

# CONNECTING ASSESSMENT PLANNING WITH DATA MANAGEMENT PROCESSES AND A MIDDLE STATES TEMPLATE

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**Special Assistant to the Provost for Assessment &  
Accreditation /Director of Teacher Education**

**Lock Haven University of Pennsylvania**

- Where are you in the Assessment Game?
  - Just starting to design the plan?
  - Considering tools to help efficiency and aggregation?
  - Been doing it a while?
  
- General Education Assessment?
  - Where is your campus?
  
- Middle States Processes?



- **This session is intended to:**
- Provide an overview of what makes up a robust student learning assessment plan
- Show how a Data Management System can....
  - Make data collection, aggregation, storage, and reporting more efficient and.....
- Align with a process to assist with Middle States expectations

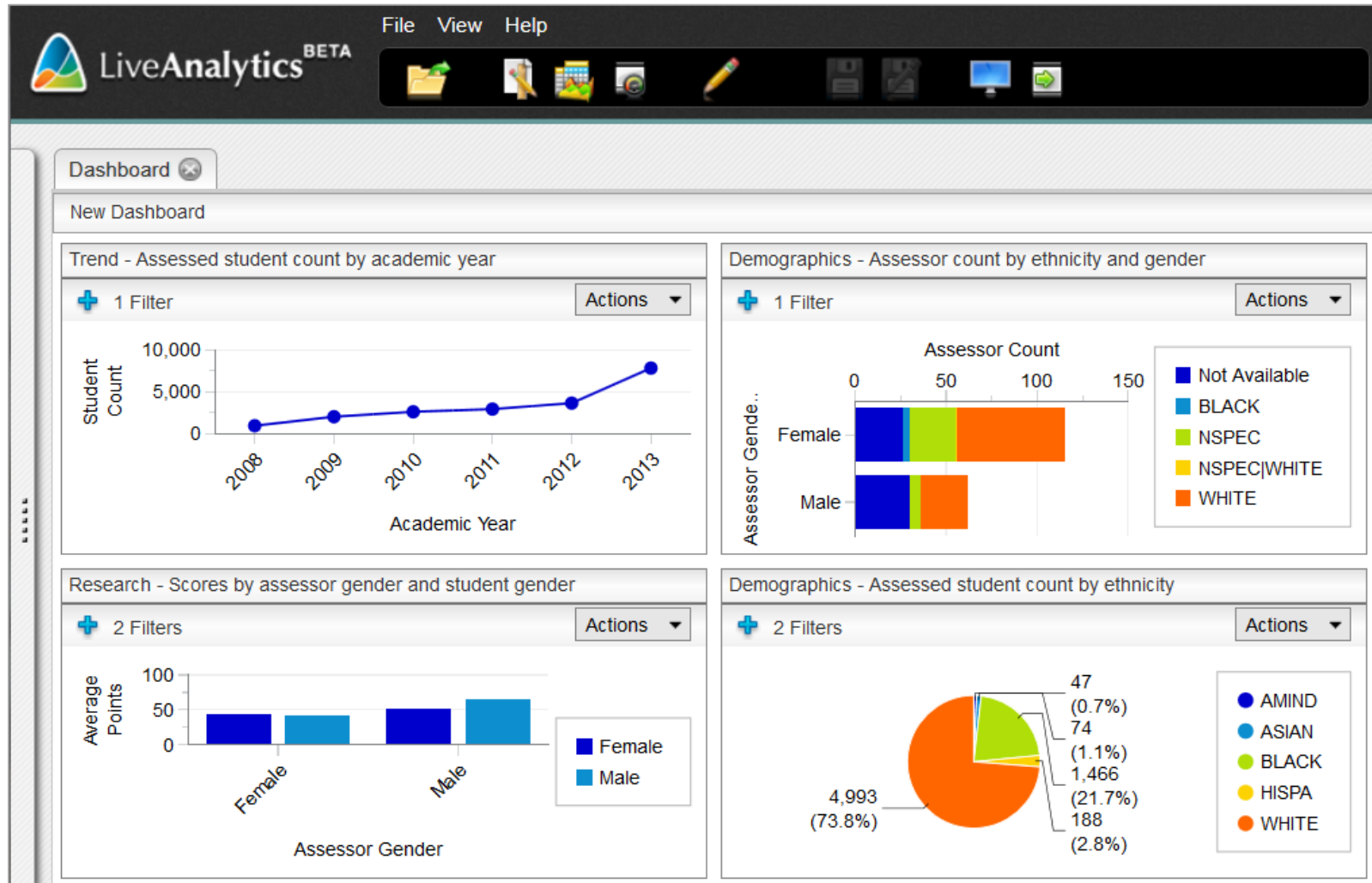


BEFORE DISCUSSING THE NUTS AND BOLTS  
OF DESIGNING A STUDENT LEARNING  
ASSESSMENT PLAN,.....

**WHAT IF YOU COULD GENERATE AN  
ANNUAL REPORT THAT INCLUDED DATA  
DISPLAYED LIKE THIS...**



# WHAT IF THIS WAS READY FOR YOU IN 1 CLICK?



PHASE 3: Analysis & Showcase

## ○ **Designing Student Learning Assessment Plans**

- **4 Key Pieces**

- Outcomes, Standards, Competencies
- Means of Assessment
- Results
- Actions, Decisions, Follow-ups (closing the loop)



- SO..... Lets look at **outcomes** and **means** of **assessment** briefly



## ○ LEARNING OUTCOMES??

- What do you want to know about **what your students know** and **can do** when they complete their academic programs at your institution?

THE PLAN – MORE ON NEXT PAGE





- Decide on a list of student learning outcomes.
  - How will you measure learning for multiple assessments of outcomes?
  - Tools?



- Lets Discuss the Means of Assessments



- Think first about the learning outcomes (standards or competencies).
- Means of Assessment for each outcome
  - At least one **DIRECT** means of assessment should be included.
  - **Criteria for Success?**
  - **Where** and **when** are assessments completed?
  - **HOW** are they assessed and **BY WHOM**
  - How do the assessment results get recorded for the assessment plan reporting document or tool?



