

## COMPREHENSIVE REVIEW CYCLE –DATA AUDITING AND FINDINGS

### Program Quality & Viability Outcomes:

Tuesday, Nov. 15	Wednesday, Nov. 16	Thursday, Nov. 17
AM—Degree and Certificate Programs	AM- Institutional Committees & Administrative Coordination	AM- Student Support & Instructional Technology
PM- DMIN program	PM-Community Engagement and Field Services	PM- Initiatives & Other Ed. Programs  PM-Adjunct Virtual Session on Integrated Lifelong Learning

### YEAR:

**Instructions:** From the annual review report, use the measures as determined in the logic model portion and share no more than three outcomes assigned to those measures. Be prepared to communicate the criteria by which you/your committee has decided as indicator of achievement

Example:

1. The MTS Office/Department will increase its feedback review to quarterly intervals
2. The degree/certificate/center program will recruit and retain learners/participants.
3. Once admitted to the program, students will persist to completion/graduation.
4. Learners/Participants proceed to subsequent educational and occupational endeavors for which the degree/certificate/program was designed to prepare/equip/train them.

Quality Outcomes:

1. Administrative Result \_\_\_\_\_
2. Institutional Learning \_\_\_\_\_
3. Professional Development \_\_\_\_\_
4. Other: \_\_\_\_\_

### Meeting Record

<b>Date of review meeting</b>	November 16, 2022
<b>Number of instructors who engage in this program</b>	3
<b>Persons directly engaged who are present at meeting</b>	<i>Julian DeShazier (Director of Experiential Education), Nannette Dixon (VP for Community Engagement and Alumni Relations), Itihari Toure (Associate Dean for Curriculum and Assessment)</i>

Note: Please keep records of all assessment meetings, such as meeting minutes and/or the narratives included in the assessment reports.

## **Results and Continuous Improvement**

<b>Outcome 1: Easing Administrative Anxiety/Burden</b>	
<b>Measure 1</b>	Faculty to Student Ratio
<b>Criteria for success (target)</b>	<p><i>Field Studies program will establish markers for faculty to student ratios so that MIN404/405 is properly equipped to take students on the reflective journey.</i></p> <p><b>Set achievable targets; unlike the program student learning outcomes assessment, programs must meet the quality achievement targets set for program outcomes.</b></p>
<b>Rationale for criteria</b>	<p><i>There is currently no criteria for faculty to student ratio, which stalls the syllabus and course completion process, often into the summer.</i></p> <p><i>Explain the rationale for the level you set for criteria for success (achievement target). Why is this level a reasonable (achievable but still rigorous) target for student achievement in your department programs? Consider relating the criteria to department goals, previous levels of student success, and/or student success at benchmark institutions.</i></p>
<b>Results</b>	<p><i>This new criteria will allow the course to be completed and available for students to review over the summer instead of closer to the Fall.</i></p> <p><i>List detailed results [The Vice President of Academic Affairs will receive enrollment, retention, course completion, and graduation data from the Registrar and provide them to you. Alumni Relations will also provide as much information about job and graduate school placement as possible.]</i></p>
<b>Discussion of results</b>	<p><i>Students are now more able to enter the intensive field studies process with less anxiety, and faculty and/or outside instructors can better plan and prep the course based on the needs of the current cohort (limiting the notion of a “generalized curriculum” and shaping course based on current students)</i></p> <p><i>Discuss interpretations of results and factors that may have contributed to the results.</i></p>

<b>Outcome 2: Deepening Community Engagement Ethos</b>	
<b>Measure 2</b>	Community and Organizational Engagement
<b>Criteria for success (target)</b>	<p><i>Experiential Education office will assist faculty with creating at least one opportunity for learning outside of the classroom (preference for 1x in each of the required courses for students)</i></p> <p><b>Set achievable targets; unlike the program student learning outcomes assessment, programs must meet the quality achievement targets set for program outcomes.</b></p>
<b>Rationale for criteria</b>	<p><i>Using the required courses, we should be able to establish the concept of “situated learning” as an institutional priority without exhausting limited resources.</i></p> <p><i>Explain the rationale for the level you set for criteria for success (achievement target). Why is this level a reasonable (achievable but still rigorous) target for student achievement in your department programs? Consider relating the criteria to department goals, previous levels of student success, and/or student success at benchmark institutions.</i></p>
<b>Results</b>	<p><i>Students will have, from orientation through graduation, an understanding of the importance of situated learning, decreasing the pressure of Field Studies to capture it all within one academic calendar year, and inviting deeper community engagement across the institution.</i></p> <p><i>List detailed results [The Vice President of Academic Affairs will receive enrollment, retention, course completion, and graduation data from the Registrar and provide them to you. Alumni Relations will also provide as much information about job and graduate school placement as possible.]</i></p>
<b>Discussion of results</b>	<p><i>Community Engagement moves from a “thing we do over here” to an instrumental part of the curriculum process and thus an outcome for graduates and faculty.</i></p> <p><i>Discuss interpretations of results and factors that may have contributed to the results.</i></p>

