

Ensuring Quality Programs within NSHE Institutions



Presented to the Board of Regents' Academic, Research and Student Affairs Committee

March 3, 2016

UNLV



Today's Presentation

- Community Colleges
- 4-Year Institutions
- Accreditation
- Policy Recommendation –
future reporting



2-Year Institutions

Ensuring Program Integrity

Community College Mission

- Serving underprepared students
- Offering wrap around services, i.e. tutoring, advising, financial aid
- Providing dual credit opportunities
 - ❖ Board policy already contains provisions for dual credit
 - ❖ Streamlining Jump Start
 - ❖ Enhancing partnerships with local school districts
- Preparing students for the workforce
- Preparing students for transfer to 4 year



Ensuring Quality:

Listening to our communities

We solicit feedback from communities we serve. How do we do that?

- Institutional Advisory Committees
- Community College Subcommittee
- Business and Industry Advisory Committees
- Joint Technical Skills Committees
- Coordinating with local school districts
- Working with economic development authorities, NevadaWorks, Chambers of Commerce, and Workforce Development Board
- Partnering with UNR, UNLV, SNC for transfer students

NSHE community colleges work closely with our various constituencies and actively engage them to solicit input.

Ensuring Quality

Match Local Workforce Development Needs

- Measure available labor market data
- Advisory Committees
- Meet with business and industry leaders
 - ✓ Seek input/support for new programs or revision of existing ones
 - ✓ Public/private partnerships with employers to meet specific of various grants



Multiple mechanisms already in place for gathering feedback and ensuring our academic offerings match up to business and community needs and are of high quality.

Ensuring Quality

Continuous Assessment of Programs

Per Board Policy, *Title 4, Chapter 14, Section 5*, community colleges regularly assess all our academic programs.

Review of New and Existing Academic Programs and Established Certificates

Multiple criteria:

Quality; need/demand; relation to mission; cost; student outcomes; adequacy of resources, i.e. equipment, facilities, space, library



When do we determine new programs are needed?

■ Determine Need/Demand

- Advisory boards; labor market data; economic planning; business and industry partners

■ Establish a Budget

- Personnel, equipment, facility, space; accreditation, professional development

■ Determine Sustainability Plan

- Fees, state, partnerships, grants

■ Seek Approval

- Board of Regents, accreditation boards



How do we determine if criteria is met on existing programs?



- Job Placement after completion
- Track the number of industry recognized certificates
- Track retention
 - Monitor low yield programs
 - Revise
 - Sunset
- Program unit reviews (annual report to ARSA Committee)
- Consider transfer rates and compare success of transfer students to others and measures of success after transfer (graduation rate, etc.), including transfer out of NSHE institutions (National Student Clearinghouse)
- Comparison to peer and/or aspiration institution

Ensuring Quality

Overall Excellence in Instruction

- Hire high quality faculty
- Evaluate and observe faculty
- Assessment of student learning outcomes
- Curriculum assessment programs
- Quality matters (distance learning review)
- Quality matters faculty mentors
- Professional development
- Community College Survey of Student Engagement (CCSSEE)
- Student Satisfaction (Ruffalo Noel Levitz Student Satisfaction Inventory)
- Alumni Satisfaction Surveys



4-Year Institutions

Ensuring Program Integrity

Accreditation and Reputational Indicators

- Regional accreditation
- Programmatic accreditation in disciplines where professional accreditation/licensure is an expectation (AACSB, Engineering, Education, Social Work, Nursing, Medicine, etc.)
- Other disciplinary recognition (ACS, NASM)
- Faculty quality: scholarly reputation, research productivity, and awards
- Carnegie Classification(s)
- National Research Council rankings by discipline
- Media Rankings (e.g. *U.S. News and World Report*)

Access and Completion Indicators



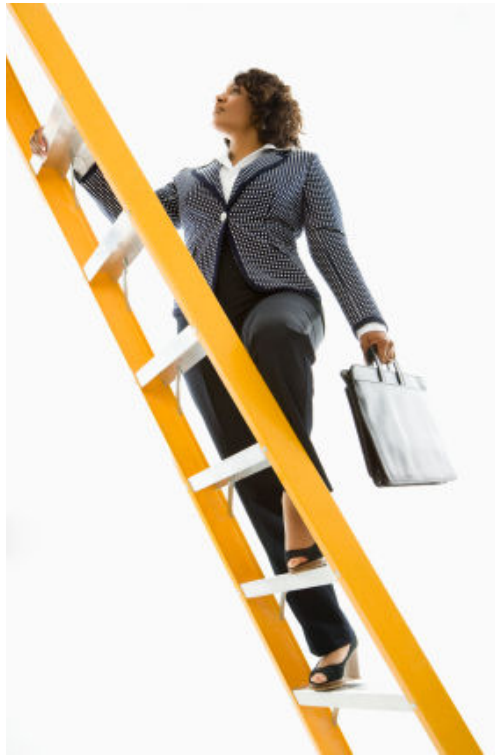
- Affordability
- Retention rates
- 4 year and 6 year graduation rates (undergraduates)
- Average time to completion (graduate students)
- STEM and non-STEM degree productivity
- Access (demographics representative of state)
- Progression metrics

