

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

HLC Conference

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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

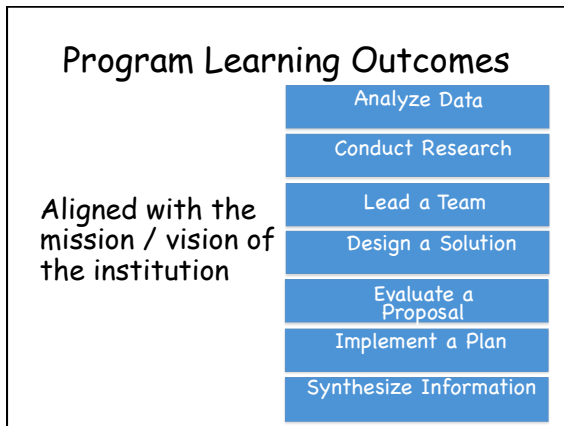
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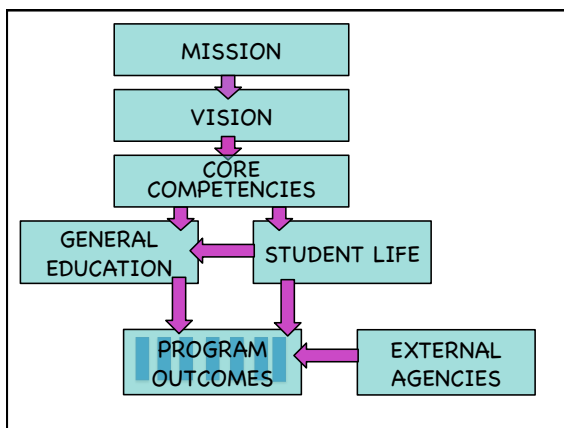
Analyze Data
Conduct Research
Lead a Team
Design a Solution
Evaluate a Proposal
Implement a Plan
Synthesize Information

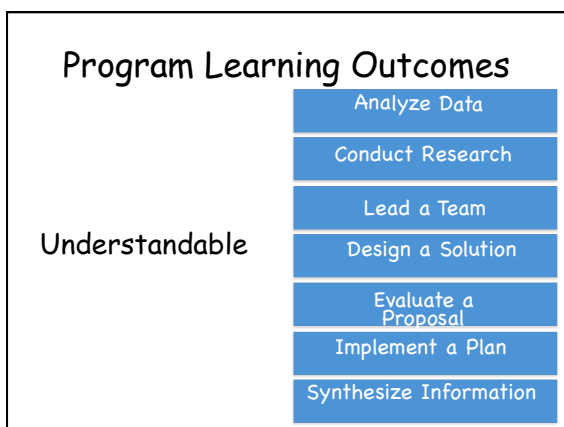
Program Learning Outcomes

Reasonable number

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







Program Learning Outcomes

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
- Evaluate proposals
- Implement a plan
- Synthesize information

KNOWLEDGE	COMPREHENSION	APPLICATION	ANALYSIS	SYNTHESIS	EVALUATION
Associate	Classify	Apply	Analyze	Arrange	Appraise
Cite	Compare	Calculate	Appraise	Assemble	Assess
Count	Compute	Classify	Calculate	Collect	Choose
Define	Contrast	Demonstrate	Categorize	Compose	Compare
Draw	Differentiate	Determine	Classify	Construct	Criticize
Identify	Discuss	Dramatize	Compare	Create	Determine
List	Distinguish	Employ	Debate	Design	Estimate
Name	Estimate	Examine	Diagram	Formulate	Evaluate
Point	Explain	Illustrate	Differentiate	Integrate	Grade
Quote	Express	Locate	Distinguish	Manage	Judge
Read	Extrapolate	Operate	Examine	Organize	Measure
Recite	Interpolate	Order	Experiment	Plan	Rank
Record	Locate	Practice	Inspect	Prepare	Rate
Repeat	Predict	Report	Prescribe	Recommend	
Select	Report	Restructure			
State	Restate	Schedule			
Tabulate	Review	Solve			
Tell	Translate	Sketch			
Trace	Use	Solve			
Underline	Write	Translate			

