CAMPUS LABS PLANNING IE REPORTING, DEADLINES, AND STUDENT LEARNING OUTCOMES

OFFICE OF UNIVERSITY ASSESSMENT

YEAR 1 OF IMPLEMENTATION (2014-2015)

Sept 12

Pilot training with IE Committee/sample of unit/dept. heads.

Sept 5-12

Revision /adjustment of training agenda and materials, and finalize training process

September 26-November 14, 2014

10 training sessions offered at various days and times for department heads to attend for inputting 2014-2015 goals/outcomes/objectives and assessments

DEADLINE APRIL 15, 2015

Input 2014-2015 definition of unit/goals/outcomes/objectives/assessments

November 1, 2014-July 15, 2015

Report results of assessments as they are collected

July 16, 2015-August 15, 2015

Report Program modifications and actions due to assessment results; AND, plan to adjust goals/outcomes/objectives and assessment plan

YEAR 2 OF IMPLEMENTATION (2015-2016)

August 16, 2015—September 15, 2015

Input/revise 2015-2016 goals/outcomes/objectives and assessments

November 1, 2015-July 15, 2016

Report results of assessments as they are collected

July 16, 2016-August 15, 2016

Report Program modifications and actions due to assessment results; AND plan to adjust goals/outcomes/objectives and assessment plan.

YEAR 3 OF IMPLEMENTATION (2016-2017)

The same general timeframes for each section of the Institutional Effectiveness process for each year moving forward (same as year 2). These open timeframes will allow for department heads to submit information as they receive results and report when more convenient for them. The system is live and can be logged in at any time and reported/revised/updated.

