

Standards III, IV and V

Commissioner Stephen Haas (Crestpoint University)

Dr. Caulyne Barron (Dunlap-Stone University)

Monday, October 21st 11:00 a.m. – 12:30 p.m.



Standard III: Institutional Planning and Effectiveness

The institution monitors achievement of its mission, conducts strategic planning, and evaluates its institutional effectiveness.

Standard III.A. Mission Achievement

The institution plans and implements comprehensive processes with clearly defined metrics and criteria to monitor effectiveness of all aspects of the institution's operations against the institution's mission and any initiatives identified in the strategic plan. The institution shares appropriate information from the data gathered with relevant stakeholder groups.

Metrics

Criteria

Effectiveness

Operations
-> Mission

Operations
-> Strategic
Plan

Information
Sharing

SER

Questions

1. Describe how the institution monitors and measures operational effectiveness to verify alignment of institutional activities with its mission statement.
2. List the **metrics and criteria** the institution uses to measure achievement of the mission.
3. Describe how the achievement of these metrics and criteria demonstrates that the institution is effectively carrying out its mission.
4. Identify who is responsible for documenting the institution's achievement of its mission.
5. Describe the **process the institution uses to seek input** from relevant groups regarding the extent to which it achieves its mission. Include the types of data the institution gathers for review, which is relevant to its identified metrics.
6. Describe how the institution **shares** information on the achievement of its mission with relevant groups and incorporates this information into planning for improvement.



Observations

- Metrics and Criteria
 - More than just grades
 - Placement rates, retention, persistence, graduation, employment surveys, independent assessment, etc.
- Process
 - “We talk a lot” is not enough.
 - Regularly scheduled and organized meetings
 - Closing the assessment loop
- Shares
 - Show distribution of assessment results
 - Can be meetings, emails, shared documents, etc.

Standard III.B. Strategic Planning

The institution implements a strategic plan utilizing a systematic process for the achievement of goals that support its mission. The institution's planning processes involve all areas of the institution's operations in developing strategic initiatives and goals by evaluating external and internal trends. Data is used to identify areas of weakness and opportunities for improvement, development, and growth. The plan helps institutions set priorities, manage resources, and set goals for future performance.

The strategic plan addresses, at a minimum, finances, academics, technology, admissions, marketing, personnel, and institutional sustainability and includes measurable action plans that lead to mission achievement. The plan identifies the individuals responsible, timelines for completion, and the financial resources required. The institution reviews the strategic plan at least annually and reports achievement of progress to its stakeholders.



SER

Questions (1 of 2)

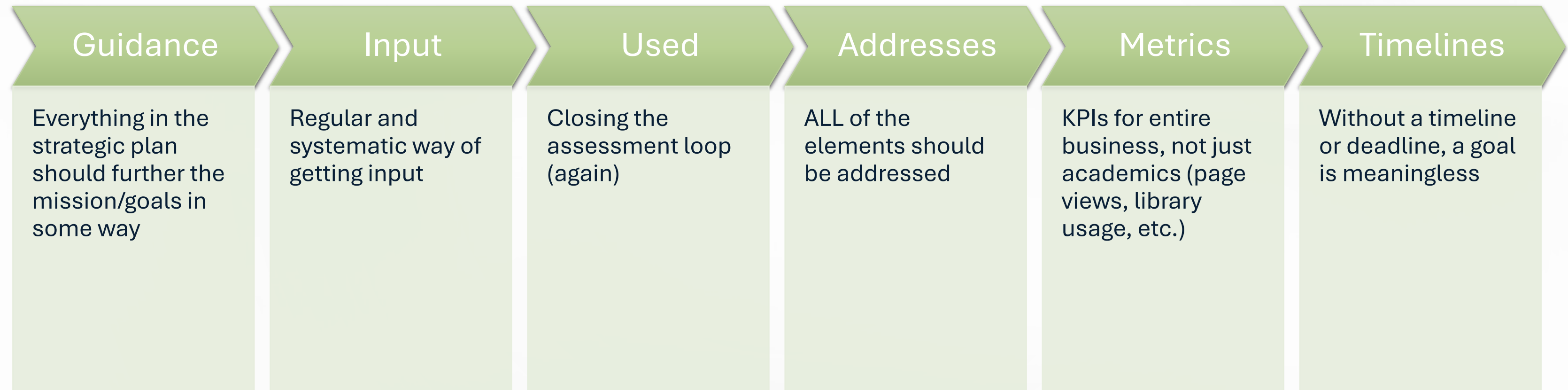
- 1. Describe how the institution's strategic planning efforts guide the pursuit of goal achievement in support of its mission. [EXHIBIT 8: Strategic Plan]
- 2. Describe how the institution seeks input from internal and external stakeholders as a means to enhance the strategic planning process.
- 3. Describe how the input received from internal and external stakeholders is used in the strategic planning process.
- 4. Describe the institution's strategic planning process in terms of gathering data to identify areas for improvement or opportunity, via a SWOT Analysis (strengths, weaknesses, opportunities, and threats) or other similar means of evaluation.
- 5. Describe how the strategic plan identifies proactive initiatives, priorities, and goals for future performance, in alignment with its identified areas for improvement or opportunity.