Lower division course outcomes

KNOWLEDGE	COMPREHENSION	APPLICATION	ANALYSIS	SYNTHESIS	EVALUATION
Cite	Associate			Arrange	Appraise
Count	Classify	Apply	Analyze	Assemble	Assess
Define	Compare	Calculate	Appraise	Collect	Choose
Draw	Compute	Classify	Calculate	Compose	Compare
Identify	Contrast	Demonstrate	Categorize	Construct	Criticize
List	Differentiate	Determine	Classify	Create	Determine
Name	Discuss	Dramatize	Compare	Design	Estimate
Point	Distinguish	Employ	Debate	Formulate	Evaluate
Quote	Estimate	Examine	Diagram	Integrate	Grade
Read	Explain	Illustrate	Differentiate	Manage	Judge
Recite	Express	Interpret	Distinguish	Organize	Measure
Record	Extrapolate	Locate	Examine	Plan	Rank
Repeat	Interpolate	Operate	Experiment	Prepare	Rate
	Locate	Order	Inspect	Prescribe	Recommend
		Practice	Inventory	Produce	Revise
		Report	Question	Propose	Score
		Restructure	Separate	Specify	Select
		Schedule	Summarize	Synthesize	Standardize
		Sketch	Test	Write	Test
		Solve			Validate
		Translate			
		Use			
		Write			

Upper division
Course / Program
outcomes

Program Learning Outcomes

Defined

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

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

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
 BS/ED 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 group
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

The diagram illustrates a sequence of business processes and their corresponding data points. The processes are listed vertically on the left, and the data points are represented by boxes containing letters K, A, and S, arranged in rows corresponding to each process.

Business Process	Box 1	Box 2	Box 3	Box 4	Box 5	Box 6	Box 7	Box 8	Box 9	Box 10
Analyze Data	K		A		A			A	A	S
Conduct Research		K	A	S						
Lead a Team	K					K		K	K	
Develop 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

Build a Curriculum

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					S	A	S
Conduct Research		K	A				A			
Lead a Team										
Develop a Plan										
Evaluate proposals	K					K	A	S		S
Implement a plan		K						A	S	
Synthesize information		S				A		S	S	

Analyze Curriculum

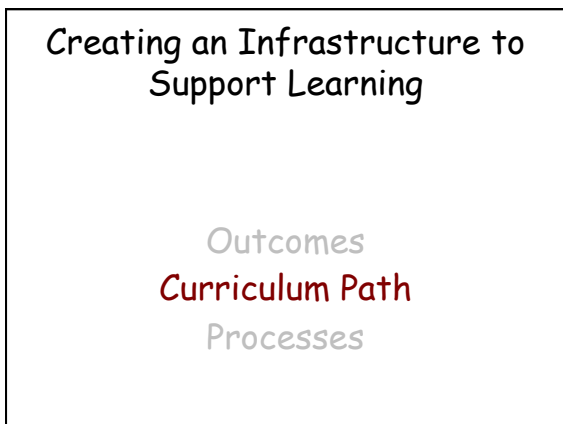
K= Knowledge/Comprehension; A= Application / Analysis; S= Synthesis /Evaluation

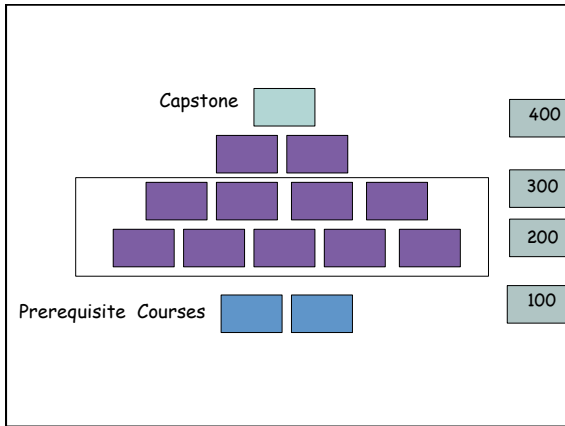
Program Level Student Learning Outcomes

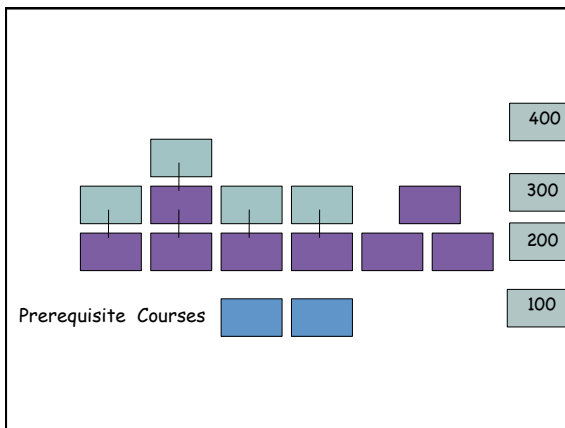
	1xx	1xx	2xx	2xx	2xx	3xx	3xx	3xx	4xx	Capstone
Analyze Data	K		A		A			S	A	S
Conduct Research		K	A	A			A			
Lead a Team										
Develop a Plan										
Evaluate proposals	K					K	A	S		S
Implement a plan		K			K	K		A	S	
Synthesize information		S			A	A		S	S	