- Example of rubric in LiveText



### Institutional Effectiveness Rubric

	Exemplary (0 pt)	Satisfactory (0 pt)	Needs Improvement (0 pt)
Does the unit support the academic mission of the university? (1,000, 12%)	The unit plan specifically addresses how the unit supports the academic mission of the department and components of the mission, vision and goals clearly align with the academic mission of the university	The unit plan appropriately identifies how it supports the academic mission of the university	No information is provided or the unit does not support the academic mission of the university
Is there consistency among the unit's mission, vision, and goals? (1,000, 12%)	There is a high level of alignment and mission, vision, and goals and very well written	There is alignment of the mission, vision, and goals	Mission, vision, and goals do not align well
Do the goals tie back to the institution's goals? (1,000, 12%)	All goals appropriately tie back to the unit plan and this relationship is explicitly identified	Most goals appropriately tie back to the unit plan and this relationship is explicitly identified	Unit goals do not relate to the institution's goals or the unit plan does not identify how its goals tie back to the institution's goals
Are the objectives consistent with the goals? (1,000, 12%)	Objectives are consistent with the goals and lend themselves to measurable strategies and very well written	Objectives are consistent with the goals and lend themselves to measurable strategies	Objectives are not identified or objectives are not consistent with the goals
Are the strategies sufficient to meet the objectives? (1,000, 12%)	Strategies are very specific and there are multiple effective strategies for each objective and measurable	Strategies are clearly identified for each objective and allow for successful attainment of the objective and measurable	No strategies are identified or strategies would not allow for achievement of goal or it is unclear which strategies address which objective
Evaluate the performance measures in terms of the stated objectives. (1,000, 12%) HI-UHM-GEN.1	Relevant performance measures are identified for each objective and there are at least some quantitate measure with benchmarks identified where appropriate	Relevant performance measures are identified for each objective and would allow for effective evaluation of progress	No performance measure or identified or performance measures do not relate to objectives or performance measures would not allow for effective evaluation of progress in their current form
Is progress summary information provided for continuing goals? (1,000, 12%)	Progress summaries are provided and include specific data where appropriate	A general progress summary is given for each continuing goal	No progress summary information is provided for continuing goals
Are budget estimates provided for each objective? (1,000, 12%)	Budget estimates are provided with specific dollar amounts and identification of potential sources of funding	General budget estimates/information are provided	No budget information is provided

# EXAMPLE OF A PLAN IN ACTION



Psychology (BA, BS) - 4. Application of Psychology - Students will understand and apply psychological principles to personal, social, and organizational issues.

**Outcome Types:**

Learning

**Start Date:**

05/01/2010

**Outcome Status:**

Active

**Specific Assessment :**

Counseling Skills Mock Sessions.

Clinical/Counseling track majors will demonstrate skills needed for paraprofessional and supervised work in the field. Assessed with rubric.

**Assessment Type:**

Course Assignment(s)

**Criterion:**

Exceeding standard: rubric score of 16 or above.

Meeting standard: rubric score of at least 12.

GOAL: 80% of students meet or exceed criteria.

06/17/2014 - Data not collected on this specific assessment in AY13-14.

**Result Type:**

Insufficient Data

**Action Status:**

Action In-Progress

**Result Year:**

AY2013-2014

06/17/2014 - In every year that this specific assessment has been used, 90-100% of students have met or exceeded criteria; in fact, there has been only one year in which 100% students have not met or exceeded criteria. Although this is certainly positive, and can be thought of as an indicator of program quality, it is not really giving us data which can help us improve the program. Thus, it may be useful to discuss in the next Department Assessment meeting additional ways in which this student learning outcome may be assessed.

08/12/2013 - In FA12, 13 students took PSYC470, Counseling Skills. No students failed to meet the standard. 8/13 (61.54%) met the standard, and 5/13 (38.46%) exceeded the standard. Criterion met.

**Result Type:**

Criterion Met

**Action Status:**

No Action Required

**Result Year:**

AY2012-2013

**Specific Assessment :**

Major Literature Review paper in PSYC204.

**Assessment Type:**

Rubric

**Criterion:**

Criterion is set by Writing Emphasis rubric: a

06/17/2014 - In AY13-14, the WE rubric was applied to 24 papers from the FA13 and SP14 sections of PSYC204, Writing for Psychology. 4/24 (16.67%) did not meet competency; 15/24 (62.5%) met competency, and 5/24 (20.83%) exceeded competency. Thus, 20/24 (83.33%) met or exceeded a score of 3 on the WE