SER

Questions (2 of 2)

- 6. Describe how the institution's strategic plan **addresses**:
 - Financial stability, Development of educational offerings., Integration of technology to enhance its educational offerings., Effective and accurate admissions and marketing activities to promote institutional sustainability, Professional development of leadership, faculty, and staff,
- 7. Describe the **metrics** the institution has identified that guide and measure the achievement of its strategic planning goals and objectives.
- 8. Describe how the institution identifies the individuals responsible, **timelines** for completion, and the financial resources required to pursue achievement of each of its strategic initiatives.
- 9. Describe the institution's annual strategic plan review process and how it reports achievement of progress to relevant stakeholders.

Observations



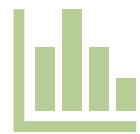
Standard III.C Institutional Effectiveness

The institution develops a plan and implements a systematic and ongoing process to evaluate the content and delivery of its educational programs, its provision of student support services, and the effectiveness of its supporting infrastructure and staff operations. The institution engages in sound research practices; collects and analyzes quantitative and qualitative evidence about its effectiveness; and develops and implements action plans that are used to improve operations, academic achievement, educational technologies, and student services.

SER Questions

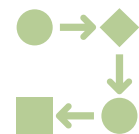
- 1. Describe the institution's ongoing efforts to **evaluate** institutional effectiveness and **implement** action plans for improvement.
[EXHIBIT 8: Institutional Effectiveness Data and Planning Document]
- 2. Describe the institution's **research practices** and its process for collection and analysis of both quantitative and qualitative data. Provide examples of the data collected and analyzed.
- 3. Describe the **key indicators** the institution uses to measure its effectiveness and to determine if improvements are needed.
- 4. Describe and provide **examples** of how the institution improves its educational programs based on the data collected and analyzed from its research studies.
- 5. Describe and provide examples of how the institution improves its student support services based on the data collected and analyzed from its research studies.
- 6. Describe and provide examples of how the institution improves its technological infrastructure and staff operations based on the data collected and analyzed from its research studies.
- 7. Describe how the institutional effectiveness programs and data are **reviewed** to determine achievement of initiatives.

Observations



Evaluate

Regular and systematic collection and analysis of data



Implement

Closing the assessment loop (again)



Research practices

How do you systematically collect data?



Key indicators

What data do you collect?



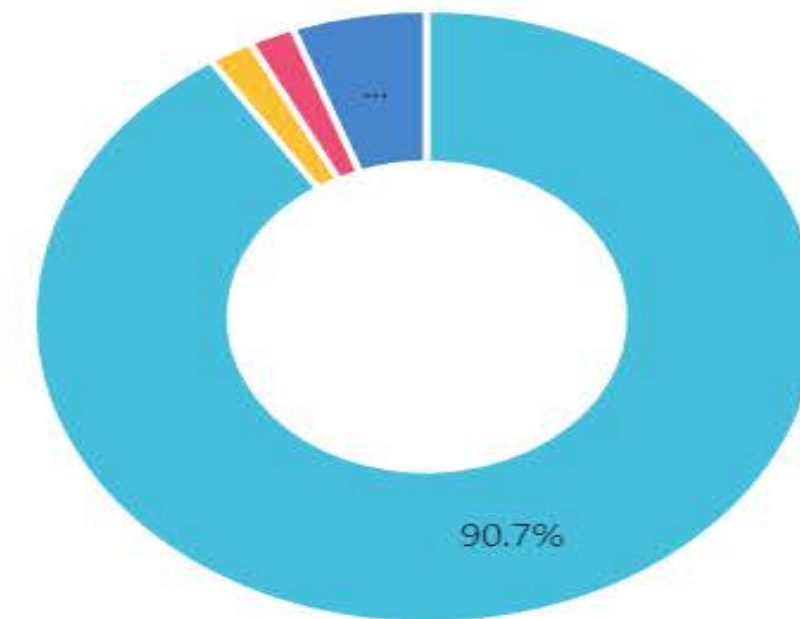
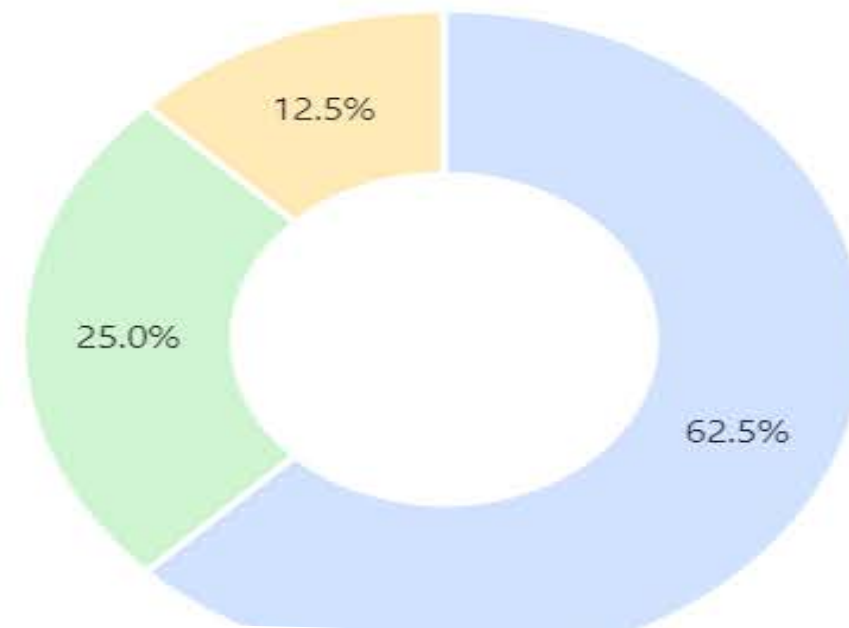
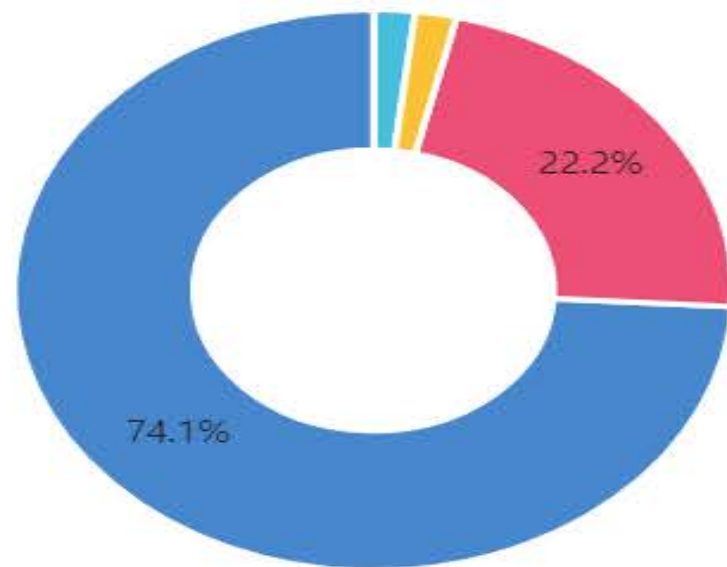
Examples

