Laying the Groundwork for Success: In Infrastructures to Support ~~Assessment~~ Learning

HLC Conference

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Susan Hatfield
Visiting Scholar, HLC Assessment Academy
SHatfield@hlcommission.org

Creating an Infrastructure to Support Learning

Outcomes
Curriculum Path
Processes

Creating an Infrastructure to Support Learning

SAY IT WITH ME:

The most important thing is to start with good learning outcomes

OUTCOMES

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

Program Learning Outcomes

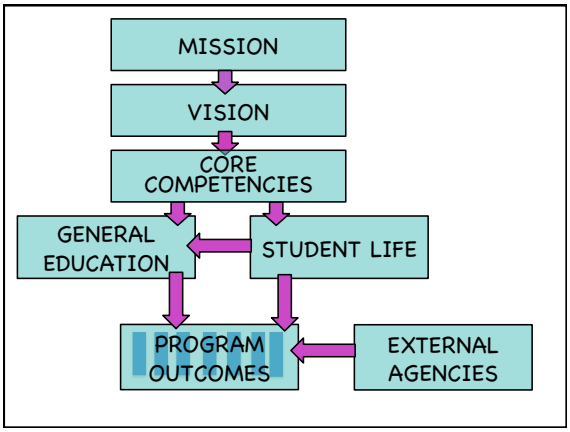
Reasonable number

- 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
- Implement a Plan
- Synthesize Information



Program Learning Outcomes

Understandable

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

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

Desired graduate competencies =

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

Program Learning Outcomes

Cognitively appropriate for the Program Level

- Analyze Data
- Conduct Research
- Lead a Team
- Design a solution
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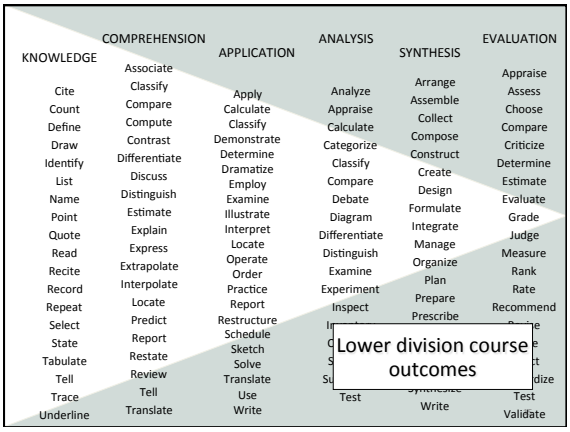
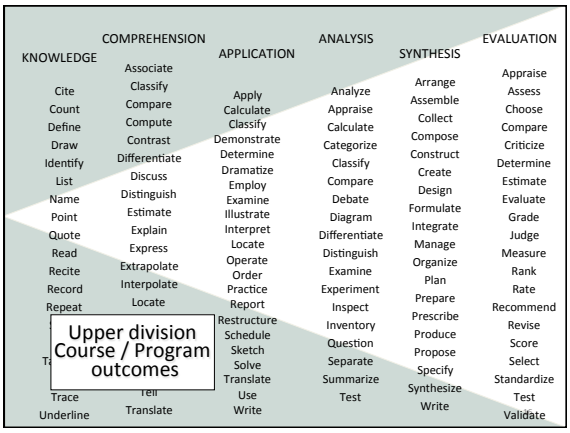
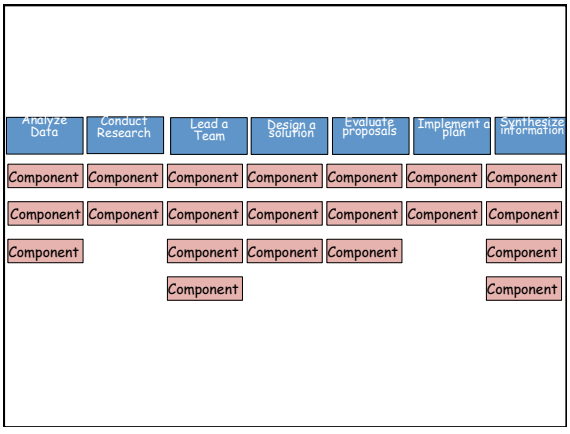




Program Learning Outcomes

Defined

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



Program Learning Outcomes

Public & Transparent

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

OUR DEPARTMENT

Our Learning Outcomes

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

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.

