

Assessment, Accreditation and Program Review Update

Faculty Senate

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Agenda

Ohio Transfer 36

Simple Syllabus

Curriculum Mapping in CIM

Program Review

Higher Learning Commission Assurance Argument

Preliminary Results of 2024-2025 Assessment Cycle



Ohio Transfer 36

- 77% Recertified or inactive
- 5 courses submitted for Spring 2026 review
- Deadline February 1st for all outstanding courses (n=21)
- Courses not submitted will be expired from the OT 36
- State implementing a 5-year review cycle to begin in 2027
 - Courses originally recertified in 2022 will be due again in 2027
 - 2023 → 2028
 - 2024 → 2029
 - 2025 → 2030
 - 2026 → 2031

Simple Syllabus

- Chosen implementation strategy for SBI requirements
- Training later this Spring
- Course Learning Outcomes to be pulled directly from CIM
 - Over 800 courses in CIM are still missing their CLOs





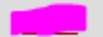
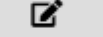


Curriculum Mapping in CIM

Aligned Course Learning Outcomes (show only). To Print use export to PDF

Course Code	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5
					
					
					
					
					
					
					
					
					

Aligned Course Learning Outcomes (show only). To Print use export to PDF

Course Code	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12
	1	1	1	2	1	3	1	2	3	4	4	4
	1	1	1	2	1	3	1	2	3	4	4	4
	1	1	1	2	1	3	1	2	3	4	4	4
	1	1	1	2	1	3	1	2	3	4	4	4
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓



Program Review

- Department of Communication
- Department of Mathematics
- Self-Studies due by the end of January
- External reviews to take place later this spring
- Draft program review policy



Higher Learning Commission Assurance Argument

- Mid-cycle review (remain accredited through 2031)
- Draft of assurance argument is complete
- Adding Spring 2026 evidence
- Formatting to meet HLC requirements
- Due March 30, 2026



Assessment Strengths and Challenges

Preliminary Results of 2024-2025 Assessment
Evaluation Reports By HLC Accreditation Criteria



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Evaluation Reports

- Summary of College or Co-Curricular Service Unit program-level reports
- Academic Colleges
 - COBI
 - Engineering
 - HHS
 - COMLS
 - NSM
 - Pharmacy
 - JHCASSE
- Co-Curricular Service Units
 - Academic Support Services
 - University College

Strengths – Mission

The institution's mission is clear and articulated publicly; it guides the institution's operations.

Aligned Themes

- Commitment to student success and academic excellence
- Emphasis on professional readiness, leadership, and applied learning
- Support for student belonging and engagement
- Commitment to academic excellence and continuous improvement

Evidence

- Assessment practices emphasize **student success, retention, and professional readiness**, aligning with institutional mission.
- Strong integration of **experiential and applied learning** across programs (capstones, internships, practice-based learning).
- Academic support services (tutoring, Supplemental Instruction) demonstrate measurable impact on **grades and persistence**.
- Learning outcomes across programs explicitly connect disciplinary knowledge to **real-world application and leadership preparation**.
- Increased student participation and engagement initiatives (e.g., Exploratory Studies events) support **sense of belonging and student experience**.

Challenges – Mission

The institution's mission is clear and articulated publicly; it guides the institution's operations.

Aligned Themes

Mission-Driven Commitment to Continuous Improvement

Mission Alignment During Structural and Programmatic Change

Evidence

- COBI explicitly identifies gaps (e.g., lack of recent comprehensive review of associate degree programs) and initiates evaluation to better align programs with **workforce development and regional employment needs**.
- The Writing Center acknowledges limitations in measuring student improvement and is actively reviewing **best practices** to improve assessment methods.
- Persistent DFW concerns in Exploratory Studies are identified through assessment data, with a stated commitment to improving **persistence, retention, and sense of belonging**.
- Program eliminations triggered by low enrollment policies and state legislation (Ohio SB 1) were handled responsibly, with teach-out programs excluded from assessment to preserve mission-aligned academic quality.
- The merger of the College of Nursing and CHHS prompted new governance structures, bylaws, and assessment committee formation, demonstrating mission-driven adaptation.



Strengths - Integrity – Ethical and Responsible Conduct

In fulfilling its mission, the institution acts with integrity; its conduct is ethical and responsible.

Aligned Themes

- Responsible, transparent assessment processes
- Appropriate rationale for declined or deferred assessment reports
- Clear communication with faculty and program leadership

Evidence

- Clear, documented **rationale for declined assessment reports** (new programs, accreditation preparation, low enrollment, major revisions).
- Transparent communication between assessment liaisons, faculty, and program directors regarding expectations and decisions.
- Ethical use of assessment data for **improvement rather than compliance**.
- Programs acknowledge limitations of certain measures (e.g., course grades, faculty surveys) and work to **diversify assessment tools**.
- COMLS Program Director role description was updated to **explicitly include long-standing assessment responsibilities**, improving clarity and accountability.