Be specific!



Reviewed

By leadership





Standard IV: Academic Achievement

- Academic achievement is evaluated through assessment of student learning outcomes; student outcomes measures; and the sentiments of students, alumni, and employers.

Standard IV.A. Student Learning Outcomes

Student learning outcomes are clearly defined, simply stated, and measurable and define success for students who are reasonably capable of completing the educational offering.

- Describe how the institution develops student learning outcomes (including program- and course-level outcomes). [EXHIBIT 9: Program Outcomes]
- Describe how the institution verifies that student learning outcomes are measurable and reasonably attainable.
- Describe how the institution verifies that student learning outcomes are current and relevant based on research, comparison, subject matter experts, and advisory council input.
- Describe how course outcomes are mapped to program outcomes. [EXHIBIT 9: Curriculum Maps]

<input type="checkbox"/>	A Program Outcome	☰ Courses	☰ Direct Assessment M...	☰ Direct Assessment Cr...	A Cu
20	BSW-6 Communication and Collaboration: Gradua...	SW-280 SW-340 SW-355	Direct Measure: Practicum ...	Benchmark: At least 80% of...	
21	CJ-1 Theoretical Understanding and Application: S...	CJ-150 CJ-201 CJ-301 CJ-	Direct Measure: CJ-201 Cri...	Benchmark: At least 80% of...	
22	CJ-2 Effective Communication and Methodologica...	CJ-201 CJ-301 CJ-303 CJ-	Direct Measure: CJ-450 Ca...	Benchmark: At least 80% of...	
23	CJ-3 Research and Critical Analysis Skills: Students ...	CJ-150 CJ-201 CJ-301 CJ-	Direct Measure: CJ-450 Ca...	Benchmark: At least 80% of...	

Standard IV.B.

Direct Measures

The institution evaluates student achievement using student outcome indicators (e.g., completion rates) and other measures that it determines to be appropriate relative to its mission and educational offerings, including post-completion measures. The institution maintains systematic and ongoing processes for assessing student achievement, analyzes aggregated and disaggregated data, and documents that the results meet both internal and external benchmarks, including those comparable to courses or programs offered at peer DEAC accredited institutions. Data on student achievement is collected on a continuous basis and evaluated annually.

Describe how the institution collects student outcomes data appropriate to its mission and educational offerings, as part of its outcomes assessment plan. [EXHIBIT 10: Outcomes Assessment Plan]

Describe how often student outcomes data is collected and evaluated as part of the institution's outcomes assessment process.

Describe the direct measures (e.g., assignment, examination, or assessment) used by the institution to measure student achievement of student learning outcomes (both program- and course-level outcomes).

Describe the benchmarks or standards the institution uses to measure whether students are achieving the stated student learning outcomes.

Describe how the institution uses the data results of direct measures to improve and enhance its educational offerings and support services.

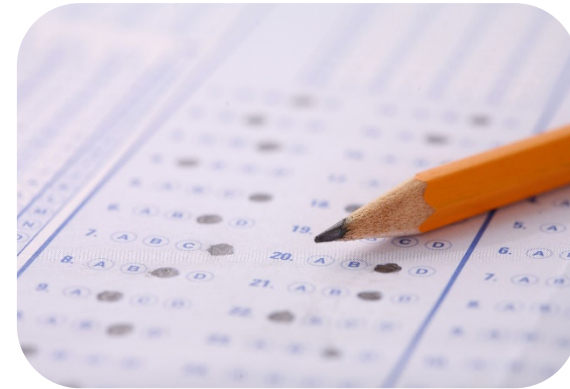
Describe how the institution monitors student graduation and completion rates.



