Supplemental Narrative to Version 5.0: From the Ground Up: Assessment of Student Learning

The LSSU Academy Project is focused on formalizing the course and program assessment activities through the use of our institutional assessment database (TracDat). In our Project Timeline document we set project goals. For example, by the spring of 2014 we anticipated that in "Measure" we would see 40% of courses having defined effective activities/measures for the evaluation of student learning, and 10 % of courses with defined program-level measures.
http://www.lssu.edu/assessment/documents/Timeline.pdf

		Summer 2012	Fall 2012	Spring 2013	Fall 2013	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Summer 2016	Fall 2016
Develop	Percentage of Courses/Programs with measureable student outcomes			60/60		70/70		80/80		90/90		
Measure	Percentage of Courses/Programs with assessment data measuring student learning for all outcomes			20/0		40/10		60/40		80/60		
Report/ Review	Percentage of Courses/Programs which have distributed & reviewed the result of student learning to stakeholders			20/0		40/10		60/40		80/60		
Act	Percentage of Courses/Programs which have used the review to implement changes designed to improve student learning			0/0		20/0		40/10		60/40		

To monitor progress toward the project goals we periodically generate reports, linked below, tabulating the number of assessment activities by unit. These quantitative reports do not reflect the quality of the outcomes or their measures, or the relevance of their findings, simply the number of outcomes, measures, findings and actions per course or program. The reports, linked below, then tabulate the number of courses or programs which have entries, and present these as percentages.

- Course-level Tracdat Report July 1, 2014 - Updated August 2014
- Program-level Tracdat Report July 1, 2014 - Updated August 2014

In Figure 1 below we present course and program data for two academic years (years 1 and 2 of our academy project) for courses (blue) and programs (green). The assessment activities are divided into four discrete stages:

- Develop – describing student learning outcomes for the course or program
- Measure – describing the activities or measures which will be used to assess progress in achieving the desired outcome
- Report – the entry of findings relative to student achievement or learning
- Act – the analysis and use of the findings to impact action, revise subsequent measures, etc

For each academic year, and within each stage results are presented for the course-level data (light blue for the project target, dark blue for our measured achievement in the category) and the program-level data (light green for the project target, dark green for our actual achievement).

In general as of August 2014 we are lagging behind our project goals at the course level (dark blue bars are lower than the light blue), and are ahead of the project goals for programs (dark green bars are higher than the light green).   We believe that this is an artifact of the timing of this report. As of late August faculty have only just returned to classes and little assessment work was documented in the