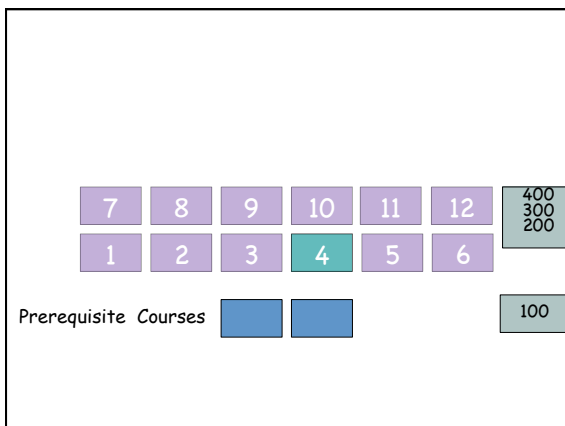
Diagnose Learning

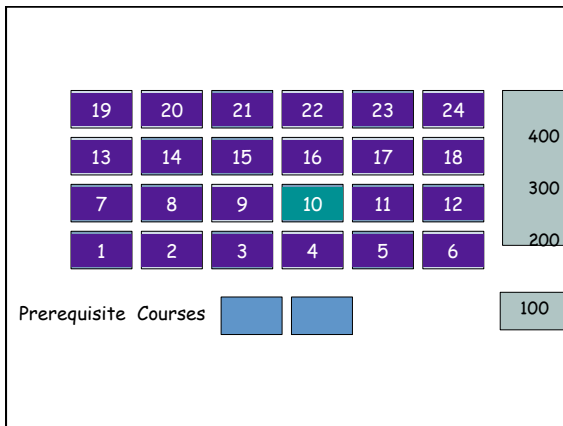
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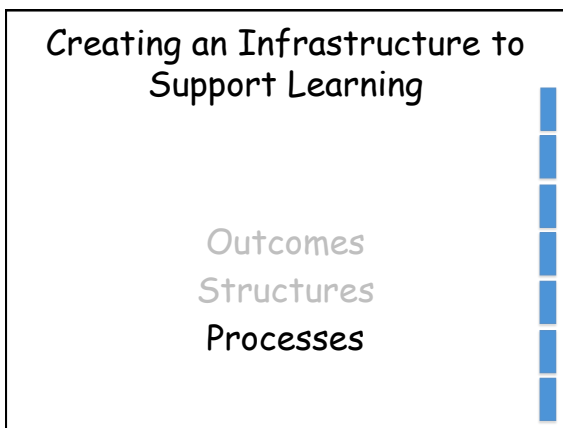


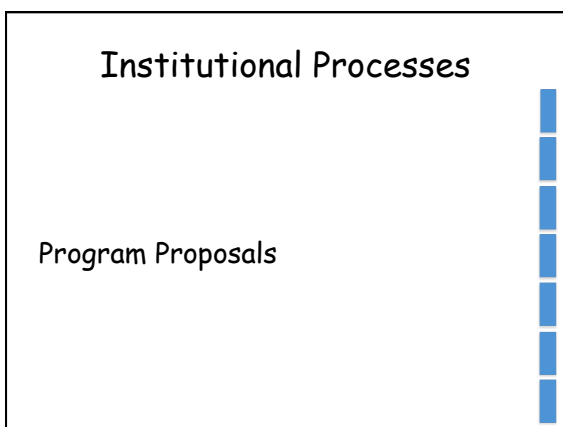












Program Level Student Learning Outcomes

	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	K					K		A	S	
Design a solution		K			K			S		
Evaluate proposals	K					K	A	S		S
Implement a plan		K			K	K		A	S	
Synthesize information		S			A	A		S	S	