Our faculty

Our Programs

BS Science
BSED Teaching
BA Theory
MA Performance
MS Technical

Syllabi

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 groups
5. Explain the elements of successful interpersonal communication 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

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

Program Level Student Learning Outcomes

	1xx	1xx	2xx	2xx	2xx	3xx	3xx	3xx	4xx	Capstone
Analyze Data	K		A		A			A	A	S
Conduct Research		K	A	S						
Lead a Team	K					K		K	K	
Design a solution										
Evaluate proposals	K									S
Implement a plan		K			K	A		A	S	
Synthesize information		S			A	A			S	

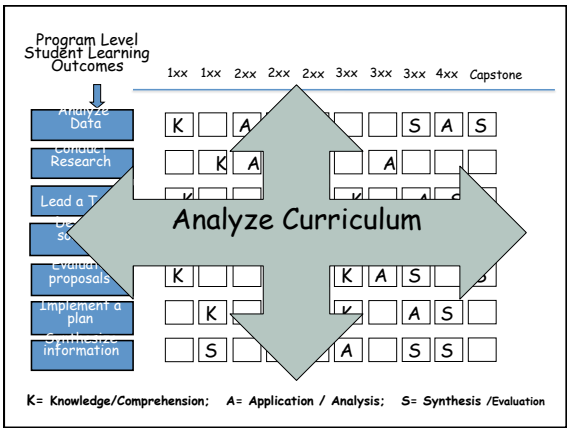
K= Knowledge/Comprehension; A= Application / Analysis; S= Synthesis /Evaluation

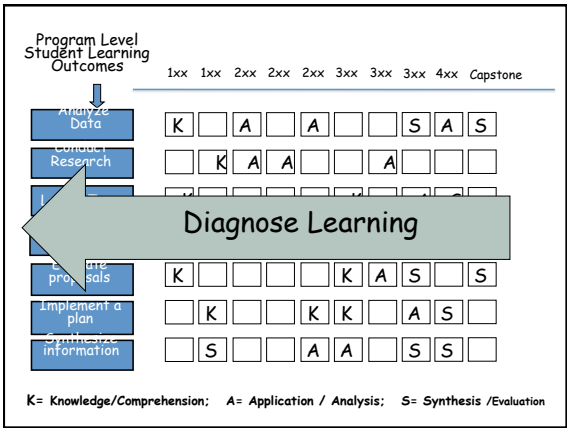
Program Level Student Learning Outcomes

	1xx	1xx	2xx	2xx	2xx	3xx	3xx	3xx	4xx	Capstone
Analyze Data	K		A		A			S	A	S
Conduct Research		K	A	A			A			
Lead a Team										
Design a solution										
Evaluate proposals	K					K	A	S		S
Implement a plan		K			K	K		A	S	
Synthesize information		S			A	A		S	S	

Build a Curriculum

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



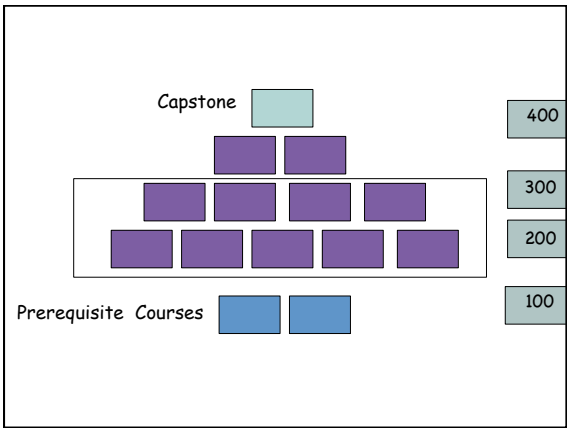


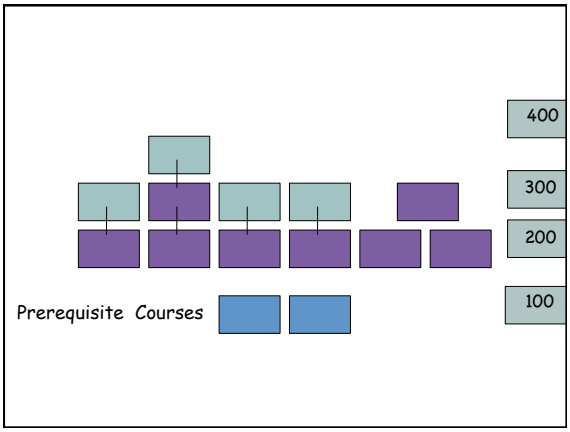
Creating an Infrastructure to Support Learning

