

FAQs Degree-Certificate Annual Report Form

1. Basic Information:

- a. How will this review apply to the AA DTA and all the A&S departments that are part of it?
 - i. The degree/certificate term makes sense for a Workforce offering. For the AA-DTA, the component units, that is Humanities, Social Sciences, etc. will report on their Student Level Outcomes and how they support the Institutional Level Outcomes. Each of these departments has well defined outcomes and have submitted STEPS reports.

2. Goals from Previous Year:

3. Courses and Outcomes:

- a. Do all courses have the same Institutional Level Outcomes (ILOs) as these are set as college-wide learning outcomes?
 - i. The ILOs are college wide and in the case of the AA-DTA, the A&S courses have to support an ILO. For Workforce programs, courses have to support Program Level Outcomes (PLOs) or ILOs. Some courses could support both.
- b. Do we have to outline how the College Level Outcomes (CLOs) line up to the PLOs and how those line up with the ILOs?
 - i. As part of COAR faculty will map CLOs to PLOs and/or ILOs. The mapping goes from CLOs to PLOs or from CLOs to ILOs, some courses could support both a PLO and an ILO.
- c. Each program will need to develop a multi-quarter/multi-year schedule to ensure each course is reviewed at least once every 3 years (or would it be 4 or 5 years?).
 - i. Faculty, Chairs and Deans will define a timeline of how to review all the courses of a certificate/degree over the span of 3 years. For large units such as A&S and Workforce, the third-year review dates will have to be staggered to ensure a workable volume is reviewed each year.
- d. For the section on how assessment results inform instruction, can you provide sample descriptions that can be used for process guidance?
 - i. In addition to this FAQs we will ask for samples from faculty that have done this type of reflection.

4. Student Success:

- a. What is the measurement for comparisons for course success rates? Is it a D as the minimum passing grade across programs or is it relative (i.e., success is measured based off passing, which may vary from class to class or program to program)?

FAQs Degree-Certificate Annual Report Form

- i. The percent of DFW is a good indicator of course success that can be used across programs. We will set a baseline based on historical data and set improvement goals from there. Grades such as Z or In progress will not be counted in the DWF rates as they don't count on students' transcripts.
- b. Can we include success rates by Modality? It could be a subset of "Course success rates" or a stand-alone bullet.
 - i. Course success rates can be disaggregated across different dimensions (gender, ethnicity, age,) modality can also be another dimension to track.
- c. For Math and English completion, will the data be represented as a rate (like the completion rates) or as raw counts?
 - i. The standard way to measure Math and English completion is by percent of a cohort (or population).
- d. How will Math and English completion apply to other areas of A&S? For example, in Social Sciences how would we measure success?
 - i. The measures most applicable to Social Sciences and the other A&S departments will be DFW rates and the results of the outcomes assessment. Are the students meeting the course and institutional level outcomes and are there any gaps in attainment.

5. Achievement Gaps:

- a. Should gaps to target be designated, suggested, or left wide open? (For example, modalities, age, ethnicity, gender, etc.)
 - i. It is challenging to try to address gaps across multiple dimensions such as those listed above. The Dean, Chairs and faculty will review the data and decide on priorities for the next year. The important part is that many of the instructional changes introduced to address gaps result in improvements on more than one dimension. Ultimately the goal is to move towards a 0% gap.
 - ii. For dimensions where the student population is small, wide variations in the metrics could show up from year to year. In this case we will have to define additional parameters, such as what is an acceptable range of variation that leads to equitable outcomes. This will be part of discussion between the Dean, Chairs and faculty.

6. Continuous Improvement & Reflection and Goals for Next Year

- a. With regards to support and resources, how will this information be used in institutional decision making? Do we need to include a justification here, too?

FAQs Degree-Certificate Annual Report Form

- i. The purpose of this field is to tie this annual review with budget requests. A justification will be needed because it will help fill out the corresponding filed in the budget request form.

7. Signatures

- a. Who is the Institutional Effectiveness Reviewer and what is their role overall?
 - i. The Institutional Effectiveness Reviewer is part of college wide committee that will be reviewing all the submitted forms. Its role is very similar to the role of the Assessment Review Committee (ARC) that reviewed the STEPS reports this past academic year.