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# Morningside's Student Learning Outcomes and Academic Assessment Plan

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# Workshop Outcomes

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Workshop participants will be able to:

- Describe the main components (targets and levels) of the Morningside assessment plan
- Describe the roles and responsibilities for assessment at Morningside
- Describe the direct and indirect assessment methods included in the Morningside assessment plan

How many of you can already do all three? Two of them?



# Some Definitions

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## Institutional/Program Effectiveness

- The extent to which the institution (program) is achieving its mission and goals

## Assessment

- The systematic and ongoing process used by faculty and students to gather, analyze and use information to improve student learning

Note: assessment is just one component of a comprehensive program review



# A Difference of Focus

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Type of Questions	Institutional/Program Effectiveness	Student Learning Assessment
Goal/Purpose		
Inputs/Needs		
Implementation		



# A Difference of Focus

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Type of Questions	Institutional/Program Effectiveness	Student Learning Assessment
Progress Monitoring		
Meeting Standards		



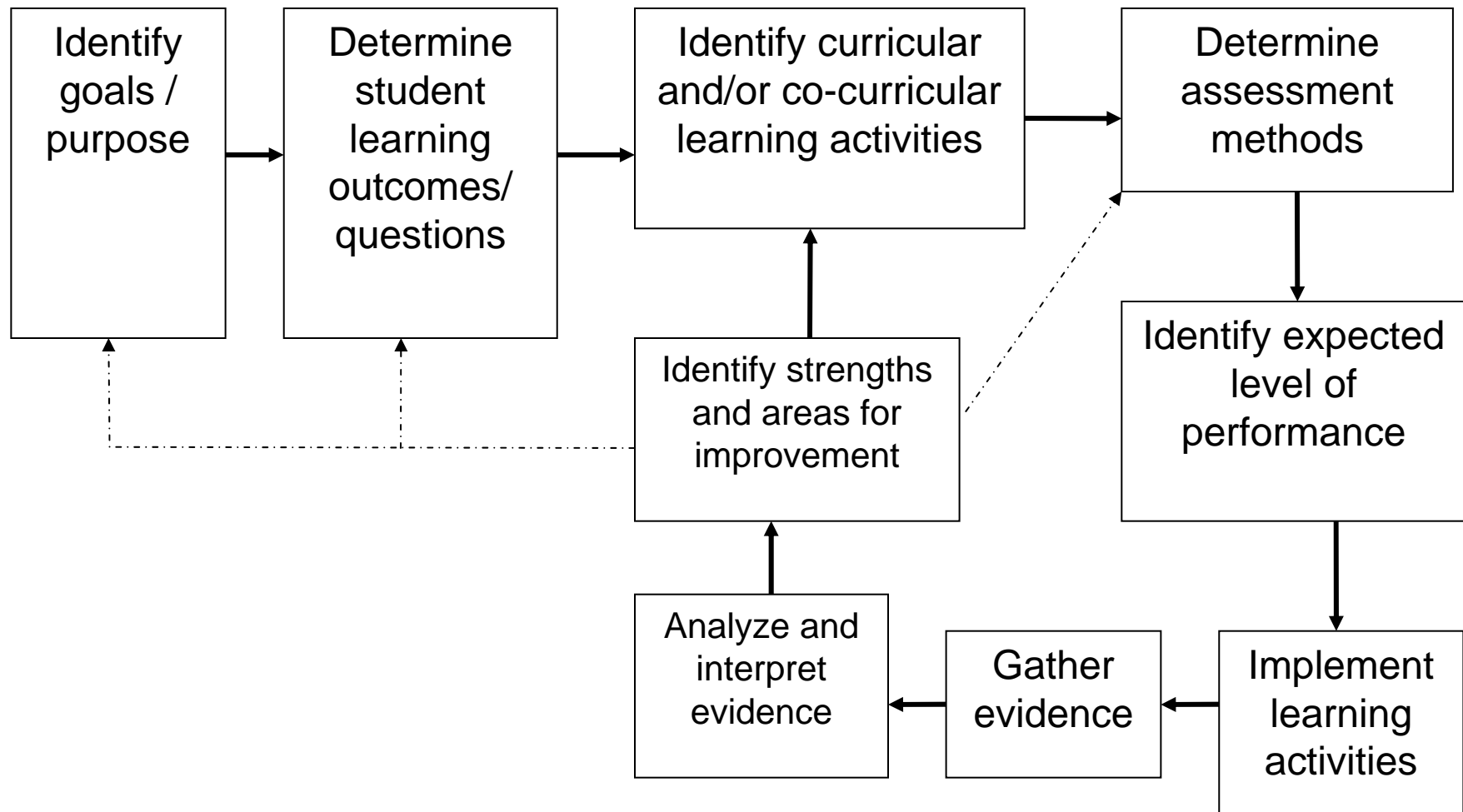
# A Difference of Focus

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Type of Questions	Institutional/Program Effectiveness	Student Learning Assessment
Comparison		
Improvement		



