

**campuslabs**<sup>®</sup>  
Data Driven Innovation



**Enterprise**

**Institutional  
Effectiveness**

**Student  
Success**

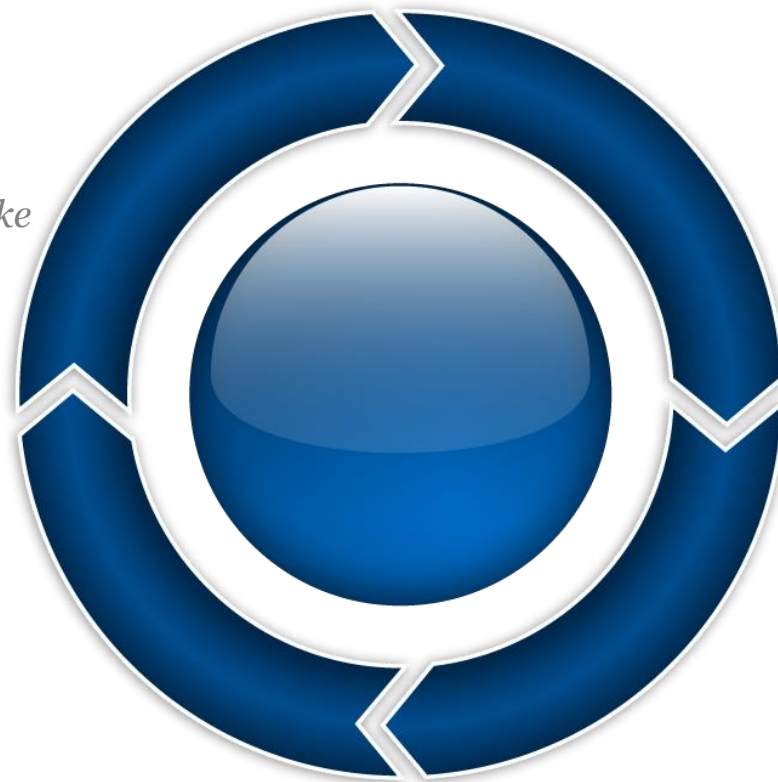
**Student  
Affairs**

# Campus Labs Institutional Effectiveness Suite

*An integrated approach to assessment, planning,  
program review, and accreditation.*

# HOW WE SUPPORT INSTITUTIONAL EFFECTIVENESS

**4** *ACT*  
(Share findings, make improvements)



**1** *PLAN*  
(Document goals, objectives, outcomes)

**2** *ASSESS*  
(Identify measures, collect data)

**3** *ANALYZE*  
(Create reports, review results)

# PLAN

- Document goals and objectives
- Articulate student learning outcomes
- Develop assessment plans

# Document Goals and Objectives

Strategic Plans
Academic Assess...
Student Affairs A...
General Educatio...
Sustainability Pr...
Flex Plans

Master Items

**Table Filtered By:** Fiscal Year: FY 2015  
 Missions, Visions, Core Themes, Institutional Priorities, Divisional Priorities, College or Departmental Priorities

[Edit Filter](#)

- [-] Demo University
  - [-] Academic Affairs
    - [-] College of Arts and Sciences
    - [-] College of Education
    - [-] School of Business
    - [-] School of Engineering
  - [-] Administration and Finance
    - Budget and Planning
    - Human Resources
    - Information Technology
    - Legal Counsel
  - [-] Student Affairs
    - Advising Center
    - Career Services
    - Residence Life and Housing
    - Student Life and Leadership

+ New Item
Fiscal Year: FY 2015

	Number	Name	Start	End	Progress
		<a href="#">University Mission Statement</a>	7/1/2013	6/30/2015	
		<a href="#">University Vision Statement</a>	7/1/2013	6/30/2014	
	1	<a href="#">Core Theme: High Quality Liberal Education</a>	7/1/2013	6/30/2014	
	2	<a href="#">Core Theme: Prepare Tomorrow's Business and Finance Leaders</a>	7/1/2013	6/30/2014	
	3	<a href="#">Core Theme: Regional and Urban Development</a>	7/1/2013	6/30/2014	
	4	<a href="#">Core Theme: Nourishing our Communities</a>	7/1/2013	6/30/2014	
	5	<a href="#">Core Theme: Global Community of Scholars</a>	7/1/2013	6/30/2014	
	1	<a href="#">Institutional Priority: Enhance Student and Community Life*</a>	7/1/2013	6/30/2014	

# Document Goals and Objectives

Strategic Plans
Academic Assess...
Student Affairs A...
General Educatio...
Sustainability Pr...
Flex Plans

Master Items

**Table Filtered By:** Fiscal Year: FY 2015  
[Edit Filter](#) Program Outcomes, Student Learning Outcomes

- [-] Demo University
  - [-] Academic Affairs
    - [-] College of Arts and Sciences
      - [+] Chemistry
      - [-] History
      - [-] Psychology
      - [-] Social Sciences
      - [-] Women's Studies
    - [-] College of Education
    - [-] School of Business
    - [-] School of Engineering
  - [-] Administration and Finance
  - [-] Student Affairs

+ New Item
Fiscal Year: FY 2015

		Start	End	Progress
	Program Outcome			
	Student Learning Outcome			
	<a href="#">Program Outcome: Science Communication Skills*</a>	7/1/2013	6/30/2014	
2	<a href="#">Program Outcome: Practical Chemistry Skills</a>	7/1/2013	6/30/2014	
3	<a href="#">Program Outcome: Synthesis of Scientific and Non-Scientific Knowledge</a>	7/1/2013	6/30/2014	
4	<a href="#">Program Outcome: Ethical Decision-Making</a>	7/1/2013	6/30/2014	
1	<a href="#">SLO: Demonstrate the ability to communicate scientific information effectively in oral format *</a>	7/1/2013	6/30/2014	✓
2	<a href="#">SLO: Demonstrate the ability to communicate scientific information effectively in writing</a>	7/1/2013	6/30/2014	✓
3	<a href="#">SLO: Make accurate quantitative chemical measurements in the laboratory</a>	7/1/2013	6/30/2014	📄

# Articulate Student Learning Outcomes

The screenshot displays the CampusLabs interface with several navigation tabs at the top: Strategic Plans, Academic Assess..., Student Affairs A..., General Educatio..., Sustainability Pr..., and Flex Plans. Below these is a 'Master Items' section. A filter menu is open, showing a tree structure for 'Demo University' with categories like Academic Affairs, College of Arts and Sciences (with 'Chemistry' selected), College of Education, School of Business, School of Engineering, Administration and Finance, and Student Affairs. The main content area is titled 'Add New Student Learning Outcome - Compliance Assist' and contains a form with sections for 'Methodology', 'Assessment Methods', 'Supporting information', 'Examples of Student Work', and 'Performance Goal'. Each section has an 'Edit' button and an information icon. A note under 'Supporting information' states: 'Sources can be added to this field after this new student learning outcome has been saved.' A similar note is present under 'Examples of Student Work'.

# Develop Assessment Plans

The screenshot displays the Campus Labs software interface. At the top, there are navigation tabs: Strategic Plans, Academic Assess..., Student Affairs A..., General Educatio..., Sustainability Pr..., and Flex Plans. Below these is a 'Master Items' section. A filter bar indicates 'Table Filtered By: Fiscal Year: FY 2015' with an 'Edit Filter' button. The left sidebar shows a tree view for 'Demo University' with categories like Academic Affairs, Administration and Finance, and Student Affairs. The main content area is a modal window titled 'Add New Divisional Priority - Compliance Assist'. The modal has a title bar and a close button. The main heading is 'Add New Divisional Priority'. Below this is a 'Description' field with a rich text editor toolbar (bold, italic, underline, list, link, etc.) and a 'Paragraph St...' dropdown. At the bottom of the modal, there are sections for 'Budget Request(s):' and 'Reference Material:', each with an information icon and explanatory text. At the very bottom, there are 'Start:' and 'End:' date pickers with a 'Choose Fiscal Year Dates' button.