Outcomes	Means of Assessment & Criteria / Tasks	Results	Action & Follow-Up
<p>student exceptionalities.</p> <p><b>Outcome Types:</b> Learning</p> <p><b>Start Date:</b> 09/01/2010</p> <p><b>Outcome Status:</b> Active</p>	<p><b>Criterion:</b> 90% of candidates score at the meet (1) or exceed the target (2) levels (3 levels = 0, 1, or 2) on this assessment.</p> <p><b>Related Documents:</b> <a href="#">LHUP TWS Rubric</a></p>	<p><b>Action Status:</b> No Action Required</p> <p><b>Result Year:</b> AY2011-2012</p> <p><b>Related Documents:</b> <a href="#">2011-12 TWS Report for HPE</a></p>	
<p>Health and Physical Education (BS,BSEd) - NASPE 3.6 - Plan and implement progressive and sequential instruction that addresses the diverse needs of all students.</p> <p><b>Outcome Types:</b> Learning</p> <p><b>Start Date:</b> 09/01/2010</p> <p><b>Outcome Status:</b> Active</p>	<p><b>Specific Assessment :</b> Teacher Work Sample factor 4</p> <p><b>Assessment Type:</b> Student Teaching</p> <p><b>Criterion:</b> 90% of candidates score at the meet (1) or exceed the target (2) levels (3 levels = 0, 1, or 2) on this assessment.</p> <p><b>Related Documents:</b> <a href="#">LHUP TWS Rubric</a></p>	<p>06/30/2012 - 100% of students (48) met this criterion.</p> <p><b>Result Type:</b> Criterion Met</p> <p><b>Action Status:</b> No Action Required</p> <p><b>Result Year:</b> AY2011-2012</p> <p><b>Related Documents:</b> <a href="#">2011-12 TWS Report for HPE</a></p>	<p>07/19/2012 - We will continue to monitor this assessment in multiple semesters to determine if needs exist.</p>
	<p><b>Specific Assessment :</b> Question #18 on the Student Teaching Competency form completed by cooperating teachers demonstrates the performance on this outcome.</p> <p><b>Assessment Type:</b> Student Teaching</p> <p><b>Criterion:</b> 90% of candidates score a "3" or higher on this criterion.</p> <p><b>Related Documents:</b> <a href="#">Spring 2011 2nd SA.pdf</a></p>	<p>06/30/2012 - 96% (47 of 49) met this criterion.</p> <p><b>Result Type:</b> Criterion Met</p> <p><b>Action Status:</b> No Action Required</p> <p><b>Result Year:</b> AY2011-2012</p>	<p>07/19/2012 - We will continue to monitor this assessment.</p>
	<p><b>Specific Assessment :</b> TWS Factor 3</p> <p><b>Assessment Type:</b> Student Teaching</p> <p><b>Criterion:</b> 90% of students meet or exceed the target for this assessment.</p>	<p>09/01/2012 - 98% (47/48) of students met the criterion for success on this assessment.</p> <p><b>Result Type:</b> Criterion Met</p> <p><b>Action Status:</b> Action In-Progress</p> <p><b>Result Year:</b> AY2011-2012</p>	
<p>Health and Physical Education (BS,BSEd) - NASPE 3.7 - Demonstrate knowledge of current technology by planning and implementing learning experiences that require students to appropriately use technology to meet lesson objectives.</p> <p><b>Outcome Types:</b> Learning</p> <p><b>Start Date:</b> 09/11/2014 9:31 AM</p>	<p><b>Specific Assessment :</b> Students must create and complete a BLOG and related reflection assignment for peers to respond to questions posed based on their lessons that were taught by the candidate to peers.</p> <p><b>Assessment Type:</b> Student Teaching</p> <p><b>Criterion:</b> 90% of candidates score at the meet (1) or exceed the target (2) levels (3 levels = 0, 1, or 2) on this</p>	<p>06/30/2012 - 100% of students (48) met this criterion on factors 4 and 5.</p> <p><b>Result Type:</b> Criterion Met</p> <p><b>Action Status:</b> No Action Required</p> <p><b>Result Year:</b> AY2011-2012</p> <p><b>Related Documents:</b></p>	<p>07/19/2012 - We will continue to monitor this assessment in multiple semesters to determine if needs exist.</p>
<p>Generated by TracDat a product of Nuventive. <span style="float: right;">Page 3 of 8</span></p>			



# Assessment Report

Assessment plan description	0	47	1	1.02	1	0.14
Assessment Challenge	0	47	1	1.02	1	0.14
Assessment Criteria	0	47	1	1.02	1	0.14

Assessment Format	47 (97%)	1 (2%)
Assessment plan description	47 (97%)	1 (2%)
Assessment Challenge	47 (97%)	1 (2%)
Assessment Criteria	47 (97%)	1 (2%)

Target Not Met
Target Met
Target Exceeded

Export to CSV

## Rubric: Factor 4: Rubric

	Target Not Met (0 pts)	Target Met (1 pts)	Target Exceeded (2 pts)	Mean	Mode	Stdev
Multiple instructional strategies	0	47	1	1.02	1	0.14
Adaptation of instructional strategies	0	47	1	1.02	1	0.14
Demonstration of integration across subject areas	0	47	1	1.02	1	0.14
Motivational elements	0	47	1	1.02	1	0.14
Technology	0	47	1	1.02	1	0.14

Multiple instructional strategies	47 (97%)	1 (2%)
Adaptation of instructional strategies	47 (97%)	1 (2%)
Demonstration of integration across subject areas	47 (97%)	1 (2%)
Motivational elements	47 (97%)	1 (2%)
Technology	47 (97%)	1 (2%)

Target Not Met
Target Met
Target Exceeded

Export to CSV

## Rubric: Factor 5: Rubric

	Target Not Met (0 pts)	Target Met (1 pts)	Target Exceeded (2 pts)	Mean	Mode	Stdev
Analysis of Learning gains: 1. Learning Gains Worksheet	0	42	6	1.12	1	0.33

- How can Data Management Systems help?



- Course assessments or ePortfolios
- Data and artifact storage
- Instant aggregation / dis-aggregation
- Easy reporting with graphs and analyses
- Market your program to show what completers do in relation to your Strategic Plan and Mission





# **MAKING THE ASSESSMENT PLAN EFFICIENT AND SUSTAINABLE**

- Decision to use a commercial data management product or Microsoft Office tools
  - LHU General Education assessment decision 5 years ago
    - Data Management System (form could be used for free since Teacher Education students used the product)
    - Excel Template
      - BOTH RUBRIC TEMPLATES LOOKED EXACTLY ALIKE
        - Decision was to use Excel
          - Then the questions came:
            - Who stores the results and rubrics and where?
            - Do we pay a student worker to aggregate and monitor?
            - What about showing work samples?
            - What if someone leaves and who is storing and aggregating?



- Lets look at a few commercial product functions for assessment processes.
  - 4 Main Commercial Products that have
    - ROBUST FUNCTIONS FOR ASSESSMENT AND REPORTING
      - AND **ALSO**
    - HAVE COURSE-BASED AND E-PORTFOLIO CAPABILITIES TO ASSESS STUDENT WORK AND SHOWCASE STUDENT WORK SAMPLES
  - Common capabilities of these 4 most robust products include:



Strategic planning

Program review

Accreditation preparation

General Education assessment

Discipline-specific assessment

Non-academic assessment

Signature, capstone, or key assessments

Direct, evidence-based assessments

e-Portfolio assessments

Performance assessments





Solutions Expertise

Overview Aqua **Assessment & Accreditation** e-P

### Dashboard Reporting and Analytics

See the data you need, the way you need it. Monitor the health of your implementation and the engagement of faculty and students. Confirm the alignment and measurement of outcomes. Analyze student performance on outcomes and competencies. Compare and filter data by program, course and demographics. Save custom and standard reports and include them in self-studies, annual reports and exhibit rooms.