Program and Course Level



Benchmarks (Internal and DEAC)



Direct Measures: Assignment, Exam, Assessment



Graduation and Completion Rates



Persistence



Placement and Career Data

Provide data that shows how the institution meets DEAC's most recently published benchmark standards (see DEAC Handbook, Part Four: Appendix X) for graduation and completion rates within the context of the institution's mission and the profile of students being served.

Describe how the institution monitors student persistence and retention rates, as applicable to the institution's program lengths.

If applicable, relative to the institution's mission and educational offerings, describe how the institution monitors post-completion measures (e.g. employment rates, placement rates, professional examination pass rates, or wage increase metrics).

For programs that indicate a specific career or other benefit as an outcome or prepares students for state licensure/certification examination required for entering a profession, describe the process for collecting data on student achievement and/or licensure examination results. If stated program outcomes explicitly indicate job placement, include evidence of employer acceptance of graduates of these programs.

For programs that indicate a specific career or other benefit as an outcome, describe how the institution gathers and utilizes information from employers about future employment prospects for graduates of these programs.

Standard IV.C

Indirect Measures

The institution systematically seeks student, alumni, and employment community input to evaluate and improve curricula, instructional materials, method of delivery, and student services. The institution regularly collects evidence that currently enrolled students are satisfied with the administrative, educational, and support services provided.

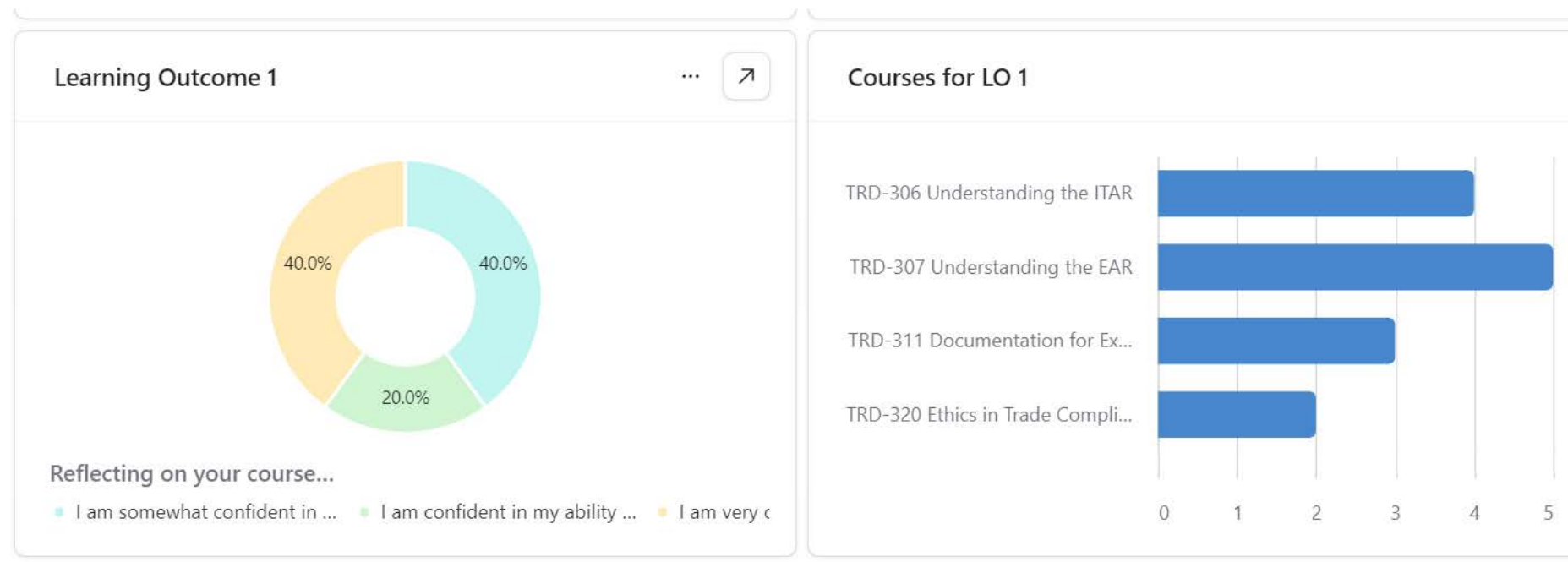
Describe how the institution systematically seeks student and alumni input to evaluate and improve curricula, instructional materials, method of delivery, and student services. [EXHIBIT 11: Sample Student/Alumni Surveys]

If applicable, relative to the institution's mission and educational offerings, describe how the institution systematically seeks input from the employment community to evaluate and improve curricula, instructional materials, method of delivery, and student services. [EXHIBIT 11: Sample Employer Surveys]

Describe any other indirect measures the institution uses to measure student satisfaction (e.g. exit interviews or focus groups).

Describe the benchmarks or standards the institution uses to measure student satisfaction.

Describe how the institution uses the data results of indirect measures to improve and enhance its educational offerings and student support services.



Standard IV Observations

- Course and program outcome describe what students should learn.
- Data is collected (both direct and indirect measures) to establish whether students are meeting the stated learning outcomes.
- The information collected is analyzed and used to improve programs and services to support the mission.

The screenshot displays a course catalog interface. At the top, two course cards are shown: FAE-302 (Global Finance Meth...) and TRD-201 (Exporting/Importing ...). Below these, a table lists assessment measures and criteria. The table has two columns: the left column lists the assessment type, and the right column provides details such as embedded or direct measures, benchmarks, and current year results.