Strategic Plans | Academic Assess... | Student Affairs A... | General Educatio... | Sustainability Pr... | Flex Plans

Master Items

Table Filtered By: Fiscal Year: FY 2015  
[Edit Filter](#)  
Missions, Visions, Core Themes, Institutional Priorities, Divisional Priorities, College or Departmental Priorities

Demo University

- Academic Affairs
  - College of Arts and Sciences
  - College of Education
  - School of Business
  - School of Engineering
- Administration and Finance
  - Budget and Planning
  - Human Resources
  - Information Technology
  - Legal Counsel
- Student Affairs
  - Advising Center
  - Career Services
  - Residence Life and Housing
  - Student Life and Leadership

+ New

### Add New Divisional Priority - Compliance Assist

## Add New Divisional Priority

Description

B I U [List] [Link] [Image] Paragraph St... A [Color] [Font]

Design <> HTML

**Budget Request(s):** ⓘ Budget Requests can be added to this new divisional priority after it has been saved.

**Reference Material:** ⓘ Sources can be added to this new divisional priority after it has been saved.

Start: 7/1/2013 [Calendar] Choose Fiscal Year Dates

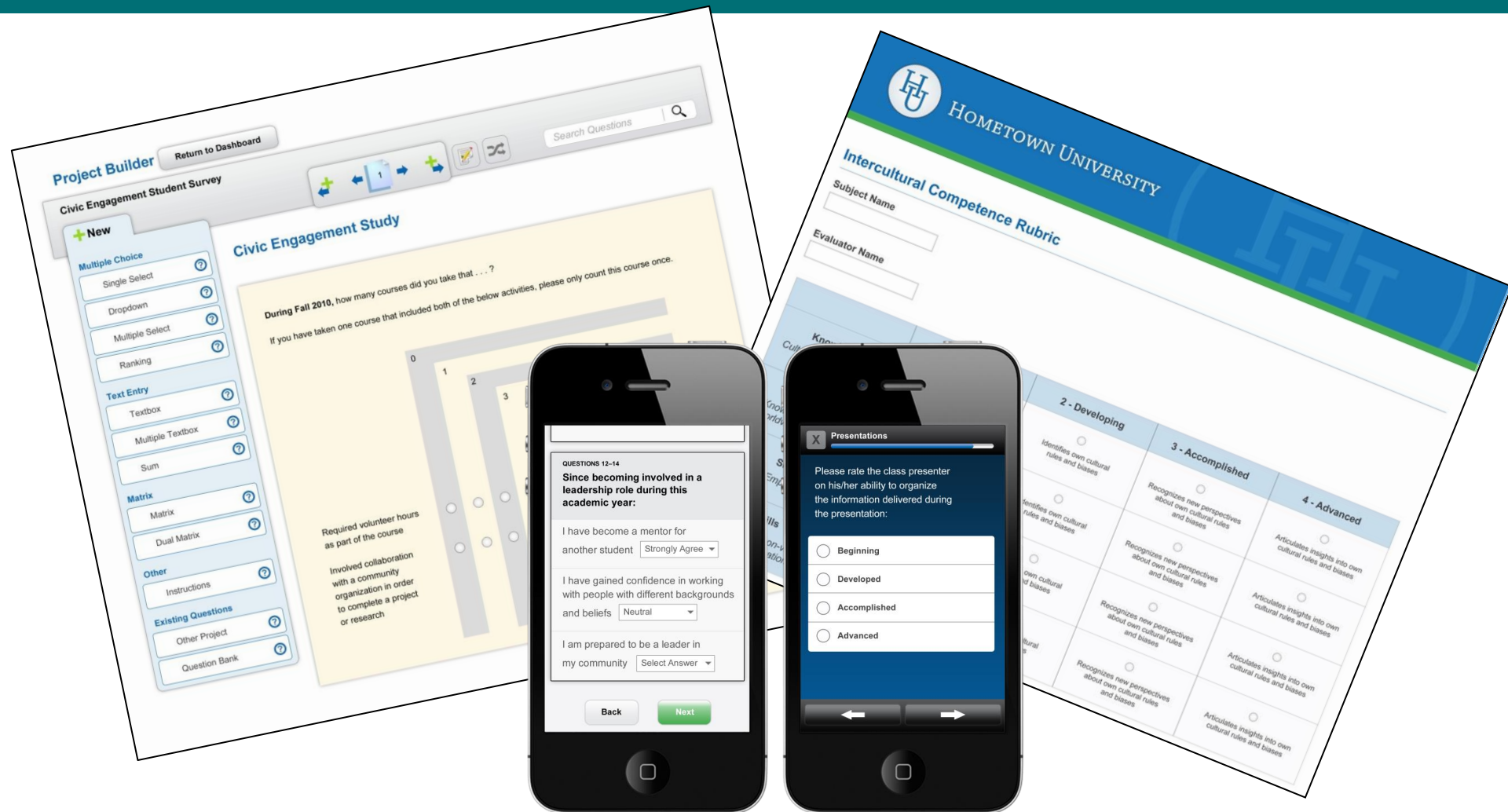
End: 6/30/2015 [Calendar]



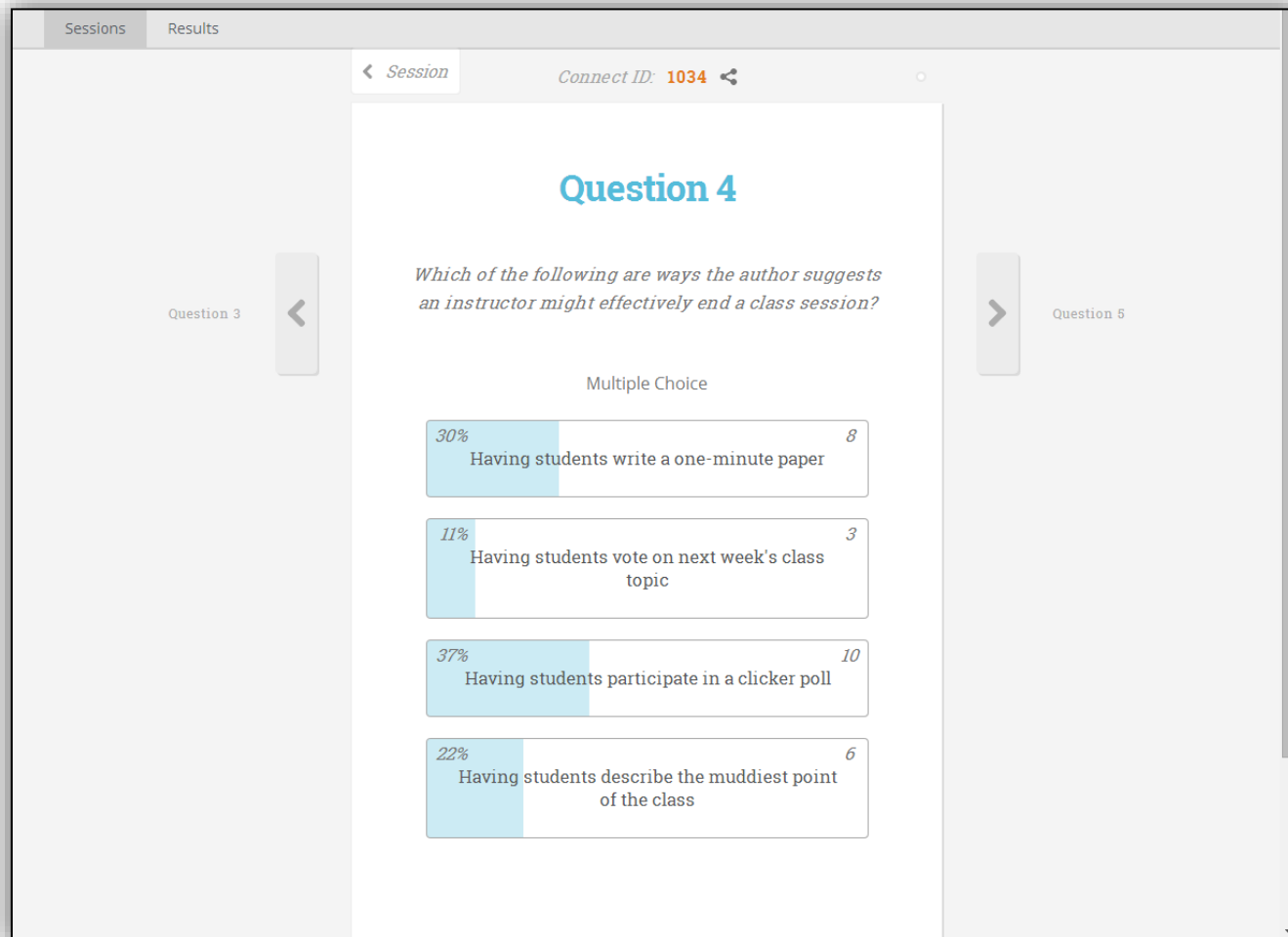
# ASSESS

- Determine assessment method
- Develop or discover relevant assessment instruments
- Administer assessments

# Determine assessment method



## Determine assessment method



# Develop assessment instruments

Home Community Projects Rubrics Panels Course Eval Benchmarks Devices Users Support

## Welcome

Performance Indicators

Documents

## Data Collection Tools

### Request a Project

Assistance-based survey setup



### Manage Projects

Web-based & mobile surveys



## Baseline Contact

### Campus Labs

support@campuslabs.com

T: 716-652-9400

F: 716-652-2689

Campus Labs staff members are available to address your assessment and technical questions Monday through Friday from 8 a.m. to 8 p.m., EST.

## Recently Shared Projects

### Competency Guide for College Student Leaders (NACA) Fall 2014



A competency assessment for Student Union students at Wake Forest University to gage their development during their role within Student Union. The competency guide was provided by the National Associ...

### UNK Sustainability Assessment



We assessed the knowledge of our students on sustainability.

### Assessment Evaluation and Research Competencies



The Assessment, Evaluation, and Research competency area (AER) focuses on the ability to use, design, conduct, and critique qualitative and quantitative AER analyses; to manage organizations using AER...

### Senior First Week Survey



This survey is to understand which areas of the Maryland community are most valued by seniors.

### Media Industry Networking Survey for Students



Given to student attendees of the Media Networking Night event.