### Accreditation Preparation

Address regional and specialized program accreditation needs with confidence. Manage documentation and data in a central repository. Document faculty credentials, including



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#### CampusWide™

##### OVERVIEW >

PLANNING AND ANALYSIS

CURRICULUM MAPPING

AD HOC AND CORE REPORTS

COURSE EVALUATIONS

COURSE-BASED ASSESSMENT

FACULTY ACTIVITIES

ELECTRONIC PORTFOLIOS

VIDEO ASSESSMENT

SURVEY ADMINISTRATION

LMS INTEGRATION

#### CampusWide™ OVERVIEW

Tk20 CampusWide™ is a comprehensive assessment, planning, and reporting system designed for collecting and managing academic and non-academic departmental assessment activities to create a culture of evidence throughout the campus.



Tk20 CampusWide™ allows institutions to articulate goals, outcomes and objectives based on the institutional mission statement. The goals, outcomes and objectives can be created and linked throughout various levels including institutional, department and programmatic.

The Tk20 CampusWide™ system is designed to be customizable to meet the needs of the institution. The forms and specific nomenclature for planning, curriculum mapping and budgeting can be changed to align with the terminology of the institution. The features in each of our products are similar. Each product is uniquely designed to meet the needs of the entire campus or a specific academic program.

LEARN MORE ABOUT WHY OUR PARTNER





# CHALK AND WIRE LEARNING ASSESSMENT

chalk&wire

Features Client Stories Expertise Integration Support Com

ePortfolios 

Assessment & Feedback 

Accreditation Management 

Surveys & Forms 

Experiential Learning 

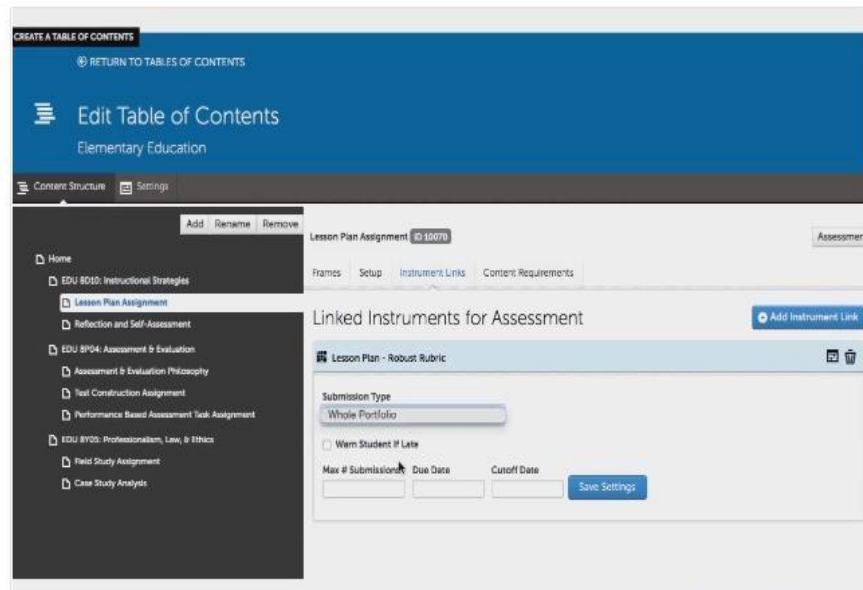
Reporting & Analytics 

Assessment Design 

Personalization 

## ePortfolios

The power of portfolios and assignments.



CREATE A TABLE OF CONTENTS

RETURN TO TABLES OF CONTENTS

Edit Table of Contents

Elementary Education

Content Structure Settings

Home

- EDU 8010: Instructional Strategies
  - Lesson Plan Assignment
  - Reflection and Self-Assessment
- EDU 804: Assessment & Evaluation
  - Assessment & Evaluation Philosophy
  - Test Construction Assignment
  - Performance Based Assessment Task Assignment
- EDU 810: Professionalism, Law, & Ethics
  - Field Study Assignment
  - Case Study Analysis

Lesson Plan Assignment ID: 10070

Frames Setup Instrument Links Content Requirements

Linked Instruments for Assessment

Lesson Plan - Robust Rubric

Submission Type

Whole Portfolio

☐ Warn Student if Late

Max # Submissions Due Date Cutoff Date

Save Settings

# LIVETEXT (SECONDARY ENGLISH REPORT)

	Target Not Met (0 pts)	Target Met (1 pts)	Target Exceeded (2 pts)	Mean	Mode	Stdev
Effects of decisions on instruction and assessment...	0	2	4	1.667	2.000	0.471
Effects of decisions on student learning...	0	3	3	1.500	1.000	0.500
Alignment among instruction and assessment...	0	4	2	1.333	1.000	0.471
Implications for Future Teaching...	0	4	2	1.333	1.000	0.471
Communications with students' parents and other professionals...	0	3	3	1.500	1.000	0.500
Implications for professional development/continuous learning...	0	4	2	1.333	1.000	0.471
Professionalism...	0	2	4	1.667	2.000	0.471



- Lets look at more of the process within LiveText which we use at LHU for Teacher Education and other degree programs.

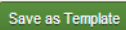


# STUDENT PORTFOLIOS

## Communication Skills Portfolio (General Education)

by Brian Zirlin







Page List

- Introduction Statement +
- Oral Presentations +
- Essay Samples +
- Short Writing Pieces
- Reading Log
- Additional Resources +

### Introduction Statement

#### Who I am



My name is Tatiana. I was born and raised in the beautiful country of Kazakhstan, which is located in the Central Asia and was the part of the former Soviet Union. I finished High School there and attended four-year college for about two years. I was majoring in Customs Law, but I didn't finish it, because my mother won a lottery Green-card (permanent residence in USA) and we decided to move to America. I have only one older brother. His name is Ulan. He is 30 years old. We are very close to each other, although he is four years older than I am. Unfortunately, he is not here with us right now, because according to the US law, children over 21 years old are not eligible for the green-card, so he stayed in Kazakhstan. My father died a year ago of stroke. He was just 54 years old. I still can not believe that he is gone. I still miss him and he will always be in my heart.