# Process Model





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# Major Components of Academic Assessment at Morningside College



# What Are We Assessing?

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- Three Targets
  - Student learning outcomes (primary)
  - Student traits and characteristics
  - Learning environment and experiences at Morningside College (good practice)
- Two Levels
  - General Education
  - Academic Major



# Student Learning Outcomes

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- Public statements of what we expect our students to have learned by the time they graduate from Morningside College
- Provide the focus for curricular structures and requirements



# General Education SLOs

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- The Morningside Eight SLOs
- Distribution and Flag SLOs



# The Morningside Eight SLOs

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Morningside graduates:



# The Morningside Eight SLOs

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Morningside graduates:





## Relationship between the Morningside Eight SLOs and Graduation Requirements

Graduation Requirements	Morningside Eight SLO							
	1	2	3	4	5	6	7	8
Writing Across the Curriculum		■	■					
Technology Across the Curriculum		■	■			■		
Info. Literacy Across the Curriculum	■		■			■		
Flag: Service Learning	■		■	■			■	
Flag: Religious Traditions		■		■				■
Academic & Cultural Arts Series				■		■		
Major	■	■	■			■		
Major Capstone Course	■	■	■			■		
Cluster					■			
May Term						■		



# Distribution and Flag SLOs

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## **Quantitative Reasoning**

- a) apply appropriate problem solving strategies;
- b) use sophisticated quantitative reasoning to interpret graphs and charts; and
- c) Solve complex, real world problems through the application of multi-step problem solving strategies and the use of sophisticated quantitative reasoning.

## **Ethics and Values**

- a) Understand and apply basic ethical distinctions and terminology.
- b) Identify and reflect upon their personal beliefs and values.
- c) Critically evaluate and apply at least two major ethical theories to particular situations.



# Distribution and Flag SLOs

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## **Global Awareness**

a) Analyze from various perspectives, the implications of events past or present on diverse population groups external to the US.

b) Explain the significance of culturally specific artifacts, traditions, beliefs, history or values.

## **American Experience**

a) Describe the American experience from the viewpoint of at least one minority segment of the American population.

b) Analyze the relationship of diverse population groups to the broader American society.



# Distribution and Flag SLOs

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## **Empirical Reasoning**

- a) describe the scientific method;
  
- b) demonstrate basic skills and knowledge appropriate to the scientific method; and
  
- c) analyze and display data concisely to draw conclusions about hypotheses.

## **Creative Expression**

- a) Demonstrate an understanding of the creative process.
  
- b) Demonstrate the ability to think creatively.
  
- c) Use knowledge, materials, and media in enlightening or imaginative ways.



# Distribution and Flag SLOs

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## **Service Learning**

- a) identify connections between course objectives/content and their student service experience
- b) identify how their ethical and active participation contributes to the community
- c) identify knowledge they gain about themselves, their strengths and limitations, through their service in the community.

## **Religious Traditions**

- a) describe and analyze more than religious tradition; and
- b) describe interconnections between religion and other human experiences.



# Academic Major SLOs

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- **Four of the Morningside Eight SLOs**
  1. Demonstrate analytic, synthetic, creative, evaluative, and quantitative thinking.
  2. Communicate effectively.
  3. Behave ethically and responsibly.
  6. Exhibit a passion for life-long learning.
- **Discipline Specific SLOs**



# Roles and Responsibilities



# Roles

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- Faculty
- Department Chairs
- CPC
- Students
- OAIR
- Dean of College



# Faculty

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- Involved in all steps of the assessment process
- Articulate purpose and definition of academic assessment
- Identify learning objectives/outcomes
- Create assessment plans
- Select and design assessment tools
- Analyze and interpret results
- Communicate results
- Provide feedback to participants
- Develop curricular, planning, and budgeting recommendations based on assessment results and findings
- Role for individual will vary