View All Shared Projects

## Resources

### Campus Labs Blog

Check out our blog for the latest news, trends, and ideas developing at the Labs!

[Visit Our Blog](#)

### Webinars

We offer a long list of live webinars throughout each semester including product tutorials to best practices as well as many that are marked with equivalencies for professional development. Our webinars require internet and phone access and group participation is welcomed!

[View the Schedule](#)

### Baseline Support Site

The Baseline Support site offers resources like webinar recordings and frequently asked questions, as well as our "Assessment Lab" of best

# Develop assessment instruments

Home Community Projects Rubrics Panels Benchmarks Devices Users

## ASSESSMENT & KNOWLEDGE CONSORTIUM

### Campus Recreation and Wellness Impact Survey

The Campus Recreation and Wellness Impact Survey is a national benchmarking study administered between September 1 and May 31st of each academic year. This on-line assessment is designed to be sent to a sample of students as well as faculty, staff, alumni members. The study provides campuses with actionable data on participation of different recreational facilities, activities, and programs; social, academic, health-related outcomes of utilizing campus recreation; satisfaction with facilities, programs; and recreational needs and expectations of students and other campus members. Learn more about how to participate.

### Shared Projects

Keyword Search:

Categories:

- Learning Outcomes
- Longitudinal/Trend
- Satisfaction/Quality
- Needs assessment
- Tracking/Usage
- Program review
- Policy analysis
- Campus climate study
- Feasibility study
- Grant evaluation
- Research theory-based project
- Student assessment
- Alumni assessment
- Parent assessment
- Faculty assessment
- Staff assessment
- Employer assessment
- K-12 student assessment

Title	Institution	Description
UCSD I-House Resident Exit Survey	UC San Diego	Exit survey for I-House resident and international students
Staff Development Conference Evaluation	UAA	An unconventional evaluation of an unconventional conference to evaluate Conversation of Student Affairs professional questions are dire...
Peer Leader Post Test	Drexel University	Sharing project with group at Drexel.
Service-Learning Course Evaluation	MIAMI UNIVERSITY	This survey is distributed to student enrolled in a Service course. Surveying takes place weeks of the semester. An
Sample Sexual Assault Awareness Climate Survey	campuslabs	Based on the www.NotALo guidelines for a Campus Cl
Interest in Global Experiences Survey	University at Buffalo	Survey sent to students attending programming or focused on learning about current events, etc. from their own...

Home Community Projects Rubrics Panels Benchmarks Devices Users

Shared Projects Resource Centers Resource Center Admin

Academic Assistance/Advising/Student Support Programs

Admissions

Alumni Services

Auxiliary Services

Campus Activities/Leadership Development

Campus Ministry/Service

Campus Recreation/Athletics

Campus Safety

Canadian

Career Services

Civic Engagement/Community Service

Disability Services

Financial Aid

Graduate Students

Greek Life

Health Services/Counseling/Wellness Programs

International Student Programs/Study Abroad

LGBTQ Programs/Gender Issues/Women's Center

Multicultural Affairs

Orientation/New Student Programs/Parents

Registrar/Student Accounts

Residential Life/Living Learning Communities

Special Populations

Student Affairs

Student Conduct

Student Union

Sustainability

Undergraduate Education/Academic

# Develop assessment instruments



Insight.Improvement.Impact.®

A NON-PROFIT ORGANIZATION

## STUDENT RATINGS OF INSTRUCTION

IDEA Center  
Psychology 101

The Instructor:

Your thoughtful answers to these questions will provide helpful information to your instructor.

Please answer the following five justice items:  
Describe the frequency of your instructor's teaching practices.

The Instructor:

	Never Ever	Occasionally	Sometimes	Frequently
Displayed a personal interest in students and their learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provided advice to help students address their own questions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Emphasized course work which addressed topics, questions, or issues which encouraged students to think creatively in their work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Our flagship service, the IDEA Student Ratings of Instruction system, factors out extraneous circumstances, focuses on student learning of 12 specific objectives, and can be administered online or on paper. Research has shown there is no single, correct way to teach. As a result, The IDEA Center tailors each report to fit the instructor's selected learning objectives and offers recommendations for improvement based on our vast national database. In essence, IDEA builds in objectivity — while accommodating

the creativity and artistry necessary to facilitate student learning.

Institutions implementing the Student Ratings of Instruction System can use technology leader Campus Labs® mobile and online course evaluation administration and web-based reporting tools.



# ANALYZE

- Review collected data
- Compare data over time or between populations
- Connect collected data to other institutional datasets



# Review collected data

The screenshot displays two overlapping views of the CampusLabs Course Evaluations system. The background view shows a 'Segment Comparison Report' for course VIS302, while the foreground view shows a 'Faculty Home' dashboard for Hometown University.

**Background View: Segment Comparison Report**

- Course: VIS302, Sherrick Von Gamacher, Jean-Ryan, School of Art and Design
- Navigation: Reporting, Administrations, Configuration
- Buttons: Export Report
- Survey Statistics: Compare Data to, Total Responses, Strongly Disagree
- Survey Item: "I attended at least 80% (4 of 5) class" with 15 (35) responses.

**Foreground View: Faculty Home**

- Header: campuslabs Course Evaluations, HOMETOWN UNIVERSITY, BILIBBY, HELP
- Section: My Courses By Term (Spring 2012)
- Course 1: THEA 310 (1) THEATER FOR SOCIAL CHANGE
  - 43 ENROLLED STUDENTS
  - 67% RESPONSE RATE
  - 2 DAYS REMAINING
  - Course Evaluation In Progress until 5/23/2012, Results available 6/10/2012
- Course 2: THEA 760 (1) / THEA 765 (B) INTEGRATED SEMINAR
  - 18 ENROLLED STUDENTS
  - RESPONSE RATE
  - DAYS TO START
  - Course Evaluation Starts 5/21/2012, Results available 6/10/2012
- Course 3: THEA 740 (1) GRADUATE PROJECT LAB
  - 23 ENROLLED STUDENTS
  - 69% RESPONSE RATE
  - 0 DAYS REMAINING
  - Course Evaluation Complete



# Review collected data

Home
Community
Projects
Rubrics
Panels
Benchmarks
Devices
Users

### Results

**Total Respondents: 37**

Total Complete: 0  
Percent Complete: 0.00%  
Last Response Date: 2/27/2014 11:27:00 AM

**Saved Views**

Saved Views	Date Created
<input type="checkbox"/> STEM Majors	5/21/2014 12:58:35 PM
<input type="checkbox"/> Off campus residents	5/21/2014 12:57:07 PM

View Type: Project

### Administration Methods

### Project Files

Choose File No file chosen

Name

Project Request and Two Week Study.doc

### Project Notes

#### Methodology

This study was created to help students feel more confident and comfortable after the third semester. We need to steer them on their own. Beacon - setting triggers but it serves as a very important tool. We should proactively reach out to them.

#### Results/Findings

At a macro level, we are pleased and confident with their progress. A few students elaborated in their responses. This was more pronounced this summer. At a micro level, we already exhibiting signs of change in the campus culture, or keeping these students as required.

#### Actions Taken

We are currently working on...

### Q1. How successful was your College of Business Administration education in developing the following? - Effective communication skills

[Change Graph Settings](#)

Category	Percentage
Excellent	29.53%
Good	50.55%
Average	14.61%
Below average	1.2%
Poor	4.1%
Not applicable	0%

### Q2. How successful was your College of Business Administration education in developing the following? - Ethical reasoning

Count	Percent	Category
645	64.56%	Excellent
138	13.81%	Good
122	12.21%	Average
41	4.10%	Below average
53	5.31%	Poor
0	0.00%	Not applicable

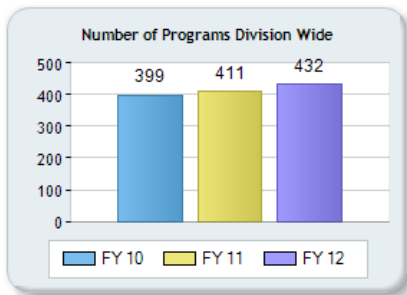
999 Respondents

Top 2 78.38% (783) Bottom 2 9.41% (94)

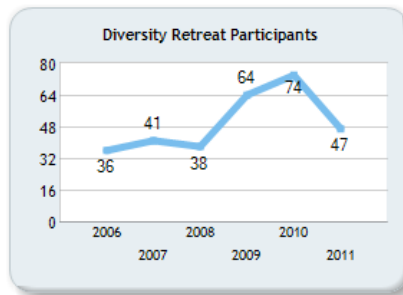
Mean 5.28 Std Deviation 1.15

[Statistics](#)

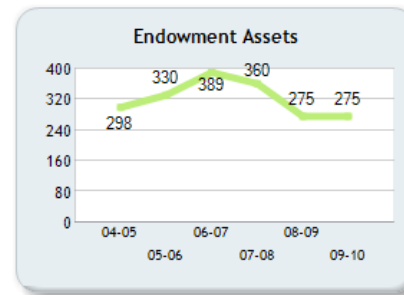
# Review collected data



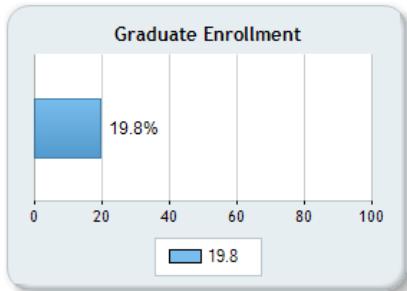
[Update Values](#) | [Edit](#) | [Delete](#)