Outcomes

Curriculum Path

Processes


Capstone
400
300
200
100
Prerequisite Courses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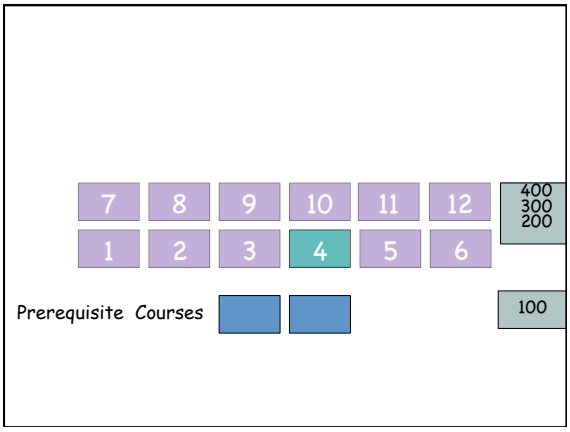
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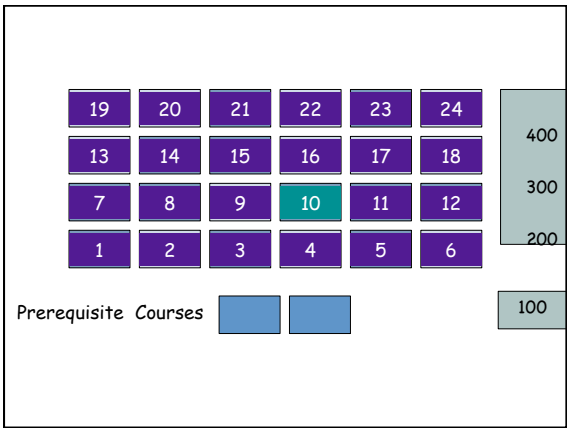
400
300
200
100
Prerequisite Courses