Course ID	Course Name	Credits	Active?
FAE-302	Global Finance Meth...	3.0	Yes
TRD-201	Exporting/Importing ...	3.0	Yes

Assessment Measure	Details
Direct Assessment Measure	Embedded Assessment: Final Exam Direct Measure: CITFS Exam
Direct Assessment Criteria	Benchmark: At least 80% of students will receive a grade of 75% or higher on the TRD-201 Final Exam. Benchmark: For those students who choose to sit for the Certified International Trade Finance exam, at least 60% of students will report that they passed the exam.
Current Year Direct Results	–
Indirect Assessment	Indirect Measure: Student Surveys
Benchmark	Benchmark: At least 80% of students will indicate that they are confident or very confident in their skills and abilities in this area.

Standard V Academic Program Requirements

- Program offerings are aligned with the institution's mission. Program requirements are clearly stated and consistent with accepted expectations for level and content at peer institutions.



Standard V.A. General Program Requirements

The institution's programs are aligned with its mission. Program content, student learning outcomes, and standards of student performance are appropriate to the academic discipline and level of the credential conferred. Entry and completion requirements for each program are clearly defined and consistent with commonly accepted program expectations of the authority for awarding the credential. Program length for degree programs must adhere to the following minimum standards:

Associate Degree

- 60+ semester hours or equivalent

Bachelor's

- 120+ semester hours or equivalent

Master's

- 30+ semester hours or equivalent beyond the bachelor's

First Professional

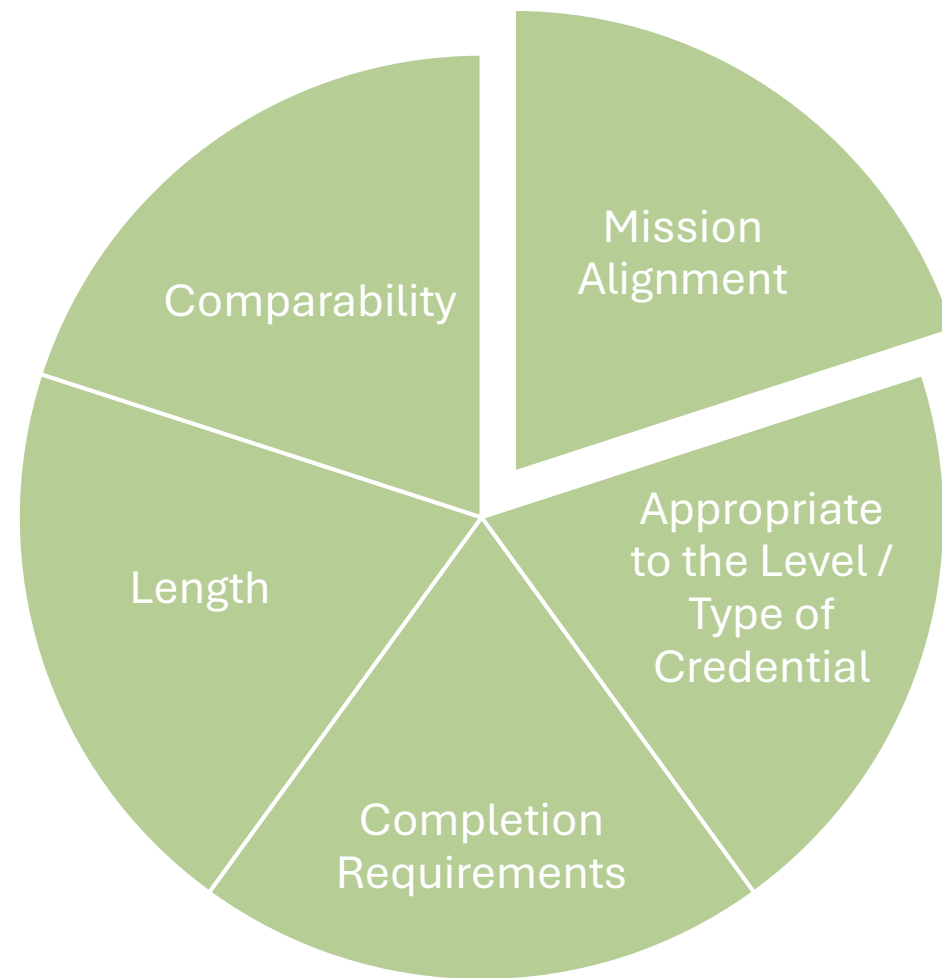
- 50+ semester hours or equivalent beyond the bachelor's

Applied Doctorate

- 48+ semester hours or equivalent beyond the master's

Research Doctorate

- 60+ semester hours or equivalent beyond the master's



- Describe how program offerings **align** with the institution's mission.
- Describe how program contents are **appropriate** to the type and level of credential conferred (e.g., non-degree, undergraduate degree, graduate degree, and/or doctoral degree).
- Describe how student learning outcomes are appropriate to the type and **level** of credential conferred (e.g., non-degree, undergraduate degree, graduate degree, and/or doctoral degree).
- Describe how program standards of student performance are at appropriate levels of academic rigor that is consistent with the type and level of credential conferred e.g., non-degree, undergraduate degree, graduate degree, and/or doctoral degree).
- Describe how the institution **verifies that entry and completion requirements** (e.g. capstone, thesis, or other culminating project requirements as applicable) for each program are clearly defined and consistent with commonly accepted program expectations at other appropriately accredited institutions. [EXHIBIT 12: Program Comparisons (only for institutions seeking initial accreditation)]
- For each degree program offered, verify that program length adheres to minimum length per Standard V.A.1 -6.
- If the institution offers a program where the field of study has commonly accepted and established minimum length requirements that differ from Standard V.A.1 -6 minimums, describe how the program is comparable to other programs offered at accredited institutions.