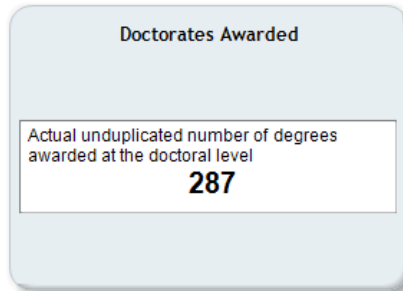
[Update Values](#) | [Edit](#) | [Delete](#)



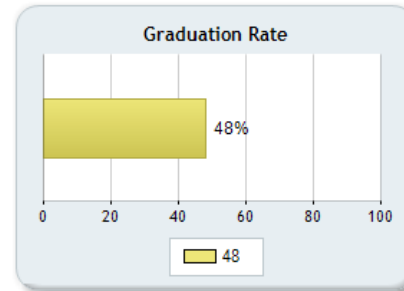
[Update Values](#) | [Edit](#) | [Delete](#)



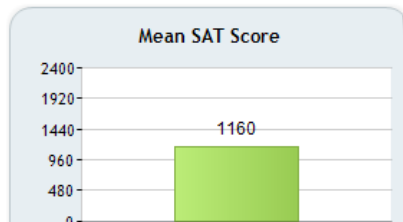
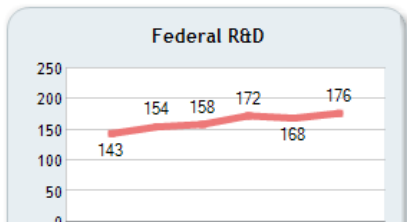
[Update Values](#) | [Edit](#) | [Delete](#)



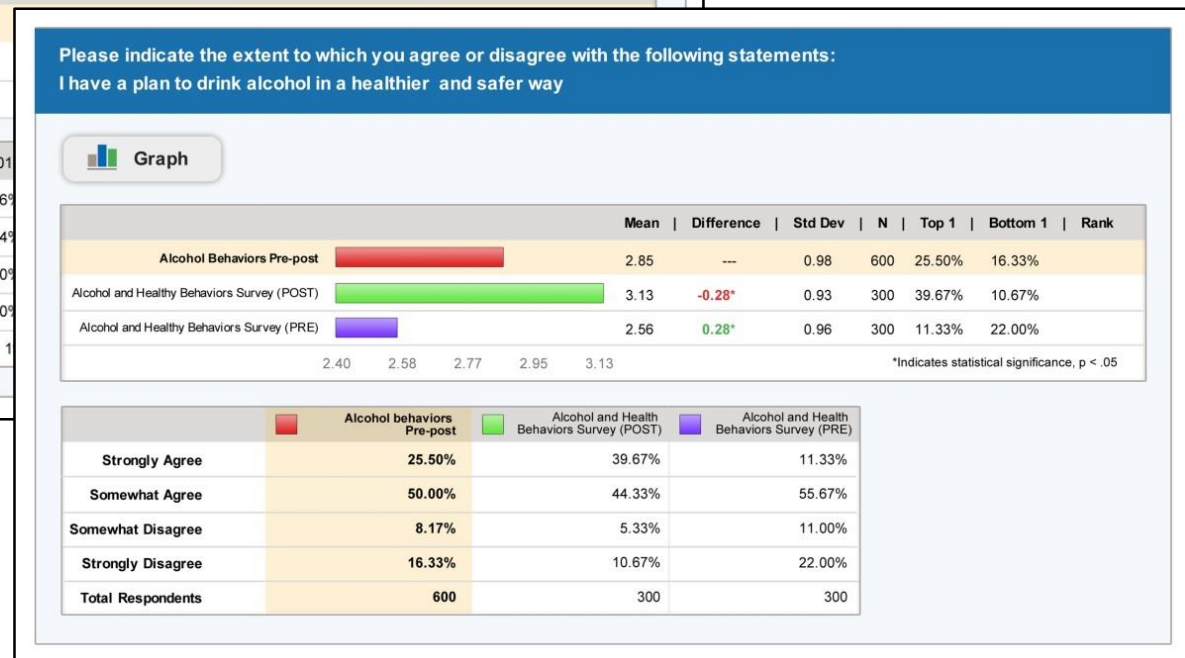
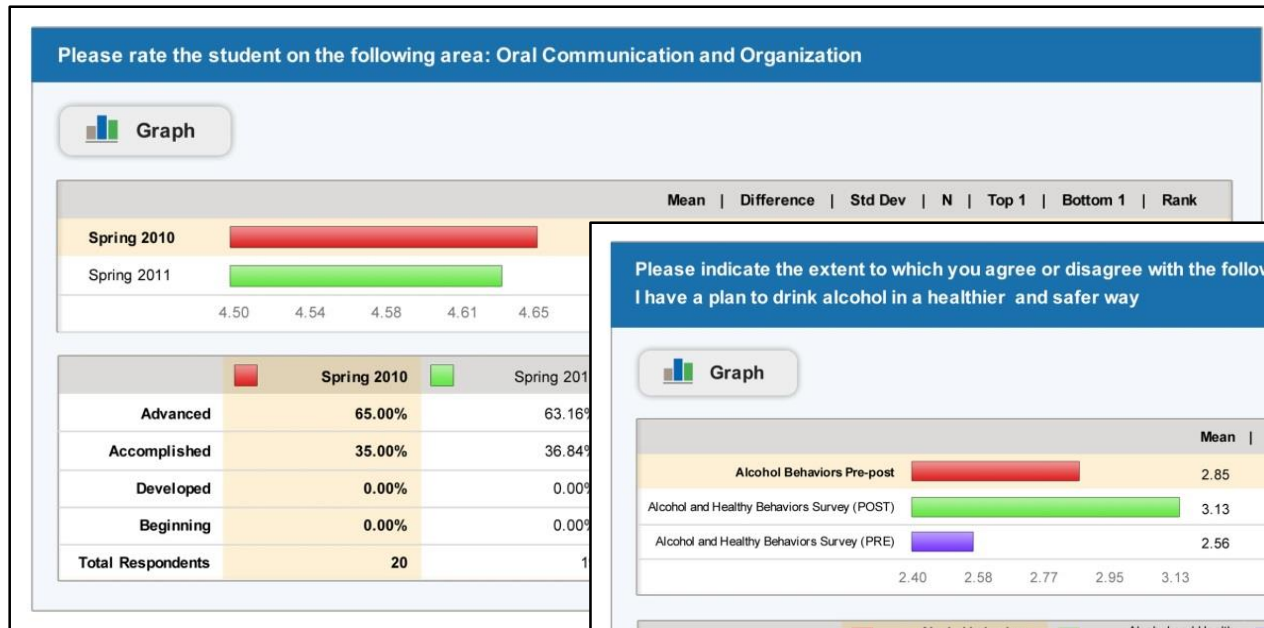
[Update Values](#) | [Edit](#) | [Delete](#)



[Update Values](#) | [Edit](#) | [Delete](#)



