

Accreditation Mania

Objectives of Accreditation Mania

- ▶ Have some fun
- ▶ Review the new ACCJC approach
- ▶ Update on plan for year to write the self-evaluation
- ▶ Complete activity on outcomes analysis focusing on disaggregation of outcomes

The New ACCJC Approach and Key ingredients for a successful ISER

- ▶ Start w/Standards and evidence
- ▶ Make sure ISER is addressing the standards
- ▶ Make sure evidence supports claim that you meet the standards
- ▶ College understands processes
- ▶ Any gaps identified, start improvement process now
- ▶ Work existing committee structures into the process
- ▶ Strong IEAOC participation

General Timeline for writing of ISER

- ▶ Mark Snowwhite is writing the self-evaluation
- ▶ If he requests something from you, please respond as quickly as possible
- ▶ Goal is to have drafted the complete self-evaluation by the end of the fall term
- ▶ In the spring term we will review and finalize the self-evaluation
- ▶ Tentatively, the week of October 12, 2020 is Crafton's visit

Review of Assessment Disaggregation Discussed in Academic Senate

- ▶ **In conversations with faculty, the following were identified as possible categories to disaggregate student learning outcomes data by**
 - ▶ Delivery mode (online, face-to-face)
 - ▶ Section length (number of weeks, short-term)
- ▶ **Additional Categories identified at the student level**
 - ▶ Gender
 - ▶ Ethnicity
 - ▶ Economically Disadvantaged Status
 - ▶ Student Services (EOPS, DSPS, etc.)
 - ▶ Tutoring Center
 - ▶ Supplemental Instruction
 - ▶ Placement
 - ▶ International Students

Outcomes Activity

- ▶ Activity Outcomes
 - ▶ All programs will have data to work with 😊
 - ▶ Instructional programs will have disaggregated assessment results
- ▶ Seating is arranged by department
- ▶ Managers/Chairs will help to facilitate
- ▶ Approach for single disciplines within departments
- ▶ Review the data provided by the OIERP and complete the program review questions
 - ▶ Instructional programs will be provided disaggregated data by course and program
 - ▶ Non-instructional programs will also receive data to work with

Instructional Data Handout: Course-Level



Course-Level SLO Data – Fall 2019 In-Service
2018-2019 SLO Cloud Data

August 2019

ASL	Course	Outcome Statement	DE Results		Face-Face Results		Short-Term Results		18+ Weeks Results		Proposed Actions
			Total Students Assessed	% 3 or 4	Total Students Assessed	% 3 or 4	Total Students Assessed	% 3 or 4	Total Students Assessed	% 3 or 4	
	ASL-101	Cultural Diversity and Appreciation: Students will define the concept of culture, appreciate other cultures and interact with members of those cultures in relation to their own.	24.0	79.2	155.0	68.4	29.0	79.3	150.0	68.0	Follow up with students who did not understand the concepts.
	ASL-101	Deaf Culture and History: Students will demonstrate appropriate knowledge of the Deaf community regarding social interactions, beliefs, values, arts, literature, entertainment, and diversity.	24.0	58.3	225.0	63.6	26.0	50.0	223.0	64.6	Follow up with students who did not understand the concepts.
	ASL-101	Expressive Communication: Students will demonstrate language proficiency by signing American Sign Language at a beginning to intermediate level.	24.0	83.3	218.0	52.8	26.0	65.4	216.0	54.6	Proposed action: Re-evaluate course SLO's so that they align with the state standards.
	ASL-101	Receptive Communication: Students will interpret visual/signed ASL at a beginning to intermediate level.	24.0	79.2	218.0	47.7	26.0	34.6	216.0	52.8	Proposed action: Re-evaluate course SLO's so that they align with the state standards.
	ASL-102	Cultural Diversity and Appreciation: Students will define the concept of culture, appreciate other cultures and interact with members of those cultures in relation to their own.	0.0	0.0	81.0	63.0	0.0	0.0	81.0	63.0	<u>none necessary</u> . The new prerequisite for CHEM 150 has shown to have helped the students be more successful in the class.
	ASL-102	Deaf Culture and History: Students will demonstrate appropriate knowledge of the Deaf community regarding social interactions, beliefs, values, arts, literature, entertainment, and diversity.	0.0	0.0	73.0	83.6	0.0	0.0	73.0	83.6	<u>none necessary</u> . The new prerequisite for CHEM 150 has shown to have helped the students be more successful in the class.

