EMPORIA STATE
UNIVERSITY

The Student Learning Improvement Plan

Implementing Institution-Wide Assessment Practices

GUIDEBOOK AND INSTITUTIONAL PERSPECTIVE

OFFICE OF INSTITUTIONAL EFFECTIVENESS

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SECTION I: ASSESSMENT FOR THE COMMON GOOD

This section is dedicated to clarifying institutional intentions for pursuing outcomes assessment and to create a common understanding of the terminology and assessment practices occurring across and within the learning environment.

OVERVIEW OF OUTCOMES ASSESSMENT

Assessment of student learning outcomes at Emporia State University occurs at the institutional, academic department and program, co-curricular unit and program, and general education program levels. These assessment practices are planned, implemented, tracked and reported through the efforts of the faculty and staff who are providing the student learning experiences. The coordination of these assessment practices is through shared governance, leadership, faculty, and staff. The student learning outcome assessment practices are coordinated by the Office of Institutional Effectiveness and the Campus Labs platform is used to organize, capture, and report assessment practices. The table shows the operational unit outcomes assessment practices and action timeline.

Table 1: Operational Unit Outcomes Assessment Practices and Action Timeline

ASSESSMENT OBJECTIVE	OPERATIONAL UNIT	ACTION TIMELINE
General Education Assessment		
Course Embedded Assessment	Discipline Specific Faculty	Annual – Report in Assessment Tool
Program Goal Level Assessment	General Education Assessment Team (GEAT)	Annual – Report to General Education Council – Faculty - Stakeholders
Academic Department Assessment		
Major Degree Program Assessment	Chair - Discipline Faculty	Annual – Updated strategies and reporting due in August
Program Review	Chair - Major Program Faculty	Determined by KBOR as Scheduled
Program Specific Accreditation	Associate Dean - Program Faculty	Determined by Specialized Accreditor
Co-Curricular Assessment		
Outcomes Assessment	Dean of Students - Operational Units in Student Affairs (SA)/Staff	Annually – Reporting in August
Non-Instructional Program Review	Directors of Operational SA Units	5-Year Review Cycles – as Scheduled
Institution-Wide Assessment		
Strategic Planning Goal Outcomes	Academic Affairs - Student Affairs - Administration & Finance - University Advancement	Annual – Practices are continuous and reporting occurs at selected times throughout the year.
KBOR Performance Indicators	Academic Affairs - Student Affairs - Administration & Finance - University Advancement	Annual – Practices are continuous and reporting occurs at selected times throughout the year.
Student Success Outcome Metrics	Institutional Effectiveness	Annual – Practices are continuous and reporting occurs at selected times throughout the year.

PRINCIPLES OF GOOD PRACTICE FOR ASSESSING STUDENT LEARNING

The Principles of Good Practice for Assessing Student Learning are used to frame Emporia State University's assessment practices. These practices have been impactful since their publication in 1992, and are well represented among learning outcomes assessment practitioners. The principles were developed by a group of experts across the disciplines under the auspices of the American Association of Higher Education Assessment Forum. These principles are:

1. The assessment of student learning begins with educational values.
2. Assessment is most effective when it reflects an understanding of learning as multidimensional, integrated, and revealed in performance over time.
3. Assessment works best when the programs it seeks to improve have clear, explicitly stated purposes.
4. Assessment requires attention to outcomes but also and equally to the experiences that lead to those outcomes.
5. Assessment works best when it is ongoing, not episodic.
6. Assessment fosters wider improvement when representatives from across the educational community are involved.
7. Assessment makes a difference when it begins with issues of use and illuminates questions that people really care about.
8. Assessment is most likely to lead to improvement when it is part of a larger set of conditions that promote change.
9. Through assessment, educators meet responsibilities to students and to the public.

ASSESSMENT TERMINOLOGY

The need to establish an assessment vocabulary that is common to all practitioners is a key to communicating, teaching, learning, and engaging in assessment practices. Building a culture of assessment begins with a common language and purpose, yet many will agree that assessment terminology can be unfamiliar, complex, and confusing. This section is used to define a common set of assessment terms and practices.

ASSESSMENT FOR ACCOUNTABILITY

The assessment of some unit, such as a department, program or entire institution, which is used to satisfy some group of external stakeholders. Stakeholders might include accreditation agencies, state government, or Board of Regents. Results are often compared across similar units, such as other similar programs and are always summative. An example of assessment for accountability would be AACSB accreditation in business schools, whereby AACSB creates a set of standards that must be met in order for a business school to receive AACSB accreditation status.

ASSESSMENT FOR IMPROVEMENT

Assessment activities that are designed to feed the results directly, and ideally, immediately back into revising the course, program or institution with the goal of improving student learning. Both formative and summative assessment data can be used to guide improvements.

DIRECT ASSESSMENT OF LEARNING

Direct assessment is when measures of learning are based on student performance or demonstrates the learning itself. Scoring performance on tests, term papers, or the execution of lab skills, would all be examples of direct assessment of learning. Direct assessment of learning can occur within a course (e.g., performance on a series of tests) or could occur across courses or years (comparing writing scores from sophomore to senior year).

COURSE EMBEDDED ASSESSMENT

A means of gathering information about student learning that is integrated into the teaching-learning process. Results can be used to assess individual student performance or they can be aggregated to provide information about the course or program, can be formative or summative, quantitative or qualitative. Example: as part of a course, expecting each senior to complete a research paper that is graded for content and style, but is also assessed for advanced ability to locate and evaluate Web-based information (as part of a college-wide outcome to demonstrate information literacy).

EXTERNAL ASSESSMENT

Use of criteria (rubric) or an instrument developed by an individual or organization external to the university. This kind of assessment directly measures student knowledge, skills, and attributes and is usually summative, quantitative, and often high-stakes, such as the Educational Testing Services PRAXIS certification and licensure exams, the NCLEX Nursing Examination or BOC Certified Athletic Trainer Exam.

FORMATIVE ASSESSMENT

Formative assessment refers to the gathering of information or data about student learning during a course or program that is used to guide improvements in teaching and learning. Formative assessment activities are usually low-stakes or no-stakes; they do not contribute substantially to the final evaluation or grade of the student or may not even be assessed at the individual student level. For example, posing a question in class and asking for a show of hands in support of different response options would be a formative assessment at the class level. Observing how many students responded incorrectly would be used to guide further teaching.