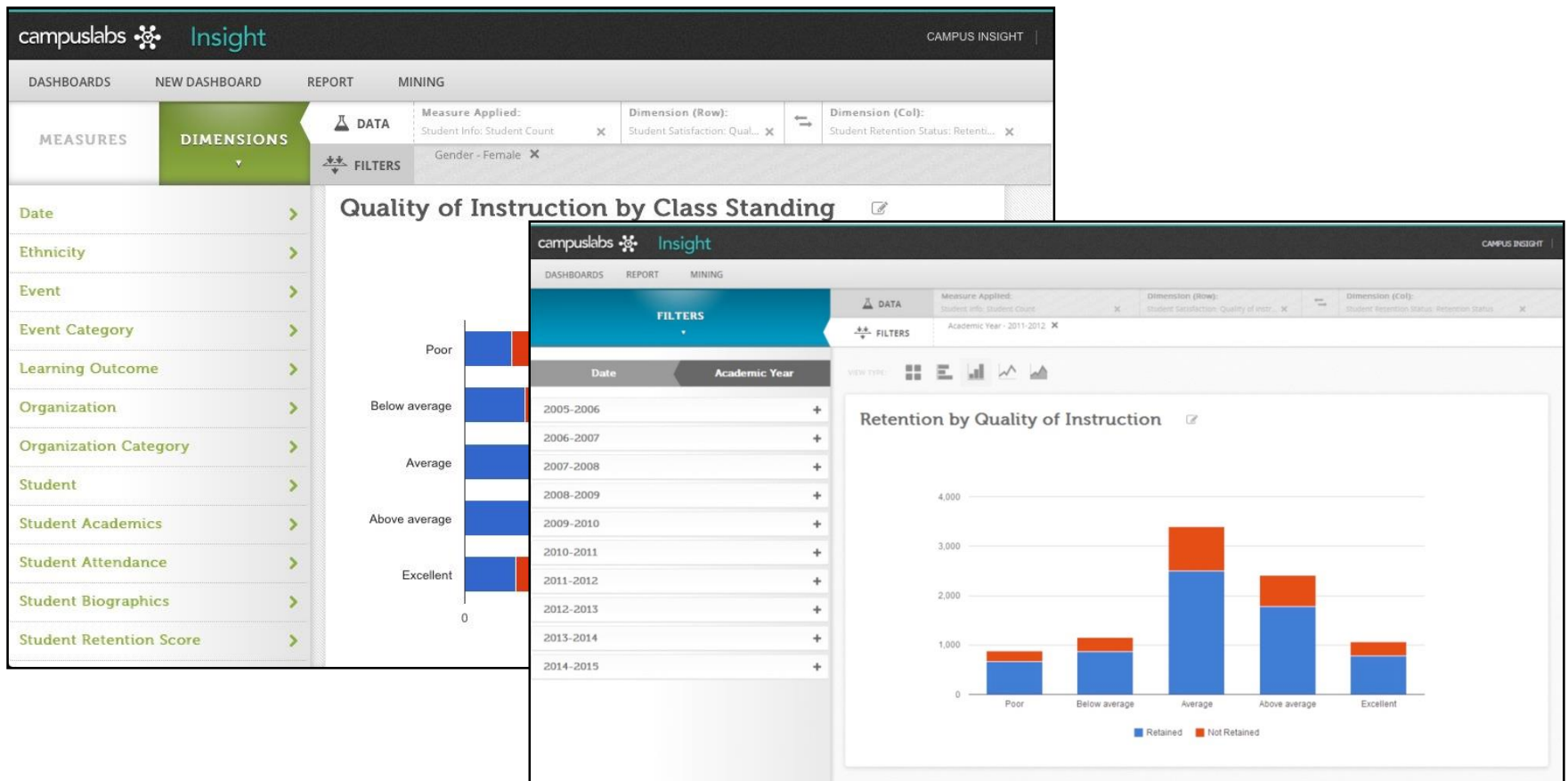
# Compare data over time or between populations



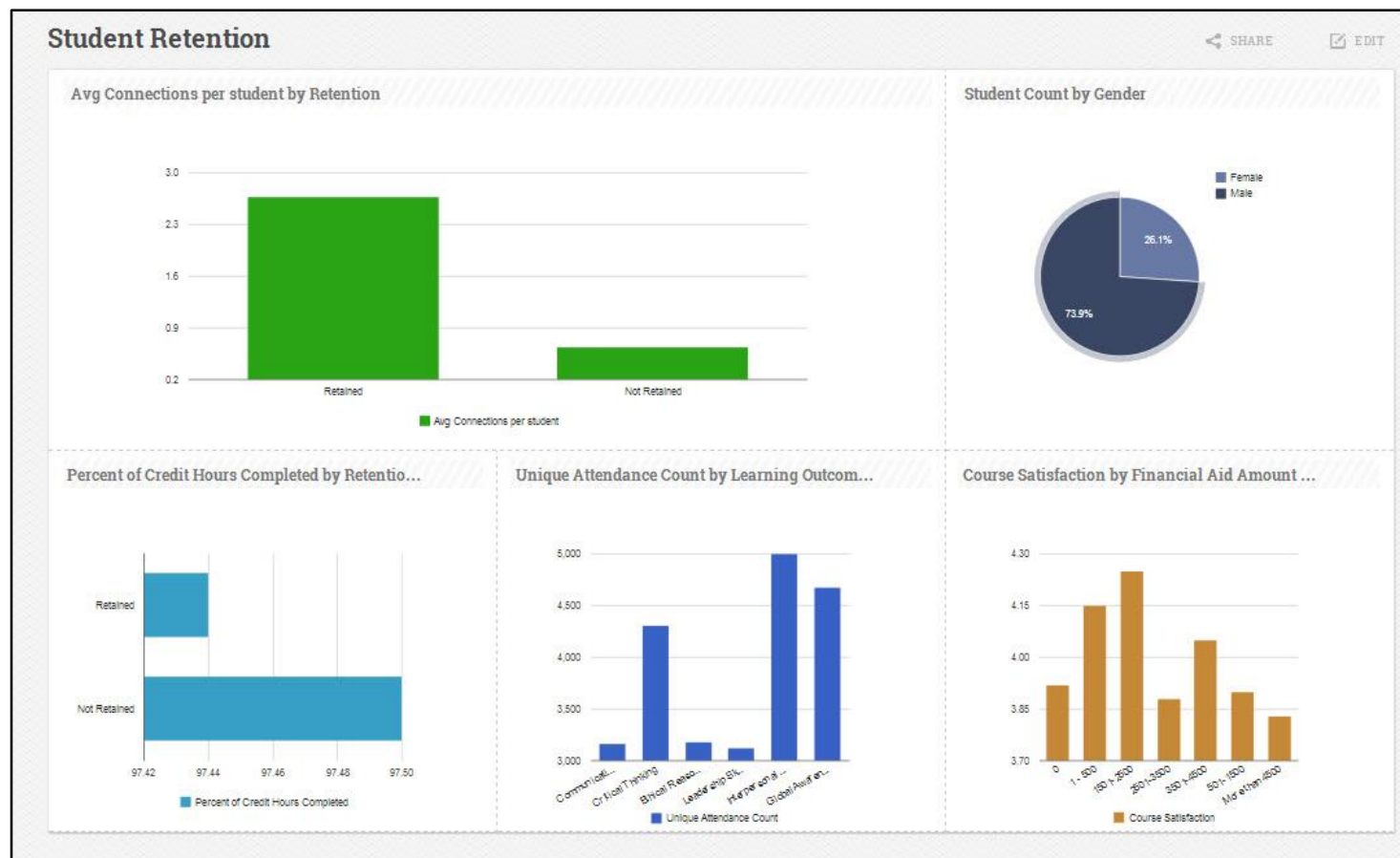
## Connect other institutional data sources



# Connect other institutional data sources



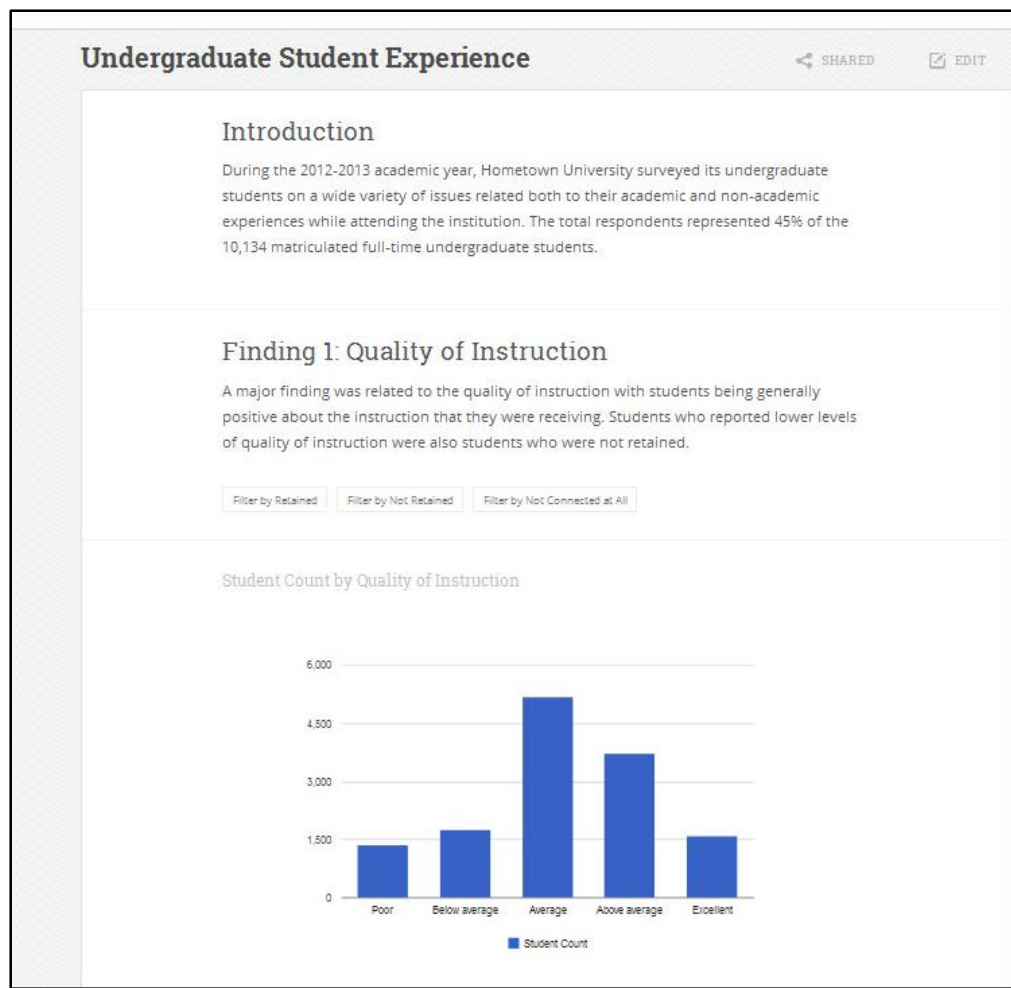
# Connect other institutional data sources



# ACT

- Narrate and email consolidated dashboards
- Share results and plan for the future
  - Connect assessment to planning
  - Connect planning to program review
  - Connecting assessment and planning to accreditation

# Narrate and email consolidated dashboards





# Connect Assessment to Planning

SLO: Demonstrate the ability to communicate scientific information effectively - Student Learning Outcome - Compliance Assist

SLO: Demonstrate the ability to communicate scientific information eff...

