Academic Governance | Compliance | Educational Quality

Academic Affairs Board Committee Meeting April 2015

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Education that Works

Today's Agenda

- Instructional Quality

- Academic Program Review

- Healthcare Consolidation

Strategies to Improve Instructional Quality

Data driven Tenure Process

Develop Program-Level Learning Outcomes & Assessment

Improve Instructional Excellence

- New Tenure Process Grounded in Student Success Data

- Tenure Process Reports

- Norming and training of administrators

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Educational Quality: New Tenure Process Grounded in Student Success Data

Tenure Assistance Program (TAP) Course Retention, Course Success and Grade Distribution Data

This workbook provides course retention, success and grade distribution data to support the TAP process. There is one workbook tab for each outcome area which provides individual section level outcomes for the faculty member selected below and the aggregate averages for the respective subject selected below at each of the 7 city colleges. Please make your faculty, term and subject selections and review the data use disclaimers before proceeding. Additional filters such as delivery mode course meeting pattern, faculty job classification (full or part-time) have also been made available so that reviewers can consider other factors that influence student success.

Data Filter Selection

IMPORTANT NOTES:

• *The more specific the filter selections are for Faculty Member, Semester and Subject, the clearer the graphs will be on the next three tabs.*

• *The filters are dynamic. Selecting the filters will update the data on success, retention, withdrawal and grade distribution tabs.*

• *The chart titles on the next three tabs are dynamic and will update each time according to what has been selected in the filter section*

* Indicates a required field

Make your filter selections

Filter	Value		Description
Faculty Member		⟲	*Select a faculty member**
Semester	FA2014	⟲	*Select a term**
Subject	SPEECH	⟲	*Select a subject, or select 'All' for all subjects**
Course Number	(All)	▾	*If a subject has been selected, select a 'Course Number', or select 'All' for all course numbers*
Section Number	(All)	▾	*Select a 'Section Number', or select 'All' for all course sections*
Course College	(All)	▾	*Select a 'Course College', or select 'All' for all course colleges*
Faculty Job Classification	(All)	▾	*Select Full-Time or Part-Time faculty, or select 'All' for all faculty job classifications*
Delivery Mode	(All)	▾	*Select delivery mode, i.e. CDL courses, etc., or select 'All' for all delivery modes*
Course Start Time	(All)	▾	*Select course start time, or select 'All' for all course start times*
Course Meeting Pattern	(All)	▾	*Select the course day(s) meeting patterns, or select 'All' for all course meeting patterns*

Tenure Process Report Findings

Cross-college portfolio and rubric review showed significant differences between colleges.

Amount of feedback given to candidates varied significantly.

Average lines of rubric feedback given at each college:						
29	29	25	22	19	9	0

Trends in rubric scoring varied significantly.

- One college alone granted <u>22 of the 29</u> scores of **commendable** granted across the district
- One college alone granted <u>18 of the 21</u> scores of **borderline** granted across the district

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Actions Taken: Norm Rubric Scoring for College Administration

- Launched mandatory training for administration for norming and training to ensure a more consistent process

College	DA	HW	KK	MX	OH	TR	WR
# Attended	4	7	4	2	10	6	3

- Each college identified areas for improvement for faculty teaching strategies and will coordinate faculty professional development workshops:
  - Developing measurable student learning outcomes
  - Classroom Assessment Techniques

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Programs Level Learning Outcomes and Continuous Assessment

Program-Level Outcomes: The knowledge, skills, and attitudes a student should possess upon completing a program of study based on industry and professional standards

Assessments: The process and instruments (e.g., test, rubric, project) used to gather information to determine if students are achieving the desired learning outcomes. Assessments should be designed to directly answer the question, "How do we know students are learning?"

