A Faculty Evaluator’s Perspective on the ACE Review Process

Dawn Lee Garzon PhD, CPNP-PC, PMHS, FAANP
Clinical Professor and Associate Director
Washington State University Vancouver
College of Nursing
Burning Questions:

1) How are the course evaluations conducted?

2) How can we, the academic institutions, trust the credit recommendations?
Course Planning Tools

ACE - American Council on Education

MILITARY PROGRAMS

US Marine Corps Validation
Program of Instruction (POI) Datasheet
Submission Date: XX Month 20XX

If this course contains classified material, is there enough unclassified material for review? If there is not, stop here. ACE cannot review the course.

1. Course Point(s) of Contact:
   - Name:
   - Title:
   - Location:
   - Phone:
   - Email:

2. Course Data Fields
   - Course Title:
   - Course Number:
   - Total Course Length in 90 Day:

TRAINING COURSE CONTROL DOCUMENT
FOR
TACTICAL MOBILE ACOUSTIC SUPPORT SYSTEM MAINTENANCE COURSE
C-102-0132A

PREPARED FOR
CENTER FOR NAVAL AVIATION TECHNICAL TRAINING
Framing the Review Components

- Content, Scope, and Rigor
- Learning Outcomes
- Depth and Breadth of Material
- Level of Difficulty
- Applicability to Programs and Courses
- Assessment Tools
The Materials Hands-On

- Course planning tools
- Textbooks / handouts
- Assessments
- Instructor / student guides
- Instructional materials
- Laboratory projects
- Specialized training labs
- Instructor qualifications**
### Military Instructors vs. Faculty with Higher Education Institutions

<table>
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<tr>
<th>Level</th>
<th>Key Requirements</th>
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| Associate Instructor | • Must have an assigned mentor  
|                 | • Complete Army Basic Instructor Course and Cadre Training Course  
|                 | • Teach 25% of course  
|                 | • Receive 3 observations from the Associate Instructor Certification Board  
|                 | • Successfully pass Associate Instructor Certification Board                      |
| Instructor      | • Must have an assigned mentor  
|                 | • Complete Systems Approach to Training Basic Course  
|                 | • Teach 50% of course  
|                 | • Conduct 100 hours of classroom instruction  
|                 | • Obtain score of 90 or better on all written & practical exams for instructional area  
|                 | • Must receive 6 additional observations                                          |
| Senior Instructor| • Must revise a PCI, lesson plan, test, job or training aid  
|                 | • Teach 75% of course  
|                 | • Conduct 800 hrs of instruction  
|                 | • Complete advanced professional development courses applicable to assignment  
|                 | • Obtain score of 90 or better on all performance based exam/job knowledge tests for instructional area  
|                 | • Receive 8 additional observations                                                |
| Master Instructor| • Teach 100% of course  
|                 | • Conduct 1000 hrs of instruction  
|                 | • Complete grad-level equivalent courses  
|                 | • Mentor Junior Instructors  
|                 | • Submit and complete master project  
|                 | • Appear before Evaluation Board                                                   |

- **Formalized training required**
- **Mentored and assessed with instructional expectations**
- **Subject-matter experts**
Military Course Rigor

Content, scope and rigor must be at the post-secondary level!

Bloom’s Taxonomy (Revised)

- **Creating**
  - Can the student create a new product or point of view?
  - assemble, construct, create, design, develop, formulate, write

- **Evaluating**
  - Can the student justify a stand or decision?
  - appraise, argue, defend, judge, select, support, value, evaluate

- **Analyzing**
  - Can the student distinguish between different parts?
  - appraise, compare, contrast, criticize, differentiate, discriminate, distinguish, examine, experiment, question, test

- **Applying**
  - Can the student use information in a new way?
  - choose, demonstrate, dramatize, employ, illustrate, interpret, operate, schedule, sketch, solve, use, write

- **Understanding**
  - Can the student explain ideas or concepts?
  - classify, describe, discuss, explain, identify, locate, recognize, report, select, translate, paraphrase

- **Remembering**
  - Can the student recall or remember the information?
  - define, duplicate, list, memorize, recall, repeat, state

**Semester Hours (SH)**

- Graduate
- Upper-Division
- Lower-Division
- Vocational / Certificate
Semester Hour Credit Recommendations

Accountability

- Appropriate Alignment
- Evidence of learning
- Multiple measures, tools, and strategies
Definitions (Vocational – Lower Division)

Vocational Certificate
This category describes course work normally offered in certificate or diploma (non-degree) programs that are usually a year or less in length and designed to provide students with occupational skills. This course work also can be found in curricula leading to associate degrees in applied sciences. Course content is specialized and the accompanying shop, laboratory, or similar practical components emphasize procedural more than analytical skills.