View Edit Related Activity Permissions

Assessment Data - Quantitative

Edit

+ Add Baseline + Add Insight × Delete Selected

Name	Source T
<u>CHEM 4000 Oral Communication Rubric</u>	Baseline (4

Target Met?: Met ⓘ

Plans for next year

Edit

This exercise went very well and both students and faculty were impressed with the outcome and scoring system in the same way next year.

Last modified 7/28/2014 at 8:59 AM by Kalev Klaus

Save

Organization

Count	Percent		
2	18.18%	<div style="width: 18.18%;"></div>	Below Satisfactory
3	27.27%	<div style="width: 27.27%;"></div>	Satisfactory
3	27.27%	<div style="width: 27.27%;"></div>	Above Satisfactory
3	27.27%	<div style="width: 27.27%;"></div>	Excellent
0	0.00%	<div style="width: 0.00%;"></div>	N/A
0	0.00%	<div style="width: 0.00%;"></div>	Comments
11 Respondents			

Language

Count	Percent		
0	0.00%	<div style="width: 0.00%;"></div>	Below Satisfactory
6	54.55%	<div style="width: 54.55%;"></div>	Satisfactory
3	27.27%	<div style="width: 27.27%;"></div>	Above Satisfactory
2	18.18%	<div style="width: 18.18%;"></div>	Excellent
0	0.00%	<div style="width: 0.00%;"></div>	N/A
0	0.00%	<div style="width: 0.00%;"></div>	Comments
11 Respondents			

Delivery

Count	Percent		
0	0.00%	<div style="width: 0.00%;"></div>	Below Satisfactory
4	36.36%	<div style="width: 36.36%;"></div>	Satisfactory
2	18.18%	<div style="width: 18.18%;"></div>	Above Satisfactory
5	45.45%	<div style="width: 45.45%;"></div>	Excellent

# Connect Planning to Program Review

Home
OptionsAcademic Affairs
Chemistry

2013 - Full Review
Document Directory2014 - Year 1 Follow Up
2015 - Year 2 Follow-up

### Section I - Mission & 3-year Goals

- ✓ I.A. - Program Mission
- ✓ I.B. - Three-year Program Goals
- ✓ I.C. - Program Curriculums

### Section II - Effectiveness

- ✓ II.A.a - Program Student Enrollment 8 \*
- ✓ II.A.b. - Program Enrollment Demographics
- ✓ II.A.c. - Program Course Pass Rates
- ✓ II.A.d. - Program Retention (Gen Ed - Course Attrition Only)
- II.A.e. - Program Graduation
- ✗ II.A.f. - Program Graduate Placement
- ✓ II.B. - Program Completion Assessment & Results
- ✓ II.C. - Section II - Summary

### Section III - Need

- ✓ III.A. - TOWS Analysis
- ✓ III.B. - Employment Projections
- ✓ III.C. - Section III - Summary

### Section IV - Finances

- ✓ IV.A. - Program Direct Cost Analysis
- ✓ IV.B. - Supplemental Equipment Expenditures
- IV.C. - Revenue by Program
- ✓ IV.D. - Infrastructure Usage
- ✓ IV.E. - Program Cost Effectiveness
- ✓ IV.F. - Budgetary Requests/Needs for Improvement

### Judgments

- ✓ Excellent
- ✓ Satisfactory
- ✗ Needs Work
- — Not Applicable

# Connect Planning to Program Review

Home
OptionsAcademic Affairs >
Chemistry \*

2013 - Full Review
2014 - Year 1 Follow Up
2015 - Year 2 Follow-up
Document Directory

## Dashboard View

To return to the normal view of this report, simply click on the name of the report in the tabs above.

Add Requirement
View Activity

Number	Title	Judgment	Status	Due Date	Assigned User	Checked Out
I.A.	Program Mission	<span style="color: green;">■</span>	<span style="color: blue;">✔</span>	1/1/2013	Brock, Griff	
I.B.	Three-year Program Goals	<span style="color: green;">■</span>	<span style="color: blue;">✔</span>	2/5/2013	Brock, Griff	
I.C.	Program Curriculums	<span style="color: green;">■</span>	<span style="color: blue;">⚙</span>	2/5/2013	Wright, Jill	
II.A.a	Program Student Enrollment 8 *	<span style="color: green;">■</span>	<span style="color: blue;">✔</span>	3/1/2013	Lyle, Andrew	<span style="color: red;">✔</span>
II.A.b.	Program Enrollment Demographics	<span style="color: green;">■</span>	<span style="color: blue;">✔</span>	3/1/2013	Lyle, Andrew	
II.A.c.	Program Course Pass Rates	<span style="color: green;">■</span>	<span style="color: blue;">👤</span>	1/1/2013	Wright, Jill	
II.A.d.	Program Retention (Gen Ed - Course Attrition Only)	<span style="color: orange;">■</span>	<span style="color: blue;">✔</span>	1/15/2013	Wright, Jill	
II.A.e.	Program Graduation	<span style="color: gray;">■</span>	<span style="color: blue;">✔</span>	6/1/2013		
II.A.f.	Program Graduate Placement	<span style="color: red;">■</span>	<span style="color: blue;">✔</span>	6/1/2013		
II.B.	Program Completion Assessment & Results	<span style="color: green;">■</span>	<span style="color: blue;">✔</span>	3/1/2013	Brock, Griff	
II.C.	Section II - Summary	<span style="color: green;">■</span>	<span style="color: blue;">✔</span>	2/1/2013	Brock, Griff	
III.A.	TOWS Analysis	<span style="color: green;">■</span>	<span style="color: blue;">✔</span>	6/1/2013		

# Connect Planning to Program Review

**V.D.**

**Learning Outcomes Analysis \***  
Describe what types of assessment were completed in the effort to analyze whether the student learning outcomes of the program were adequately met. Discuss whether the outcomes were met, and, if not, what changes you will make to ensure those outcomes are met in future years.

**Status**  
 Under Development    In DD Review    In Compliance

**Judgment**  
 Excellent    Satisfactory    Needs Work    Not Met

**Due Date:** 8/1/2013

**Narrative**  
We feel quite proud of the work of our Chemistry department student learning outcomes analysis. After that review assessment planning process, utilizing common rubrics

Our student learning outcomes and links to the evidence:  
 SLO: Demonstrate the ability to communicate scientific information effectively  
 SLO: Demonstrate the ability to communicate scientific information effectively in oral format \*  
 SLO: Make accurate quantitative chemical measurements  
 SLO: Students will demonstrate the ability to apply knowledge  
 SLO: Students will demonstrate the ability to apply knowledge

**Dean's Comments**  
I am so pleased that the department took seriously the process over the past 5 years, and was not just an exercise d

- Sources**
- SLO: Demonstrate the ability to communicate scientific information effectively
  - SLO: Demonstrate the ability to communicate scientific information effectively in oral format \*
  - SLO: Make accurate quantitative chemical measurements
  - SLO: Students will demonstrate the ability to apply knowledge

SLO: Demonstrate the ability to communicate scientific information effectively - Student Learning Outcome - Compliance Assist

**SLO: Demonstrate the ability to communicate scientific information effectively**

View Edit Related Activity Performance

Export

Public for this Department and lower

**Number Identifier :** 1

**Title:** SLO: Demonstrate the ability to communicate scientific information effectively in oral format \*

**Description**

Students should be able to verbally communicate to one another and to an audience of non-science majors about the projects they have undertaken and the results gathered

**Providing Department:** Chemistry

**Start:** 7/1/2013



# Connect Assessment and Planning to Accreditation

The screenshot displays the accreditation website for Hometown University. The navigation bar includes 'Home', 'SACSCOC', 'Fifth-Year Interim Review', and 'Options'. A dropdown menu under 'SACSCOC' lists various accreditation agencies: WASC, HLC, NWCCU, NEASC, MSCHE, ABET, NCATE (CAEP), and AACSB. The main content area features a 'Welcome' message and a portrait of Jane Isaacson, Ph.D., President.

