

Self Study 1988

Accreditation Reaffirmed for 6 years: 1988–1994

Self Study 1994

Accreditation Reaffirmed for 6 years: 1994–2000

Self Study 2000

11/02: Interim Report

11/03: Midterm Report

ACCJC Visit

Placed on Warning

4/04: Progress Report, “N” grade

09/04: Progress Report, Program Review

10/04: Visit

Continued on Warning

3/05: Progress Report #3

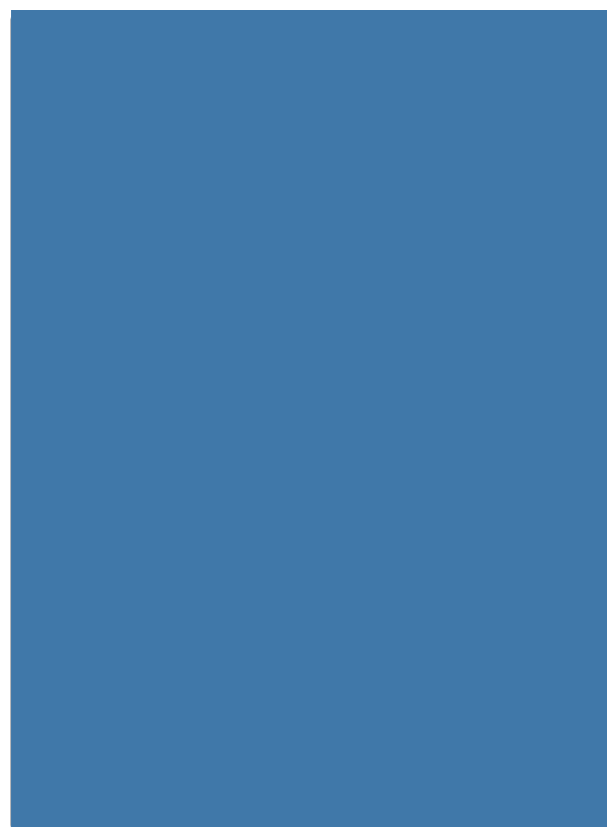
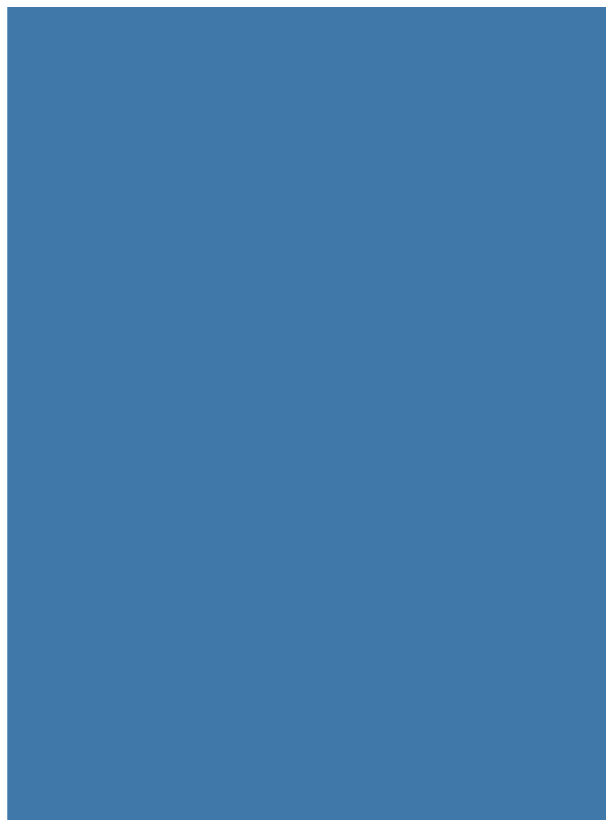
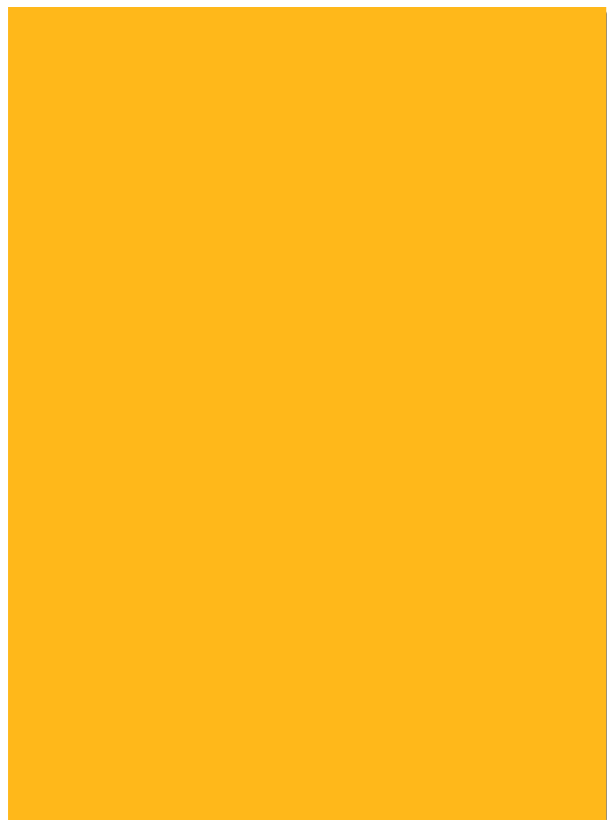
9/05: Progress Report #4

