

Assessment Update

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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

Program Code

EN-ENGR-MEG-GNEN - Engineering, MS - General Engineering concentration

Course Code

FINA 5310 - Managerial Finance and Economics

Learning Outcomes Relationships

- ☐ PLO 1: PLO 1. Students will obtain proficiency in solving complex engineering problems by applying advanced principles of engineering, science, and mathematics.
- ☒ PLO 2: PLO 2. Students will obtain proficiency in applying engineering design, operations management, and business knowledge, to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors.

Select...

☐ Formal assessment of this PLO occurs in this course

- ☐ CLO 1: To present a cohesive approach to financial decision making based on the principle of shareholder maximization
- ☐ CLO 2: To explore the principles of risk and return, risk adverse decision making, and the valuation of assets
- ☐ CLO 3: To examine the concepts and methodology of long and short-term investment and financing decisions, and their effect on the firm
- ☒ CLO 4: To integrate real and current business examples to illustrate a variety of financial practices and theory



Outcome Request Management

Program Code

EN-ENGR-MEG-GNEN - Engineering, MS - General Engineering concentration

Course Code

ACCT 5000 - Financial And Managerial Accounting

Learning Outcomes
Relationships

- ☐ PLO 1: PLO 1. Students will obtain proficiency in solving complex engineering problems by applying advanced principles of engineering, science, and mathematics.
- ☒ PLO 2: PLO 2. Students will obtain proficiency in applying engineering design, operations management, and business knowledge, to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors.

Select...

Select...

UG: Gain fundamental knowledge and skills in this outcome
UG: Practice and build their learning in this outcome
UG: Complicate and refine their learning in this outcome
UG: Demonstrate mastery of this learning outcome
GR: Gain fundamental knowledge and skills in this outcome not likely learned in UG studies
GR: Complicate and refine learning in this outcome
GR: Cultivate mastery of this outcome
GR: Demonstrate graduate-level mastery of this learning outcome and introduce original ideas


- ☐ PLO 5: PLO 5. Students will be able to acquire and apply new knowledge as needed using appropriate learning strategies, and engaging in lifelong learning.
- ☐ PLO 6: PLO 6. Students will able to acquire key management skills including creating a collaborative and inclusive environment, establishing goals, planning tasks, and meeting objectives.

Course

Aligned Program

[HH-HSCI-BS-PATP: Health Sciences - Pre-Athletic Training and Pre-Physical Therapy](#)


Learning Outcomes

[Concentration, BS](#) 

(show only)

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 Code	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5
GNEN 5500 					
GNEN 5700 					
GNEN 6700 					
ACCT 5000 		6	7		
ACCT 5100 					
BLAW 6100 					
PHAD 6300 					

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 co-curricular 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!!!

Apply this spring-

[Course Design Institute](#)