I and my mother came to the United States four years ago. We live together in Brooklyn. She is very strong and good person. She is the one who influenced me to go to the college. English is not my first language, so I was afraid that I wouldn't do well at school. She kept saying to me that I'll do well and that she believes in me. And here I'm at the LaGuardia Community College today, majoring in Paralegal studies. This is my third semester here. Now I feel more confident about myself, because I passed all courses that I have been taking and received good grades and try to do my best to keep doing it.

I'm a very honest and friendly person. I enjoy reading interesting books, watching action movies, hanging out with my friends. I like to play on piano, to play big tennis and go to the gym. Unfortunately, I don't have much time to hanging out with my friends now, because I sacrificed my free time to learn. But it worth it in order to be proud of myself in the future and achieve my goal, which is to get an Associate's Degree in Paralegal Studies. LaGuardia Community College seems to be a good college, where one can get the best education and the necessary skills in their majors. Professors are very educated, friendly and hard working people, who do their

# EASE OF USE FOR FACULTY AND ASSESSORS

Easy-to-view assessment summary bars by courses with drill downs to review those who have not yet submitted (red), are awaiting assessment (gray), and have already been assessed (green).

**LIVETEXT**Welcome, Brian Zirlin

Field ExperienceAISDashboardCoursesLiveText DocsFile ManagerReviewsFormsCommunityExhibitCenterToolsCourse AdminAdmin

Courses Main Page > COM 425 - BZ > COM 425 - BZ Assignments

Comm Portfolio

Assignment DetailsSubmissions & Grades

RED = Non-LiveText Member

Awaiting Submission (3)	Awaiting Assessment (2)	Completed (3)
Assess	Assess	All grades are published
<input type="checkbox"/> Name	<input type="checkbox"/> Name (Completed)	NameFinal Grade
<input type="checkbox"/> S7_Stoutivant_Kara	<input type="checkbox"/> S2_Polony_Chris (0/2)	S3_Little_Kari
<input type="checkbox"/> S6_Wells_Julie	<input type="checkbox"/> S5_Sowell_Kelly (0/2)	S4_Nelson_Windy
<input type="checkbox"/> S8_Yerpy_Emily		S1_Zirlin_Brian78

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## CUSTOMIZABLE ASSESSMENT TOOLS

Field Experience
AIS
Dashboard
Courses
LiveText Docs
File Manager
Reviews
Forms
Community
ExhibitCenter
Tools
Course Admin
Admin

General Education Portfolio
by Brian Zirlin

+ Add Comment


WILLIAM PEACE UNIVERSITY  
*Our Values. Our Mission.*

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+ Add Comment

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- English 105 (Intro to English)
- ENG 206 (Topics in Literature)
- SCI 206 (Biology)
- HUM 215 (Topics in Cultural Studies)
- Univ 100 (First Year Experience)
- PSP 110 (Public Speaking)
- CSM 101 (Computer Applications)
- MTH 133 (College Algebra)
- MTH 212 (Trigonometry, Algebra and Geometry)
- SCI 210 (Environmental Science)
- PSY 206 (Aspects of Psychology)
- SOC 210 (Sociology)
- ART 205 (Art Appreciation)
- HIS 105 (U.S. History)

English 105 (Intro to English)


ESSAY #1 INTRODUCTORY ESSAY

+ Add Comment

[Introductory Essay](#)

ESSAY #2 DESCRIPTIVE/NARRATIVE

+ Add Comment



FUEL FOR THE SOUL

Webster dictionary defines spirituality as "Something that the holy law belongs to the church or to a cleric as church, and sensitivity or attachment to religious values." However in the book of "The Holy Longing," they speak of spirituality as not just choosing certain spiritual activities like going to church, praying or meditating, reading spiritual books, or setting off on some spiritual quest but, as what we do with that fire that burns within us, and how we channel it in our spirituality. Also, it is what shapes our actions are basically what

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Comment

Attachments

Expand Rubrics

Written Communication VALUE Rubric 2012

	4...	3...	2...	1...	N/A
E 1					
E 2					
comment...					
E 3					
E 4					
E 5					
					16.000 pts 80%

Critical Thinking VALUE Rubric 2012

	4...	3...	2...	1...	N/A

## PHASE 2: Execution

- Example of annual report for an assessment or standard in LiveText





## Rubric: Factor 6: Rubric: Reflection and Self-Evaluation

	Target Not Met (0 pts)	Target Met (1 pts)	Target Exceeded (2 pts)	Mean	Mode	Stdev
Effects of decisions on instruction and assessment	0	<u>33</u>	<u>50</u>	1.60	2	0.49
Effects of decisions on student learning	0	<u>41</u>	<u>42</u>	1.51	2	0.50
Alignment among instruction and assessment	0	<u>44</u>	<u>39</u>	1.47	1	0.50
Implications for Future Teaching	0	<u>47</u>	<u>36</u>	1.43	1	0.50
Communications with students' parents and other professionals	0	<u>40</u>	<u>43</u>	1.52	2	0.50
Implications for professional development/continuous learning	0	<u>43</u>	<u>40</u>	1.48	1	0.50
Professionalism	0	<u>45</u>	<u>38</u>	1.46	1	0.50





## Rubric: Factor 5: Rubric

	Target Not Met (0 pts)	Target Met (1 pts)	Target Exceeded (2 pts)	Mean	Mode	Stdev
Analysis of Learning gains: 1. Learning Gains Worksheet	0	41	39	1.49	1	0.50
Analysis of mastery learning: 1. Mastery Learning Table	0	39	40	1.51	2	0.50
Justification of Adaptations	1	42	36	1.44	1	0.52

Analysis of Learning gains: 1. Learning Gains Worksheet

41 (51%)

39 (48%)

Analysis of mastery learning: 1. Mastery Learning Table

39 (49%)

40 (50%)

Justification of Adaptations

1 (1%) 42 (53%)

36 (45%)

