Addressing Higher Learning Commission Concerns Related to:
Documentation of Student Learning and Degree Program Improvement

Board of Trustees Meeting
October 16, 2013

Chand Midha: Vice Provost and Executive Dean College of Arts and Sciences
Stephane Booth: Special Assistant to Office Academic Affairs
David Steer: Professor, Department of Geosciences
HLC noted the University must ...

- Explicitly state what students should know and be able to do for each degree program
- Collect student work as evidence of that learning
- Analyze the student work to search for gaps in learning
- Make changes to programs as warranted

_HLC finding:_ ... “assure that graduate and undergraduate academic majors and the general education program have assessment processes in place that include (a) the skills and concepts to be mastered, (b) the assessment measures employed, and (c) the analysis and use of results to improve academic programs.”
Example: BA in Spanish

- **Expected student learning**: Students will demonstrate an advanced level of proficiency in all of the essential communicative language skills (reading, speaking and listening comprehension).
- **Measured using test** of oral proficiency administered to senior majors.
- **When data were analyzed**, results generally good, but a group of students were not performing well.
- **Program revised** to allow students to repeat the conversation course for credit, thus helping students be more successful.
Conceptual Framework

- Some programs have this
- What students should know/do upon completing degree
- Faculty already do this qualitatively
- Make Changes as Warranted
- Measure it along the way
- Analyze the Data Quantitatively
- Many programs do not
What are we doing?

• Appointed UA Task Force to Manage Effort
• Developed short- and long-term implement plan
• Providing help for faculty developing their plans
• Backward planned to meet tight deadlines now and in the future
UA Assessment Task Force

Co-Chair: David Steer; steer@uakron.edu
Co-Chair: Stephane Booth; sbooth1@uakron.edu
Janet Bean; jbean@uakron.edu
Linda Subich; subich@uakron.edu
Karla Mugler; mugler@uakron.edu (Advisory)
Dudley Turner; barlow@uakron.edu
Richard Steiner; rps@uakron.edu
Members from other colleges named at a later date
Phased Program Improvement Model

- Phased
- Meets HLC Requirements
- Builds on prior work
- Efficient

Evaluate Student Work

Collect Student Work

Ensure Measurable

Learning Statements

Collect Student Work

Evaluate Student Work

Analyze Results

Make Revisions as needed

Actionable Findings

Determine Actions

No Actionable Findings

Continuous with ¼ LO’s per semester
Faculty Resources to Speed Process

- Templates
- Assessment plan examples
- Website
  (http://www.uakron.edu/it/instructional_services/dds/outcomes.dot)
- Scoring system used to assess assessment plan health (Developed, Emerging, Initial)
- Webinars
## Timeline

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<th>Oct 2013</th>
<th>Nov 2013</th>
<th>Spring 2014</th>
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<td>Review Learning Statements</td>
<td>Data Collection Plans Complete</td>
<td>Collect data for ¼ of outcomes</td>
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<td>Analyze Data Act on Findings</td>
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<td>Implement Changes as Warranted</td>
<td>Collect data for ¼ of outcomes</td>
<td>Report to HLC</td>
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<td>HLC Focused Visit</td>
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Task Summary

• Develop 3-5 Learning Statements per program
  – Each linked to student work
  – Student work evaluated

• Schedule Data Collection over 2-year period
  – Begin S14; continuous thereafter

• Set aside data analysis time
  – Implement any necessary changes starting F14

• Report to Dean early F14