<b>Outcome 3: Wider sharing of community resources</b>	
<b>Measure 3</b>	Collaborative Agreements
<b>Criteria for success (target)</b>	<p><i>Templates for agreements between site and student are co-created by Office of Experiential Education and Office of Community Engagement and Alumni Relations (Nannette Dixon), and those finalized agreements and site placements list are shared with faculty and staff.</i></p> <p><b>Set achievable targets; unlike the program student learning outcomes assessment, programs must meet the quality achievement targets set for program outcomes.</b></p>
<b>Rationale for criteria</b>	<p><i>Agreements between site and student are currently created and housed only in the Experiential Education office, missing opportunities for deeper engagement within the institution and/or creating unnecessary redundancies.</i></p> <p><i>Explain the rationale for the level you set for criteria for success (achievement target). Why is this level a reasonable (achievable but still rigorous) target for student achievement in your department programs? Consider relating the criteria to department goals, previous levels of student success, and/or student success at benchmark institutions.</i></p>
<b>Results</b>	<p><i>Collaborative agreements (not only shared but created collaboratively) eliminate ambiguity as students and sites engage with each other, and allow for sites to be more deeply connected to the institution.</i></p> <p><i>List detailed results [The Vice President of Academic Affairs will receive enrollment, retention, course completion, and graduation data from the Registrar and provide them to you. Alumni Relations will also provide as much information about job and graduate school placement as possible.]</i></p>
<b>Discussion of results</b>	<p><i>A formal document outlining the agreement between site and student and institution creates clarity and deeper sense of “engaging the process together” as opposed to “something the student does.”</i></p> <p><i>Discuss interpretations of results and factors that may have contributed to the results.</i></p>

**Use of Results for Program Improvement**—Describe changes you have made to improve achievement in regard to this outcome:

*Example: The adoption of a 20% increase yearly is a crucial step towards bettering the numbers of recruitment in the degree.*

*Identify specific items/areas that can be improved.*

*List specific, minor or major changes to courses, curriculum, faculty development, recruitment efforts, management of student organizations, extracurricular activities, tutoring, student services offered by the department, etc.*

*If applicable, list any changes made to improve the accuracy or usefulness of assessments. (For example, improved tracking of student awards, honors, and professional accomplishments)*

*Clearly state whether changes have already been implemented or will be implemented during the upcoming academic year. Provide a timeline for making changes. (For example: "To improve student retention, we will add formation experience to our 099 class about study skills and tutoring resources available to students. Student Services is developing these sections and will add them to the 099 course this fall semester.")*

## Three Program Outcomes & Cognitive Aims (Degree/Certificate Programs Only)

**Cognitive Emphasis<sup>1</sup>**- *Cognitive load theory distinguishes three different types of contributions to total cognitive load.*

<p>A. <b>Intrinsic cognitive</b> load relates to inherent characteristics of the content to be learned---<i>getting us to focus on essential content</i></p> <p>B. <b>Extraneous cognitive</b> load is the load that is caused by the instructional material used to present the content, ---<i>getting us to determine the most effective way to present certain content—like using videos to present definitions</i></p> <p>C. <b>Germane cognitive</b> load refers to the load imposed by learning processes—how much is required to calculate, say, read, do, or write, etc. <i>There are so many other ways we can combine and integrate tasks instead of everything being a separate tally of points/experiences/assignments. For example, the McCormick website is a composite of the other tasks/experiences/information. Everything we do becomes the content for the website</i></p>	
<p><b>Emphasis:</b></p> <p><b>Measure by:</b></p>	
<p><b>Criteria for success (target)</b></p>	<p><i>Example:</i></p> <p><b>Set achievable targets; unlike the program student learning outcomes assessment, programs must meet the quality achievement targets set for program outcomes.</b></p>
<p><b>Rationale for criteria</b></p>	<p><i>Example:</i></p> <p><i>Explain the rationale for the level you set for criteria for success (achievement target). Why is this level a reasonable (achievable but still rigorous) target for student achievement in your department programs? Consider relating the criteria to department goals, previous levels of student success, and/or student success at benchmark institutions.</i></p>
<p><b>Results</b></p>	<p><i>Example:</i></p> <p><i>List detailed results [The Vice President of Academic Affairs will receive enrollment, retention, course completion, and graduation data from the</i></p>

<sup>1</sup> This can also apply to new curriculum maps

	<p><i>Registrar and provide them to you. Alumni Relations will also provide as much information about job and graduate school placement as possible.]</i></p>
<p><b>Discussion of results</b></p>	<p><i>Example:</i></p> <p><i>Discuss interpretations of results and factors that may have contributed to the results.</i></p>
<p><b>Use of Results for Program Improvement—Describe changes you have made to improve achievement in regard to this outcome:</b></p>	
<p><i>Example:</i></p> <p><i>Identify specific items/areas that can be improved.</i></p> <p><i>List specific, minor, or major changes to courses, curriculum, faculty development, recruitment efforts, management of student organizations, extracurricular activities, tutoring, student services offered by the department, etc.</i></p> <p><i>If applicable, list any changes made to improve the accuracy or usefulness of assessments. (For example, improved tracking of student awards, honors, and professional accomplishments)</i></p> <p><i>Clearly state whether changes have already been implemented or will be implemented during the upcoming academic year. Provide a timeline for making changes. (For example: “To improve student retention, we will add formation experience to our 099 class about study skills and tutoring resources available to students. Student Services is developing these sections and will add them to the 099 course this fall semester.”)</i></p>	