Target Not Met

Target Met

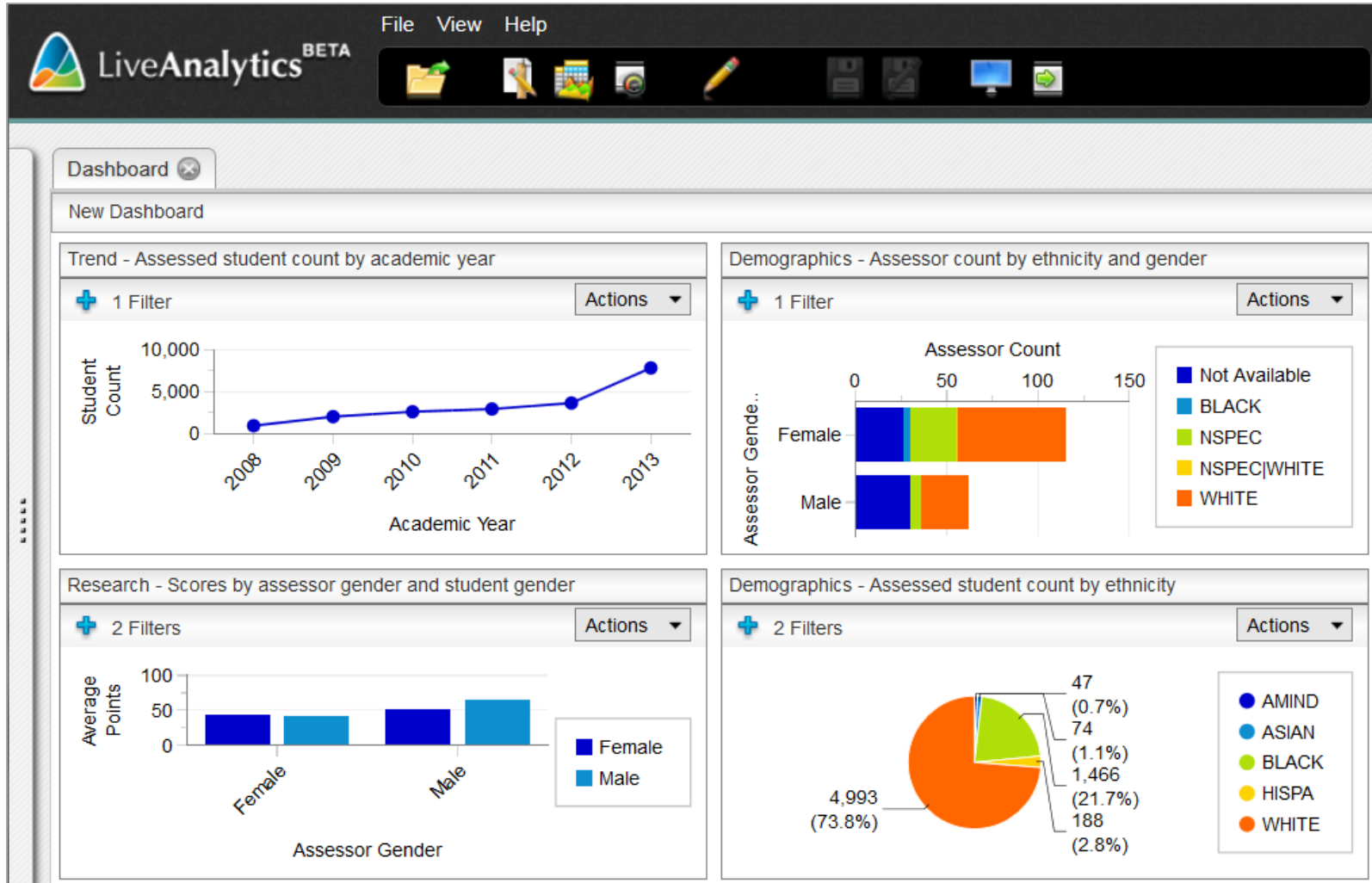
Target Exceeded

Export to CSV

## Inter-rater Summary

	Bugai, Professor Stephen	Fetzer, Professor Dick	Richards, Professor Kathy	Rush, Professor Cathy	Seiler, Meredith	Smith, Kurt	Mean	Stdev
Analysis of Learning gains: 1. Learning Gains Worksheet	1.45	1.05	1.79	1.40	1.85	1.25	1.46	0.31
Analysis of mastery learning: 1.								

# REMEMBER THIS SLIDE? WHAT IF THIS WAS READY FOR YOU IN 1 CLICK?



PHASE 3: Analysis & Showcase

- How do we begin to align these pieces of student learning reporting with Middle States accreditation processes?




HOW CAN A DATA MANAGEMENT SYSTEM  
HELP ORGANIZE AND DISPLAY PROCESSES  
AND RESULTS FOR MIDDLE STATES?



# THE MSCHE TEMPLATE

MSCHE Accreditation Template (LHU)

by Linda Zimm



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## Navigation Instructions [edit title](#)

### Introduction [edit title](#)

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This document is made of multiple pages that you can browse, much like navigating a website. On the left side of the screen is the table of contents. To visit any page in the document, click on its title in the table of contents.

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- ☐ Core Component 1d
- ☐ Core Component 1e

Each page of the document is divided into sections. You preview the different sections that make up a page by clicking the blue arrow next to each page. This will expand the table of contents to show sections as well as pages.

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- ☐ Introduction
- ☐ Criterion One: Mission and Integrity

- Standard 13: Related Educational Activities
- Standard 14: Assessment of Student Learning
- Summary and Future Action

+ Manage Pages

- written statements of expectations for goals, and plans, and the process for planned institutional change;
- policies and governance structures to support institutional planning;
- administrative support for planning activities;
- professional development opportunities and resources for faculty and staff to learn about planning;
- [analysis of the degree to which academic planning stems from academic program review and drive the development of other functional plans \(financial, enrollment, facilities, technology\) and unit level plans](#)
- evidence of program review used to change and improve educational programs, consistent with institutional values, purpose, and goals [included also under Optional Analysis and Evidence in Standard 11: Educational Offerings];
- evidence of environmental scans and other processes in place forevaluating the economic, political, and social climate in which the institution operates and expects to operate;
- review of resource allocation procedures and their relationship to planning, mission, goals, and objectives [included also under Standard 3 Optional Analyses];
- assessment of the work of institutional committees, including the governing body, responsible for planning, assessment, and budget activities [Included also under Optional Analyses in Standard 3];
- review of external affiliations and partnerships and of their impact on the climate in which the institution operates;
- evidence of renewal strategies, rationales for changes made, and anticipated impact [Included also under Optional Analyses in Standard 7];
- assessment of resources utilized for institutional improvement;
- analysis of best practice models and benchmarks applied to improvement efforts; or
- evidence of quality improvement activities.