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

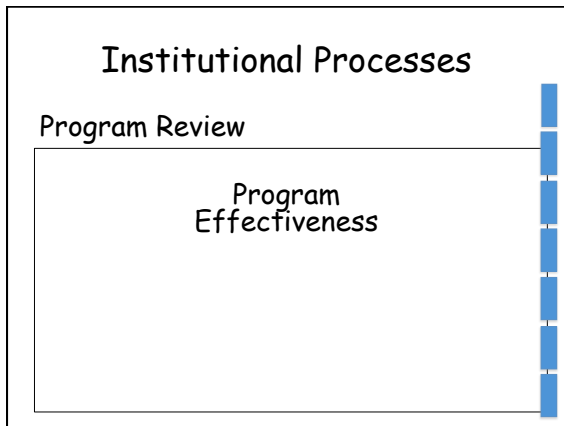
Institutional Processes

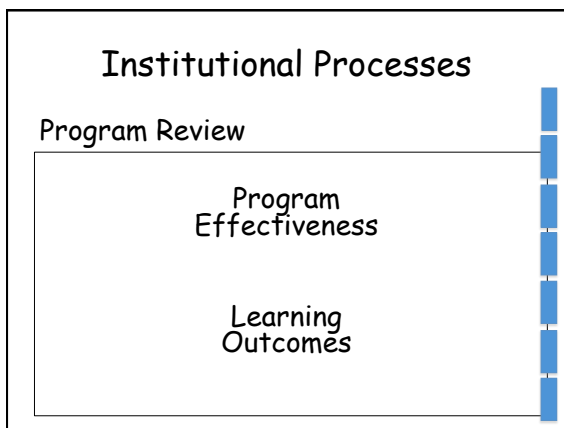
Course Proposals

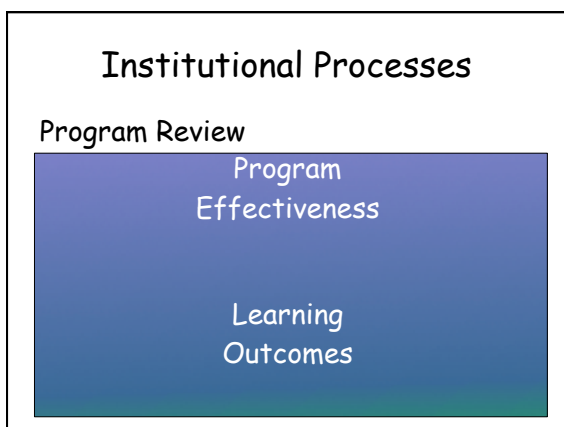
Program Level Student Learning Outcomes

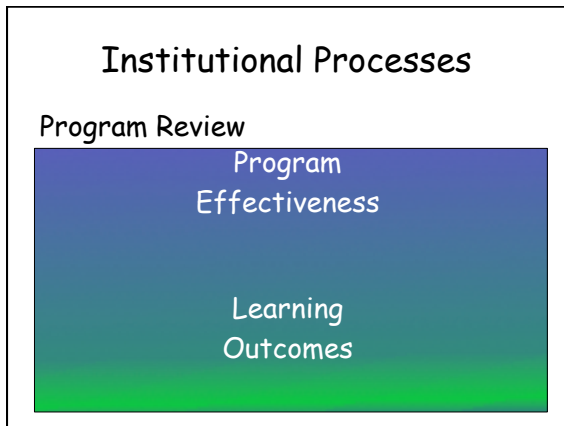
	1xx	1xx	2xx	2xx	NEW	2xx	3xx	3xx	3xx	4xx	Capstone
Analyze Data	K		A			A			S	A	S
Conduct Research		K	A	A	A			A			
Lead a Team	K				A		K		A	S	
Design a solution		K		A		K			S		
Evaluate proposals	K			A	A		K	A	S		S
Implement a plan		K			A	K	K		A	S	
Synthesize information		K		A		A	A		S	S	