August 16, 2016—September 15, 2016

Input/revise 2015-2016 goals/outcomes/objectives and assessments

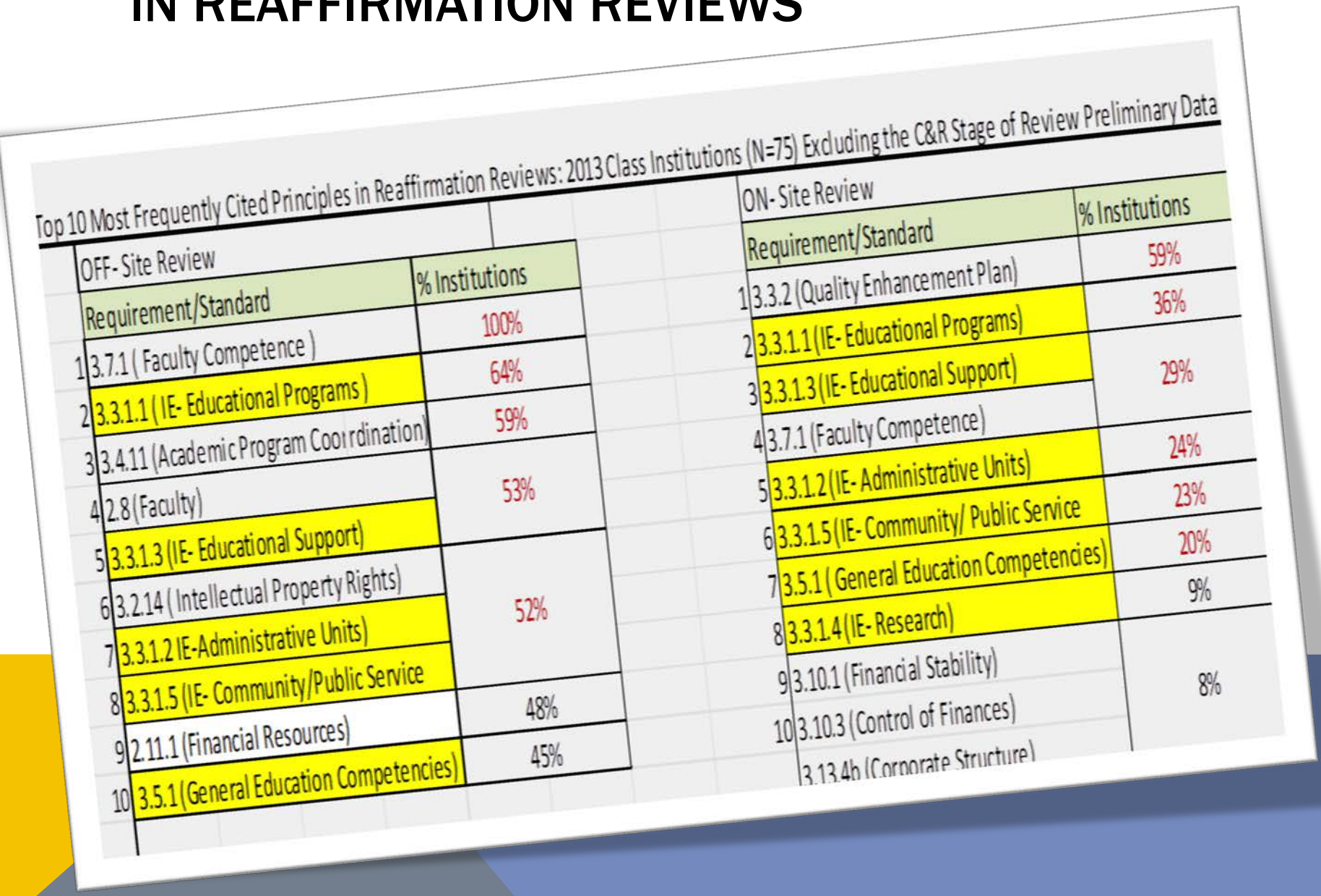
November 1, 2016-July 15, 2017

Report results of assessments as they are collected

July 16, 2017-August 15, 2017

Report Program modifications and actions due to assessment results; AND plan to adjust goals/outcomes/objectives and assessment plan

TOP 10 MOST FREQUENTLY CITED PRINCIPLES IN REAFFIRMATION REVIEWS



Top 10 Most Frequently Cited Principles in Reaffirmation Reviews: 2013 Class Institutions (N=75) Excluding the C&R Stage of Review Preliminary Data

OFF-Site Review

	Requirement/Standard	% Institutions
1	3.7.1 (Faculty Competence)	100%
2	3.3.1.1 (IE- Educational Programs)	64%
3	3.4.11 (Academic Program Coordination)	59%
4	2.8 (Faculty)	53%
5	3.3.1.3 (IE- Educational Support)	
6	3.2.14 (Intellectual Property Rights)	52%
7	3.3.1.2 IE-Administrative Units)	
8	3.3.1.5 (IE- Community/Public Service	
9	2.11.1 (Financial Resources)	48%
10	3.5.1 (General Education Competencies)	45%

ON-Site Review

	Requirement/Standard	% Institutions
1	3.3.2 (Quality Enhancement Plan)	59%
2	3.3.1.1 (IE- Educational Programs)	36%
3	3.3.1.3 (IE- Educational Support)	29%
4	3.7.1 (Faculty Competence)	
5	3.3.1.2 (IE- Administrative Units)	24%
6	3.3.1.5 (IE- Community/ Public Service	23%
7	3.5.1 (General Education Competencies)	20%
8	3.3.1.4 (IE- Research)	9%
9	3.10.1 (Financial Stability)	8%
10	3.10.3 (Control of Finances)	
	3.13.4b (Corporate Structure)	

STUDENT LEARNING OUTCOME STATEMENTS

Student learning outcomes statements clearly state the expected knowledge, skills, attitudes, competencies, and habits of mind that students are expected to acquire at an institution of higher education.

Specific to institutional level and/or program level

Clearly expressed and understandable by multiple audiences

Prominently posted at or linked to multiple places across the website

Updated regularly to reflect current outcomes

Measured Effectively

STUDENT LEARNING OUTCOME STATEMENTS

SLO's should be phrased in a declarative statement that show the actual learning action or outcome

Upon Graduation, Students will…

Comparison of Bloom's Taxonomy for Learning Objectives and Student Learning Outcomes	
Learning Objective Nouns	Learning Outcome Active Verbs
Knowledge	Memorize Recite Name Identify
Understanding	Describe Explain Classify Discuss
Application	Apply Choose Employ Operate Practice
Analysis	Compare Contrast Calculate Test Analyze
Synthesis	Construct Compose Create Design Propose
Evaluation	Argue Assess Defend Judge Evaluate

STUDENT LEARNING OUTCOME STATEMENTS SAMPLES

Upon Graduation, Students will be able to:

Work together successfully in teamwork situations

Demonstrate proficient oral and written communication skills

Analyze Information

Demonstrate Critical Thinking Skills

PROGRAM ASSESSMENT PLANS

Campus plans for gathering evidence of student learning might include institution-wide or program specific approaches that convey how student learning will be assessed, the data collection tools and approaches that will be used, and the timeline for implementation.