General Education Outcomes

- Effective written and oral communication
- Effective quantitative literacy
- Effective critical and creative thinking
- Effective information literacy
- Effective teamwork and problem solving skills
- Experiential learning activity (internships, undergraduate research, co-op programs, service learning, volunteerism, study abroad)
- Familiar with diversity, global, and ethical issues
- Civically aware and engaged



Post-Graduation Indicators



- Professional licensure pass rate
- Professional/graduate school placement rate
- Employment rate
- Employment rate in discipline
- Earnings (relative to disciplinary and degree level averages)
- Debt load and loan repayment rate
- Mid-career value add (earnings gain relative to educational cost)

Discovery Metrics

- Relative size/critical mass of graduate programs
- Quality of research laboratories, instrumentation, computing, and library resources
- University and National Laboratory partnerships
- External grants and research expenditures
- Intellectual property: patents and technology licenses
- Externally recognized research center designations
- Faculty service to professional societies
- Faculty appointments, awards, and honors



Service and Engagement Metrics

- K-12 partnerships and HS dual enrollment
- Community College articulation and co-admission
- Community/State outreach and engagement
- External contracts
- Relevance of curricula, degree productivity, and research emphases to state industry sectors
- Partnerships with industry
- Offerings for professional continuing education



The Role of Accreditation

Accreditation

Peer-Based External Quality Review

- Institutional – review entire institutions
- Programmatic – review individual programs within the institution

Process:

1. Self-study report
2. Site visits by team of expert peer reviewers with specializations from analogous institutions concluding with an evaluation report
3. In depth review and decision by commission based on evidence from reports and (typically) interviews with institutional representatives

Accreditation

Shift from inputs (resources, structures that allow an institution to fulfill its purpose) to outcomes

- Standards require direct evidence of student learning
- Evidence is used to make judgments about quality and accredited status
 - Publicly define student learning outcomes – what students know and can do as a result of their course of study
 - Regularly gather and report concrete evidence of this learning
 - Use the results to identify gaps between expected and actual learning and make curricular improvements



Student Learning Outcome: Communication

Level 1: Clarity

- State position orally and in written form

Level 2: Structure

- Substantiate argument with supporting research
- Establish clear transitions between introduction, ideas, and conclusion

Level 3: Tone and Audience

- Adopt appropriate voice, tone, and level of formality for intended audience
- Ensure unity, clarity, and coherence in paragraphs
- Accept and profit from criticism

Level 4: Persuasion

- Employ emotional and rational persuasion
- Critique own work

Evidence

- Data can be quantitative or qualitative.
- Data should be relevant, verifiable (through replication or third-party inspection), and representative or typical of institutional or program performance.
- Thresholds for acceptable performance are established.
- Student achievement is assessed relative to thresholds.



Direct Measures of Student Learning

- Faculty-designed comprehensive or capstone assignments
- Performance on licensing or other standardized examinations
- Professionally judged performances or demonstrations of abilities in context
- Portfolios of student work compiled over time
- Samples of representative student work generated in response to typical course assignments



***Greater emphasis on direct measures
of student learning...***

Indirect Measures of Student Learning

- Self-reported gains of learning
- Student satisfaction surveys
- Job placement
- Retention and graduation rates



Important Data Characteristics

- **Triangulation of data sources** - degree to which multiple data sources are used to examine student learning outcomes. Every measure has strengths and weaknesses, overreliance on a single measure is imprudent.
- **Comprehensiveness** - degree to which evidence is generated about the range of learning outcomes established by the institution or program.
- **Assessment from an accreditation perspective**
 - Is utilized to assure quality
 - Has an eye towards improvement - not towards comparative judgments

Policy Recommendation

Handbook: Title 4, Chapter 14, Section 5

Existing Program Reviews

Additions appear in *boldface italics*; deletions are [~~stricken~~ and bracketed]

- c. An annual report will be published by the institution on the results of existing program evaluations and a summary of that report will be forwarded to the Chancellor's Office and presented to the Academic, *Research* and Student Affairs Committee annually. *When the annual report is presented to the Committee, at least two teaching institutions selected by the Chancellor's Office will also present in detail the reviews conducted for at least one program. The presentation by each institution shall include, but is not limited to, the institution's process for evaluating existing programs generally, indications of quality, whether the program is meeting employer expectations, improvements in student learning outcomes, and any action steps identified based on the review of the program and the status of the action steps.*



Questions?

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