Laying the Groundwork for Success: Infrastructures to Support Assessment

HLC Conference

April 2012

Susan Hatfield
Visiting Scholar, HLC Assessment Academy
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Laying the Groundwork for Success:
Infrastructures to Support Learning

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Occupy Learning
Creating an Infrastructure to Support Learning

- Outcomes
- Curriculum Path
- Processes
Creating an Infrastructure to Support Learning

Outcomes
Creating an Infrastructure to Support Learning

SAY IT WITH ME:

The most important thing is to start with good learning outcomes
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<tr>
<th>OUTCOMES</th>
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Program Learning Outcomes

Reasonable number

- Analyze Data
- Conduct Research
- Lead a Team
- Design a Solution
- Evaluate a Proposal
- Implement a Plan
- Synthesize Information
Program Learning Outcomes

Aligned with the mission / vision of the institution

- Analyze Data
- Conduct Research
- Lead a Team
- Design a Solution
- Evaluate a Proposal
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- Synthesize Information
MISSION

VISION

CORE COMPETENCIES

GENERAL EDUCATION

STUDENT LIFE

PROGRAM OUTCOMES

EXTERNAL AGENCIES
Program Learning Outcomes

Understandable

- Analyze Data
- Conduct Research
- Lead a Team
- Design a Solution
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Program Learning Outcomes

Understandable

• Students should be able to <action verb> <something>
Program Learning Outcomes

Students should be able to critically comprehend, interpret, and evaluate written, visual, and aural material.
Program Learning Outcomes

Students will recognize, analyze, and interpret human experience in terms of personal, intellectual, and social contexts.
Program Learning Outcomes

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Program Learning Outcomes

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Program Learning Outcomes

Desired graduate competencies

- Analyze Data
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Program Learning Outcomes

Analyze Data
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Program Learning Outcomes

Cognitively appropriate for the Program Level

- Analyze Data
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Lower division course outcomes
Program Learning Outcomes

- Analyze Data
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Program Learning Outcomes

Defined

- Analyze Data
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Program Learning Outcomes

Defined
Program Learning Outcomes

Public & Transparent

- Analyze Data
- Conduct Research
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The department’s mission is to prepare students to meet complex communication challenges across cultural, organizational, relational, and rhetorical contexts in the 21st century. In support of this mission, the faculty introduces students to relevant theories and concepts and provides skill-building, collaboration, and scholarship experiences that promote conscious communication competence in students’ personal and professional development. To this end, the Communication Studies faculty seeks to model positive professional communication practices, a respect for diversity, and a commitment to service and lifelong learning.
Course Information
This course introduces students to the concepts, models, and theories of human communication and their application to interpersonal, small group, and public speaking situations.

Course Outcomes
At the end of the course, students will be able to:

1. Apply the elements of the communication process to interpersonal, group and public speaking contexts
2. Deliver competent informative and persuasive presentations
3. Adapt the speechmaking process to group presentations
4. Participate effectively in a task-oriented group
5. Explain the elements of successful interpersonal communication and interpersonal relationships
6. Adapt to the audience in interpersonal, group, and public contexts

Program Outcomes Supported by this course
- Analyze Data
- Design a solution
- Implement a plan

Assignments
- Exams, 3 each worth 15%. 45% (evaluation: number correct for objective questions, holistic rubric for short answer and essay questions)
- Individual speeches 2 each worth 15% (rubric)
- Group presentation 15% (rubric)
- Activities and exercises 10%
# Program Learning Outcomes

Supported by the curriculum

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Program Learning Outcomes

Supported by the curriculum
Program Level
Student Learning Outcomes

- Analyze Data
- Conduct Research
- Lead a Team
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K = Knowledge/Comprehension;   A = Application / Analysis;   S = Synthesis /Evaluation
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Program Level Student Learning Outcomes

**Knowledge/Comprehension (K)**, **Application / Analysis (A)**, **Synthesis / Evaluation (S)**

1xx 1xx 2xx 2xx 2xx 2xx 3xx 3xx 3xx 4xx 4xx 4xx 4xx 4xx Capstone

- **Analyze Data**: K A A A A A A S
- **Conduct Research**: K A S
- **Lead a Team**: K K K K K K K
- **Design a solution**: K K K K K K K
- **Evaluate proposals**: K K K K K K K K S
- **Implement a plan**: K A A A S
- **Synthesize information**: S A A A S

K = Knowledge/Comprehension;  A = Application / Analysis;  S = Synthesis / Evaluation
Program Level Student Learning Outcomes