# Department Chairs

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- Oversees assessment activities within academic major(s)
- Insures that the department's purpose statement is aligned with Morningside College's mission and vision statements
- Completes assessment plan and report forms and submits them to the OAIR
- Provides resource support for academic assessment efforts and improvement actions based on assessment results
- Reports to Dean of College



# CPC

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- Set, review and modify institutional academic assessment guidelines, procedures and forms
- Coordinate and oversee assessment at the institutional level with specific emphasis on the general education portion of the curriculum
- Provide faculty with feedback on assessment efforts
- Evaluate the effectiveness of the College's assessment plan
- Suggest faculty development activities that will advance the effectiveness of assessment
- Reports to the faculty



# Students

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- Participate in the development of assessment plans
- Participate in analyzing and interpreting assessment results
- Participate to their best ability in actual assessment activities



# OAIR

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- Serve as a resource for departments/units engaged in the development and implementation of assessment plans
- Provide administrative support for the various assessment programs
- Coordinate the collection and reporting of assessment data to the campus community
- Facilitate the development of a campus-wide culture of assessment
- Provide programs with disaggregated information collected through assessment activities carried out at the institutional level
- Assist CPC with annual evaluation of Morningside's assessment plan
- Maintain a central collection of academic assessment plans and results
- Maintain the Academic Assessment Guidelines, forms and information sources
- Reports to Dean of College



# Dean of College

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- Oversee ongoing operation of the assessment program
- Promote the use of assessment results for improvement
- Provide resource support for academic assessment efforts and improvement actions based on assessment results
- Review and approve academic program assessment plans and result reports
- Review and approve annual report on Morningside's assessment plan
- Recognize and award exemplary assessment efforts and use of assessment results
- Reports to President



# The Assessment Plan



## Morningside's Plan: Academic Majors

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- Set of student learning outcomes **Done?**
- Three-year assessment plan **Due now!**
  - At least one method for assessing Morningside SLO 1, 2, 3, 6
  - At least one direct and one indirect method for assessing discipline specific SLOs
- Annual reports on assessment results **Next year**



## Morningside's Plan: Distribution and Flag

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- Distribution and flag courses are approved with an assessment plan identified.
- Each time the course is delivered, the instructor is expected to assess the extent to which students in the course achieve the appropriate distribution/flag student learning outcomes.
- Instructors should provide written notification if they intend to make a significant change to the approved assessment plan.
- The assessment plans and reports do not need to address every student learning outcome associated with the course; only the appropriate distribution/flag course outcomes.



## Morningside's Plan: Distribution and Flag

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- Instructors submit results using a standardized form approved by CPC.
- Reports are submitted to OAIR who will serve as a clearinghouse of assessment materials and communicate results and compliance to CPC.
- Reports are due 30 business days after the last day of the semester.
- CPC reviews instructors' reports on a cyclical, rotating basis for the purpose of assessing the extent to which students are achieving distribution/flag student learning outcomes overall and by area.



## Morningside's Plan: Distribution and Flag

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- OAIR will provide assistance as appropriate when requested to do so by the course instructor and/or CPC.
- Assessment methods, criteria and rubrics used for courses within a given distribution/flag area do not need to be uniform.
- Faculty members are not required to retain student work beyond the 30 day period established for reporting.



## Morningside's Plan: Morningside Eight SLOs

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- Indirect measures
  - Centralized through OAIR
  - Began implementation last year
- Direct measures
  - Still need to be identified
  - Some data from distribution/flag and academic major assessment
  - Consider electronic portfolio requirement
- Plan must be finished this year!



# Centralized Indirect Measures

<b>Survey</b>	<b>When</b>	<b>Student Character. &amp; Traits</b>	<b>Learning Environ. &amp; Exper.</b>	<b>SLOs</b>
ACT Class Profile Report	Annual			
CIRP Survey	Annual			
Alumni Placement Survey	Annual			
Alumni Survey (new 2005-06)	Annual			
College Student Survey (CSS)	2004-05			
NSSE	2005-06			
Graduating Senior Survey/Interview	2006-07			



# A show of hands...

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How many of you feel you can:

- Describe the main components of the Morningside assessment plan
- Describe the roles and responsibilities for assessment at Morningside
- Describe the direct and indirect assessment methods included in the Morningside assessment plan