Framework: Construct program-level learning outcomes using C2C Focus Areas and GPS Pathways as an organizing structure

Basic Certificates	Program-Level Outcomes (Competencies)	Assessments
Baking & Pastry Arts		
Culinary Arts		
Food Sanitation		
Food Sanitation Recert.		
Hospitality Management		
L'art de Gateau (cakes)		
L'art de Patisserie (pastry)		
Advanced Certificates	Program-Level Outcomes (Competencies)	Assessments
Baking & Pastry Arts		
Culinary Arts		
Hospitality Management		
AAS Degrees	Program-Level Outcomes (Competencies)	Assessments
Baking & Pastry Arts		
Culinary Arts		
Hospitality Management		

Academic Program Quality Strategy

Ensure Relevance in the Curriculum

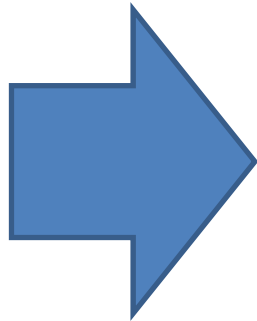**Evaluate Quality of Programs Annually**

Academic Programs

Continuous Quality Review of All Academic Programs

Current State

- ❑ Annual Program Review
- ❑ Quantitative and qualitative data
- ❑ Focuses on AAS Degree, certificates
- ❑ Schedule of programs determined by ICCB

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Future State

- ❑ Collect quantitative and qualitative data on 25% of approved [active] college programs
- ❑ Focused review of established programmatic outcomes, program relevance, assessment tools, student success rates, faculty outcomes, and plans for program improvement
- ❑ Quarterly reports to leadership on program status
- ❑ All new programs should be reviewed in the first year (allows for ensuring program has established and collected baseline assessment data).

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Healthcare Program Consolidation

Project Update

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Health Sciences & Nursing Consolidation Update

Admin/ Personnel
- Identified all current Health Sciences & Nursing personnel across the district
- Developed "to be" resource model
- Mapped out transition timeline by employee and program
- Analyzed budget implications

Curriculum
- Programs working with faculty and program directors to merge and/or update current curricula and ensure class sequencing is appropriate in future courses for programs currently taught at multiple colleges
- Program Directors working with Academic Affairs to create and submit required forms to PACC and ICCB for new programs and curriculum changes

Accreditation
- Created teach out / program change notifications as required by specialty accreditation standards
- Notified HLC as required. Consortia agreements developed, update and approved.
- Partnering with specialized accreditors to ensure smooth programmatic transition from current college location to new building
- Preparing for on site evaluations as requests are received

Clinicals
- Developed clinical partner framework (data, strategy, processes and governance)
- Collaborating with CCA and 3rd parties to implement clinical, partner relationship management and governance strategies
- Developed initial clinical supply/demand model; inventoried all district contracts

Communications
- Drafted "FAQs' on program consolidation
- Creating audience specific communication plans
- Creating program specific student communication plans

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Healthcare Consolidation Portfolio

Nursing	Radiography	Dental Hygiene	Emergency Medical Technician (EMT)	Pharmacy Technology	Respiratory Technology
Basic Nursing Assistant (BNA)	Occupational Therapy Asst. (OTA)	Medical Assisting	Paramedic	Phlebotomy	Mortuary Science
	Personal Training	Massage Therapy	Community Health Worker	Sterile Processing	Surgical Technology
	Medical Billing	Medical Coding	Health Information Management	Fire Science	Health Professions

Surgical Assistant	Physical Therapy Asst.	Physicians Assistant
Anesthesia Technology	Dental Assistant	Clinical Lab Technician

Programs in formation / incubation

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Workstreams Leading to Transition: Nursing (AAS)