Associate	Bachelor	Masters / First Professional	Professional Doctoral
General knowledge and understanding of many key concepts, methodologies, theoretical approaches and assumptions in a discipline; broad understanding of	Developed knowledge and critical understanding of the key concepts, methodologies, current advances, theoretical approaches and assumptions in a discipline overall, as	A systematic understanding of knowledge, including, where appropriate, relevant knowledge outside the field and/or discipline, and a critical awareness of	A thorough understanding of a substantial body of knowledge that is at the forefront of their academic discipline or area of professional practice including, where

Standard V.A. Observations

- Alignment
 - How does the degree program support the mission?
- Appropriate
 - Look at best practices from other programs
- Level
 - Reading level, assignment level, etc.
 - Bloom's taxonomy?
- Completion requirements
 - Who checks to see if the student is progressing and has progressed to the end? Is it done automatically? If not, what process is in place?
- Where is this information retained? Curriculum Development Manual?
- Who reviews this? Faculty groups? Advisory Council?

B. General Education Requirements for Undergraduate Degrees

- Institutions set clear expectations regarding general education requirements for undergraduate programs consistent with the level of education and academic discipline. General education content for undergraduate programs conveys broad knowledge and intellectual concepts to students that equip them for lifelong learning. General education must include outcomes related to written and oral communication, quantitative reasoning, information literacy, critical thinking, natural and physical sciences, social and behavioral sciences, and the humanities.

Written and Oral
Communication

Quantitative
Reasoning

Information
Literacy

Critical Thinking

Social and
Behavioral
Sciences

Natural and
Physical
Sciences

Humanities

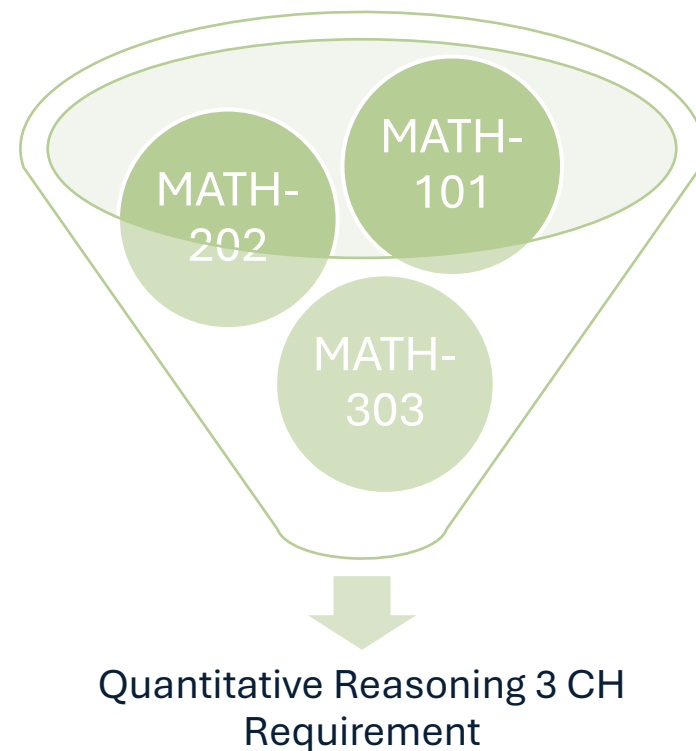
SER

Questions

- 1. Describe how the institution's general education requirements are clearly defined and appropriate to the program level(s) and discipline(s) offered.
- 2. Describe how general education content conveys broad knowledge and intellectual concepts to students that equip them for lifelong learning .
- 3. Describe how each general education outcome required by this Standard (written and oral communication, quantitative reasoning, information literacy, critical thinking, natural and physical sciences, social and behavioral sciences, and the humanities) is addressed in the curriculum for each degree program offered.

Examples

Category -> Requirement



Category -> Outcome

Students will demonstrate essential mathematical skills, reasoning abilities, and problem-solving strategies necessary for success in academic, professional, and everyday life.

Mapped to specific outcomes or content in required courses in the program.

- Outcome 1 (with assessment data)
- Outcome 2 (with assessment data)

Examples of Documentation

- General Education Maps (Making sure students complete requirements)
- Defining Terms, Outcomes, and Categories (Curriculum Development Manual? Outcomes Assessment Plan?)
- Assuring Faculty Qualifications for Embedded Outcomes
- Outcomes Assessment Data (Direct and Indirect Measures)
- Non-substantive Changes (in consultation with DEAC)
 - Adding classes, adding outcomes

Observations

Appropriate

- Even though there are minimum requirements for a degree, the gen ed requirements should also be appropriate
- If the degree is in a heavy English field, reading and writing may be emphasized, etc.

Lifelong Learning

- Research, critically analyzing information, information literacy

Each

- Course learning outcomes should include ALL of these



C. Alternative Program Structures

- Institutions may offer alternative program structures appropriate to the institution's mission. Such program structures may include direct assessment (competency-based) programs, joint degrees, dual degrees, double majors, and advanced standing degree enrollment as defined in the glossary. Alternative degree plans must meet all student learning outcomes and DEAC's standards of accreditation, including the requirement that the majority of each program be offered through distance education.