Evidence [edit title](#)

Edit


Lock Haven University Strategic Plan

[Please click here to access the Strategic Plan](#)





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Edit



In a time of limited resources, it is increasingly important that the university review and strengthen planning and budgeting resources to ensure that these support the university's mission. The university must also attract additional resources to develop the planned science center, new student housing, and other priorities identified in the Facilities Master Plan.

Page List

- Overview
- Goals and Initiatives
- Progress & Plans

Progress & Plans

Goals and Targets for Strategic Plan and Effectiveness 2013-14

GOALS and TARGETS for 2013-14 Strategic Plan Effectiveness

Attachments

[Official\\_2013\\_14\\_Effectiveness\\_Analysis\\_Table\\_for\\_Strategic\\_Plan\\_Goals\\_June\\_13\\_2014.docx](#)



Effectiveness Analysis\_Strategic Plan: Progress on Goals 2012-13

Effectiveness Analysis \_ Strategic Plan:

Progress on 2012-13 Goals

Attachments

[Official\\_Effectiveness\\_Analysis\\_of\\_Strategic\\_Plan\\_Goals\\_2012\\_13\\_June\\_9\\_2014\\_1.docx](#)

Progress on 1 Year Strategic Plan Goals

Draft Strategic Plan Outcomes and Progress Assessment Table



# INTEGRATING STRATEGIC PLAN GOALS AND PROGRESS

- Strategic Plan Progress for AY 2012-13
- Strategic Plan Goals and Targets Aligned with Middle States Standards AY2013-14



## Page List

- ☐ Navigation Instructions +
- ☐ Standard 1: Mission and Goals +
- ☐ Standard 2: Planning, Resource Allocation, and Institutional Renewal +
- ☐ Standard 3: Institutional Resources +
- ☐ Standard 4: Leadership and Governance +
- ☐ Standard 5: Administration +
- ☐ Standard 6: Integrity +
- ☐ Standard 7: Institutional Assessment +
- ☐ Standard 8: Student Admissions and Retention +
- ☐ Standard 9: Student Support Services +
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- ☐ Summary and Future Actions

## Navigation Instructions

### Introduction

#### Navigation Instructions

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Core Component 1c	▶
Core Component 1d	▶
Core Component 1e	▶

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Overview	▶
University Mission Statement	▶
University Vision Statement	▶
Unit Level Mission	▶

# REMEMBER THE LEARNING ASSESSMENT DATA COLLECTION WE DISCUSSED EARLIER???

## Oral Communication Findings

### Cycle 1 (2014-15 School Year)

#### Outcome I:

##### Oral Communication (OC)

Students will communicate effectively in multiple oral presentations to live audiences within a course. Each subsequent presentation should utilize revision through the process of feedback, training, and performance.

1. Appropriately connect topic and personal credibility with a live audience.
2. Demonstrate an original, well-organized presentation with clear introduction, transitions, and closure.
3. Communicate an oral message conveying relevant knowledge and accurate word choice and grammar.
4. Use effective presentation aids, such as speaker notes, media, and appropriate dress.
5. Illustrate both appropriate physical expressiveness and energy control.
6. Articulate message with both appropriate vocal dynamics and control.

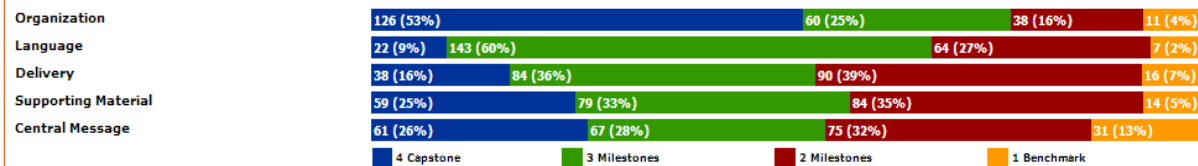
#### Measure/Instrument:

[ORAL COMMUNICATION ASSESSMENT AAC&U\\*](#)

#### Dataset:

#### Findings: Oral Communication LHU

	4 Capstone (4 pts)	3 Milestones (3 pts)	2 Milestones (2 pts)	1 Benchmark (1 pts)	Mean	Mode	Stdev
Organization	<u>126</u>	<u>60</u>	<u>38</u>	<u>11</u>	3.281	4.000	0.898
Language	<u>22</u>	<u>143</u>	<u>64</u>	<u>7</u>	2.763	3.000	0.653
Delivery	<u>38</u>	<u>84</u>	<u>90</u>	<u>16</u>	2.632	2.000	0.840
Supporting Material	<u>59</u>	<u>79</u>	<u>84</u>	<u>14</u>	2.775	2.000	0.890
Central Message	<u>61</u>	<u>67</u>	<u>75</u>	<u>31</u>	2.675	2.000	1.003



#### Action Steps:

Lorem ipsum dolor sit amet, consectetur adipiscing elit. Nullam vel imperdiet tellus. Etiam vehicula dignissim rutrum. Phasellus id nisl eleifend, posuere purus quis, sollicitudin tellus. Donec non rutrum. Proin at turpis hendrerit, ullamcorper elit nec, eleifend leo. Mauris non magna eu augue sollicitudin fermentum nec eu dui. Morbi nisl dui, pharetra in ligula ac, imperdiet blandit nibh. Etiam eu velit.

- ☐ Standard 1: Mission and Goals +
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## Introduction

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## Standard 14: Assessment of Student Learning

### Standard 14

Assessment of student learning demonstrates that, at graduation, or other appropriate points, the institution's students have knowledge, skills, and competencies consistent with institutional and appropriate higher education goals.