summer. We believe that a focused effort in the fall to document course assessment activities from the previous academic year will be fruitful, and that the course and program feedback given through the reports described below will also generate additional findings in advance of our next report cycle.
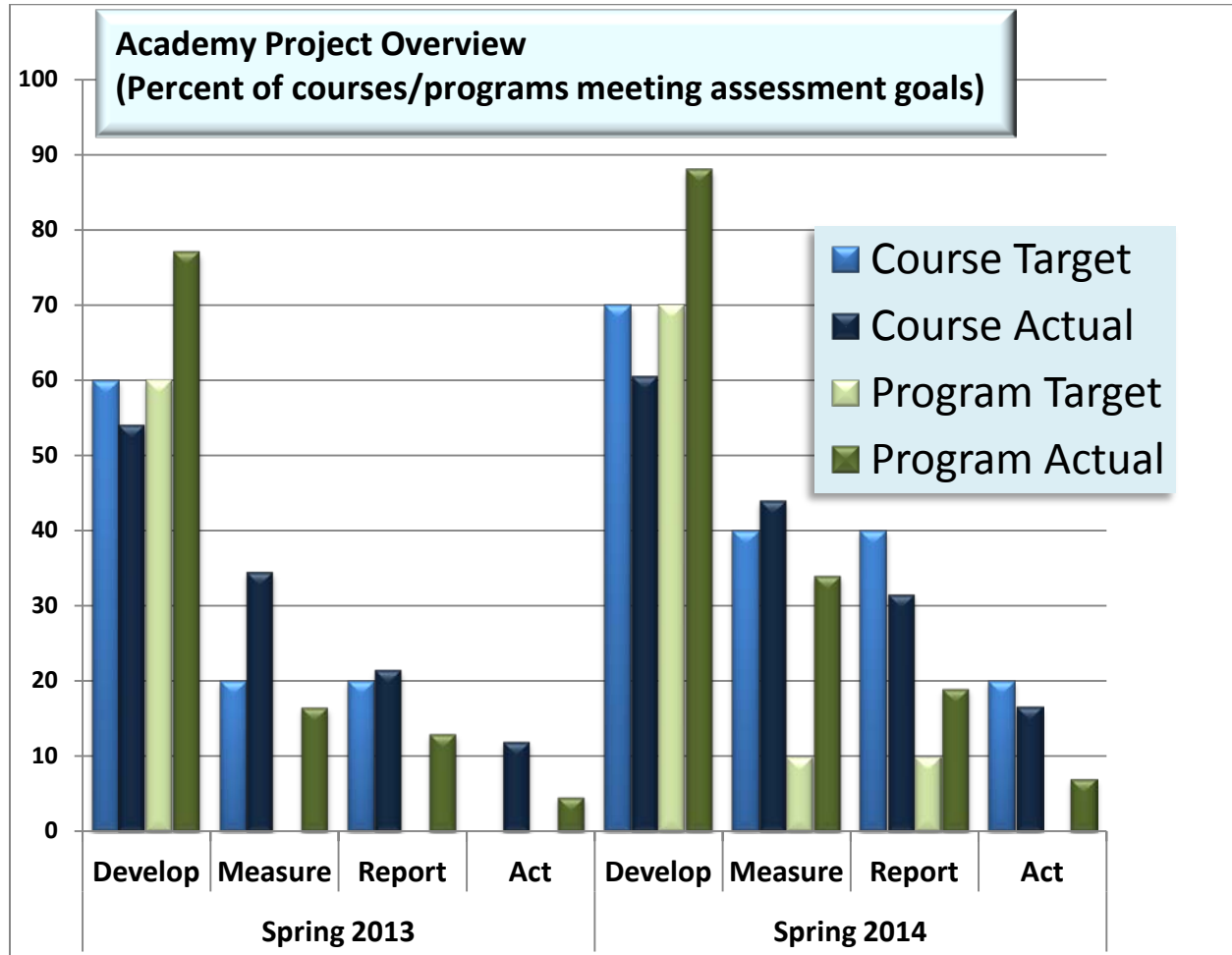

Figure 1

Qualitative reviews, in contrast to the quantitative tabulations previously described, have been prepared and address the rigor, appropriateness, and effectiveness of assessment activities. The reports listed below were prepared by the Assessment committee for the Provost and are described in greater detail in the Version 5.0 report. http://www.lssu.edu/assessment/academy_project_home.php

- Strategic Planning Memo
- Program Review Memo
- General Education Mathematics Outcome Memo
    - ETS Proficiency Levels, Test Content, Test Design, Sample Questions
    - GenEd-Course Summary 4-28-2014
- Course-level Memos

- ACTG132 Principles of Accounting II
- BIOL105 Functions of the Human Body
- CHEM115 General Chemistry I
- CJUS345 Statistics and Design
- COMM101 Fundamentals of Speech Communication
- EDUC250 Student Diversity
- EGNR101 Introduction to Engineering
- EXER295 Practicum
- HLTH101 Medical Terminology
- HUMN251 Humanities I
- MATH207 Principles of Statistical Methods
- USEM101 University Seminary I

Finally, the university curriculum committee adopted a series of form changes which increased the focus on assessment of student learning, these forms are linked below:

- Curriculum Form Revisions (Dec 2013)