1xx  1xx  2xx  2xx  2xx  3xx  3xx  4xx  Capstone

Analyze Data

K A A A A A S

Conduct Research

K A S

Lead a Team

K A K K

Design a solution

Evaluate proposals

K S

Implement a plan

K A A S

Synthesize information

S A A A A S

K = Knowledge/Comprehension;  A = Application / Analysis;  S = Synthesis /Evaluation
## Program Level Student Learning Outcomes

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K = Knowledge/Comprehension; A = Application / Analysis; S = Synthesis /Evaluation
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K = Knowledge/Comprehension;  A = Application / Analysis;  S = Synthesis /Evaluation
Program Level Student Learning Outcomes:

- Analyze Data
- Conduct Research
- Lead a Team
- Design a solution
- Evaluate proposals
- Implement a plan
- Synthesize information

K = Knowledge/Comprehension;  A = Application / Analysis;  S = Synthesis /Evaluation

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K= Knowledge/Comprehension;  A= Application / Analysis;  S= Synthesis /Evaluation
Program Level Student Learning Outcomes

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- Analyze Data: K A A A S A S
- Conduct Research: K A A A A
- Evaluate proposals: K A S S
- Implement a plan: K K K A S
- Synthesize information: S A A A S S

K = Knowledge/Comprehension;  A = Application / Analysis;  S = Synthesis /Evaluation

Build a Curriculum
Program Level Student Learning Outcomes

Analyze Curriculum

K= Knowledge/Comprehension;   A= Application / Analysis;   S= Synthesis /Evaluation
Program Level Student Learning Outcomes

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K = Knowledge/Comprehension;  A = Application / Analysis;  S = Synthesis /Evaluation

Diagnose Learning
Creating an Infrastructure to Support Learning

Outcomes
Curriculum Path
Processes
Prerequisite Courses

Capstone
Add title for slide
For slides 62-82, could you make these points with fewer slides, maybe concentrating on examples instead of giving this much detail on variations? Also need some slides that make the points rather than just showing the graphics, i.e., draw out and summarize the point for each main group of slides. ALSO: Please make sure each slide has a title.
Prerequisite Courses
Prerequisite Courses

100

400
300
200

100
Prerequisite Courses

1 2 3 4 5 6

7 8 9 10 11 12

400
300
200

100
Prerequisite Courses

Sophomore

1  2  3  4  5  6  7  8  9  10  11  12

400
300
200

100
Junior

7  8  9  10  11  12
1  2  3  4  5  6

Prerequisite Courses

100

400
300
200
Senior

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Prerequisite Courses

Junior

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Prerequisite Courses

Sophomore

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100
Prerequisite Courses

Junior

1  2  3  4  5  6  7  8  9  10  11  12  400 300 200 100
Senior

Prerequisite Courses

[Diagram showing course numbering and prerequisites]

- Prerequisite Courses: 100, 200, 300, 400
- Senior Courses: 7, 8, 9, 10, 11, 12
Prerequisite Courses
Prerequisite Courses
Prerequisite Courses
Prerequisite Courses

19  20  21  22  23  24
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400  300  200  100
Prerequisite Courses

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Prerequisite Courses

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Prerequisite Courses
Prerequisite Courses

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Creating an Infrastructure to Support Learning

Outcomes
Structures
Processes
Institutional Processes

Program Proposals
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<tr>
<td>Design a solution</td>
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<tr>
<td>Evaluate proposals</td>
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<tr>
<td>Implement a plan</td>
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<tr>
<td>Synthesize information</td>
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</table>

K = Knowledge/Comprehension;  A = Application / Analysis;  S = Synthesis /Evaluation
Institutional Processes

Course Proposals
## Program Level Student Learning Outcomes

<table>
<thead>
<tr>
<th>Analysis</th>
<th>1xx</th>
<th>1xx</th>
<th>2xx</th>
<th>2xx</th>
<th>2xx</th>
<th>3xx</th>
<th>3xx</th>
<th>3xx</th>
<th>4xx</th>
<th>Capstone</th>
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<tbody>
<tr>
<td>Analyze Data</td>
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<td>A</td>
<td>S</td>
<td>A</td>
<td>S</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Conduct Research</td>
<td>K</td>
<td>A</td>
<td>A</td>
<td>A</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lead a Team</td>
<td>K</td>
<td></td>
<td></td>
<td>K</td>
<td>A</td>
<td>S</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Design a solution</td>
<td>K</td>
<td>A</td>
<td>K</td>
<td>S</td>
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<td></td>
</tr>
<tr>
<td>Evaluate proposals</td>
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<td>K</td>
<td>A</td>
<td>S</td>
<td>S</td>
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<tr>
<td>Implement a plan</td>
<td>K</td>
<td>K</td>
<td>K</td>
<td>A</td>
<td>S</td>
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<td></td>
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<tr>
<td>Synthesize information</td>
<td>K</td>
<td>A</td>
<td>A</td>
<td>A</td>
<td>S</td>
<td>S</td>
<td></td>
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</tr>
</tbody>
</table>