INDIRECT ASSESSMENT OF LEARNING

Indirect assessments use perceptions, reflections or secondary evidence to make inferences about student learning. For example, surveys of employers, students' self-assessments, and admissions to graduate schools are all indirect evidence of learning.

INSTITUTIONAL ASSESSMENT

Uses the institution as the level of analysis. The assessment can be quantitative or qualitative, formative or summative, standards-based or value added, and used for improvement or for accountability. Ideally, institution-wide goals and objectives would serve as a basis for the assessment. For example, to measure the institutional goal of developing collaboration skills, an instructor and peer assessment tool could be used to measure how well seniors across the institution work in multicultural teams.

PROGRAM ASSESSMENT

Uses the department or program as the level of analysis. Can be quantitative or qualitative, formative or summative, standards-based or value added, and used for improvement or for accountability. Ideally, program goals and objectives as included in the curriculum map would serve as a basis for the assessment. Example: How well can senior biology students apply experimental concepts and skills to solve an environmental problem? This might be assessed through a capstone project, by combining performance data from multiple senior level courses, collecting ratings from internship employers, etc. Assessing the program would include assessing all of the courses included in the curriculum to ensure student learning throughout the learning experience. If a goal is to assess value added, some comparison of the performance to newly declared majors would be included.

RUBRIC

A rubric is a scoring tool that explicitly represents the performance expectations for an assignment or piece of work. A rubric divides the assigned work into component parts and provides clear descriptions of the characteristics of the work associated with each component, at varying levels of mastery. Rubrics can be used for a wide array of assignments: papers, projects, oral presentations, artistic performances, group projects, etc. Rubrics can be used as scoring or grading guides, to provide formative feedback to support and guide ongoing learning efforts, or both.

SUMMATIVE ASSESSMENT

The gathering of information at the conclusion of a course, program, or undergraduate career to improve learning or to meet accountability demands. When used for improvement, impacts the next cohort of students taking the course or program. Examples: examining student final exams in a course to see if certain specific areas of the curriculum were understood less well than others; analyzing senior projects for the ability to integrate across disciplines.

VALUE ADDED

The increase in learning that occurs during a course, program, or undergraduate education. Can either focus on the individual student (how much better a student can write, for example, at the end than at the beginning) or on a cohort of students (whether senior papers demonstrate more sophisticated writing skills-in the aggregate-than freshmen papers). To measure value-added a baseline measurement is needed for comparison. The baseline measure can be from the same sample of students (longitudinal design) or from a different sample (cross-sectional).

ALL ASSESSMENT PRACTICES INCLUDE:

1. Defining the student learning experience and identifying expected learning outcomes
2. Evaluating student learning achievement of the learning outcomes
3. Using the findings from assessment practices to make improvements in student learning

ASSESSMENT PRACTICES ARE BASED ON THE FOLLOWING ASSUMPTIONS:

1. Assessment is a common responsibility of faculty, staff, and administrators.
2. Assessment practices should be meaningful, intentional, measurable, and sustainable.
3. Assessment efforts are dedicated to evaluating the effectiveness of courses, programs, and activities that engage students in learning experiences, not the individuals facilitating the learning experiences.
4. Assessment is an ongoing process that is always adapting to meeting the needs for continuously improving the student learning experience.
5. Course and activity embedded assessments are valued and expected practices across all courses and levels of learning.
6. The results of assessment activities should always be aligned with student learning improvement strategies.
7. The outcomes of assessment practices should be transparently shared through multiple communication channels.

UNIVERSITY-WIDE ASSESSMENT

The goal of university-wide assessment is to confirm the integrity of the institution's mission, to measure the overall success of our students in meeting their educational goals, to remain steadfast in pursuing strategic planning goals, and to ensure that the policy, procedures, and practices that we value are meeting the accountability standards of our students, faculty, staff, and stakeholders.