Descriptive of institutional assessment processes, procedures and activities

Inclusive of assessment measures including what they are, how they are applied, and frequency of gathering evidence

Clearly expressed and understandable by multiple audiences

Updated regularly to reflect current activities

ASSESSMENT TOOLS AND RESOURCES

Direct Measures

- Certification Exams
- Major Field Tests
- Senior Exit Exams
- Standardized tests
- Essay test questions
- Multiple-choice test questions
- Term papers
- Oral presentations
- Performance pieces (e.g., musical recital)
- Case analysis
- Class projects (individual or group and assessed by common rubric)
- Poster presentations

Indirect Measures

- Classroom Assessment Techniques
- Surveys of current students
- Surveys of faculty members
- Surveys of internship supervisors
- Surveys of graduates
- Surveys of employers
- Surveys of transfer students

ASSESSMENT TOOLS AND RESOURCES

Institutional Assessment:

IDEA Faculty Evaluations

CCTST Critical Thinking Gen Ed Exit Exam

NSSE Survey of Student Engagement

- Information Literacy
- Development of Transferable Skills

FSSE Faculty Survey f Student Engagement

Alumni Survey

Employer Survey

ASSESSMENT TOOLS AND RESOURCES

Department Level Assessments:

Capstone Projects (Rubric)

Alumni / Employer Surveys

Research Projects (Rubric)

Major Field Tests

Licensure Exams

Accreditation Standards

Unit Level Assessments:

Tracking spreadsheets

Financial Reports

Satisfaction of services

Audits

Standards

Research and Presentation Rubric

	Thesis/ Problem/ Question	Information Seeking/Selecting and Evaluating	Analysis	Synthesis	Documentation	Product/Process
4	Student(s) posed a thoughtful, creative question that engaged them in challenging or provocative research. The question breaks new ground or contributes to knowledge in a focused, specific area.	Student(s) gathered information from a variety of quality electronic and print sources, including appropriate licensed databases. Sources are relevant, balanced and include critical readings relating to the thesis or problem. Primary sources were included (if appropriate).	Student(s) carefully analyzed the information collected and drew appropriate and inventive conclusions supported by evidence.	Student(s) developed appropriate structure for communicating product, incorporating variety of quality sources. Information is logically and creatively organized with smooth transitions.	Student(s) documented all sources, including visuals, sounds, and animations. Sources are properly cited, both in-text/in-product and on Works-Cited/Works-Consulted pages/slides. Documentation is error-free.	Student(s) effectively and creatively used appropriate communication tools to convey their conclusions and demonstrated thorough, effective research techniques. Product displays creativity and originality.
3	Student(s) posed a focused question involving them in challenging research.	Student(s) gathered information from a variety of relevant sources--print and electronic	Student (s) product shows good effort was made in analyzing the evidence collected	Student(s) logically organized the product and made good connections among ideas	Student(s) documented sources with some care, Sources are cited, both in-text/in-product and on Works-Cited/Works-Consulted pages/slides. Few errors noted.	Student(s) effectively communicated the results of research to the audience.
2	Student(s) constructed a question that lends itself to readily available answers	Student(s) gathered information from a limited range of sources and displayed minimal effort in selecting quality resources	Student(s) conclusions could be supported by stronger evidence. Level of analysis could have been deeper.	Student(s) could have put greater effort into organizing the product	Student(s) need to use greater care in documenting sources. Documentation was poorly constructed or absent.	Student(s) need to work on communicating more effectively
1	Student(s) relied on teacher-generated questions or developed a question requiring little creative thought.	Student(s) gathered information that lacked relevance, quality, depth and balance.	Student(s) conclusions simply involved restating information. Conclusions were not supported by evidence.	Student(s) work is not logically or effectively structured.	Student(s) clearly plagiarized materials.	Student(s) showed little evidence of thoughtful research. Product does not effectively communicate research findings.
Comments						

RESULTS
EVIDENCE OF IMPROVED SERVICES

Evidence of improved services includes results of assessment activities. This may include evidence of indirect (e.g. surveys) and direct (e.g. financial records) services as well as institutional performance indicators (e.g. usage rate).

Explained, analyzed, and interpreted in lay person's language

Contextualized to clarify what the results mean to the institution and improve services

Presented using both text and graphics when appropriate

Disseminated and summarized for different groups, cohorts of students, and compared with peer institutions or disaggregated by programs if appropriate

Prominently posted or linked to in multiple places across the website

Updated regularly to reflect current results

Receptive to feedback on the meaning and interpretation of the evidence

RESULTS
EVIDENCE OF STUDENT LEARNING

Evidence of student learing includes results of assessment activities. This may include evidence of indirect (e.g. surveys) and direct (e.g. portfolio) student learning as well as institutional performance indicators (e.g. licensure pass rate).