Creating an Infrastructure to Support Learning

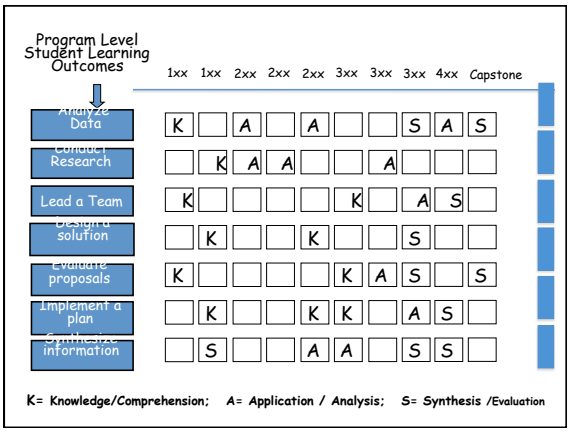
Outcomes

Structures

Processes

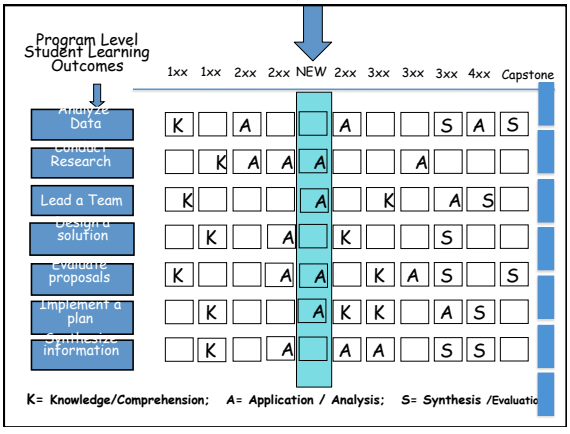
Institutional Processes

Program Proposals



Institutional Processes

Course Proposals



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

Program Review

Program Effectiveness

Learning Outcomes

Institutional Processes

Course Evaluations

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

Institutional Processes

Faculty Development

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

Institutional Processes

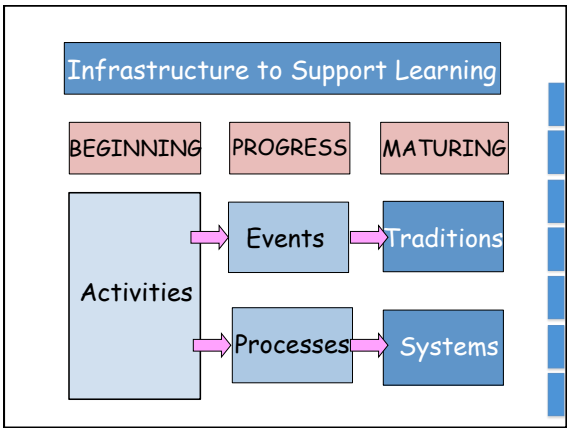
Professional Development

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

Institutional Processes

Culture

- Terminology
- Language
- Stories
- Rewards
- Metaphors
- Symbols
- Traditions
- Rites & Rituals



Institutional Processes

Assistance

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

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Institutional Processes

Sustainability

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Transparency

Web sites

Publications

College Portrait

Home ▸ Departments ▸ Academic ▸ Nursing Science ▸ **Licensure Rates**

Licensure Passage Rates

Nursing: NCLEX Exam Pass Rates

2006/2007		2007/2008		2008/2009		2009/2010		2010/2011	
# Taken	% Passed	# Taken	% Passed	# Taken	% Passed	#Taken	% Passed	# Taken	% Passed
75	93.33%	112	89.29%	92	92.39%	108	92.59%	82	96.34%

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

CNA Pass Rates

	Spring 2009		2009/2010		Fall 2010		Fall 2011	
Test Type	# Taken	% Passed	# Taken	% Passed	# Taken	% Passed	#Taken	% Passed
Written	51	100%	200	98.09%	157	100%	81	100%
Skill	57	93.1%	206	89.37%	164	94.27%	81	93%

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

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College Portrait of Undergraduate Education
No rankings, no spin ... just the facts!

- 98% percent of seniors worked with classmates on assignments outside of class.
- 58% 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

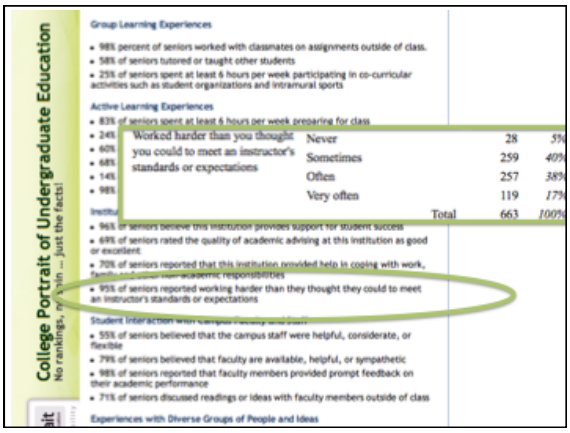
- 83% of seniors spent at least 6 hours per week preparing for class

Worked with classmates **outside of class** to prepare class assignments	Never	11	2%
	Sometimes	156	23%
	Often	278	41%
	Very often	239	34%
	Total	684	100%

- 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


College Portrait of Undergraduate Education

Group Learning Experiences

- 98% percent of seniors worked with classmates on assignments outside of class.
- 58% 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

Worked harder than you thought you could to meet an instructor's standards or expectations	Never	28	5%
	Sometimes	259	40%
	Often	257	38%
	Very often	119	17%
	Total	663	100%

- 96% of seniors believe this 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 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

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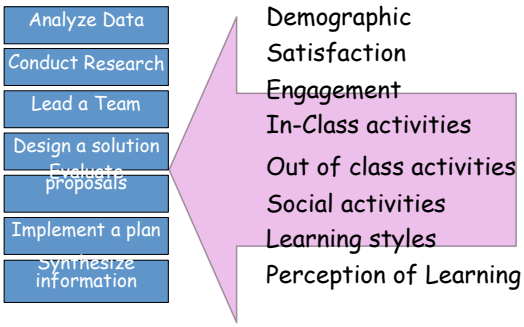
Experiences with Diverse Groups of People and Ideas