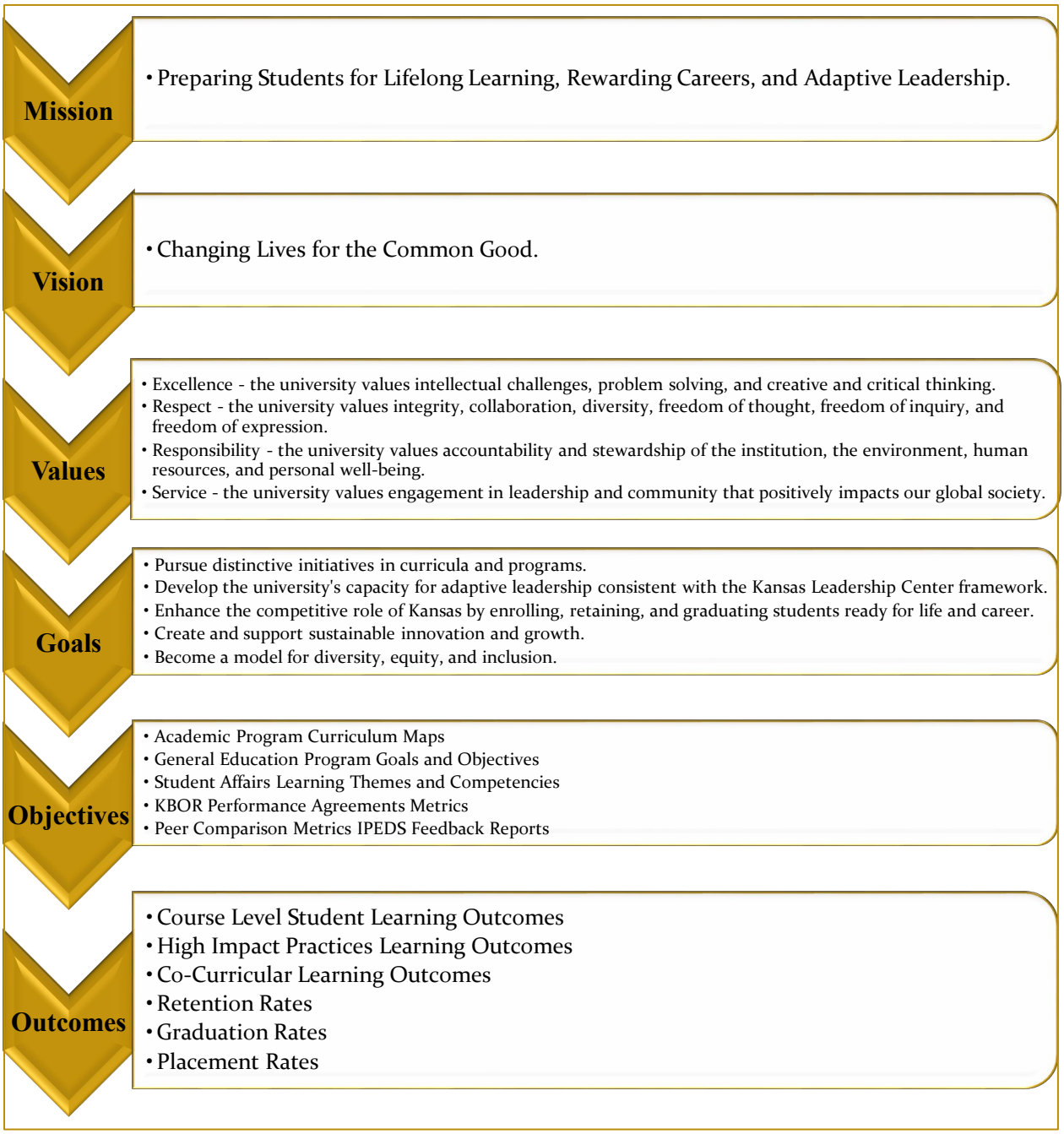
UNIVERSITY CORE VALUES

The mission, vision, and values of Emporia State University provide the framework for the strategic plan which is the shared document that guides institutional operations.

1. With **Excellence**, the university values intellectual challenges, problem solving, and creative and critical thinking.
2. With **Respect**, the university values integrity, collaboration, and diversity, freedom of thought, freedom of inquiry, and freedom of expression.
3. With **Responsibility**, the university values accountability and stewardship of the institution, the environment, human resources, and personal well-being.
4. With **Service**, the university values engagement in leadership and community that positively impacts our global society.

These value traits are communicated in syllabi as student learning outcomes and are aligned with program level objectives in major degree program curriculum maps. All course evaluated student learning outcomes are tracked in Banner and faculty complete their course-embedded assessment reporting using the Course Level Student Learning Outcomes Assessment Reporting tool (Appendix S). Student outcome success metrics are identified using the Banner database and data are assembled to comprehensively measure student achievements for the General Education Program and Academic Major Degree Programs. Reports are generated by the Office of Institutional Effectiveness and communicated transparently to the respective units and presented on the website for stakeholders and interested parties.

EMPORIA STATE UNIVERSITY HIERARCHY OF STUDENT LEARNING OUTCOMES



STRATEGIC PLAN ALIGNMENT

In *The Adaptive University Strategic Plan 2015-2025,* Emporia State University identifies its vision of Changing Lives for the Common Good. The Adaptive Leadership that the plan embraces is aligned with the principles and competencies of the Kansas Leadership Center. The utility of applying the KLC principles and competencies when developing an institution-wide assessment plan allows for multiple constituencies to come together for a common purpose, to improve student learning. Emporia State University has a distinguished history of institution-wide assessment of student learning. The ability to sustain and evolve these practices relies on faculty leadership, and it is through the Kansas Leadership Center's (KLC) principles and competencies that the Student Learning Improvement Plan is conceptualized and perpetuated. These KLC principles state that leadership is an activity, not a position, anyone can lead, anytime, anywhere, leadership starts with you and must engage others, your purpose must be clear, and it's risky. The competencies employed when leading are Diagnose Situation, Energize Others, Manage Self, and Intervene Skillfully. It is through this adaptive leadership strategic lens that the Student Learning Improvement Plan evolves and continuously serves to improve student learning.

THE STUDENT LEARNING IMPROVEMENT PLAN

The purpose of the Student Learning Improvement Plan (SLIP) is to engage the campus community in assessment practices to improve student learning across all operational environments. Formally, the plan provides the structure for departments and units to continuously pursue adaptive strategies for improving student learning at the program, course, and activity levels. These assessment strategies are based on best practices with influences from authors and experts in the field of assessment and student learning (Allen, M. J. (2004 and 2006); Angelo, T. A. and Cross, K. P. (1993); Banta, T., Lund, J., Black, K., and Oblander, F. (1996); Banta, T. and Palomba, C. (2015); Keeling, R., Wall, A., Underhile, R., and Dungy, G., (2008); Kuh, G., Ikenberry, S., Jankowski, N., Cain, T., Ewell, P., Hutchings, P., and Kinzie, J. (2015), Stevens, D. and Levi, A. (2005); Suskie, L. (2009 and 2015); and Woolvard, B. (2010).

Rather than developing a plan that is highly prescriptive and inflexible, the Student Learning Improvement Plan (SLIP) embraces the uniqueness of the disciplines, recognizes the influences of specialized accreditations, and focuses faculty assessment efforts on improving program curricula and currency and student learning experiences. The assessment of student learning comprehensively involves student affairs, academic affairs, and all operational units that serve supportive roles. The SLIP places the assessment work of the faculty and staff at the course and activity levels as a priority in recognizing that the greatest breadth of impact occurs with the accumulation of individual efforts to improve student learning. Each academic year begins with the department faculty and unit staff identifying and prioritizing assessment strategies for the upcoming academic year. Subsequently, the department and unit level strategies are updated based

on the outcomes of the strategies from the previous year. The work is ongoing, the outcomes of the work are measurable, and the work is meaningful.

COORDINATING THE STUDENT LEARNING IMPROVEMENT PLAN

University-wide assessment efforts are coordinated by the Office of Institutional Effectiveness (OIRA) with the leadership of the Assistant Provost and the Student Learning Assessment Council (SLAC). The council consists of department faculty/chairs, associate deans, and student life staff with the charge of planning, coordinating, and implementing assessment practices within their respective units while ensuring that the campus community remains informed on accreditation and accountability requirements. It focuses inclusively on department, program, and unit level assessment coordination and reporting for both curricular and co-curricular learning. The charge for the Student Learning Assessment Council is presented in Appendix A.

EVOLUTION FROM THE PASL TO THE SLIP

The Student Learning Improvement Plan emerged from the operations of the SLAC during the 2015 academic year as the institution engaged in the 2015 Higher Learning Commission self-study exercise. The outcomes of this study resulted in a few key structural changes to become more comprehensive and integrative in our assessment practices. These change strategies included shared governance policy changes to reinforce expectations for faculty participation in the assessment of student learning, adopting sustainable cyclical assessment practices in all learning environments (curricular and co-curricular), inclusive program level curriculum mapping, measuring capstone learning objectives, and maintaining curriculum currency. Concurrently, the university transitioned to the Campus Labs assessment data management system as the technology tool to monitor, capture and assemble data, and report institution-wide assessment practices. These enhancements to the existing Program Assessment of Student Learning plan (PASL) including implementation of the Campus Labs assessment data management system, led to the renaming of the new comprehensive assessment plan as the Student Learning Improvement Plan (SLIP).