1/06: Removed from Warning

Self Study 2006

a brief
history of
our self
studies

What does
the next 6
years hold in
store for us?



Self Study 06
by Themes

institutional commitment

yes...we are committed.

- ▶ “A commitment in action to providing high quality education congruent with institutional mission”
- ▶ Self Study: Our mission statement stresses six areas: access, learning and teaching, work force development, personal development, community development, and diversity.

institutional commitment

- ▶ “consistency between mission and institution goals”
- ▶ Self Study: The mission statement, as stated in the Strategic Plan, 2002-2010, is central to planning and decision making at LCC. The College’s recent Policy on Program Reviews (2005) and the Annual Review process (2005) strengthen the relationship between mission and decision-making.

institutional commitment

- ▶ “to supporting student learning as its primary mission”
- ▶ Self Study: In Spring 2005, an amendment to the mission added one sentence at the end of the Learning and Teaching principle: “The College is committed to the achievement of student learning.”

institutional commitment

- ▶ “periodically reflect on its mission statement, adapt it as needed, and renew commitment to achieving the mission”
- ▶ Self Study: Mission statement was reviewed in 2004 and revised in 2005.

institutional commitment

Actions

Most action plans require monitoring and assessment of processes. Some specific actions:

- ▶ The College will develop a systematic method to provide better data on graduates and transfer students, in terms of employment and the college programs into which they transfer.
- ▶ Faculty will develop a written policy on course SLO assessment as part of the review of the Curriculum Revision and Review Policy.

institutional commitment

Actions

Most action plans require monitoring and assessment of processes. Some specific actions:

- ▶ The responsibilities of the Assessment Team will be permanently assigned to an administrative office in order to ensure that policies continue to be followed.
- ▶ The College will make available to all students a quick survey assessment of learning style, either as part of new student orientation/counseling, or as a voluntary service for students. In addition, an annual workshop on learning styles will be offered, perhaps as part of new faculty orientation.

evaluation, planning & improvement

Where are we?

Are we effective

What do we do about it?

- ▶ Standard I: Institutional Mission and Effectiveness
- ▶ Standard II: Student Learning Programs and Services
- ▶ Review Mission – How do we accomplish the Mission?
- ▶ Evaluation:
 - ▶ Student Achievement
 - ▶ Student Learning
 - ▶ Effectiveness of Processes
 - ▶ Policies
 - ▶ Organization

evaluation, planning & improvement

- ▶ Planning:
 - ▶ Begin with evaluation of student needs, College programs and services
 - ▶ Cycle of evaluation, goal setting, resource distribution, implementation and reevaluation.
- ▶ Improvement:
 - ▶ Ongoing systematic cycle of evaluation, integrated planning implementation and reevaluation

evaluation, planning & improvement

Actions:

Program Review –

Ongoing and systematic evaluation.