**Home** | **SACSCOC** > **Fifth-Year Interim Review** | **Options**

**Accreditation**

- University
- Calendar
- Leadership

**Site Information**

- Navigation
- Technical
- Technical

**WASC**

**HLC**

**NWCCU**

**NEASC**

**MSCHE**

**ABET**

**NCATE (CAEP)**

**AACSB**

**Welcome**

Welcome to our accreditation website. Since our beginning in 1908, the vision of Hometown University has been to be a leader in the academic community by providing a world-class education for our students. In order to achieve that vision, we must strive to attract and retain exceptional faculty and staff who embrace our beliefs and values. As advances in technology continue to change the world in which we live, Hometown University's vision has grown to adopt the ever-changing role of technology in our lives. Through advanced courses, research projects, and the collaboration efforts between students and professors, technology has become central to Hometown University's ideals. Going through the reaffirmation process has provided us with the opportunity to examine where we have been and where we are headed, to learn from the past and embrace a future full of hopes and dreams, innovations and breakthroughs. Thank you for taking the time to visit.

**Jane Isaacson, Ph.D.**  
President

Site Map | Hometown University Home Page

Powered by Compliance Assist

# Connect Assessment and Planning to Accreditation

Compliance Report | QEP | Document Directory

## Part I: Signatures Attesting to Integrity

## Part II: List of Substantive Changes Approved Since the Last Reaffirmation

## Part III: Requirements

### Core Requirements

- 2.1 - Degree-granting Authority
- 2.2 - Governing Board
- 2.3 - Chief Executive Officer
- 2.4 - Institutional Mission
- 2.5 - Institutional Effectiveness
- 2.6 - Continuous Operation
- 2.7.1 - Program Length
- 2.7.2 - Program Content
- 2.7.3 - General Education
- 2.7.4 - Coursework for Degrees
- 2.8 - Faculty
- 2.9 - Learning Resources and Services
- 2.10 - Student Support Services
- 2.11.1 - Financial Resources
- 2.11.2 - Physical Resources
- 2.12 - Quality Enhancement Plan

### Comprehensive Standards

- 3.1.1 - Mission
- 3.2.1 - Governance and Administration: CEO evaluation/selection
- 3.2.2 - Governance and Administration: Governing Board Control
- 3.2.2.1 - Governance and Administration: Governing Board Control: Mission

### Judgments

- ✓ Compliance
- ✓ Partial Compliance
- ✗ Non-Compliance
- — Not Applicable

# Connect Assessment and Planning to Accreditation

## 3.3.1

### \* Institutional Effectiveness

The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in each of the following areas:

- 3.3.1.1 educational programs, to include student learning outcomes
- 3.3.1.2 administrative support service
- 3.3.1.3 academic and student support services
- 3.3.1.4 research within its mission, if appropriate
- 3.3.1.5 community/public service within its mission, if appropriate

### Judgment

Compliant  Partially Compliant  Non-Compliant  Not Applicable

### Narrative

Hometown University identifies general education outcomes and program outcomes for its educational programs and its administrative and educational support services; assesses whether it achieves these outcomes; and provides evidence of improvement based on analysis of those results. These standards are outlined in the [University Mission Statement](#). All accountability activities are conducted on a regular basis and are included in the [Academic Assessment Plan](#) and Student Affairs Assessment Plan. Academic program and general education learning outcomes and administrative and educational support services are evaluated annually. Achievement and improvement needs are identified and used to establish the next year's outcomes and/or goals.

Hometown U Student Handbook (Page 16)  
Hometown University Course Catalog (Page 8)




# Connect Assessment and Planning to Accreditation

The screenshot displays the 'Accreditation' software interface, powered by campuslabs. The main navigation bar includes 'Home', 'SACSCOC', and 'Reaffirmation of Accreditation \*'. Below this, there are tabs for 'Compliance Report', 'Focused Report', and 'QEP'. A left-hand sidebar shows a 'Document Directory' with a tree view containing folders for 'Compliance Documents' and 'Faculty Documents', each with several sub-items like 'Signature Form', 'Substantive Change', 'Summary Form', 'Learning Objectives', 'Request Form', 'Handbook', 'Code of Conduct', 'Student Handbook', 'Strategic Plan', 'Course Catalog', and 'Org Chart'. The main content area is divided into three sections: 'Document Directory Sources', 'URL Sources', and 'Planning Sources'. The 'Document Directory Sources' section contains a table with two entries: 'Hometown U Student Handbook (Page 16)' and 'Hometown University Course Catalog (Page 8)', each with 'View', 'Edit', and 'Delete' icons. The 'URL Sources' section is currently empty, with a message: 'No sources have been added. Click the "Add New Source" button above to begin adding sources.' The 'Planning Sources' section contains two entries: 'SLO: Demonstrate the ability to communicate scientific information effectively in oral format \*' and 'University Mission Statement'. At the bottom right, there are buttons for 'Save', 'Save & Close', and 'Cancel'. The footer of the interface includes 'Site Map | Hometown University Home Page' and 'Powered by Compliance Assis'.




# Connect Assessment and Planning to Accreditation

 **University Mission Statement**

---

[Export](#)

**Title:** University Mission Statement

 **Mission Statement**


Demo University is a public institution committed to serving our state, the nation, and the world community. We strive to contribute to the discovery and dissemination of new knowledge to these communities through our extensive research, teaching, and service initiatives.

**Start:** 7/1/2013

**End:** 6/30/2015

**Progress:**

**Providing Department:** Demo University

 **University Mission Statement**

**Title:** University Mission Statement

**Mission Statement:** Demo University is a public institution committed to serving our state, the nation, and the world community. We strive to contribute to the discovery and dissemination of new knowledge to these communities through our extensive research, teaching, and service initiatives.

**Start:** 7/1/2013

**End:** 6/30/2015

**Progress:**

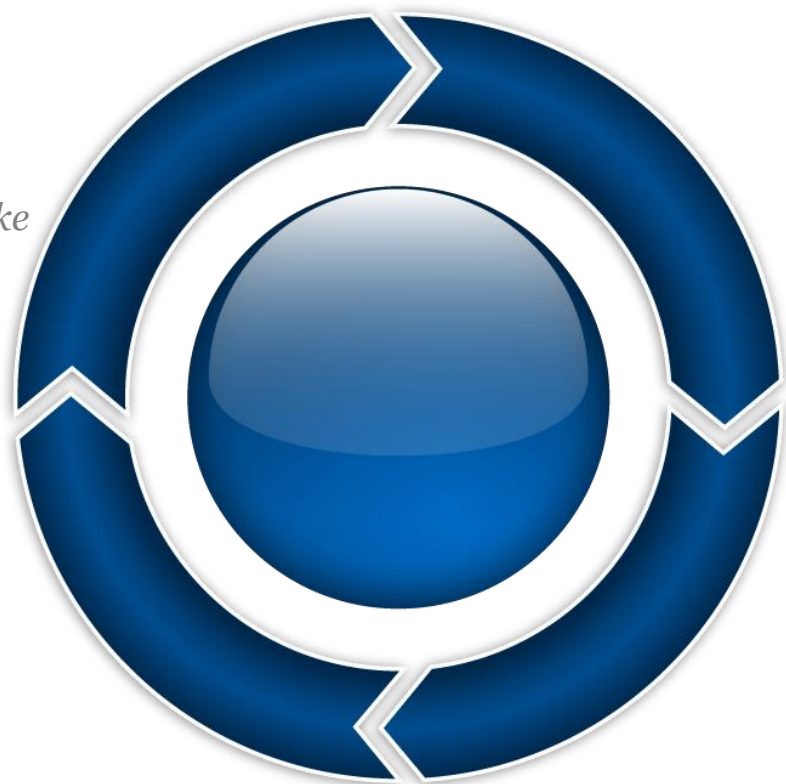
**Providing Department:** Demo University

**Department:**

**Responsible Roles:** No Roles Selected

# HOW WE SUPPORT INSTITUTIONAL EFFECTIVENESS

**4** *ACT*  
(Share findings, make improvements)



**1** *PLAN*  
(Document goals, objectives, outcomes)

**3** *ANALYZE*  
(Create reports, review results)

**2** *ASSESS*  
(Identify measures, collect data)

# California State University- Fullerton



Division of Student Affairs  
Student Learning Assessment Plan: 2011 -2012

Department	Name of Project	Diversity & Global Consciousness	Leadership Development	Professionalism	Self-Management	Social/Civic Responsibility	Data Collection Timeline	Reporting Timeline: Student Affairs Annual Report
Assistant Deans for Student Affairs	ICC Leadership Development Assessment		X				September 2011 - April 2012	2012
Assistant Deans for Student Affairs: College of Education	Student Leaders Assesement			X			August 2011 - April 2012	2012
Associated Students, Inc.	Involvement Outcomes	X	X	X	X	X	July 2011 - June 2012	2012
Athletics Academic Services	Academic Counseling			X	X		Fall 2011 - Spring 2012	2012
Career Center	Working for Careers: Student Learning Outcomes and Student Employment Experiences			X	X		July 2011	2012

## STUDENT LEARNING OUTCOMES

**Domain:** Professionalism

**Program/Service:** Public Speaking Skills of  
Orientation Leaders

**Project Sample:** 33 orientation student leaders

**Data Collection Timeframe:** Summer 2008, 2009

**Data Collection Method:** New Student Orientation leaders were assessed three times during the orientation program: first by professional staff during their first presentation, then at midpoint by a peer orientation leader, and finally by a faculty, staff or administrator during the final week of orientation.