### Optional Analysis and Evidence

In addition to the evidence inherent within or necessary to document the fundamental elements above, the following, although not required, may facilitate the institution's own analysis relative to this accreditation standard:

- analysis of institutional support for student learning assessment efforts, including:
  - written statements of expectations for student learning assessment work;
  - policies and governance structures to support student learning assessment;
  - administrative, technical, and financial support for student learning assessment activities and for implementing changes resulting from assessment; and
  - professional development opportunities and resources for faculty to learn how to assess student learning, how to improve their curricula, and how to improve their teaching;
- [analysis of the clarity and appropriateness of standards for determining whether key learning outcomes have been achieved](#);
- evidence of workable, regularized, collaborative institutional processes and protocols for ensuring the dissemination, analysis, discussion, and use of assessment results among all relevant constituents within a reasonable schedule;
- analysis of the use of student learning assessment findings to:
  - assist students in improving their learning;
  - improve pedagogies, curricula and instructional activities;
  - review and revise academic programs and support services;
  - plan, conduct, and support professional development activities;
  - assist in planning and budgeting for the provision of academic programs and services;
  - support other institutional assessment efforts (see Standard 7: Institutional Assessment) and decisions about strategic goals, plans, and resource allocation; and
  - inform appropriate constituents about the institution and its programs.

# CLICK THE PROGRAM TO THE LEFT FOR A REPORT OR DOCUMENT

## Page List

- ☐ HPE
- ☐ Psychology
- ☐ Social Work
- ☐ Communication Studies

## HPE

### Program Assessment Documents

#### Health and Physical Education Student Learning Report

Outcome:

NASPE 2.1 - Demonstrate personal competence in motor skill performance for a variety of physical activities and movement patterns.

Means of Assessment:

[Basketball Assessment](#)

Dataset

#### Rubric: Rubric for Basketball Shooting

	Target (3 pts)	Acceptable (2 pts)	Unacceptable (1 pts)	Mean	Mode	Stdev
Square to the basket	<a href="#">57</a>	<a href="#">62</a>	0	2.479	2.000	0.500
Follow-through	<a href="#">57</a>	<a href="#">61</a>	1	2.471	2.000	0.516
Elbow in	<a href="#">57</a>	<a href="#">62</a>	0	2.479	2.000	0.500

Square to the basket

NASPE-INI-2008-2.1



Follow-through




NASPE-INI-2008-2.1



Elbow in

NASPE-INI-2008-2.1

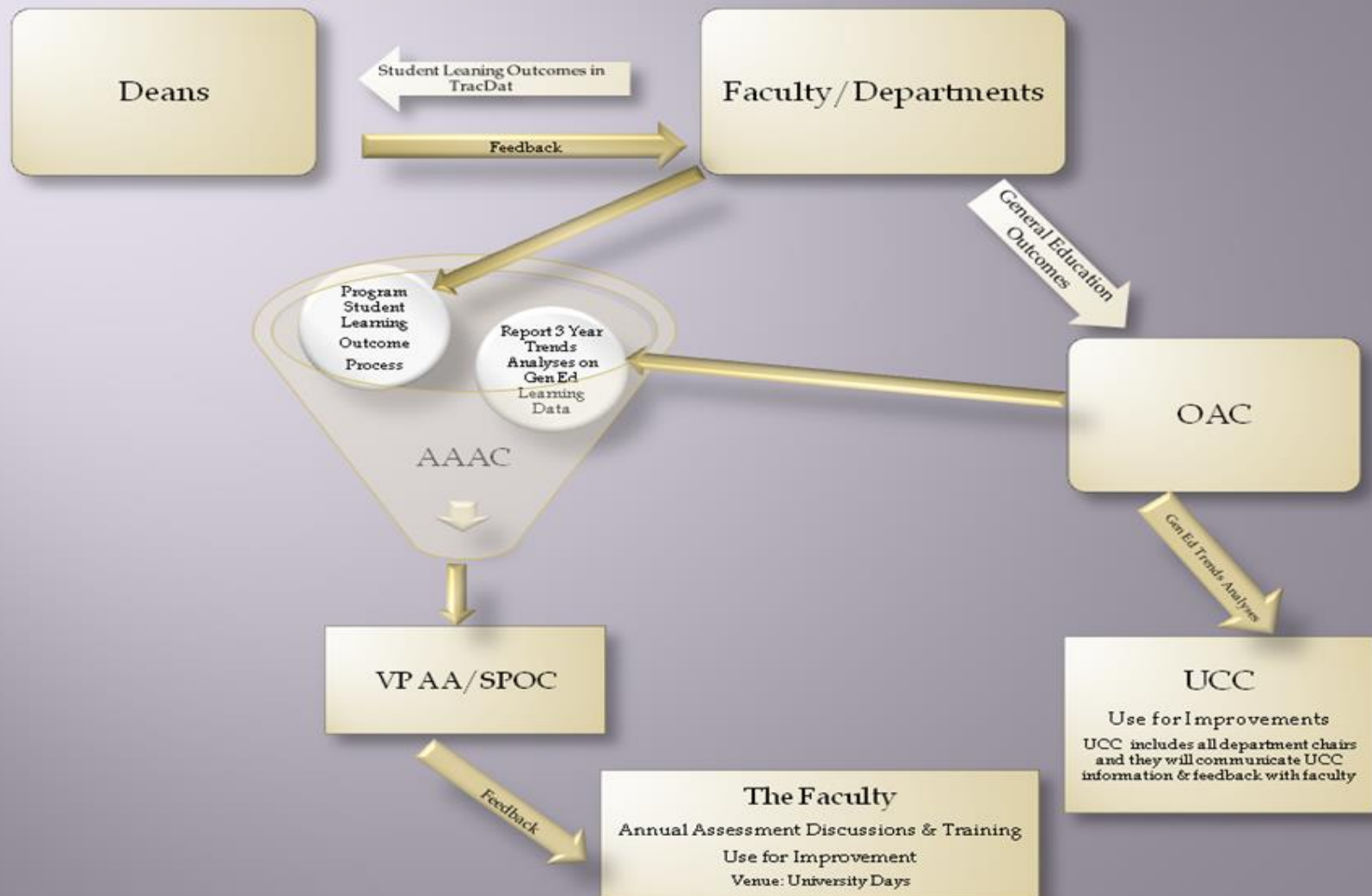


 Target  Acceptable  Unacceptable

Results:

# LEARNING DATA COLLECTION FITS WITH INSTITUTIONAL EFFECTIVENESS

## FLOW OF ASSESSMENT DATA & FEEDBACK AT LHU



- FINAL THOUGHTS





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