EXPANDING ASSESSMENT PRACTICES AND SPECIALIZED ACCREDITATION

The SLIP encompasses curricular and co-curricular assessment planning and includes strategies at the department, program, and unit levels. Each department outlines current year assessment strategies and reports on accomplishments in the department level assessment plan template. At the program level, assessment is based upon a 5-year assessment cycle emphasizing program curriculum currency, assessment of student learning in all courses in the curriculum, and prioritizing continuous improvement of the student learning experience. Assessment efforts required by specialized accreditors are recognized as both appropriate and adequate in meeting the goals of the SLIP and these reports and evidence files are incorporated into Annual Assessment Reports. Assessment knowledge is promoted campus-wide through Office of Institutional Effectiveness hosted professional development workshops and through online instruction.

BUILDING ASSESSMENT CAPACITY AND PROFESSIONAL DEVELOPMENT

Instructional support and resources for the Student Learning Improvement Plan are provided through free materials and workshops developed and delivered in both face-to-face and online formats. Face-to-face workshops are held throughout both the fall and spring semesters and campus-wide invitations to attend are sent through the campus communication network. In addition, the SLAC is informed of the workshop schedule and on occasion, individual email invites are sent to specific groups of faculty. The online course titled: Quality Assessment Practices: A Professional Development Series is designed to provide professional development in the assessment of student learning. The purpose of the course is to provide ESU faculty and staff professional development opportunities in assessing student learning covering topics in rubrics development, writing student learning outcomes, course embedded assessment techniques, designing assessment instruments and tools, and designing department and unit level assessment plans. The course covers a variety of topics that assist in building assessment knowledge and capacity to implement assessment practices at the course, program, and unit levels. The course is asynchronous, self-paced, and each module is specific to an assessment topic. The course is free of charge and faculty and staff can complete all or part of the course as applicable to professional development pursuits. The course syllabus information is shown in Appendix B.

The Kansas Leadership Center's Adaptive Leadership Principles and Competencies serve as the strategic framework for how Emporia State University approaches its assessment practices across all institutional operations. These competencies enable all members of the campus community to contribute to assessment efforts to improve the student learning experience. The competencies inform the complexities that surround institution-wide assessment efforts and guide the adaptive challenges of consistently and continuously evolving institutional assessment strategies and practices. Assessment is adaptive work, it is important work, it involves everyone, it is a foundational part of ensuring that the institution is meeting its mission, and it adheres to Emporia State University's vision of Changing Lives for the Common Good.

SECTION II: INTEGRATING INSTITUTION-WIDE ASSESSMENT PLANS

This section describes the ways in which assessment is integrated into the university's operations at multiple levels as applicable to the institution achieving its mission and current plan, *The Adaptive University, Strategic Plan, 2015-2025.*

ASSESSMENT AS THE TOOL

Assessment is used as a tool to measure strategic plan goal achievement and mission fulfillment. Broad conceptual plan goals are succinctly defined by each operational unit and assessed related to the quality and effectiveness of the student learning experience, student services and support, and the learning environment. Assessment strategies are designed and implemented based upon the function of the unit owning the goal and the level within the organization where the goal is operationalized. Assessment outcomes are used to confirm institutional effectiveness, inform decision-making, and to verify strategic planning successes and mission fulfillment. Mission fulfillment is substantiated through the measurement of and accountability for goal achievement.

ASSESSING STRATEGIC PLANNING AND MISSION FULFILLMENT

The Adaptive University Strategic Plan consists of five goals with twenty-five supporting objectives and represents a ten-year timeline ranging from July 1, 2015 through June 30, 2025. In 2017, the Diversity, Equity, and Inclusion Plan was integrated into the strategic plan. The plan also incorporates the Kansas Board of Regents Foresight 2020 Strategic Plan and the ESU Campus Master Plan. Plan accountability is structured through the three functional tiers of the institution (Academic Affairs, Student Affairs, and Administration and Finance). In addition, The ESU Foundation serves a vital role in supporting the institution in fulfilling its mission and strategic plan as philanthropic efforts provide crucial financial support. The plan is operationalized through objective strategies and measured by performance indicators illustrated and reported through the Campus Labs Platform. Strategic plan accomplishments are updated three times a year with an annual report shared electronically in July. An email prompts the strategic plan reporting team to update assigned areas (Appendix C). Key performance indicators are also compiled on a monthly basis and are shared electronically as an Executive Dashboard (Appendix D). Metrics representing student success outcomes are compiled by the Office of Institutional Effectiveness and reported to external entities and published electronically on its website (www.emporia.edu/oira/outcomes).

ASSESSING ACADEMIC AFFAIRS AND STUDENT AFFAIRS UNITS

Assessment informs decision-making at all operational levels. In Academic Affairs the structure is comprised of five colleges/schools and six supporting units. The colleges/schools are The College of Liberal Arts and Sciences, The School of Business, The Teachers College, The School of Library and Information Management, and the Honors College. The units are Academic

Success, Admissions, Graduate Studies and Distance Education, Information Technologies, Institutional Effectiveness, and University Libraries and Archives. The Division of Student Affairs includes operational units for International Education, Center for Student Involvement, Office of Diversity and Inclusion, TRIO, Memorial Union, Residential Life, Student Wellness, Recreation Services, Financial Aid, Registration, Career Services, Veterans Services, Emergency Management, and Police and Safety. The Student Affairs units all contribute to co-curricular learning, thus enhancing the educational experience meanwhile also providing services necessary for student success. This multiple-faceted consortium of professionals is tasked with measuring student learning outcomes and analyzing the quality of complex support systems where quality customer service is a key success ingredient. The Administration and Finance Division provides the vital fiscal structures required for coordinating operations and makes significant contributions to ensuring that university functions are continuous and stable. Its operational units consisting of Human Resources, University Facilities, and the Budget Office are vital providers for an effective integrative learning environment. All functional units use assessment strategies and practices to gather data to inform decisions that directly affect the student learning experience and the institution's learning environments.