Provide the college with assessment data on the impact of courses, programs, and support areas on student learning.

Tools:

Template based on course and program SLO assessment
SWOT analysis

Annual Review Process –

Ongoing and systematic evaluation

Provide rational planning process based on assessment results from every area/division.

Tools:

Program Review Process results

Result: College Plan:

Based on ongoing and systematic evaluations conducted at the Program Review feeds the Annual Review Process, from which a College Plan is derived. The College Plan will guide the decision making and budgeting process.

evaluation, planning & improvement

- ▶ Change past practices from reactionary to data driven.
- ▶ Integration of data, planning and budgeting used by committees to prioritize Institutional needs: i.e. Staffing Committee – compilation of campus wide information determined from Program and Annual review process, to yield a prioritized all encompassing campus staffing needs assessment presented to the Executive Planning Council for decision making.

student learning outcomes

ACCJC Standard III

Standard III: Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness.

ACCJC Standard III.A.1.c. Faculty and others directly responsible for student progress toward achieving stated SLOs have, as a component of their evaluation, effectiveness in producing those learning outcomes.

student learning outcomes

- ▶ As an institution, we must continually evaluate our own effectiveness in our primary mission: to educate students who have entrusted their future to us.
- ▶ By establishing Student Learning Outcomes (SLOs) at the course, program, certificate, and degree level, we can assess student achievement of those outcomes and use the results to make improvements.

student learning outcomes

- ▶ This assessment of SLOs involves faculty, support staff, and the institution itself:
 - ▶ from each course to the discipline
 - ▶ from each discipline to division
 - ▶ from each division to reviewing bodies responsible for course, program, certificate, and degree review
 - ▶ to the campus administration, which coordinates the SLO assessment results and directs budgetary resources as needed.

student learning outcomes

ACTION

- ▶ To use the data collected to make tangible improvements in instruction and support services and guide strategic decisions by the institution, which include the allocation of resources.
- ▶ To more fully involve all members of campus faculty and support staff in the ongoing process of SLO assessment at the course, program, certificate, and degree level.

organization

- ▶ Institution must have the organizational means and structure to:
 1. Identify and make public student learning outcomes
 2. Evaluate the effectiveness of programs in producing these outcomes
 3. Make improvements

organization

- ▶ Standard I: Institutional Mission and Effectiveness
- ▶ Organizational structure that supports dialogue regarding student learning and institutional processes include...
 - ▶ ○ (1) Faculty Senate, (2) Campus Council, (3) Administration, (4) Academic Divisions, (5) Clerical Staff Council, (6) Administrative Professional and Technical Group, and (7) Operations and Maintenance Group
- ▶ Action Plans
 - ▶ Continued assessment of Program and Annual Review processes to improve student learning and institutional processes

organization

- ▶ Standard II: Student Learning Programs and Services
- ▶ Primary focus – Instructional Programs (II.A) and Library and Learning Support Services (II.C)
- ▶ Action Plans
- ▶ Instructional Programs:
 - ▶ Quick survey assessment of learning style through new student orientation or as voluntary service
 - ▶ Annual workshop to faculty on learning styles
 - ▶ Development of Curriculum Grid for the AA degree
 - ▶ Assess student computer literacy in all degree programs
 - ▶ CTE – track certification/employment of students after graduation
- ▶ Library and Learning Support Services
 - ▶ Assess staffing needs in support of student learning
 - ▶ KI program – assess new software for digitalizing textbooks

organization

- ▶ Standard III: Resources: Covers all standards...Human Resources (III.A), Physical Resources (III.B), Technology Resources (III.C), and Financial Resources (III.D)
- ▶ Action Plans
 - ▶ Human Resources:
 - ▶ Ensure staffing needs are addressed through Program and Annual Review processes
 - ▶ Assess professional development activities and their relation to student learning outcomes
 - ▶ Physical Resources
 - ▶ Use Program and Annual Review processes to assess physical resources necessary to support student learning and services, and long-range capital plans
 - ▶ Second access road to campus