K = Knowledge/Comprehension;  A = Application / Analysis;  S = Synthesis /Evaluation
Program Level Student Learning Outcomes

1xx 1xx 2xx 2xx NEW 2xx 3xx 3xx 3xx 4xx Capstone

- Analyze Data
  - K A A
  - K A A
  - K A A

- Conduct Research
  - K A A
  - K A A
  - K A A

- Lead a Team
  - K A A
  - K A A
  - K A A

- Design a solution
  - K A A
  - K A A
  - K A A

- Evaluate proposals
  - K A A
  - K A A
  - K A A

- Implement a plan
  - K A A
  - K A A
  - K A A

- Synthesize information
  - K A A
  - K A A
  - K A A

K = Knowledge/Comprehension; A = Application / Analysis; S = Synthesis /Evaluation
Institutional Processes

Program Review
Institutional Processes

Program Review

Program Effectiveness
Institutional Processes

Program Review

Program Effectiveness

Learning Outcomes
Institutional Processes

Program Review

Program Effectiveness

Learning Outcomes
Institutional Processes

Program Review

Program Effectiveness

Learning Outcomes
Institutional Processes

Course Evaluations
Institutional Processes

Course Evaluations

Satisfaction
Book
Instructor
Course Structure
Institutional Processes

Course Evaluations

- Satisfaction
- Book
- Instructor
- Course Structure
- Study techniques
- Perceptions of learning
Institutional Processes

Faculty Development
Institutional Processes

Faculty Development
  - Workshop Series
  - New Faculty Orientation
  - Brown Bag Luncheons
  - Poster Presentations
  - Scholarship of Teaching & Learning
Institutional Processes

Professional Development
Institutional Processes

- Teaching effectiveness
- Scholarly & Creative Achievement
- Professional Development
- Continuing Education Preparation & Research
- Contribution to Student Growth & Development
- Service
Institutional Processes

Culture

- Terminology
- Language
- Stories
- Rewards
- Metaphors
- Symbols
- Traditions
- Rites & Rituals
Infrastructure to Support Learning

BEGINNING  PROGRESS  MATURING

Activities  Events  Traditions

Processes  Systems
Institutional Processes

Assistance
Institutional Processes

Assistance

- Assessment Committee
- Program or College Liaisons
- Champions
- Experts
- Resources
- Assessment Academy
Institutional Processes

Sustainability
Institutional Processes

Sustainability

Every Course
Every Student
Every Outcome
Every Faculty
Every Semester
Institutional Processes

Sustainability
- Every Course
- Every Student
- Every Outcome
- Every Faculty
- Every Semester
Transparency
Web sites

Publications

College Portrait

Transparency
Licensure Passage Rates

Nursing: NCLEX Exam Pass Rates

<table>
<thead>
<tr>
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<tbody>
<tr>
<td># Taken</td>
<td>75</td>
<td>% Passed</td>
<td>93.33%</td>
<td></td>
<td>112</td>
<td>% Passed</td>
<td>89.29%</td>
<td></td>
<td>92</td>
<td>% Passed</td>
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<tr>
<td>% Taken</td>
<td></td>
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</table>

Information taken from the Board of Registered Nursing NCLEX Pass Rates website.

CNA Pass Rates

<table>
<thead>
<tr>
<th>Test Type</th>
<th>Spring 2009</th>
<th></th>
<th>2009/2010</th>
<th></th>
<th>Fall 2010</th>
<th></th>
<th>Fall 2011</th>
<th></th>
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<tbody>
<tr>
<td># Taken</td>
<td>51</td>
<td>% Passed</td>
<td>100%</td>
<td></td>
<td>200</td>
<td>% Passed</td>
<td>98.09%</td>
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<tr>
<td>% Passed</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td># Taken</td>
<td>57</td>
<td>% Passed</td>
<td>93.1%</td>
<td></td>
<td>206</td>
<td>% Passed</td>
<td>99.37%</td>
<td></td>
</tr>
<tr>
<td>% Passed</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

Information taken from the National Nurse Aide Assessment Program (NNAAP) examination test results available in the Nursing Department at Ventura College.
Group Learning Experiences

- 98% percent of seniors worked with classmates on assignments outside of class.
- 88% of seniors tutored or taught other students.
- 25% of seniors spent at least 6 hours per week participating in co-curricular activities such as student organizations and intramural sports.

