

**COLORADO MESA UNIVERSITY
ASSESSMENT ROADMAP 2011-2016**

Colorado Mesa University is committed to providing quality education for its students and the community. Graduates of the University will have the knowledge and skills necessary to become productive employees and citizens.

A major part of demonstrating quality is through the assessment of student learning in academics. This five-year plan positions the University to continuously evaluate the level of learning in essential learning portion of the curriculum as well as through assessment of the courses in a major.

Institutional student learning outcomes are centered on knowledge and application of that knowledge in the major as well as the intellectual skills of communication and quantitative fluency, and critical thinking. Program and essential learning outcomes align to these institutional outcomes and assessment plans are developed to show the timeline to measure student success and report actions taken for program improvement.

COLORADO MESA UNIVERSITY
FOUNDATION YEAR 2011-12

| 2011-2012 Projects | When | Purpose | Responsible Parties | |
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| Form Task Force to Revise program review guidelines and begin review of assessment process. | Fall, 2011 | Revise program review guidelines and increase importance of assessment in program review | Office of Academic Affairs Task Force on Program Approval/Review | |
| Present workshop on the Degree Qualifications Profile to discuss new methods of assessment of student learning outcomes | January, 2012 | Make faculty aware of the Degree Qualification Profile to determine institutional and programmatic student learning outcomes | Office of Academic Affairs | Paul Gaston presented to faculty the DQP and learning outcomes. |
| Write Institutional Student Learning Outcomes | February, 2012 | Have faculty consensus on what institutional outcomes will be used across all programs | Task Force on Program Approval/Review Program Faculty | Taskforce members developed institutional learning outcomes in 4 areas: specialized knowledge/applied learning, critical thinking, communication, and quantitative fluency. |
| Write Program Student Learning Outcomes and Curriculum Mapping | Spring 2012 | Align program slo's to institution and determine how assessment will take place across the curriculum | Program Faculty, Department Heads, Faculty Assessment Coordinator, Assessment Committee | First attempt at writing outcomes was done and curriculum maps were written |
| Hire Director of Assessment of Student Learning | Summer, 2012 | | Office of Academic Affairs | Director of Assessment of Student learning started in July, 2012. |

COLORADO MESA UNIVERSITY
ASSESSMENT PLAN/REPORT 2012-13

| 2012-2013 Projects | When | Purpose | Responsible Parties | Results |
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| Write program student learning outcomes in course syllabi | Fall, 2012 | Make students aware of institution and program student learning outcomes. Demonstrate learning outcomes across the curriculum | Program Faculty, Department Heads | Learning outcomes were in all syllabi in spring, 2014. |
| Revise Responsibilities of Assessment Committee | September | Update responsibilities to reflect importance of university-wide assessment. | Assessment Committee/Faculty Senate | Responsibilities were revised and presented to Faculty Senate in fall, 2012. Senate approved. |
| Program Review: Kinesiology (BA) Manufacturing Technology (Certificate/AS/AAS) Physical Sciences (BS) Process Systems Technology (Certificate/AAS) Sport Management (AS/BS) Technology Integration (C/AAS) | Fall | Review of program over last 6 years including program revision, assessment of student learning, program effectiveness | Department Heads Program Faculty Assistant Vice President Academic Affairs Curriculum Committee Faculty Assessment Coordinator DASL | The Faculty Assessment Coordinator and the DASL met with all the external reviewers to provide input on assessment. The Assessment Committee did not review these documents. |
| Begin review of General Education assessment and revision | November | | Working Group to Review General Education | Working Group started discussion of e-portfolio and assessments |
| Present workshop on General Education | January, 2013 | Discussion of importance of and revision of general education including assessment. Also discuss the relationship of general education to the major. | Office of Academic Affairs | Paul Gaston presented a workshop on general education in January, 2013 |
| Program Learning Outcomes on Program Sheets (baccalaureate) | May, 2013 | Make students and public aware of learning outcomes in majors | Department Heads DASL Office of Academic Affairs | Student learning outcomes were written in all Baccalaureate program sheets in spring, 2013. Associate degree and technical certificate outcomes will be on program sheets by spring, 2014. |
| Technical Certificate Learning Outcomes | May, 2013 | Prepare technical certificate programs for writing program SLOs | WCCC Department Heads | Institutional technical certificate outcomes were written in fall, 2012. Programs began writing outcomes on syllabi in spring, 2013. |