**Summary:** In the summers of 2008 and 2009, New Student Programs assessed 33 orientation student staff's public speaking skills as they relate to the Professionalism domain. The students' public speaking skills were assessed using a rubric that highlighted ten key categories for public speaking, with a scale ranging from “novice” to “expert”. They were assessed three times during the orientation program.

**Results:** Data shows 100% of leaders improved their public speaking skills; first round of assessments were a total of 58 “expert” rankings, while the final found resulted in 240 “expert” rankings. The average growth per leader was 5.48 additional expert rankings (on a scale of 1 to 10).

**Implications:** Public speaking will continue to be the primary learning outcome for New Student Programs student staff, but there will be enhancements to the assessment procedures. This includes a peer-to-peer meeting, which will enhance the leaders' ability to give and receive constructive feedback. The second addition will be tracking data for each of the ten categories in the rubric, which will highlight cross-sectional strengths and deficiencies within public speaking skills of orientation staff. This information will guide the public speaking skills training provided by New Student Programs.



# Communication - Public Speaking










Subject: \_\_\_\_\_

Evaluator Name: \_\_\_\_\_

	1 - Expert	2 - Intermediate	3 - Capable	4 - Novice
<p><b>Clarity of Purpose/Direction</b></p> <input data-bbox="276 568 357 646" type="checkbox"/>	<ul style="list-style-type: none"> <li>• Purpose and direction of presentation is expressed clearly; all intended outcomes explained with detail</li> </ul>	<ul style="list-style-type: none"> <li>• Purpose of presentation is expressed; intended outcomes are vague or absent</li> </ul>	<ul style="list-style-type: none"> <li>• Purpose of presentation is ambiguous</li> </ul>	<ul style="list-style-type: none"> <li>• Neither purpose of presentation nor outcomes are expressed</li> </ul>
<p><b>Content</b></p> <input data-bbox="276 803 357 882" type="checkbox"/>	<ul style="list-style-type: none"> <li>• Shows a thorough understanding of the content and is able to answer all questions with detail and provide follow up information</li> </ul>	<ul style="list-style-type: none"> <li>• Shows a good understanding of the topic and is able to answer some questions well</li> </ul>	<ul style="list-style-type: none"> <li>• Understands parts of the topic and is able to answer some questions satisfactorily</li> </ul>	<ul style="list-style-type: none"> <li>• Does not seem to understand the topic very well and is uncomfortable with questions</li> </ul>
<p><b>Organization/Structure</b></p> <input data-bbox="276 1103 357 1182" type="checkbox"/>	<ul style="list-style-type: none"> <li>• Presentation has clear and appropriate beginning, development and conclusion; transitions are smooth and help the listener easily transfer from one topic to the next</li> </ul>	<ul style="list-style-type: none"> <li>• Presentation has adequate beginning, development and conclusion; transitions are also adequate</li> </ul>	<ul style="list-style-type: none"> <li>• Presentation has weak beginning, development and conclusion; transitions are also deficient</li> </ul>	<ul style="list-style-type: none"> <li>• Organizational structure is insufficient and transitions are consistently awkward</li> </ul>



## Rubric Summary

	Mean		Std Dev	N
Clarity of Purpose/Direction	<b>2.00</b>		<b>1.04</b>	14
Content	<b>2.21</b>		<b>0.80</b>	14
Organization/Structure	<b>2.21</b>		<b>0.80</b>	14
Vocabulary	<b>2.21</b>		<b>0.58</b>	14
Volume & Enunciation	<b>2.07</b>		<b>1.07</b>	14
Posture and Eye Contact	<b>2.14</b>		<b>1.03</b>	14
Audience Engagement	<b>2.21</b>		<b>0.70</b>	14
Enthusiasm	<b>1.93</b>		<b>0.92</b>	14
Confidence	<b>1.93</b>		<b>0.73</b>	14
Total	2.10		0.85	14






 **Frequency**

 **Graph**

 **Cross Tab**

### Clarity of Purpose/Direction

Count Respondent % Response %

<input type="checkbox"/>	5	35.71%	27.78%		Expert	
<input type="checkbox"/>	6	42.86%	33.33%		Intermediate	
<input type="checkbox"/>	1	7.14%	5.56%		Capable	
<input type="checkbox"/>	2	14.29%	11.11%		Novice	
<input type="checkbox"/>	4	28.57%	22.22%		Comments	<a href="#">+ Responses</a>

14 Respondents

18 Responses

[+ Statistics](#)

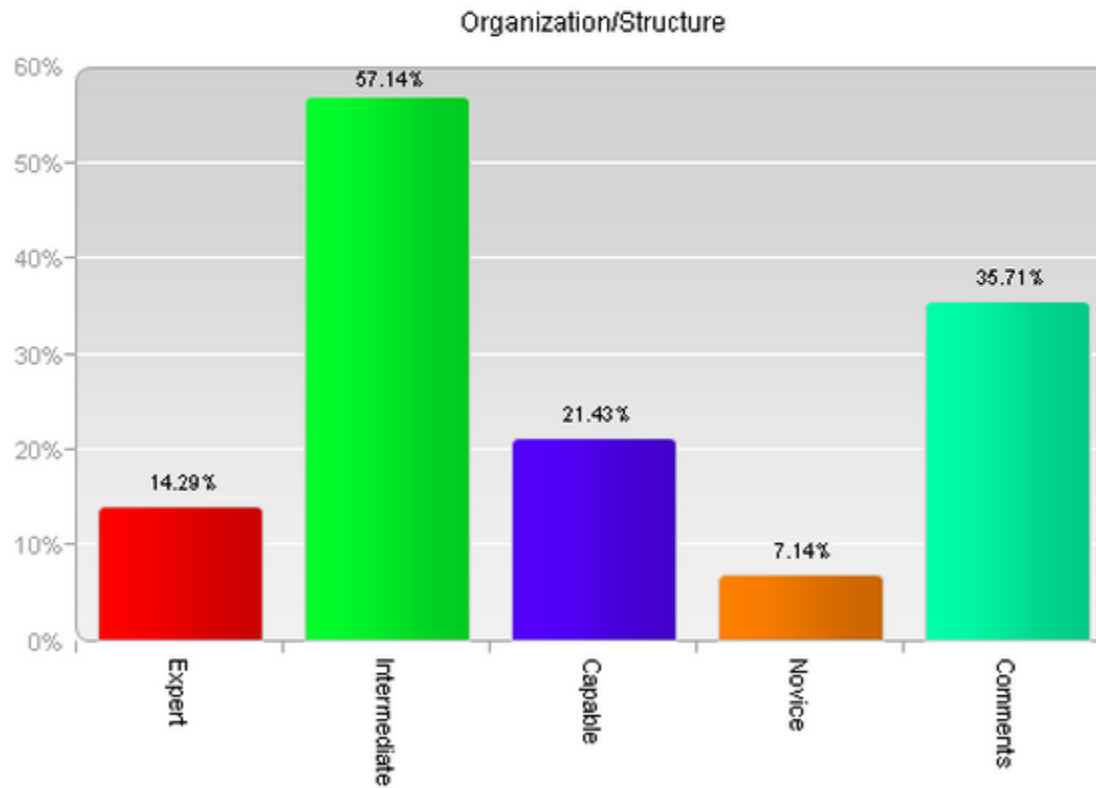
Frequency


Graph

Cross Tab

Organization/Structure

Change Graph Settings ▲



 Frequency

 Graph

 Cross Tab

**Organization/Structure**

Summary View

		Expert		Intermediate		Capable		Novice		Comments		Total	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
✘ Enthusiasm	Expert	2	66.67 %	3	33.33 %	0	0.00 %	0	0.00 %	2	22.22 %	7	25.93 %
	Intermediate	0	0.00 %	4	44.44 %	1	25.00 %	1	50.00 %	2	22.22 %	8	29.63 %
	Capable	0	0.00 %	0	0.00 %	2	50.00 %	0	0.00 %	1	11.11 %	3	11.11 %
	Novice	0	0.00 %	1	11.11 %	0	0.00 %	0	0.00 %	0	0.00 %	1	3.70 %
	Comments	1	33.33 %	1	11.11 %	1	25.00 %	1	50.00 %	4	44.44 %	8	29.63 %
	Total	3	100.00 %	9	100.00 %	4	100.00 %	2	100.00 %	9	100.00 %	27	100.00 %

Note: Percentages reported are percent responses.

Add Question:

Select Question




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## Webinars

### Designing an Assessment Plan: What do you really want to know?



Danny Ryan & Steve Szopinski

Date: Jul 30, 2014 1:00 pm - 2:00 pm EST

Skill Level: **Beginner**

Category(ies):

- Baseline Professional Series
- Baseline Series
- Compliance Assist Professional Series
- Compliance Assist Series

**Webinar Details:**

Are you struggling with writing an assessment plan? Do you have an assessment plan that it isn't telling you what you want to know? If you answered yes to either of these questions, this is the webinar for you! During this webinar we will deconstruct the assessment planning process to ensure you are considering the important details in designing a quality assessment plan. Additionally, we will educate you on resources to help you with the assessment planning process.

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[Video: Meet our Campus Success Team](#)

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