Active Learning Experiences

- 83% of seniors spent at least 6 hours per week preparing for class.

<table>
<thead>
<tr>
<th>Worked with classmates</th>
<th>Never</th>
<th>Sometimes</th>
<th>Often</th>
<th>Very often</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>of class to prepare class assignments</td>
<td>11</td>
<td>156</td>
<td>278</td>
<td>239</td>
<td>684</td>
</tr>
</tbody>
</table>

- 69% of seniors rated the quality of academic advising at this institution as good or excellent.
- 70% of seniors reported that this institution provided help in coping with work, family, and other non-academic responsibilities.
- 95% of seniors reported working harder than they thought they could to meet an instructor's standards or expectations.

Student Interaction with Campus Faculty and Staff

- 55% of seniors believed that the campus staff were helpful, considerate, or flexible.
- 79% of seniors believed that faculty are available, helpful, or sympathetic.
- 98% of seniors reported that faculty members provided prompt feedback on their academic performance.
- 71% of seniors discussed readings or ideas with faculty members outside of class.
Group Learning Experiences
- 98% of seniors worked with classmates on assignments outside of class.
- 56% of seniors tutored or taught other students.
- 25% of seniors spent at least 6 hours per week participating in co-curricular activities such as student organizations and intramural sports.

Active Learning Experiences
- 83% of seniors spent at least 6 hours per week preparing for class.
- 24%
- 56%
- 14%
- 98%

Institutional Support:
- 96% of seniors believe the institution provides support for student success.
- 69% of seniors rated the quality of academic advising at this institution as good or excellent.
- 70% of seniors reported that this institution provided help in coping with work, family, and non-academic responsibilities.
- 95% of seniors reported working harder than they thought they could to meet an instructor’s standards or expectations.

Student Interaction with Campus Faculty and Staff:
- 55% of seniors believed that the campus staff were helpful, considerate, or flexible.
- 79% of seniors believed that faculty are available, helpful, or sympathetic.
- 98% of seniors reported that faculty members provided prompt feedback on their academic performance.
- 71% of seniors discussed readings or ideas with faculty members outside of class.

Experiences with Diverse Groups of People and Ideas
Institutional Processes

Dataset

Demographic
Satisfaction
Engagement
In-Class activities
Out of class activities
Social activities
Learning styles
Perception of Learning
Institutional Processes

- Analyze Data
- Conduct Research
- Lead a Team
- Design a solution
- Evaluate proposals
- Implement a plan
- Synthesize information

- Demographic
- Satisfaction
- Engagement
- In-Class activities
- Out of class activities
- Social activities
- Learning styles
- Perception of Learning
Institutional Processes

Data Collector
"What do we know about XXXXX?"
Institutional Processes

Expectations

As Students
As Alumni

Social Networking
Feedback to Students

Counseling Center
Assessment Day 2008

Concerns:
On Assessment Day 2008 students rated the Counseling Center with an 88% overall satisfaction and a 89% satisfaction with personal counseling and 90% satisfaction with crisis counseling.
Areas of concern seemed to be hours of availability of professional staff as well as some concern regarding facilities.
Other areas of concern were the number of sessions available for each student and the lack of service to our Rochester students.

Improvements:
We now have a counselor on "walk in" Monday through Friday during the business day. There is no need of an appointment. This makes at least one professional faculty member available every day for students who are needing immediate service.
We have moved to the Wabasha Building which is giving us confidentiality in our lobby that we didn't have in our old location.
We are also working to provide accurate information to students regarding our brief therapy model and not limiting to number of sessions each student can have.
We are also addressing the Rochester Campus and working with administration on what the Counseling Center will be able to provide to students in Rochester.
Thank you for providing us with your concerns.
Institutional Processes

Database
Institutional Processes

Database
- Analyze Needs & Functionality
- User Friendly
- Adaptable / Flexible
- Support
- Moderated
- Sustainable
- Realistic
- Expectations
Institutional Processes

Sampling
Institutional Processes

Reporting Processes
Institutional Processes

Reporting Processes
1. What we looked at
   <<object>> from <<where>>

2. How we assessed it
   <<assessment tool / performance criteria>>

3. What we found
   <<results>>

4. What it means
   <<interpretation>>

5. What we’re going to do about it
   <<action>>

6. What happened?
   <<feedback>>
Laying the Groundwork for Success:

*G SUN 0930 E*

slides will be posted at the BOTTOM of

http://course1.winona.edu/shatfield/air/rubrics.htm