COLORADO MESA UNIVERSITY
ASSESSMENT PLAN/REPORT 2013-14

| 2013-2014 Projects | When | Purpose | Responsible Parties | Results |
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| Baccalaureate Assessment Plans sent to the Assessment Committee for review | September | All programs will have an assessment plan in place using a template that outlines outcomes, courses used, assessment tool, results, review, and further action taken | Program Faculty Department Heads Assessment Committee Faculty Assessment Coordinator Director of Assessment of Student Learning (DASL) | The Assessment Committee began review of baccalaureate program assessment plans in fall, 2013. Subgroups of the committee met with each department/program to present the review rubric. |
| General Education Review/Revision | Fall semester | Develop new plan for general education delivery/assessment | Working Group for General Education Review | The revision group developed a matrix for assessment of SLOs. |
| Program Reviews: Administrative Office Technology (Certificate/AAS) Biological Sciences (BS) Electric Lineworker (Certificate) Political Science (BA) Radiologic Technology (AAS/ BAS) JRCERT site visit 2014 | November | Review of program over last 6 years including program revision, assessment of student learning, program effectiveness | Department Heads Program Faculty Assistant Vice President Academic Affairs Curriculum Committee Assessment Committee Faculty Assessment Coordinator/DASL | The Faculty Assessment Coordinator and the DASL met with each of the external reviewers to provide information on assessment. The Assessment Committee provided input to the Faculty Senate on the assessment portion of the program review. |
| Course student learning outcomes in syllabi | Fall semester | Write course outcomes that will align with program learning outcomes | Program Faculty | SLOs are written in all baccalaureate syllabi. |
| Begin collection of assessment data | Fall semester Spring semester | Produce evidence of direct measures of student learning | Program Faculty Department Heads | Some programs indicated that data had been collected in fall and spring. |
| Finalize Essential Learning Student Learning Outcomes Review methods of assessment for EL | Fall | Develop a plan for Essential Learning to more effectively assess student learning | Essential Learning Revision Working Group DASL | A pilot study of the Value Rubrics in written communication, quantitative literacy, and critical thinking was performed in spring, 2014. The information will be used to determine the next step for assessment of Essential Learnings. |
| Faculty Development Workshop on Assessment/Distance Learning | January | Discuss assessment process and coordination with distance learning | Assistant Vice President of Academic Affairs - Distance Education DASL | This was postponed due to site visit by HLC. |
| Faculty Development Workshop on Value Rubrics | January | Present the AAC&U Value Rubrics and the benefits of using this assessment tool | Provost/VPAA | Terry Rhodes demonstrated the use of the value rubrics for Essential Learning. |

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| Assessment Plans for Associate and Certificate programs sent to Assessment Committee | January | Programs will have an assessment plan in place using a template that outlines outcomes, courses used, assessment tool, results, review, and further action taken | Program Faculty Department Heads Assessment Committee Faculty Assessment Coordinator/DASL | Assessment plans for most associate and technical certificate programs were received by the Assessment Committee. Subgroups of the committee met with most of the departments/programs to present the review rubric. |
| Discuss results of assessment Review assessment plans/student learning outcomes | April/May | Review data for potential changes to courses/curriculum | Program Faculty Department Heads DASL | Programs will have reports ready in fall, 2014. |
| Associate and Technical Certificate SLOs on program sheets | April | Make students and public aware of learning outcomes in majors | Vice President Community College Affairs Department Heads Program Faculty DASL/ Academic Affairs Office | All associate degree and technical certificate program sheets included student learning outcomes. |
| <ul style="list-style-type: none"> • Analysis and Action Plan: Overall the projects started this year were completed or continued. There were some issues with timely submission of assessment plans from WCCC. The DASL and Faculty Assessment Coordinator will continue to visit with faculty at WCCC and assist with writing assessment plans. • All baccalaureate program faculty have been made aware of the deadline to review assessment reports in the fall of 14. Some programs are still having difficulty putting assessment pieces together but are moving towards the target date of presenting a report. • After review of the results of the Essential Learning pilots, it was determined that a second pilot study would be done in the fall to include more artifacts and faculty representatives from each department. • All program sheets now have the program student learning outcomes listed. | | | | |

COLORADO MESA UNIVERSITY
ASSESSMENT PLAN/REPORT 2014-15

| 2014-2015 Projects | When | Purpose | Responsible Parties | Results |
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| Program Reviews: Computer Information Systems (BA/BS) Construction Management (BS) Mathematics (BS) Psychology (BA) Spanish (BA) Visual Communication (C/AAS) | | | Department Head Faculty VPAA DASL Faculty Assessment Coordinator Assessment Committee | The Faculty Assessment Coordinator and the DASL met with each of the external reviewers to provide information on assessment. The Assessment Committee provided input to the Faculty Senate on the assessment portion of the program review. |
| Begin or continue to collect assessment data | Fall, Spring | To compile a body of evidence of direct measure of student learning | Faculty Department Heads | A majority of programs have reported that faculty are collecting assessment data and will have or have had meetings to discuss the results. |
| Library assessment of Information Literacy | Fall | To bring in the Library staff with their part of assessment of Information Literacy | Library Staff Faculty DASL | The librarians assessed students using the SAILS test after students in FYI classes were given a lecture on information literacy and accessing the library. Based on the results, the librarians changed their approach to student learning to include more student engagement in the sessions. Follow-up testing will be performed in 2016. |
| Implement Essential Learning Assessment of Student Learning Outcomes | Fall, Spring | Begin the first phase of college-wide Essential Learning assessment plan | Essential Learning Assessment Committee Faculty Department Heads DASL | Based on the review of the first pilot in spring, 2014, a second pilot review was done on Written Communication, Quantitative Literacy, and Critical Thinking using the AAC&U VALUE Rubrics. It was determined that both Written Communication and Critical Thinking could be assessed in the future using the rubrics. There were some issues with the QL session and a working group will be formed to determine if it was the actual |