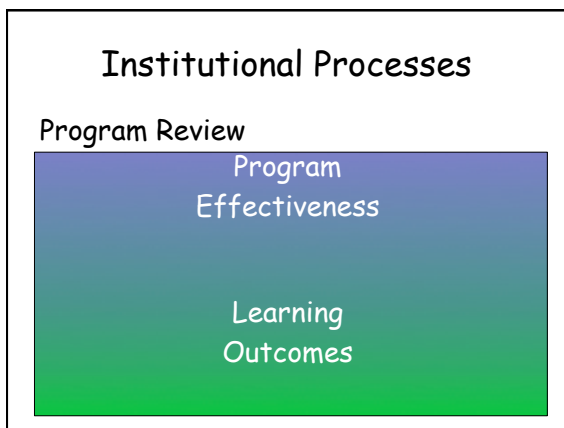
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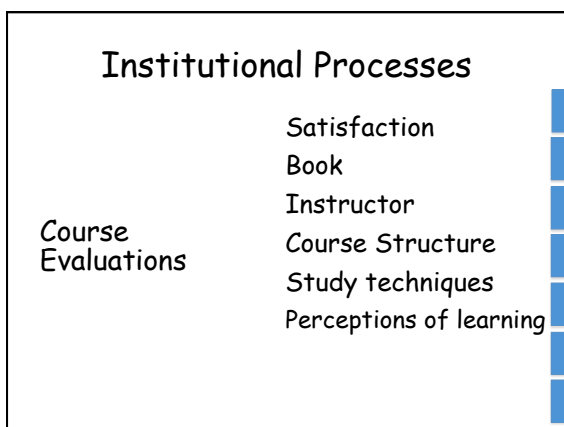












Institutional Processes

Faculty Development

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

Institutional Processes

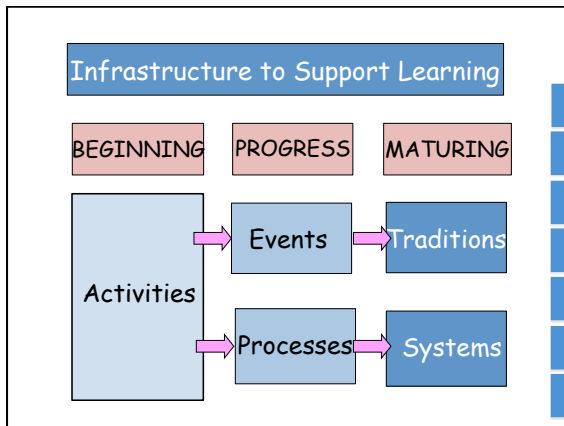
Professional Development

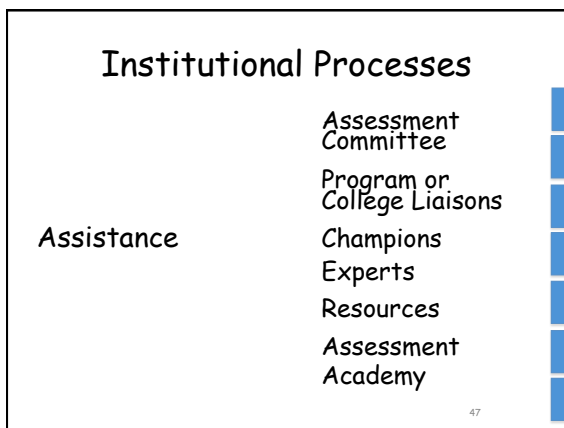
- Teaching effectiveness
- Scholarly & Creative Achievement
- Continuing Education Preparation & Research
- Contribution to Student Growth & Development
- Service

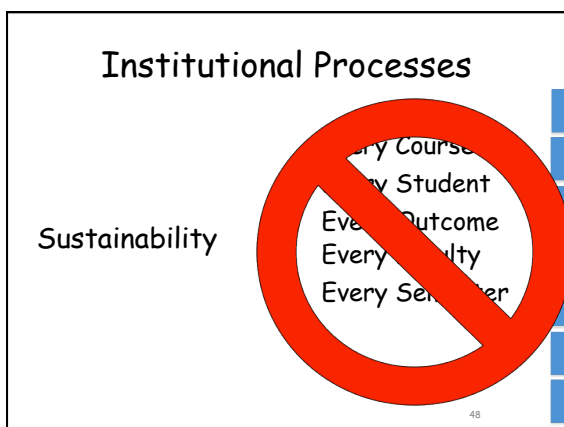
Institutional Processes

Culture

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







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

Test Type	Spring 2009		2009/2010		Fall 2010		Fall 2011	
	# 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!

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

- 68% 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

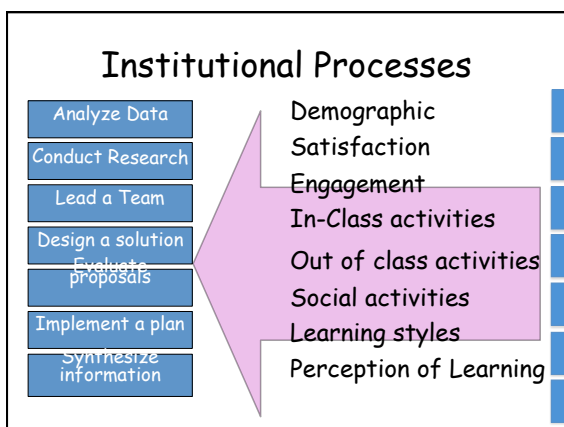
Student Interaction with Campus Faculty and Staff

- 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
No rankings, or A/B/C ... just the facts!