Academic Affairs integrates institution-wide assessment into its operations with the Student Learning Improvement Plan (SLIP). The SLIP is designed to provide academic units with an electronic interface and evidence repository to plan, implement, capture data, upload evidence files, and report assessment activities measuring the quality of student learning. The SLIP includes assessment at the department and degree program levels. Program level SLIPs are also used for the Honors College, the General Education Program, and the Intensive English Program. The Student Learning Assessment Council (SLAC) is the governance group charged with facilitating the SLIP. This group consists of both academic and student affairs appointments and meets monthly while reporting to the Provost and Vice President for Academic Affairs. In addition to the leadership provided by the SLAC, various other committees (Council on Teacher Education, General Education Council, and CAEP Committee) on campus are charged with ensuring that coordinated assessment activities meet accountability standards for external accreditations and state and federal requirements.

The Student Learning Assessment Council (SLAC) in collaborative leadership with the Assistant Provost for Institutional Effectiveness is charged with articulating the student learning improvement plan while building assessment capacity and best practices within the campus community. The Council shares responsibilities for keeping the campus community informed of assessment best practices, and both internal and external accountability requirements. The Council provides the leadership to implement the student learning improvement plan for each representative campus entity. The Council also promotes an institution-wide culture of assessing student learning and makes assessment plan change recommendations to the Provost and Vice President for Academic Affairs.

The Division of Student Affairs (SLIP) uses a Thematic Based Assessment Plan matching up student learning outcomes with learning experiences and using the information to confirm and inform co-curricular learning experiences and programming. Embracing the Kansas Leadership Center's competencies and principles to frame learning experiences for the common good is integrated into strategic planning and student learning experiences include participation in high impact practices such as study abroad, service learning, volunteerism, student government and student organizations. These cross-curricular experiences often contain an academic research-based experience as well. One of the strengths of the SLAC structure is to enable leaders from both Academic and Student Affairs to work collaboratively to bring together a truly integrative student learning experience. Assessing the effectiveness of services is dependent on the individual unit's goals and strategies which utilize survey tools to gain student, faculty, and staff perspectives on program and service quality.

ASSESSING NON-INSTRUCTIONAL UNITS

Non-Instructional Program Review is the mechanism in place to formally assess the effectiveness and efficiencies of the units that are a part of the student learning environment (Appendix E). These operational units support the student learning experience in a variety of ways and all have key roles in students' overall success. These units include University Facilities, Police and Safety, Information Technologies, Registration, Financial Aid, Scholarships, and Veterans Services, Student Wellness, Recreation Services, Human Resources, Accounting and Budgeting, University Libraries and Archives and the Center for Student Involvement. This form of program review identifies the unit level mission specific initiatives and resources dedicated in support of student success. It includes an overview of the existing strategies, personnel, fiscal, and physical resources and an evaluation of how the current operating environment meets its mission. It provides for insights and feedback loops related to planning and resource needs going forward in adapting the units to meet the needs of students and the institution as it fulfills its mission.

Comprehensively, Emporia State University leverages assessment as a change agent tool. It uses the Campus Labs Planning and Baseline modules to plan, coordinate, track, and report assessment practices related to strategic planning, assessment of student learning outcomes, and program review for all major programs and non-instructional units. The annual reports from these assessment efforts evidence the change strategies and student learning improvement strategies that result from these institution-wide comprehensive assessment practices.

SECTION III: ASSESSMENT INFRASTRUCTURE

This section is dedicated to the methods used in assessing the various operational units including using the Campus Labs Planning interface and Baseline data gathering tools. It presents the ways in which the assessment infrastructure is designed to inform and influence the strategies dedicated to improving student learning. These mechanisms to operationalize assessment practices include planning, designing the structure to capture, analyze, report, and share information, and the intentional communication of information to all levels of the campus community.

CAMPUS LABS MODULES

In the spring of 2013, Emporia State University partnered with Campus Labs to provide the electronic platform to enable institutional effectiveness strategies to be coordinated, assessed, and reported across all institutional operational units. The Compliance Assist (now called Planning) and Baseline modules are used for implementing strategies related to strategic planning, assessment of student learning, and non-instructional program review. There are two separate assessment tracking models set up in the Planning module, one for tracking strategic plan accomplishments and another for tracking accreditation, assessment, and program review practices.

THE ADAPTIVE UNIVERSITY 2015-2025 STRATEGIC PLAN DATA TYPE

This data type is organized by the structure of the plan where five goals are aligned with objectives and strategies. The strategies were decided upon by the functional units in alignment with plan objectives. All strategies have affiliated performance indicators designed to measure the efficacy of meeting the strategies. Within each of the functional units individuals are assigned responsible roles for reporting progress three times throughout the academic year. The Office of Institutional Effectiveness coordinates the reporting by facilitating planning updates in November, April, and June. The final updates in June are comprehensive coverage of all that has been accomplished over the academic year which begins on July 1st and ends on June 30th of each year. The group of individuals responsible for strategic plan updates also collaborate with others in their operational units or across operational units for those strategies that include the efforts of multiple units. Training sessions and individual consultations are provided by the Assistant Provost to coordinate and facilitate strategic plan accomplishment reporting. The data type outline, the email prompt, and the training document are shown as Appendices F, C, and G. The Assistant Provost produces the annual report and distributes to the campus community and links the report on the Office of Institutional Effectiveness website. The information contained in the report is included in key strategic planning meetings throughout the year such as the President's Retreat, Provost Council, and Student Affairs Council meetings. Since, these strategies involve the campus community at every operational level, the report informs decisions and success strategies throughout the ranks.

THE STUDENT LEARNING IMPROVEMENT PLAN DATA TYPE

This data type has seventeen different versions to allow for the flexibility to report multiple programs and units using the same template format. This data type also accommodates curricular, co-curricular, and specialized unit assessment plans. The Academic Affairs units use the department level assessment plans to coordinate their assessment practices and contained within each of the department assessment plans are individual program level assessment plans all dedicated to improving student learning and confirming program quality and currency. The specialized areas that are assessed in this data type include the Honors College, High Impact Practices, the General Education Program, the Intensive English Program, University Libraries and Archives, and the Office of Institutional Effectiveness. Non-Instructional Program Review is also tracked in this plan as is unit level co-curricular assessment of student learning.

Annually, each department and specialized units operationalize an assessment plan that includes updating the assessment plan templates, uploading data files supporting assessment efforts, completing rubrics and reporting course-level assessment results using the Baseline module survey tool. These assessment efforts involve faculty and staff across the institution and these updates are ongoing throughout the year. Final reporting concludes at the end of the academic year by June 30th. The Assistant Provost provides feedback to all operational departments and units as a part of the process. The Office of Institutional Effectiveness uses the reporting tool to produce a comprehensive institutional assessment report and also individual operational unit reports. The information shared in the reports informs the next annual assessment cycle that begins at the start of the fall semester and ends on June 30th. The Appendices H, I, J, and K show the Student Learning Improvement Plan assessment templates, the schedule for updating assessment plans, and the training document for accessing and updating the templates.