Instructional Data Handout: Program-Level

Program Learning Outcome Summary Report

Year

2018 - 2019

Period

Annual

Department

Public Safety & Services

Discip

EMS

Tools

Program Learning Outcomes

#	Program Learning Outcome Statement	# of Students Meeting SLO Rubric				# 3 or higher	% 3 or higher
		1	2	3	4		
1	Evaluate, treat and transport the ill and injured	0	0	0	305	305	100.00%
2	Effectively use adjunctive airway breathing aids						
3	Administer and monitor medications	10	0	0	334	334	97.09%
4	Demonstrate competency in assessing and treating patients with medical or trauma emergencies at a basic level	11	6	18	192	210	92.51%
5	Makes inferences and draws logical conclusions that are supported by evidence. (Paramedic)	1	0	9	54	63	98.44%
6	Recognizes how environments influence opinion, reaction to stress, and judgement. (Paramedic)						
7	Demonstrates effective and reliable oral and written communication. (Paramedic)	1	0	10	155	165	99.40%
8	Applies knowledge to analysis of specific problems. (Paramedic)	1	0	11	76	87	98.86%
9	Works collaboratively or independently to solve problems and make decisions. (Paramedic)	1	0	10	29	39	97.50%
10	Demonstrates an appreciation for diverse ideas, and the expression of those ideas, opinions, and points of view. (Paramedic)	0	0	4	44	48	100.00%
11	N/A	0	0	0	200	200	100.00%

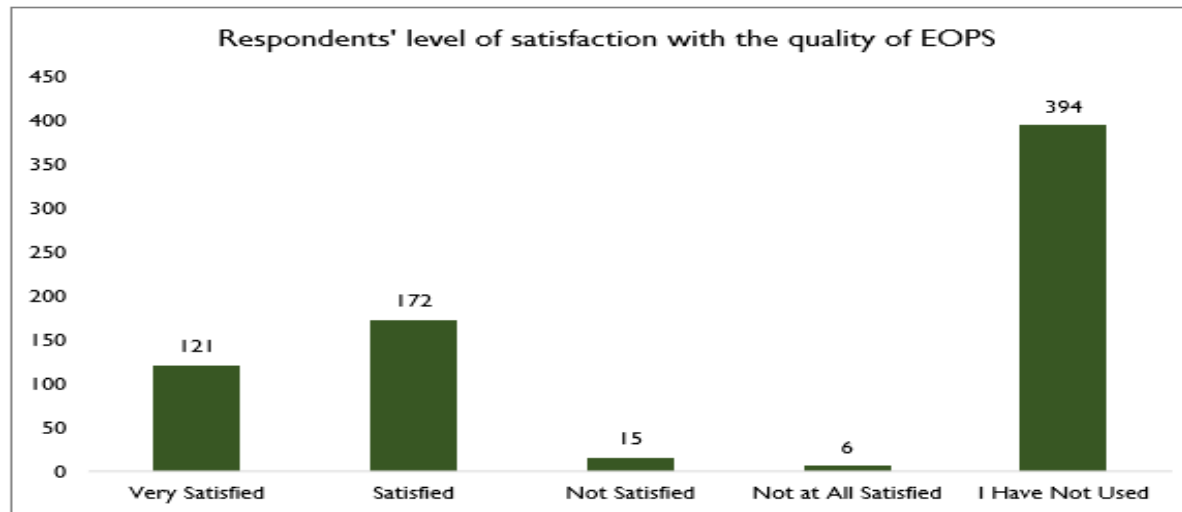
Non-Instructional Data Handout

SPI8 EOPS Student Satisfaction Results & SPI9 EOPS POS Results, August 2019

Part One

In Spring 2018, a student satisfaction assessment instrument was developed by the Office of Institutional Effectiveness, Research and Planning in collaboration with the Crafton Council. The survey was administered to students enrolled in sixty-six sections at Crafton Hills College through the use of random sampling. To assess student perception of various aspects of the college, participants responded to over 100 items ranging from satisfaction with education and services to demographic information. This report includes findings stemming from the student satisfaction survey pertaining to the EOPS office at CHC.

I. Please rate your level of satisfaction with the quality of: Extended Opportunities Programs and Services (EOPS)



Total Responses = 708

- Respondents were most likely to indicate they have not used the EOPS office (56%).

Q4: Non-Instructional Program Review

Question

- a. Please summarize Service Area Outcome (SAO) assessment results. Include a discussion of whether or not the program met its target for each SAO*
- b. Please describe any service area improvements you plan to make as a result of the SAO assessment(s).*
- c. What objective(s) or action step(s) will you add to Question 10 as a result of the SAO assessment(s)? If none, please explain.*
- d. If your program has SLOs, please address b and c above in relation to the SLO assessment results.*

Q4: Instructional Program Review Question (Four-Year Plan)

- a. Please summarize Program Level Outcomes (PLO) assessment results. Include a discussion of whether or not the program met its target for each PLO.*

- b. Please describe any program/course and/or instructional improvements you plan to make as a result of the PLO assessment(s).*

- c. What objective(s) or action step(s) will you add to Question 10 as a result of the PLO assessment(s)? If none, please explain.*

Q4: Instructional Program Review Question (Annual Question)

- a. Please summarize course SLO assessment results. Include a discussion of whether or not the program met its target for each course SLO.*

- b. Please describe any course and/or instructional improvements you plan to make as a result of the course SLO assessment(s).*

- c. What objective(s) or action step(s) will you add to Question 10 as a result of the SLO assessment(s)? If none, please explain.*