



# Flagged by Middle States – A Case Study of Remediation

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# About LVC

- **Carnegie Classification:** Baccalaureate College – Diverse Fields
- **Undergraduate Enrollment:** 1683      **FTE:** 1609.67
- **% Residential – 78.8%**      **% Commuter – 21.04%**
- **Degrees offered:** Associate's, Bachelor's, Master's, Doctor's – Professional Practice, Postsecondary Certificate, Postbaccalaureate Certificate
- **106 Full time faculty**



# Goals

- Context
- Response and Strategies
- Student Learning Assessment – General Education
- Institutional Transformation and Results



## Context

- Self-study submitted March, 2012. MSCHE visit occurred in April 2012
- Evaluation Team Visit and Report - *out of compliance with Standards 7 and 14, strong recommendations with 11 and 12.*
- Commission Letter - placed on *warning status.*



# First Response



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# STRATEGY #1

## Institutional Renewal and Improvement

*Refocusing the Reaccreditation Process*

*Continual Self-Assessment*

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## STRATEGY #2

### Evaluation Team and Middle States Staff

*Higher Education Colleagues*

*Resource for Improvement*

*Best Ideas and Suggestions*



## STRATEGY #3

### **An Institutional Priority**

*President and Senior Officers*

*Board of Trustees*

*Campus Constituency*

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# STRATEGY #4

## Leadership Team

*Middle States Response Task Force*

*Key Individuals*

*Pushing Decision Points Down*



## STRATEGY #5

### Structures

*Structures in place that allow for thorough and efficient processes and procedures*



# *Structures*

- Institutional Effectiveness Committee
- Planning and Resource Allocation Committee
- Faculty Committee Restructuring
- Committee on Curriculum and Assessment
- Student Affairs Assessment Committee
- Administrative Support Mechanisms



## STRATEGY #6

### Institutional Resources

*Investment in College Staff*

*Consultants*

*Assessment Management System (TracDat)*

*Program Improvement Funds*

*Faculty/Staff Development Workshops*



# MSCHE's Concerns

## **1. Student Learning Outcomes**

- Assessment of student learning was not consistent across programs
- Questioned existence of 'culture of assessment'

## **2. General Education**

- Simplify student learning outcomes and develop comprehensive assessment program
- Reevaluate the structure of the GE program

## **3. Planning and resource allocation**



# Faculty Response

Our initial response began in early August 2012

- *General Education Advisory Committee (GEAC)* and the *Academic Assessment Committee (AAC)* organized an approach to assessing SLOs
  - GEAC revised the GE student learning outcomes , going from 33 separate objectives to 9
  - Developed a curricular map to visualize which SLOs were addressed in each component of the General Education Curriculum
  - **Insight #1** It became apparent that some objectives weren't being addressed or were only minimally addressed in the general education curriculum



## Faculty Development Workshop, August 2012

1. Created curricular alignment maps using competencies inherent in our student learning goals and objectives
  - Aligned all departmental courses to the core competencies inherent in each learning objective, including courses with GE designations, and identified whether the competency was addressed at a beginning-, intermediate-, or capstone-level
2. Identified specific courses where GE assessment could take place, including a specific assignment to assess using an AAC&U value rubric
3. Began to truly foster a “culture of assessment”
  - **Insight #2** Assessment is *everyone’s* responsibility, not just the GEAC or the Director of General Education or departmental chairpersons.



Looking back, this workshop was pivotal to our subsequent success –

- Faculty left with an understanding our assessment plan for the upcoming year; felt a sense of accomplishment and ownership
- Using the AACU rubrics allowed us to expand our assessment activities quickly





# GE Assessments 2012-13

- Individual faculty did direct assessment of student work in their GE courses and courses in the major that develop core competencies
- We collected random samples of student work from selected GE courses for large scale assessments of writing and intercultural competence; a group of faculty readers did blind scoring using AAC&U value rubrics after working on inter-rater reliability
- We also collected direct evidence from high-impact experiences such as internships, capstone courses, and student teaching
- Gathered indirect evidence from NSSE, IDEA survey, AICUP survey of alumni



## So what did we find....

We collected a *lot* of data... Ann compared it to stargazing. Here are some of our findings....

- We could identify areas where we achieved our desired outcomes (writing and critical thinking) and areas where we did not (problem solving and quantitative reasoning). These last two were addressed more clearly in the majors than in GE.
- We shouldn't be surprised that some outcomes weren't where we wanted them to be, given that we weren't providing sufficient opportunity for those competencies to be addressed through coursework.
- **Insight #3 – we need to rethink our GE curriculum**



# MSCHE Visit, April 2013

The visiting team commended us for the progress we'd made, but noted

- We must ensure sustainable processes
- We must improve in how we communicate results and use them to inform planning & resource allocations.

Commission accepted the report, removed the warning and reaffirmed our accreditation, June 2013.

Next monitoring report was due in April 2015 and accepted by the Commission in June 2015.



# Outcomes of the Process

We are a stronger institution because of this experience.

- Renewed emphasis on *student learning*
- Shared commitment for student learning: improved relations between Student Affairs & Academic Affairs
- Curricular revisions in 10 academic programs resulting from assessment
- Major revision of general education
- Improved infrastructure for assessment
- Strategic Planning Process



# Secrets to Our Success

- *Just do it.* Don't worry about being perfect, just get started collecting data. Insights will come.
- *Get everyone involved.* Assessment must be viewed as everyone's responsibility.
- *Share your findings.* It shows constituencies that data really is being used, not just going on a shelf.
- Senior leadership *must* support assessment initiatives, and use results to 'close the loop.'
- Continue to develop knowledge & skills



# Questions?

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