THE FACULTY QUALIFICATIONS SHAREPOINT REPOSITORY

The Faculty Qualifications Folder is the evidence repository for the documents required to confirm compliance with the Higher Learning Commissions' Faculty Qualifications Guidelines. The folder is set up in a SharePoint site and all syllabi, faculty vitae, curriculum maps, and faculty qualifications forms are collectively organized for the entire institution. The Assistant Provost for Institutional Effectiveness is responsible for the maintenance of the folder including coordinating the efforts, tracking file records and confirming record completeness, and providing training for contributors and reviewers of the documents. The folder system is set up to track syllabi on a term-by-term basis, faculty vitae are updated annually, and current versions of program level curriculum maps are updated, as needed. In addition, the Provost and Vice President for Academic Affairs has oversight for the faculty qualifications forms and ensuring that all faculty are appropriately qualified to teach assigned courses.

The coordination of the processes includes an academic calendar providing deadlines for uploading of the documents into the folders. This information is shared with the deans, department

chairs, and administrative assistants. It is the role of the department chair to ensure that all syllabi and vitae are uploaded for their respective departments. The documents used to coordinate these Faculty Qualifications efforts are evidenced in Appendix L.

ROLE RESPONSIBILITIES AND REPORTING

The Strategic Plan and Assessment Plan data types have been set up so that all individuals responsible for reporting and updating the strategic planning and assessment templates can login to the Campus Labs website and see only those areas where updating responsibilities are assigned. However, all individuals with reporting assignments can view the entire strategic plan and assessment plans along with the updated accomplishments. The ability to view uploaded files in either of the plans is available to all individuals who have been provided access to the system. There are training sessions and documents available to provide initial instruction and the follow-up consultations are part of the annual processes to keep everyone informed and confident in using the system. The appendix shows the guidelines for accessing the system and for navigating to specific assigned responsibilities. (Appendices G and K)

The Faculty Qualifications Folder is a shared responsibility inclusive of the faculty, department chairs, deans, and administrative assistants. The policy in place for hiring requires that all candidates receiving an offer of employment must be prequalified to instruct as per the Higher Learning Commission Faculty Qualification Guidelines. There are three individuals who must sign off on this form including the department chair, the dean of the school or college, and the provost. This form is placed on file with the candidate's official credentials in their permanent employee file. Those faculty who are qualified using exceptions (18-hours in the discipline + Masters or Equivalent Experience) will also require the faculty roles and qualifications form to be available in the Faculty Qualifications folder. The faculty are responsible for updating their vitae annually including an updated list of their assigned courses. In addition, faculty submit syllabi at the beginning of each term for uploading to the folder. The department chair in collaboration with their administrative assistants confirm that the files are uploaded and that all are accounted for. The Assistant Provost for Institutional Effectiveness provides the faculty load report showing course instruction assignments for each respective term. All files are archived to ensure that the continuity of the processes are sustained.

TRAINING ASSESSMENT TEAMS AND THE STRATEGIC PLAN UPDATE GROUP

The Campus Labs modules are user friendly in that each end user can easily access only those areas of responsibility assigned for updating. This ensures that navigating the system can be streamlined to minimize time on task. However, those with access to the modules can see all areas set up in a view mode, thus the assessment teams can look at the strategic plan and what others have reported. Likewise, the strategic plan update group can view all of the information in the student learning improvement plan templates.

The training for all end users is planned and implemented by the Assistant Provost for Institutional Effectiveness. Workshops are offered for academic units, student affairs units, and for role specific groups. These training workshops are typically an hour in duration and can also be arranged in a one-on-one session as requested. Often it is beneficial to have refresher workshops or on-boarding workshops for new faculty and staff. A list of available workshops is presented in Appendix M. To request an individual consultation or a group training workshop, contact the Office of Institutional Effectiveness.

The communication strategies used to prompt faculty and staff to update their assessment plans and strategic plan responsibilities are sent in email correspondence. In addition, the workshop documentation is attached to the email. This benefits the recipient of the email in accessing the Campus Labs suite and provides directions for navigating to assigned responsibility links. The Student Learning Assessment Council is the shared governance entity that is responsible for ensuring that the assessment practices are reported and the strategic planning update group is made up of unit leaders and administrators. These email prompts are sent out at pre-determined intervals and conform to the expectation that all updates and reporting will occur as assigned.

NAVIGATING CHANGES IN THE TECHNOLOGIES

Technology enhancements to internal systems occur frequently at the institutional level and adaptations by the Campus Labs software platform to meet the needs of their clients are typical. In addition, the transition of faculty and staff can cause gaps in individuals' understanding of roles and responsibilities affiliated with assessment and strategic planning strategies and the affiliated knowledge of using the Campus Labs modules. The Assistant Provost assumes the duties of the administrator for both the Planning and Baseline modules and is responsible for additions and deletions to the user responsibilities and permissions for use of the modules. Keeping assigned users abreast of the changes to the software platforms is addressed in training update sessions and is included in SLAC meetings and other units organizational meetings as well. Since SLAC members are ultimately responsible for the facilitation of the assessment practices within their assigned units, it is beneficial to use the monthly meeting platform to hold workshops and training sessions. In addition, the customer support services provided by Campus Labs are excellent and all are encouraged to directly seek these services at support@campuslabs.com. The turn-around times for solutions are typically the same day or next day after the request for assistance. The helpdesk at ESU is also available to assist all ESU faculty and staff with using the technology tools available for the campus community. This Information Technologies team has a high level of expertise and provide technology support in a very timely manner, most often resolving the issue at the point of contact. IT helpdesk support services are available by emailing helpdesk@emporia.edu or by calling 620-341-5555.

STUDENT LEARNING ASSESSMENT COUNCIL AND ASSESSMENT TEAM ROLES

The Student Learning Assessment Council is the shared governance group that is charged with facilitating institution-wide assessment practices. The members of the council are representatives of individual operating units in both academic and student affairs divisions and are appointed based on their positional assignments. The academic units are represented by chairs who are also faculty members in their respective departments. There are appointees who lead assessment efforts in their respective units and serve key roles in coordinating specialized accreditation for their programs and schools. The Assistant Provost for Institutional Effectiveness provides the leadership for the council and is responsible for the planning, coordination and operations of the council as it leads faculty and staff in assessment efforts. The Student Learning Assessment Council Charge, Assessment Teams, and Annual Meeting Schedule are presented in the Appendices A, N, and O.