		SU 14	FA 14	SP 15	SU 15	FA 15	SP 16	SU 16	FA 16	SP 17	SU 17	FA 17	SP 18	SU 18	FA 18
Nursing, AAS	MX Van Buren	No New Activity	No New Activity	FA 13 Cohort Graduate from MXC (Teach out End)	Teach Out Complete	Teach Out Complete	Teach Out Complete	Teach Out Complete	Teach Out Complete	Teach Out Complete	Teach Out Complete	Teach Out Complete	Teach Out Complete	Teach Out Complete	Teach Out Complete
	Year 2	MX FA13	MX FA13	MX FA13											
Nursing, AAS	TR	No New Activity	New Cohort start at TR	No New Activity	No New Activity	New Cohort at TR	FA 14 Cohort Graduate at TR (Teach out end)	Teach Out Complete	Teach Out Complete	Teach Out Complete	Teach Out Complete	Teach Out Complete	Teach Out Complete	Teach Out Complete	Teach Out Complete
	Year 1		TR FA14	TR FA14		TR FA15									
	Year 2	TR FA13	TR FA13	TR FA13	TR FA14	TR FA14	TR FA14								
Unified Nursing, AAS	MXC Jackson	N/A	N/A	N/A	N/A	N/A	FA15-TR Cohort move to MX Jackson	N/A	Proposed 1st unified Cohort	FA 15 Cohort Graduate at MX Jackson	No New Activity	Proposed Cohort Start	FA16 Cohort Graduate (1st class to grad)	No New Activity	No New Activity
	Year 1						TR FA15		315 FA16	315 FA16		385 FA 17	385 FA 17		
	Year 2							TR FA15	TR FA15	TR FA15	296 FA16	296 FA16	296 FA16	361 FA 17	361 FA 17

- **Nursing consolidation plan and transition timeline for Spring 2016 move to the new MXC School of Nursing is in progress.**
- **The Class of 2016 will complete at Truman College Spring 2016.**
- **The Class of 2017 will move to MXC School of Nursing Spring 2016.**

* Key Assumptions: Based on current teach out documentation per DO Compliance Department.
Source: District Office Compliance Department and Cohort Impact Analysis. 12/29/2014

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Workstreams Leading to Transition: (Radiography, AAS)

EXCERPT

		SU 14	FA 14	SP 15	SU 15	FA 15	SP 16	SU 16	FA 16	SP 17	SU 17	FA 17	SP 18	SU 18	FA 18
Radiography, AAS	MX Van Buren	New Cohort start at MXC (Teach out start)	No New Activity	No New Activity	New Cohort start at MXC	No New Activity	SU 14 Cohort Graduate from MXC (Teach out Ends)	Teach Out Complete	Teach Out Complete	Teach Out Complete	Teach Out Complete	Teach Out Complete	Teach Out Complete	Teach Out Complete	Teach Out Complete
	Year 1	26 MX SU14	26 MX SU14	26 MX SU14	32 MX SU15	32 MX SU15									
	Year 2	31 MX SU13	31 MX SU13	31 MX SU13	26 MX SU14	26 MX SU14	26 MX SU14								
Radiography, AAS	WR	No New Activity	New Cohort start at WR	No New Activity	No New Activity	New Cohort at WR	No New Activity	FA 14 Cohort Graduate from WR (Teach out Ends)	Teach Out Complete	Teach Out Complete	Teach Out Complete	Teach Out Complete	Teach Out Complete	Teach Out Complete	Teach Out Complete
	Year 1	20 WR FA13	30 WR FA14	30 WR FA14	30 WR FA14	29 WR FA15									
	Year 2		20 WR FA13	20 WR FA13	20 WR FA13	30 WR FA14									
Unified Radiography, AAS	MX Jackson						FA 15 WR Cohort moves to MXC / SU 15 Cohort Moves to new building	SU admission - new Cohort start	FA admission - new Cohort start	SU 15 Cohort Graduate	SU admission - new Cohort start / FA15-WR cohort graduates	FA admission - new Cohort	SU16 graduates	SU admission - new Cohort start FA16 graduates	FA admission - new Cohort
Summer Start	Year 1 SU						32 MX SU15	SU16	SU16	SU16	SU17	SU17	SU17	SU18	SU18
	Year 2 SU							32 MX SU15	32 MX SU15	32 MX SU15	SU16	SU16	SU16	SU17	SU17
Fall Start	Year 1 FA						29 WR FA15	29 WR FA 15	FA16	FA16	FA16	FA17	FA17	FA17	FA18
	Year 2 FA						30 WR FA14	30 WR FA14	29 WR FA 15	29 WR FA 15	29 WR FA 15	FA16	FA16	FA16	FA17

* Key Assumptions: Based on current teach out documentation per DO Compliance Department. Decisions made re: unified radiography curriculum, 2015 new cohorts and multiple entry points are to be determined during Radiography discipline meeting January 17, 2015.
Source: District Office Compliance Department and Cohort Impact Analysis. 12/29/2014

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