Collaboration Network

Academy For Assessment Of Student Learning Network

?

Team Leader Menu

My Institutional Profiles

Browse the Network

Search Project Details

Search Contacts

From the Ground Up: Assessment of Student Learning

Version 5.0

Version 4.0

Version 3.0

Version 2.0

Version 1.0

Plan

Responses

Comments

Project Detail   2013-09-08

Identify and explain any specific changes to your project scope or design since February 2013.	
There have not been any changes to the project scope or design in the past 6 months.	

What were your goals for the past six months? Did you achieve them? Why or why not?

Our goal at the end of year 1 was for faculty to have moved 25% of course assessment activities into Tracdat. This will not have meant that these courses will have a full assessment cycle completed, but that the course outcomes and methods will have been entered, and that moving forward assessment data will build into that framework. The attachment "Course SLO Report Mar2013" documents the progress by unit (blue bars indicate the number of courses per unit, yellow bars the percent of courses which student learning outcomes entered into Tracdat. These documents are also posted on our Academy Webpage:

http://www.lssu.edu/assessment/academy_project_home.php . The file "TheCourses Findings Actions Summary" extends this graph with a source table of information related to the number of outcome measures, findings and actions by unit.

Program-level assessment continues, although not an explicit goal of the Academy project in year one. The attachment "College-Program Outcomes Summary" identifies the absolute number of outcomes by college, and the percentage of programs with outcome statements entered into Tracdat. Taken at face value we do appear to have made substantial progress, and indeed some areas have. Much of this early work involved the translation of earlier program documents into Tracdat, an activity some school secretaries accepted and completed early in the year.

Academy Project Homepage

How did you incorporate the feedback that you received on your previous posting?

The reviewer feedback has helped to remind us of the importance of fundamentals in assessment: engaging all stakeholders in the process and documenting our successes and struggles.   It is also clear that we need to bring a sharper focus to issues such as institutional mission and its connection to student learning, and the clear development of institutional learning outcomes. As noted below a key dialog for the fall must include discussion of our general education curriculum.

The attachment "LSSU v.3 Response to Reviewer Feedback" provides a detailed analysis and reflection regarding the reviewer feedback and the progress of the Academy Project.

LSSU v.3 Response to Reviewer Feedback

What are your plans and goals for the next six months? What challenges to you anticipate?

We intend to continue to work with schools and individual faculty to build upon their course-level assessment plans, to review and refine program-level assessment plans. While the deans remain engaged in the high-level dialog about the importance of assessment, their commitment must be communicated back through the processes of faculty evaluation, approval of curriculum changes, and the use of assessment findings to inform and guide should be the foundation of all school activities.

The general education curriculum is also an area of keen concern, although not an explicit component in this Academy Project it can't be ignored. In the attachments we provided a compilation of the ETS performance data, the "GenEd Assessment Schedule" with data related to the number of assessment methods/findings/actions by approved general education course, and "GenEd Outcome Summary" which is a Tracdat report aggregating assessment findings and actions by course and outcome type. The General Education committee had committed to the use of ETS data for a four-year period in order to collect longitudinal data on graduates. The spring 2013 was the first cohort where this type of analysis was possible. "ETS analysis" therefore does not represent pre-post testing of the same students, but with 100-1500 students tested in each category from 2009-2013, it does appear to carry some statistical significance. Based on these findings we see that the percentile ranking of our students as seniors is lower than that of the entering freshmen.   A campus discussion is needed on the relationship of the general education outcomes, the findings from the ETS testing, and the connection (if any) between general education and what might be defined as institutional learning outcomes.

Update Questions

Please confirm that this Activity is ready for review.

This project is ready for review.

Tags:

- Assessment Practices

Stop Following | © The Higher Learning Commission   **Today : 2014-08-25**