Explained, analyzed, and interpreted in lay person's language

Contextualized to clarify what the results mean to the institution and to student learning

Presented using both text and graphics when appropriate

Disseminated and summarized for different groups, cohorts of students, and compared with peer institutions or disaggregated by programs if appropriate

Prominently posted or linked to in multiple places across the website

Updated regularly to reflect current results

Receptive to feedback on the meaning and interpretation of the evidence

USE OF RESULTS FOR PROGRAM CHANGES

This component represents the extent to which results/evidence of student learning is used to identify areas where changes in policies and practices may lead to improvement, inform institutional decision-making, problem identification, planning, goal setting, faculty development, course revision, program review, and accountability or accreditation self-study.

USE OF RESULTS FOR PROGRAM CHANGES

Targeted to a particular audience such as faculty, staff, administrators, students, families or governing board members

Inclusive of examples of documented use of assessment results and information

Focused on improvement of student performance or services and institutional processes through the use of evidence

Inclusive of next steps

Clearly stated in language that is understandable for specific and multiple audiences

NO Future Tense, Reports as done

USE OF RESULTS FOR PROGRAM CHANGES

Revisions in content of program courses

- Addition / deletion of courses or changes in course sequences
- New or revised degree requirements
- Changed emphases for new or vacant faculty positions
- Enhancements in advising processes
- Offer more opportunities for impact

USE OF RESULTS FOR PROGRAM CHANGES

Departments may use assessment results also to:

- Facilitate curricular discussions at faculty meetings, curriculum committee meetings, and faculty retreats
- Guide changes in degree programs and the development of new degree program options
- Justify past curricular changes and show program improvement resulting from those changes
- Further refine assessment methods or implement new assessment methods
- Develop academic services or seminars for students
- Offer new career exploration and career services for students
- Enhance program recruiting literature and websites to provide students with academic and program information

USE OF RESULTS FOR PROGRAM CHANGES

What if no changes are needed?

If you are making progress on a student learning outcome or improved services, then we still need to analyze that progress. We can report “no changes needed at this time, but we will continue to monitor the strategy through the assessment,” and cite the results.

RELATE ITEMS TO THE FLIGHT PLAN INITIATIVES

1. Freshmen Flight Path Program
2. Academic Advising
3. Relieve High-Demand Courses
4. Technology Service to Students
5. Technology Infrastructure and Innovation
6. Co-curricular Undergraduate Program
7. Multi-Disciplinary Research Innovation
8. New Graduate Programs
9. Technology in Teaching
10. Enrollment, Tuition, and Scholarships
11. Physical Infrastructure Priorities
12. Efficiency and Effectiveness

SAMPLE: CLOSING THE LOOP

Modifications: For **Student Learning Outcome 3, as assessed by the ETS Field exam and the National ACS Biochemistry Exam**, we have **added an additional section of CHEM 4610/4620** which reduced the student-to-teacher ratio to 40-50 students per section. This **improved our performance on the ACS standardized exam**. Spring 2011, 2012 and 2013 students scored in the 70-80 percentile. Also, in order to improve these scores, the department started utilizing a more advanced text book authored by Garrett & Grisham (Brooks/Cole Publishing). During **2013-2014 we added online homework in Biochemistry** (same text) which was well-received by the students. This provided an additional level of homework to the course **better preparing students for national exams where direct assessment** is possible through comparison with students nationwide. **(Flight Plan Link: Transform Technology – Technology in Teaching).**

SAMPLE: CLOSING THE LOOP

Modifications: For **Student Learning Outcome 1, as assessed by the ETS Field exam** for student performance in chemistry, in 2005 and 2006 the department devoted time in an **in-house chem ed workshop** to encourage faculty to use test items and examples in their upper division chemistry classes that integrate the 5 branches of chemistry and provide a continual review of previous content. In 2011 the department formed anad hoc committee to develop a platform for enhanced chemistry learning/tutoring through exploitation of desire-2-learn and PenCasts (Chemical Solutions). Laboratory equipment purchased by Technology Access Funds were used to a greater extent in upper division chemistry classes since 2005. TAF funds were used to purchase an FTIR instrument (2006), a Gas Chromatograph (2007), a Raman Spectrometer (2008) and an Ion Chromatograph (2009) in order to enhance upper division laboratory experiences. In **2014** the department purchased an evaporative light scattering detector (ELSD) for a liquid chromatograph and a new FT-Infrared Spectrometer. These activities will continue as we move forward. External funding has also been sought: Faculty received funding (2008) for the purchase of a Bioanalyzer, a PCR machine and a NanoDrop spectrometer from NSF **to further enhance these laboratory experiences.** In addition, a greater number of students started carrying out undergraduate research during the academic year - oftentimes utilizing this newly acquired instrumentation in their research. **Link to Flight Plan – Transform Technology and Improve Undergraduate Experience.**

THANK YOU.

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