SER

Questions

- 1. Separately for each applicable alternative program structure, describe how the program(s) are appropriate to the institution's mission.
- 2. Separately for each alternative program structure, describe how the program(s) aligns with applicable DEAC glossary definitions. If the program(s) do not align with a glossary-defined structure, describe the program(s) requirements and include sample academic schedules.
- 3. Separately for each alternative program structure, describe how the program(s) include defined student learning outcomes that are reasonably achievable in the proposed structure.
- 4. Separately for each alternative program structure, affirm that the majority of each program is offered through distance education.

D. Program Advisory Council(s)

- The institution maintains an Advisory Council of individuals external to the institution with expertise for each major group of programs or major subject matter disciplines it offers to inform curricular development decisions and align program content to current practices. Institutional personnel may participate as liaisons to Advisory Councils.



SER

Questions

- 1. Describe how the institution maintains an Advisory Council of external individuals with expertise for **each major group** of programs or major subject matter disciplines it offers.
[Exhibit 13: Advisory Council Rosters and Bios]
- 2. Describe how the institution's **Advisory Council(s) feedback informs curricula development decisions** and verifies that program content aligns with current practices.

Observations

Each major group

- You need a council for each subject matter, not necessarily each degree

Feedback informs curriculum

- Meeting minutes or emails showing the received feedback
- Meeting minutes or emails showing how that feedback was used to inform decision-making



Exhibits

- EXHIBIT 8: Strategic Plan
- EXHIBIT 8: Institutional Effectiveness Data and Planning Document
- EXHIBIT 9: Program Outcomes
- EXHIBIT 9: Curriculum Maps
- EXHIBIT 10: Outcomes Assessment Plan
 - Evidence of Benchmark compliance
- EXHIBIT 11: Sample Student/Alumni Surveys
- EXHIBIT 11: Sample Employer Surveys
- EXHIBIT 12: Program Comparisons
- EXHIBIT 13: Advisory Council Rosters and Bios

Sample Answers that Need Improvement: 1

-
- List the metrics and criteria the institution uses to measure achievement of the mission:
 - Our institution measures the achievement of its mission by looking at various factors. We consider student success, graduation rates, faculty performance, and overall satisfaction. We also look at how well our programs are doing and how much our students are learning. Additionally, we measure the impact we have on the community and our reputation among other universities.
 - *This answer is not specific enough and doesn't provide measurable benchmarks or performance indicators.*

An improved answer (start)

-
- Our institution employs a comprehensive set of metrics and criteria to evaluate the achievement of our mission. These include:
 - Graduation and Retention Rates: Through a monitoring system built into our LMS, we closely monitor the percentage of students who graduate within a specified timeframe and those who continue their studies from year to year. Our current graduation rate is X% and our target is a graduation rate of Y% within one year and Z% within three years. See page 7 of the [strategic plan](#).
 - Student Learning Outcomes: We assess student learning through formatting and summative assignments, capstone projects, and portfolio reviews. Each program has defined learning outcomes, and we track the percentage of students who meet or exceed these benchmarks. For a list of benchmarks for each program, see page 29 of the [institutional effectiveness plan](#).
 - Post-Graduation Success: We track the employment rates, graduate school acceptance rates, and average salaries of our graduates within six months of graduation. Our benchmark is for X% of graduates to be employed or enrolled in graduate programs within 6 months after completing their degrees. ([link?](#))

Sample Answers that Need Improvement: 2

Describe how the institution seeks input from internal and external stakeholders as a means to enhance the strategic planning process.

- ABC University gathers input from internal and external stakeholders through periodic surveys and meetings. Internally, faculty and staff are invited to provide feedback during departmental meetings, and students are asked to share their thoughts through campus-wide surveys. Externally, input from alumni and industry partners is collected through informal consultations and focus groups. For example, the University ran a focus group of students to determine whether to add mandatory study groups for basic course. We also constantly converse with our faculty, staff and students to get their feedback on how our strategic plan has worked and how it should be adjusted to reflect best industry practices.

Though this answer has solid elements, However, the process it describes is ad hoc, with no formalized structure in place to ensure consistent and comprehensive engagement.

An improved answer (start)

- ABC University schedules semi-annual meetings with each of the following groups of stakeholders:
 - Faculty
 - Student government representatives
 - Advisory councils
 - Staff
- At these meetings, elements of the strategic plan that are germane to these populations are discussed. The meetings present the mission and university goals and discuss and seek feedback on the relevant strategic planning initiatives and how they further the mission and goals. Please see the attached meeting minutes.

Sample Answers that Need Improvement: 3

- Describe how the institutional effectiveness programs and data are reviewed to determine achievement of initiatives
The institutional effectiveness programs and data are reviewed through a variety of methods to determine the achievement of initiatives. Regular reports are produced, which include a range of data points such as student outcomes, faculty performance, and resource utilization. These reports are distributed to relevant stakeholders, including faculty committees, administrative staff, and other decision-makers. The stakeholders then review the data to assess progress towards institutional goals.
The review process typically involves meetings where data is discussed and analyzed. Stakeholders may provide input based on their interpretation of the data, which is considered during the review process. The aim is to identify trends, strengths, and areas that may need improvement. The data is also compared against benchmarks and previous years' results to gauge progress.
If the data suggests that initiatives are on track, the institution continues with its current strategies. If there are areas where progress is less than expected, discussions are held to explore possible adjustments or new approaches. However, the specific actions taken can vary depending on the context and the nature of the initiatives.
In addition to these regular reviews, the institution occasionally conducts more in-depth evaluations of certain programs or initiatives. These evaluations are intended to provide a deeper understanding of the effectiveness of specific strategies and to ensure that the institution remains aligned with its overall mission and objectives.
achievement of initiatives.