Challenges - Integrity – Ethical and Responsible Conduct

In fulfilling its mission, the institution acts with integrity; its conduct is ethical and responsible.

Aligned Themes

Ethical Handling of Assessment Limitations and Constraints

Data Integrity, Confidentiality, and Accountability

Evidence

- Programs with insufficient enrollment appropriately acknowledge **data sufficiency limits** and aggregate data over multiple years to protect student identity.
- Declined assessment reports are transparently attributed to valid constraints (low enrollment, staffing limitations, accreditation preparation).
- Assessment reviews identified **lapses in student data confidentiality** (student names included), which were flagged and addressed through committee feedback.
- Timeliness and ownership issues were documented, including late submissions and liaison resubmissions to complete the review cycle transparently.
- Updated governance documents and clarified assessment roles reinforce accountability expectations.



Strengths – Teaching and Learning for Student Success

The institution demonstrates responsibility for the quality of its educational programs, learning environments and support services, and it evaluates their effectiveness in fulfilling its mission. The rigor and quality of each educational program is consistent regardless of modality, location or other differentiating factors.

Aligned Themes

- High-quality assessment design and alignment
- Faculty engagement and curriculum oversight
- Strong academic support services and tutor training
- Experiential and practice-based learning

Evidence

- Clear alignment between **program learning outcomes, assessment measures, and curriculum maps**.
- Use of **direct, embedded assessments** tied to specific courses and assignments.
- Faculty regularly **share, discuss, and document assessment results** through committees and meetings.
- Robust **tutor training, observation, and evaluation** processes across academic support services.
- Strong emphasis on **experiential learning**, with 100% student participation in practice-based learning in many programs.
- Assessment data show **high rates of student achievement** in foundational and applied competencies.
- Strong integration of **experiential and applied learning** across programs (capstones, internships, practice-based learning).

Challenges – Teaching and Learning for Student Success

The institution demonstrates responsibility for the quality of its educational programs, learning environments and support services, and it evaluates their effectiveness in fulfilling its mission. The rigor and quality of each educational program is consistent regardless of modality, location or other differentiating factors.

Aligned Themes

Inconsistent Assessment Quality Impacts Evidence of Student Learning
Gaps in Closing-the-Loop and Student Intervention
Graduate Program Challenges Affect Learning Assessment

Evidence

- Several programs rely on **course grades or GPAs** as proxies for direct assessment, limiting the ability to measure achievement of individual PLOs.
- Some PLOs remain **too broad or not measurable**, reducing their usefulness for instructional improvement.
- Ambiguity exists in how faculty surveys and course-level assessments map to program-level learning outcomes.
- Some programs show inconsistent performance across assessment cycles
- Multiple reports lack documentation of how assessment results are shared with faculty or advisors.
- Early-warning and follow-up processes were insufficiently documented, particularly for students who failed to submit required assignments.
- Small cohorts limit timely, data-informed instructional decisions.
- Graduate programs experienced high rates of declined reports due to low enrollment, faculty workload, and staffing constraints.



Strengths – Sustainability: Institutional Effectiveness, Resources and Planning

The institution's resources, structures, policies, procedures and planning enable it to fulfill its mission, improve the quality of its educational programs, and respond to future challenges and opportunities.

Aligned Themes

- Strong leadership support for assessment and accreditation
- Collaboration with Institutional Research
- Accreditation success and external alignment
- Strategic use of data for planning and decision-making

Evidence

- Established, systematic **assessment schedules** showing when outcomes are evaluated.
- Faculty committees analyze results, identify strengths and gaps, and **develop action plans**.
- Documented **reflection on prior action items** and evidence of “closing the loop.”
- Sustainable **training infrastructure**, including a reusable Learning Module for program directors.
- Collaboration with **Institutional Research** to maintain dashboards and longitudinal data.
- Consistent success in **accredited programs**
- Curriculum map discrepancies identified and resolved through targeted improvement efforts



Challenges – Sustainability: Institutional Effectiveness, Resources and Planning

The institution's resources, structures, policies, procedures and planning enable it to fulfill its mission, improve the quality of its educational programs, and respond to future challenges and opportunities.

Aligned Themes

- Capacity and Resource Constraints Affect Assessment Sustainability
- Governance, Planning, and Process Improvement in Progress

Evidence

- Faculty overextension and limited administrative staffing reduce the ability to sustain high-quality assessment, particularly at the graduate level.
- Programs that improved with intensive hands-on support struggled to maintain quality independently, highlighting sustainability concerns.
- Limited engagement with training resources (e.g., Learning Module) suggests a need for additional capacity-building strategies.
 - New CHHS assessment governance structures are being implemented with plans to update assessment processes in AY 2025–2026.
 - Feedback cycles from assessment committees target recurring documentation and methodology issues.



Questions?

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