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| | | | | rubric or if there are issues with the artifacts. |
| Review assessment data collected and prepare a report – Baccalaureate Programs | Spring | To demonstrate faculty involvement in the assessment process and demonstrate changes made as a result of assessment | Faculty Department Heads Assessment Committee (review reports) | All but one baccalaureate program submitted a report on assessment. The Assessment Committee reviewed each using the program assessment review rubric. Each Department Head and Assessment Representative received a copy of the committee review to share with faculty. |
| Revise Master and Doctoral Student Learning Outcomes | Spring | To align the graduate institutional SLOs to the DQP as was done with all other level SLOs. | Department faculty from Business, Nursing and Education DASL | The outcomes were successfully written for all three areas. Programs will use the new SLOs for assessment in fall, 2015 and reported out in spring, 2016. |
| <p>Analysis and Action Taken:</p> <ul style="list-style-type: none"> • Analysis of the results from the Essential Learning review determined that reviews would continue in WC and CT. A group of faculty will work on a QL rubric in the 2015-16 school year. • Library staff have revised the lecture and quiz given to FYI students. Results should be presented in Spring, 2016. • The new institutional outcomes for graduate programs have been incorporated into the MBA, Masters in Education and the MSN/DNP program assessment plans. • Need to work with programs that are not submitting materials. | | | | |

COLORADO MESA UNIVERSITY
ASSESSMENT PLAN/REPORT 2015-16

| 2015-2016 Projects | When | Purpose | Responsible Parties | Results |
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| Review of Assessment Reports Kinesiology (BA) Sport Management (AS/BS) | | | DASL Faculty Assessment Coordinator Assessment Committee | A set of questions were developed and sent to the Department Head of Kinesiology. A report was received and was analyzed by the Assessment Committee |
| Program Reviews: Business Administration (BBA/BAS) Culinary Arts (C/AAS) EMT (C/AAS) Environmental Science and Technology Mass Communication (BA) Nursing (PN/AAS) NLNAC visit 2016 | | | Department Head Faculty VPAA DASL Faculty Assessment Coordinator Assessment Committee | The Faculty Assessment Coordinator and the DASL met with each of the external reviewers to provide information on assessment. The Assessment Committee provided input to the Faculty Senate on the assessment portion of the program review. |
| Continue assessment in Essential Learning Written Communication and Critical Thinking | Fall | To use VALUE rubric and assess these areas of Essential Learning. | DASL Assessment Committee Essential Learning Committee | Assessment of Written Communication and Critical Thinking was conducted in the fall. The results were posted in the Campus Assessment Update. |
| Develop new institutional SLOs in Ethical Reasoning and Information Literacy | Fall | To enhance student learning in the areas of ethical reasoning and information literacy. | DASL Assessment Committee | The Assessment Committee wrote two new outcomes. Will forward to VPAA and Faculty Senate in the spring for review. |
| Continue revision of quantitative literacy assessment in Essential Learning | Spring | | Working Group DASL Faculty Assessment Coordinator Essential Learning Committee Assessment Committee | The revision was postponed until Fall, 2016. |
| Library assessment of Information Literacy | Spring | | Librarians DASL Assessment Committee | |
| Pilot assessment in Oral Communication in Essential Learning | Spring | To determine if the VALUE rubric as written would be effective for assessment of Oral Communication. | | A small pilot review was performed using the AAC&U Oral Communication rubric. Artifacts were assessed from the Essential Speech courses. |

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| Review assessment reports from associate degree and technical certificate programs | Spring | | DASL Assessment Committee | The Assessment Committee reviewed 90% of all assessment reports from associate and technical certificate programs |
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Analysis and Action Taken:

- The Assessment Committee determined that the Three-year Progress Report needed to be put into a template instead of requesting a narrative. The DASL and FAC will work to develop a template. The programs that needed to submit the progress report from both 2015 and 2016 (Cycle 1 and 2) will have a December, 2016 deadline for submission. Template was developed.
- A group will be formed in fall, 2016 to develop a quantitative literacy plan/rubric for the varying courses that will assess this category.
- The ethical reasoning and information literacy outcomes were shared with the VPAA and the Faculty Senate. There will be continued discussion about the two proposed outcomes in 2016-17.
- All but four programs at WCCC have submitted assessment plans/reports. The DASL and FAC visited with two program directors to guide them through writing outcomes and reports. The new Visual Communication plan was submitted in May and will be reviewed by the AC in the fall. There has been no submission by the Administrative Office Technology Program as of summer, 2016.
- Need to work with those programs that have not submitted materials in a timely manner. The DASL and FAC will meet with the Director of Instruction at WCCC in the fall to assure this is done.