organization

- ▶ Standard III: Resources: Covers all standards...Human Resources (III.A), Physical Resources (III.B), Technology Resources (III.C), and Financial Resources (III.D)
- ▶ Action Plans
 - ▶ Technology Resources
 - ▶ Use Program and Annual Review processes to assess IT needs and technology training
 - ▶ Process available for regular upgrade/replacement of technology equipment
 - ▶ Financial Resources
 - ▶ Use Annual Review process to assess financial and institutional planning
 - ▶ Continue working with UH and UHCC systems to secure needed financial resources
 - ▶ Use Annual Review process to relate student achievement and learning outcomes as basis for planning and budgeting

organization

- ▶ Standard IV: Leadership and Governance
- ▶ Primary focus...Decision-Making Roles and Processes (IV.A) and Board and Administrative Organization (IV.B)
- ▶ Action Plans
 - ▶ Decision-Making Roles and Processes
 - ▶ Formalize evaluation process for the Faculty Senate and Campus Council
 - ▶ Board and Administrative Organization
 - ▶ Several action plans devoted primarily to addressing policies and procedures between CC's, UHCC, and BOR
 - ▶ Implement phase two of the Annual Review process

dialogue

- ▶ Centrality of Mission to the Dialog:
 - ▶ The College will establish and follow guidelines that are based on inclusive dialogue in future revisions of the mission.
 - ▶ The new Program Review and Annual Review processes will be monitored to insure that the mission is central to all decision-making. Changes needed in these processes will ensure that activities to improve student learning and assessment of that learning are appropriately budgeted.

dialogue

- ▶ Centrality of Student Learning Outcomes to Dialog:
 - ▶ The College will develop a plan to assess the extent to which graduates achieve program SLOs.
 - ▶ The College will continue the dialogue resulting in the development of a common understanding of the definition, development, and assessment of student learning outcomes and their place in faculty evaluation.

dialogue

- ▶ Ongoing Process Improvement and Transparency:
 - ▶ Administrators will develop a clear policy and timeline describing the elements, connection, and assessment of Program Review, Annual Review, and supplemental and biennium budget requests. A document illustrating the history of each prioritized item will be published and distributed prior to the start of the academic year.
 - ▶ The College will assess the effectiveness of the Program and Annual Review processes in providing sufficient physical resources to support student learning programs and services.
 - ▶ The Administrative Team will document and share information so that campus members can see the effect of planning and policy-making.

institutional integrity

This theme deals with the institution's demonstrated concern with honesty, truthfulness, and the manner in which it represents itself to all stakeholders, internal and external. This theme speaks to the intentions of an institution as well as to how it carries them out. It prompts institutional assessment of the integrity of its policies, practices, and procedures and to how it treats students, employees, and its publics. It asks that the institution concern itself with the clarity, understandability, accessibility, and appropriateness of its publications; that its faculty provide for open inquiry in their classes as well as student grades that reflect an honest appraisal of student performance against faculty standards. It has an expectation of academic honesty on the part of students. It requires that the institution demonstrate regard for issues of equity and diversity. It encourages the institution to look at its hiring and employment practices as well as to its relationship with the Commission and other external agencies. Finally, it expects that an institution be self-reflective and honest with itself in all its operations.

institutional integrity

- ▶ Intentions of an institution and how the institution carries this out (teaching=SLOs)
- ▶ This theme insists on institutional assessment to validate its intentions
- ▶ Institution has a regard for Equity and diversity
- ▶ Hiring and employment practices
- ▶ Relation with the commission and other external agencies
- ▶ An institution be self reflexive and honest with itself....

institutional integrity

- ▶ Information is accessible...programs syllabuses policy driven access
Mission is clear published and tied to planning...integrity of what we say with what we do
- ▶ Clear transfer policies
- ▶ Lots of focus on policies and docs available proving we address or process issues re fairness and compliance
- ▶ On the budget the chapter discusses the process for planning which moves away from voting and drives the planning process into divisions where lists are formulated with questions and guidelines

institutional integrity

- ▶ Extension of the planning process to achieve more participation w/out sacrificing effectiveness...planning process is demanding new sources of planning information for the college and the system
- ▶ Program Review is mentioned but not detailed
- ▶ Transparency/shared as features
- ▶ Phase II is extension of planning process, shared governance and transparency