:
   a. Description of staff within unit
   b. Instruction & Units: Unit progress; student progress; student GPA’s; student placement rates; job placement results; college transfer results; student retention rates; recognition by professional associations; special characteristics including student diversity; number of scholarships utilized, etc.
   c. Support Services & Resources: special support services provided by the unit; current condition of equipment/facilities; laboratory space; effective use of resources.
   d. Customer Service/Satisfaction: Advisory committee perceptions of program, if applicable; coordination with business and industry; perception of graduates (survey results, if applicable).

3. Value Added to College:
   a. Support of the unit to other program and units on campus
   b. Strengths
   c. Areas Needing Improvement
   d. Learning Resources & Technology (how utilized)

4. Projection of Needs:
   a. Staffing Needs
   b. Resource Needs
   c. Professional Development Needs
   d. Departmental or Unit Needs
   e. Other (if applicable)

5. Recommendations:
   a. New/Revised Policies
   b. New/Revised Procedures
   c. Other (if applicable)
Unit Plan Annual Narrative

Directions: Use the “Unit Plan Narrative Guide Sheet” to complete this planning form. Be sure that under each section, you write a narrative which discusses all elements listed under each heading. If a particular element does not apply to your area, note that within your narrative. A gain, this form should be completed as a narrative, not bulleted.

<table>
<thead>
<tr>
<th>Department/Unit:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit Administrator:</td>
</tr>
</tbody>
</table>

### A. Unit Description
- Connection of the unit to the institution's role and mission:
- Unit Achievements:
- Instructional Units within your division:

### B. Unit Effectiveness
- Staff Description:
- Instructional Effectiveness / Student Success:
- Support Services Connection & Resource Availability:
- Customer Service Ranking:
C. Value Added
   a. Support of the unit to other program and units:
   b. Strengths:
   c. Areas Needing Improvement:
   d. Departmental or Unit Needs:
   d. Recommendations:

D. Projections
   a. Staff needs:
   b. Resources needs:
   c. Professional development needs:
   d. Other (if applicable):
Strategies for the Quality Enhancement Plan

• Must be informed by institutional data

• Must focuses on student learning

• Consult and document that an expert in the area of the QEP was utilized during the development of the QEP
  • Ask individual to provide input once SLOs and assessments have been determined
Before Starting The Reaffirmation Process

• Right people doing the work

• Identify issues

• Take actions to resolve issues

• Have all technology and database support in place

• Be ready to start preparing the narratives
OTHER STRATEGIES

• If the word policy is used – have one, demonstrate how the policy was used, evaluate the policy, document change in the policy if needed

• Same for the word procedure!!

• Record keeping is essential – minutes of meetings, samples of completed student projects/exams, etc., survey data, reports, peer data/comparisons

• Use the templates on the SACSCOC website
3.5.1 The institution identifies college-level general education competencies and the extent to which students have attained them. (General education competencies)

• Work hard to make sure the general education or core curriculum is an integral part of the planning and evaluation process.

• Report the results for each of the competencies established by the institution.

• Provide narrative explanation for each result and competency.

• Don’t assume the evaluator will make any inferences. Tell the reader what you want him/her to know about the level of student attainment and the institution’s determination of that attainment.
Q & A