This describes a solid process, but it is too vague and not systematic.

An improved answer (start)

- Review of institutional effectiveness programs involves several key stages:
- Data Collection and Reporting : The institution collects data across various domains, including student learning outcomes, graduation rates, faculty performance, resource allocation, and student satisfaction. This data is automatically collected by our LMS and compiled into detailed reports quarterly reports by the institutional research office (see [example](#)).
- Stakeholder Involvement : These reports are distributed to key stakeholders, including academic and administrative leadership, faculty committees, and relevant departments. Each stakeholder group is responsible for reviewing the data within the context of their areas of responsibility. For example, faculty committees may focus on student learning outcomes and curriculum effectiveness, while administrative units may examine resource utilization and operational efficiency.
- Data Analysis and Benchmarking: The review process involves a thorough analysis of the data, where it is compared against internal benchmarks, historical data, and external standards such as peer institutions or accreditation requirements. This benchmarking process allows the institution to identify trends, recognize areas of strength, and pinpoint areas where improvements are needed.

Sample Answers that Need Improvement: 4

-
- Separately for each applicable alternative program structure, describe how the program(s) are appropriate to the institution's mission.
 - Alternative structures allow for flexibility in how the programs are delivered, which is important because it lets the institution offer a variety of options to students. These structures might include things like online courses, evening classes, or accelerated programs. While these programs are different from the traditional format, they still contribute to the overall mission of the institution because they provide education. The institution believes that offering these alternative formats can attract more students who might not be able to attend regular classes.
 - Alternative program structures are in place because they offer different ways for students to complete their education. Since education is a big part of the institution's mission, these programs can be seen as appropriate to the mission.

too vague and doesn't dovetail with the mission

Better Answer

-
- The evening program structure caters to students who are currently employed full-time but are looking to advance their careers into management positions. These classes are scheduled after regular working hours, allowing students to continue working while pursuing their education. The curriculum is delivered in a manner that encourages students to immediately apply what they learn in the workplace, thus reinforcing the practical application of management theories and practices. This structure directly supports our mission by enabling students to gain relevant experience and education simultaneously, fostering a seamless transition into higher-level management roles.
 - Our accelerated business management programs are designed for students who are eager to fast-track their education and enter the workforce sooner. These programs offer an intensive curriculum that condenses the learning timeline without sacrificing the depth and quality of education. The accelerated format is particularly beneficial for individuals who have prior experience in the business field and are looking to formalize their knowledge and skills quickly. By offering a streamlined path to a business management degree, these programs help fulfill our mission by producing competent, well-trained managers in a shorter timeframe.

Sample Answers that Need Improvement: 5

- Describe how the institution's Advisory Council(s) feedback informs curricula development decisions and verifies that program content aligns with current practices.

The Advisory Council plays provides feedback that can influence curricula development decisions. The council is composed of industry professionals, alumni, and sometimes faculty members who bring diverse perspectives to the table. They meet periodically to discuss various aspects of the programs offered by the institution, including the relevance and applicability of the curriculum.

During these meetings, council members share their insights on industry trends, emerging skills, and other factors that they believe should be reflected in the program content. This feedback is documented and forwarded to the curriculum committee for review. The curriculum committee then considers this feedback alongside other factors such as accreditation requirements, faculty expertise, and student feedback. If the council's suggestions align with the institution's goals and resources, the curriculum may be adjusted accordingly.

The council's feedback provides a general sense of what is happening in the industry, but the curriculum committee also relies on other sources such as faculty research, industry reports, and student outcomes data.

- *This is not necessarily a "bad" answer, but it lacks specificity in the connection between council feedback and action by the institution.*

Better Answer

- The Advisory Council provides feedback that can influence curricula development decisions. The council is composed of industry professionals, alumni, and sometimes faculty members who bring diverse perspectives to the table. They meet periodically to discuss various aspects of the programs offered by the institution, including the relevance and applicability of the curriculum.
- During these meetings, council members share their insights on industry trends, emerging skills, and other factors that they believe should be reflected in the program content. This feedback is documented and forwarded to the curriculum committee for review. The curriculum committee then considers this feedback alongside other factors such as accreditation requirements, faculty expertise, and student feedback.
- For example, in the December 2023 meeting, the Advisory Council for the paralegal studies program suggested that students be taught to navigate and conduct legal research using Lexis or Westlaw. In the January meeting, the curriculum committee considered the feedback and produced a recommendation that all 100-level paralegal courses devote one lecture to teaching the students to research a specific issue relevant to the course through Lexis.
- After the faculty senate ratified this proposal, this policy was adopted in March of 2024. Since then, all syllabi for 100-level paralegal courses have set aside a lecture to conduct legal research using Lexis for an issue relevant to the course.
- A sample of such a syllabus is attached.

Thank You

Stephen Haas, Crestpoint University

Caulyne Barron, Dunlap Stone University