The council meets monthly and is operational year around. The operations of the council and the roles of the members are dedicated to sharing information and providing the platforms and time to direct assessment efforts within their operational units. The goal is to assess student learning in all the ways that it occurs and set goals to continuously improve the student learning experience. These assessment practices include facilitating department level assessment plans, program level assessment plans, assessment of the general education program, and course-embedded assessment practices and reporting. In addition, council members also provide the leadership for maintaining the faculty qualifications folder which includes keeping records of current term syllabi, updated faculty vitae, curriculum maps, and faculty load reports. The faculty qualifications folder is the evidence repository that confirms the integrity of the continuity of the curriculum across all schools, colleges, departments, programs, and curricula.

The roles of the council members vary depending upon whether they are department chairs, associate deans, assessment directors, dean of students or dean of international education. The department chairs coordinate assessment of student learning in accordance with specialized accreditation requirements and oversee the collaborative efforts of their faculty in assessing program and course level outcomes. For some programs, the learning objectives, standards, and required assessment practices are rigidly prescribed by specialized accreditors like the Kansas Department of Education. Those programs not directed by specialized accreditation standards use the 5-Year Program Level Assessment Cycle Plan. This plan prescribes annual assessment of capstone, senior experience, and/or thesis courses, with all courses in the program being reviewed as a part of the cycle in years two, three, and four. The fifth year of the cycle culminates with a detailed executive summary with recommendations leading into the next cycle. In addition to improving student learning throughout the curriculum, updating the curriculum map by using the evidence from assessing student learning and monitoring the external environment is a key focus area of the 5-year assessment plan.

The Student Affairs division engages in assessment of student learning experiences and the effectiveness of the individual operating units in engaging students in co-curricular activities and providing services in support of student success. The operational units that directly engage students in co-curricular learning experiences assess student learning annually and make change strategies to programs and activities as they occur or are continued in subsequent years. Those units that provide services that enable student success assess intentionally planned programs and report student learning outcomes as well. For some units, the 5-Year Non-Instructional Program Reviews are also incorporated into change strategies to improve overall student success.

SECTION IV: ASSESSMENT TOOLS AND STRATEGIES

This section showcases the ways that ESU utilizes assessment to create an integrative learning environment for its students and identifies those best practices that can serve to inform changes in how we approach assessment and implement new strategies in the spirit of continuous quality improvement.

USING THE BASELINE MODULE TO CREATE SURVEYS AND RUBRICS

The ability to collect data through surveys is valuable for measuring and analyzing both direct and indirect assessments. Surveys can be used to identify student perceptions of their educational experiences and also as a direct assessment of student learning by capturing written reflection or pre-test and post-test data for specific learning experiences.

The surveys designed in baseline can be copied in order to use a common survey repeatedly. And, survey results from one administration can be combined or benchmarked with other survey administrations. Tracking longitudinal and cross-sectional trend data informs the effectiveness of change strategies over time. Measuring both student perception and actual learning provides the information necessary for decision-making to insure continuous quality improvement. Appendix P shows guidelines and training for developing a survey in the Baseline tool.

Rubrics are used to evaluate students learning performance relevant to learning outcomes and expectations. Sharing rubrics with students serves to communicate important learning expectations and allows for feedback relevant to expectations. Some faculty go a step further and engage students in the actual design of the rubric which engages students in the decision-making and concurrently confirms expected learning performance. Rubrics can be used to measure student learning as a formative assessment (assignment specific) or summative assessment (mean scores for a group) tool. Rubrics are also used to assign quantitative ratings to qualitative student works.

CURRICULUM MAPPING TOOLS

The curriculum map provides the architecture for the student learning that occurs throughout a degree program. It is an intentional plan that evidences how major courses contribute to student learning of the content knowledge, skills, and practical experiences required to complete the degree requirements. Typically, when we think of a curriculum map we are referring to the degree or major program of study, but it is important to recognize the connection between the institution's mission and the hierarchy of student outcomes that exists across all academic and co-curricular learning experiences. The Emporia State University Hierarchy of Student Outcomes Infrastructure graphic (p. 10) shown previously is used to identify how these connections exist.

The program level curriculum map includes a description of the content knowledge, skills, and practical experiences necessary for a graduate to possess mastery in the field. These

descriptions are termed “Program Level: student learning objectives” and are a cumulative list of those required for degree mastery and completion. The next level of the curriculum map is the “Course Level: student learning outcomes.” These student learning outcomes are required in all course syllabi. Appendix R shows Guidelines for Course Level Student Learning Outcomes. The Course Level student learning outcomes succinctly align with the Program Level student learning outcomes. This architecture in place shows precisely how each course contributes to the student learning of the required program curriculum. Figure 1 shows the directional alignment of student learning objectives. It is also practical to create student learning outcomes as related to assignments and student demonstrations of learning. The assignment level outcomes make up the dimensions of the rubric designed to align and measure student learning. As you move downward through the pyramid, the level of description of the student learning experience becomes more exact and specific in the expected demonstration of student learning.

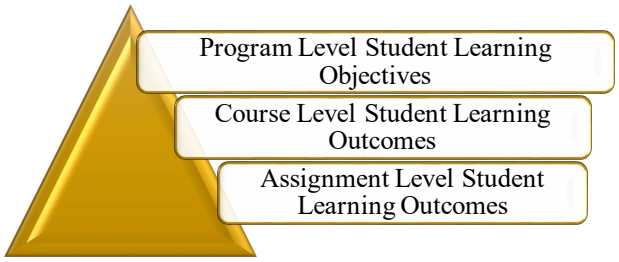


Figure 1: Curriculum Mapping of Student Learning Experiences

We use the curriculum map to inform in a variety of ways. We can ensure that what is valued is contained in the curriculum and can verify to the extent that it exists. We can also determine if the sequencing of courses is appropriate and if content knowledge and skill development is occurring at expected rigor levels and oriented to student success. This scaffolding of content knowledge and skills is vital to ensuring effective instruction. Oftentimes, using a diagram to connect the learning outcomes and identify the depth and breadth of inclusion of student learning outcomes across the curriculum benefits decision-making. It becomes apparent where there are voids in the curriculum and where some topics may be redundant or covered more than necessary.