Institutional Processes

Dataset

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

Institutional Processes



- Demographic
- Satisfaction
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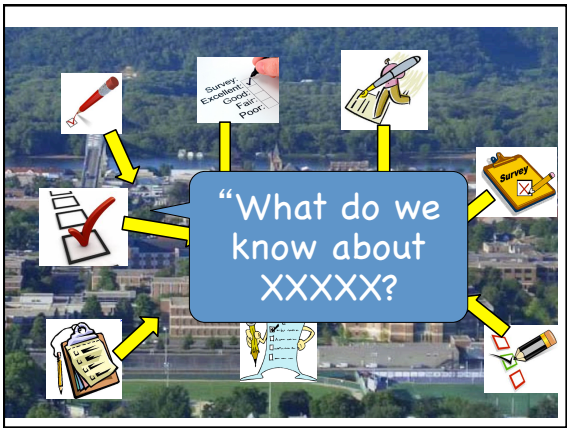
Institutional Processes

Data
Collector



Institutional Processes

Expectations

As Students

As Alumni

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.

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Institutional Processes

Database

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

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Institutional Processes

Sampling

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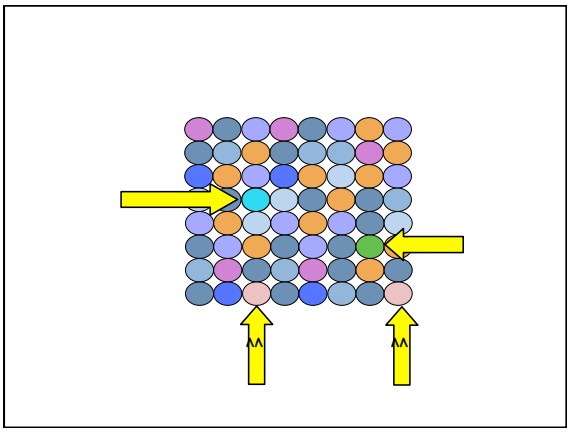
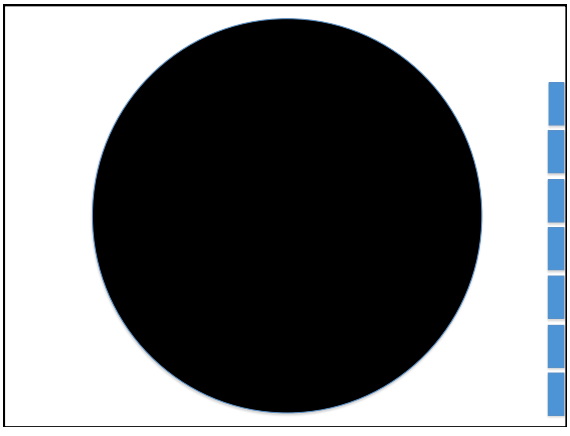


Institutional Processes

Reporting Processes



Institutional Processes

Reporting Processes

Institutional Processes

Reporting Processes

- Analyze Data
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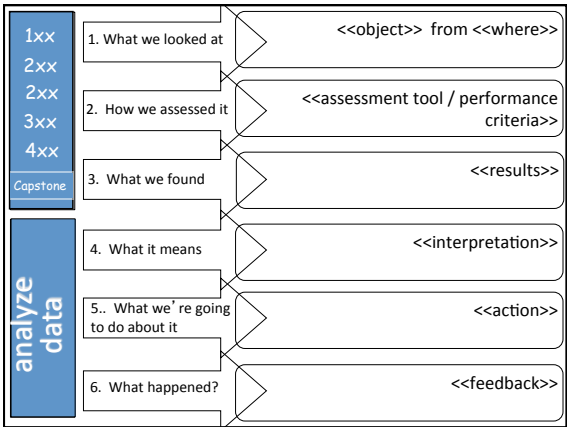

Laying the Groundwork for Success:
In

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slides will be posted at the BOTTOM of

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