Assessment Update

Alana Malik, PhD.
Graduate Council Meeting
November 12, 2024

Agenda

01

Introduce the New Curriculum Mapping Feature In CIM

02

Share changes to the Office and University Assessment and Academic Program Review Committees

03

Update you on:

Syllabi Website Project
– SB 83

Course Design Institute



Change to Institutional Curriculum Mapping

MOVING TO CIM

Curriculum Maps

Curricular Alignments

Institutional Learning Outcomes

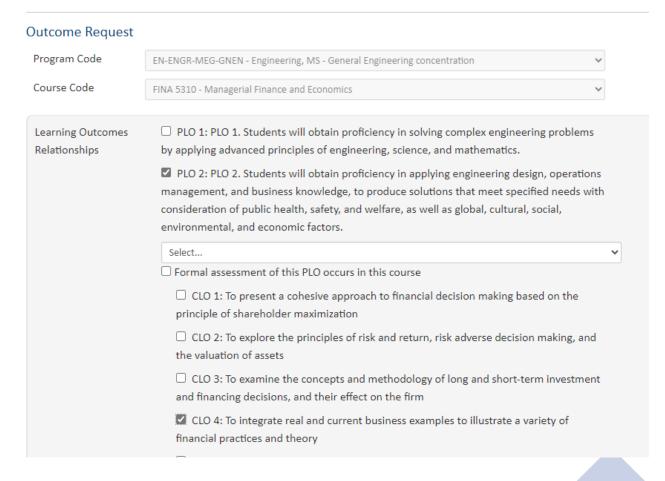
Program Learning Outcomes

Course Learning Outcomes

Aligning Course Learning Outcomes to Program Outcomes

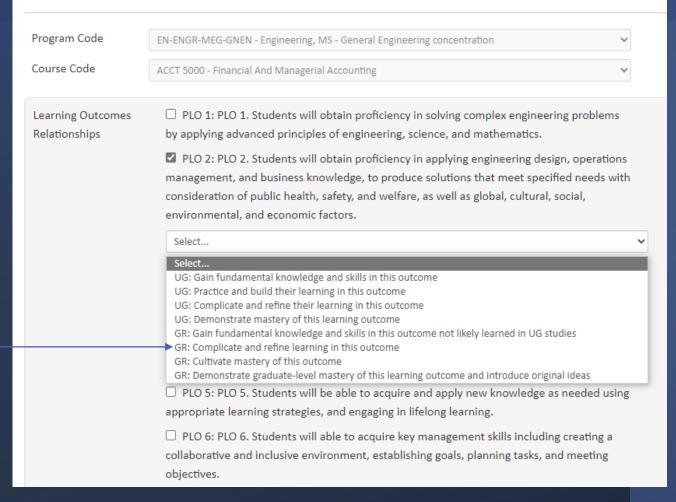


Outcome Request Management





Outcome Request Management



Course

Aligned Program Learning Outcomes (show only) HH-HSCI-BS-PATP: Health Sciences - Pre-Athletic Training and Pre-Physical Therapy.

Concentration, BS

PLO 7: Explain how to locate, appraise and utilize evidence to positively impact health

PLO 8: Describe healthcare informatics and how it can be used to ensure quality improvement and improve health outcomes

HH-HSCI-BA-SCDH: Health Sciences - Social Determinants of Health Concentration, BA

PLO 7: Demonstrate knowledge of research and statistical techniques commonly employed in the health fields

PLO 14: Develop foundational knowledge for health professionals

HH-HSCI-BS-PPHA: Health Sciences - Pre-Physician Assistant Concentration, BS

PLO 2: Develop foundational healthcare knowledge and concepts for entry into graduate healthcare programs or professional career in health-related fields

PLO 8: Describe healthcare informatics and how it can be used to ensure quality improvement and improve health outcomes

PLO 11: Develop foundational knowledge for study in pre-physician assistant concentration.

Program

Learning Outcomes Display (show only)

Course Co	ode	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5
GNEN 55	00					
GNEN 57	00					
GNEN 67	00					
ACCT 5000	2 🗷		0	©		
ACCT 5100						
BLAW 61	00					
DUAD CO	00					

Filling in Gaps Linking Curriculum Design to Assessment

Important items not included in the conversion to CIM:



Course mapping of individual assignments to program-level assessment



Mapping and assessment of cocurricular learning



Program-level assessment measures, administered outside the scope of an individual course

All Three Items Remain Included in the Assessment Plan

Current Housekeeping Tasks

01

MISSING DATA in CIM: Course SLOs are missing in CIM; Required courses are listed in plan of study, but not under "requirements" heading 02

MISSING DATA in EXEL MAPS: A minimal number of programs have mapped their course learning outcomes to their program learning outcomes; Current excel maps may not include the same courses as listed as required for the program in CIM;

03

CONSISTENT NUMBERING OF ISLOS: Existing numbered ISLOs in excel file may not match the order of the ISLOs in CIM

04

ALIGNMENTS in CIM: Programs using identical course numbers for different courses cannot be mapped correctly (Special Topics)

Opportunities

Encourage

Encourage dialogue between faculty from different departments

Identify

Identify gaps in understanding of how individual courses contribute to major programs

Facilitate

Facilitate cohesive curriculum design

Help

Help reviewers of curriculum in CIM visualize program design

Assessment, Accreditation, and Program Review

Lisa Taylor, Project Manager
Alana Malik, University Assessment Director

Higher Learning Commission Criteria Revisions

Criterion 3. 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.

Assessment of Student Learning

The institution improves the quality of educational programs based on its assessment of student learning.

Program Review

The institution improves its curriculum based on periodic program review.

Educational Programs

Exercise of Intellectual Inquiry

Sufficiency of Faculty and Staff

Support for Student Learning and Resources for Teaching

Student Success Outcomes

HLC Criteria Changes

Provost Charge to the University Assessment Committee



Strengthen the connections between our Assessment and Program Review Cycles



Combine the responsibilities of the University Assessment Committee and the Academic Program Review Committee



Determine best practices moving forward

Planning Team

Shery Milz – University Assessment and Academic Program Review Committees
Barbara Miner – Academic Program Review Committee
Dan Hammel – Provost Office
Alana Malik – Assessment, Accreditation, and Program Review

Next Steps

Continue integrating curriculum mapping into CIM Examine Academic Program Review Process

Syllabi Website Project (Undergraduate)

Collaboration between Provost Office, Marketing, Information Technology, Chemistry Department

Dedicated, public website for all undergraduate syllabi*

Benefits prospective students, current students, alumni and other stakeholders

Anticipating passage of SB 83: Enact Ohio Higher Education Enhancement Act

^{*}with limited exclusions



Course Design Institute Summer 2025

It's our 10-Year Anniversary!!

Designing a new course? Rethinking an existing course?

Come Play with Us!!!

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