Lower Division
At the lower undergraduate level (freshman, sophomore, associate degree level) the scope of a recommended equivalent is sufficient to provide a student with the knowledge and understanding necessary to utilize basic terminology, principles, methods and perspectives as a foundation for more advanced study and/or application in a general or specific discipline. The learning outcomes are mostly assessed and aligned with lower level Bloom’s Taxonomy categories.
Definitions (Upper Division – Graduate)

**Upper Division**
At the upper division (junior or senior level) the scope of a course recommended for equivalency must be sufficient to fit in a predetermined continuum in a specific field or discipline. Courses at this level may require prerequisites and are often highly specialized. Courses at this level reflect theoretical understanding and appreciation as well as incorporating higher level thinking skills such as reflection and metacognition.

**Graduate Level**
The scope of courses receiving graduate level equivalency must include opportunities to gain advanced knowledge, particularly theory and research in a specific discipline. A graduate level recommendation must reflect a course affording the student the opportunity to be (a) conversant with the literature in the field, (b) conduct discipline specific research using advanced methods and tools, and (c) evaluate and synthesize published works in longer and more complex writings than done at the undergraduate level. Overall passing score must be 80%.
Team Collaboration
Faculty teams produce a product!
Military Mission and Vision

Military educates and trains to meet their mission requirements.

“The Army’s mission is to fight and win our Nation’s wars by providing prompt, sustained land dominance across the full range of military operations and spectrum of conflict in support of combatant commanders.”

http://www.army.mil/info/organization/

The mission of the Marine Corps is to be the nation’s expeditionary force in readiness.

http://www.marines.mil/

The mission of the Navy is to maintain, train and equip combat-ready Naval forces capable of winning wars, deterring aggression and maintaining freedom of the seas.


“The US Coast Guard protects the maritime economy and the environment, we defend our maritime borders, and we save those in peril. This history has forged our character and purpose as America’s Maritime Guardian — Always Ready for all hazards and all threats.”

http://www.uscg.mil/top/missions/

The mission of the United States Air Force is to fly, fight and win...in air, space and cyberspace.

http://www.uscg.mil/top/missions/
Curriculum Gaps
Faculty are the Key!

• Must actively be teaching college-level courses
  – Regionally accredited institutions
• Based on academic discipline alignment
• ACE pays honorarium and travel

FY 16 Accrediting Authorities Represented

- Higher Learning Commission (HLC) 22%
- Middle States Commission on Higher Education (MSCHE) 13%
- North Central Association (NCA) 1%
- New England Association of Schools and Colleges (NEASC) 3%
- Northwest Commission on Colleges and Universities (NWCCU) 2%
- Southern Association of Colleges and Schools (SACS) 57%
- Western Association of Schools and Colleges (WASC) 2%

Higher Learning Commission (HLC); Middle States Commission on Higher Education (MSCHE); North Central Association (NCA); New England Association of Schools and Colleges (NEASC); Southern Association of Colleges and Schools (SACS); Western Association of Schools and Colleges (WASC)

www.acenet.edu/evaluators
Military Course Review Summary

No magic elixir
• Content, scope, and rigor
• Learning outcomes; alignment to assessment
• Current curriculum

Not always credit
• Insufficient materials
• Inadequate Assessments
• Limited scope
• Too military specific

Faculty collaboration
• 100% consensus
• At least 3 faculty per course
• Aligned subject area expertise
Burning Questions

1) What is an occupation review?

2) How confident are you as a faculty evaluator that the credit recommendations are justified?
Pre-review “homework”
• Team arrives to site early
• Initial team meeting
• POC / team in-briefing
• Review of promotion examinations (USN/USCG)
• Team discussion
• Panel interviews / quick breaks
• Working lunch
• Team brainstorming, collaboration, consensus and write ups
Validation ~ Sample Interview Questions

**General Questions**
- What is a “typical” duty day expectation for this pay grade (or skill level)?
- What percentage of the job for this pay grade (or skill level) is manual hand or field work? What percentage is office work?

**Technical or Hard Skills Questions**
- Considering on-the-job-training (OJT), what are the job duties expected of this pay grade (or skill level) now?
- Describe any technical tools or resources used at this pay grade (or skill level).
- Please describe the new technical skills, specifically related to the occupation, that a person is expected to learn OJT at this pay grade (or skill level).

**Management or Soft Skills Questions**
- Describe the management responsibilities in this pay grade (or skill level)?
- Describe the requirements in terms of using a computer in this pay grade (or skill level)? What software programs or applications are used?
- How is leadership demonstrated in this pay grade (or skill level)?
- Please describe the level of supervision expected in this pay grade (or skill level)? To what degree does this supervision influence performance of subordinates?
“Ops” Tempo

Military educates and trains to meet their mission requirements.
Team Collaboration and Consensus

- Synthesis and validation of occupation standards
  - Learning above and beyond formal classroom
  - Not individualized

- Alignment to current curricula
  - Determination of post secondary content and rigor

- Team consensus must be 100%
Bridges and Connections
Michele S. Spires
Director, Military Programs
American Council on Education

Email
mspires@acenet.edu
militaryed@acenet.edu

Phone
1-866-205-6267
✓ Press 1 for a military related inquiry