Group Learning Experiences			
<ul style="list-style-type: none"> 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			
<ul style="list-style-type: none"> 83% of seniors spent at least 6 hours per week preparing for class 			
<ul style="list-style-type: none"> 24% Worked harder than you thought you could to meet an instructor's standards or expectations 68% Sometimes 14% Often 98% Very often 	<ul style="list-style-type: none"> Never Sometimes Often Very often 	<ul style="list-style-type: none"> 28 259 257 119 	<ul style="list-style-type: none"> 5% 40% 38% 17%
Institute		Total	663 100%
<ul style="list-style-type: none"> 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, academic or personal responsibilities 95% of seniors reported working harder than they thought they could to meet an instructor's standards or expectations 			
Student Interaction with Campus Community			
<ul style="list-style-type: none"> 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

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

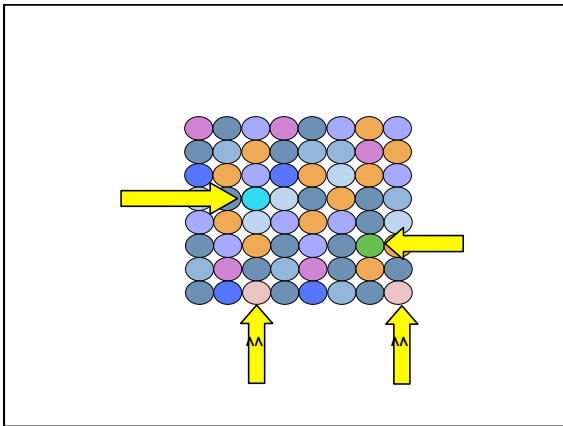
Realistic Expectations

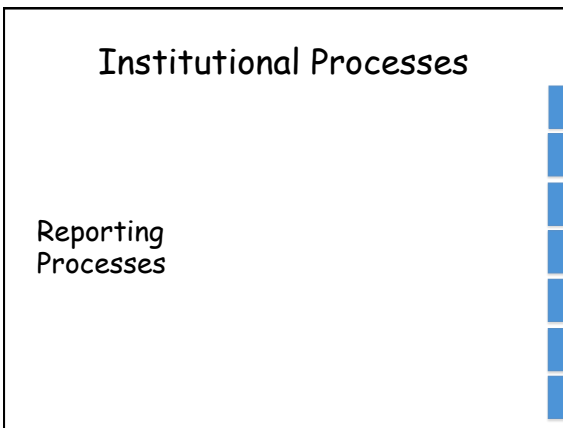
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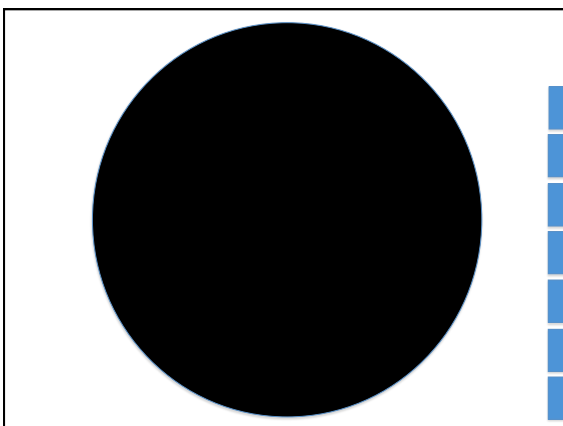
Institutional Processes

Sampling

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Institutional Processes

Reporting Processes

Institutional Processes

Reporting Processes

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

<div style="background-color: #0070C0; color: white; padding: 5px; text-align: center; writing-mode: vertical-rl; transform: rotate(180deg);">analyze data</div> <div style="background-color: #0070C0; color: white; padding: 2px; text-align: center;">Capstone</div>	1xx	1. What we looked at	<<object>> from <<where>>
	2xx	2. How we assessed it	<<assessment tool / performance criteria>>
	3xx	3. What we found	<<results>>
	4xx	4. What it means	<<interpretation>>
		5.. What we're going to do about it	<<action>>
		6. What happened?	<<feedback>>

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](http://course1.winona.edu/shatfield/air/rubrics.htm)