It is improbable that a program void of a current curriculum map can remain sustainable in the 21st century. The higher education environment is highly competitive and those programs with the best curriculums will persist. Providing a quality educational experience for students requires a concise, accurate, and intentional curriculum map. Maintaining program currency is vital to sustainability and curriculum maps are critical to adapting and changing in a timely manner in meeting the ever changing world which we are preparing students to be successful in.

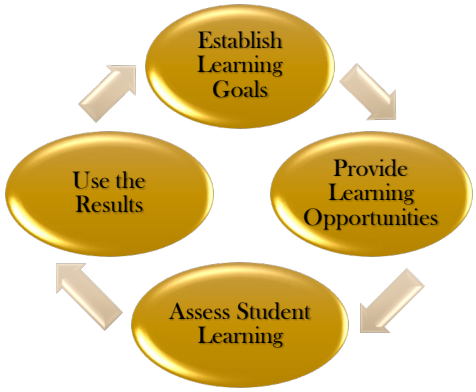
STRATEGIES FOR COURSE EMBEDDED ASSESSMENTS

In a typical course, the curriculum is organized into sections, blocks, themes, topics, and time frames. Learning and assessment for these organized units is achieved through instruction, readings, assignments, application, tests, and performance demonstrations. These measures of learning (assignments, quizzes, and research projects, tests, and performances demonstrations) are assigned rating measures showing the success level at which a student achieved intended learning outcomes. Typically, grades are representative of how well the student performed overall in the course or on a specific assignment. A course embedded assessment takes the evaluation of student learning one step further. The student work is evaluated by the individual parts contained in the assignment, quiz, test, or performance demonstration. In using this method, a greater understanding of the levels of student learning for each part of the assignment is gained. The actual task of identifying which assignment or unit of a course to be assessed requires some intentional thought and strategic planning.

The thought process that goes into the decision of what to assess at this deeper level is generally related to observations of student performance over time or some other type of indicator that we perceive as professional educators. Experience in instruction builds an intuition of knowing when students are struggling with the learning experience. This is where to intentionally focus your assessment efforts, on those parts of the assignment where students didn't learn as well as you would have expected. We then analyze why this could have occurred, we troubleshoot, gain more insight, formulate possible ideas for changing the curriculum, the pedagogy, the delivery modality, and then proceed with a plan to improve student learning specific to this part of the assignment. This process is typical of what professional educators consistently do to evaluate student learning successes. The missing piece is reported documentation of this process including what was determined and how improvement strategies are intended to be implemented. And, finally, the closure to the course embedded assessment strategy is completed when you reassess this same aspect in subsequent semesters, to determine if your improvement strategy worked as you anticipated. Again, document and report it. You can then proceed to initiate a different change strategy, or move on to the next learning challenge you identify. The key to a successful course embedded assessment strategy is the continuity of the process. It is a continuous cyclical action dedicated to improving student learning. It is understood that these assessments are specific and include only one or two intentional changes at a time. The process must be meaningful, measurable, and for continuous improvement sustainable over time.

THE ASSESSMENT CYCLE AND STEPS FOR IMPLEMENTING AN ASSESSMENT PLAN

Incorporating an assessment strategy as presented in the figure below by Linda Suskie (2014) is widely accepted by the institution and the faculty who are responsible for instructing our students. The Student Learning Improvement Plan addresses this strategy at multiple levels and the Course Level Student Learning Outcomes Assessment Reporting tool is the mechanism



Teaching, Learning, and Assessment as a Continuous Four-Step Assessment Cycle

"Suskie, *Assessing Student Learning* 2nd Edition, 2014"

in place for faculty to record their assessment results and to describe their student learning strategies going forward. This basic cycle is relatable to all programs and activities designed to engage students in learning experiences and is focused on the learner.

THE STEPS FOR PROGRAM LEVEL ASSESSMENT OF STUDENT LEARNING

1. Develop/Revise the Major Program Curriculum Map
    a. Identify Program level learning Objectives (Content, Skills, Application, Character)
    b. Align Course level learning outcomes (Syllabus)
    c. Incorporate Course level General Education Goal learning outcomes (if applicable)
2. Check for Alignment between the Curriculum and the Objectives (Confirm that Courses serve intended roles within the overall curriculum map)
3. Develop an assessment plan – 5-Year Program Level Assessment Cycle Plan
    a. Identify Capstone/Senior Level/Thesis Research learning experiences assessed annually
    b. Designate courses to be assessed in years two through four
    c. Annually collect and report assessment information synthesizing and consolidating comparison metrics
    d. Year 5 use the assessment data to update the curriculum map, incorporate data informed student learning improvement strategies, and share this information in an executive summary.
    e. Begin the next 5-year assessment cycle
4. Collect and Analyze the assessment data – As Outlined in the Plan
5. Use results to improve the program (curriculum currency and student learning experience)
6. Routinely examine the assessment process and correct, as needed

STRATEGIES FOR USING RUBRICS FOR MEASURING STUDENT LEARNING

Faculty use of rubrics for individual assignments in their own courses is common in most of the disciplines. However, when working to assess across the courses that have a common set of learning objectives whether they are within the discipline or across multiple disciplines can be a challenge. The challenge is related to the time and efforts necessary to coordinate the faculty who are teaching the courses to be assessed. Faculty embrace course embedded assessment practices and reporting of their findings and improvement strategies for their assigned courses as presented in the Student Learning Improvement Plan. In addition, the coordinated efforts of assessing groups or sequences of courses as identified in the 5-Year Program Level Assessment Cycle Plans are part of our practices. Implementing assessment practices across courses includes developing common scoring instruments (rubrics) to measure learning across multiple contexts and learning experiences.

One option is using a program level student learning objective rubric that scores student works for multiple courses as aligned with the objectives of the program level curriculum maps. Using rubrics to create a common measuring tool can be a best practice in assessing learning across a group of courses or common assignments. This assessment practice is beneficial when scaffolding learning experiences whereas the student progresses through the curriculum the expectation is that the learning becomes more complex and integrates higher order learning skills and knowledge application. The development of these rubrics is the work of the faculty who are experts in the disciplines which in turn requires significant collaboration and time commitments. These rubrics are based on the curriculum maps specific to the each degree program. These program level rubrics are created in the Campus Labs Baseline tool and the links are embedded in the Department Level Student Assessment Plans and in the Canvas Course: Report Assessment - Program Level Rubrics Access and Information Module to provide easy access for faculty.

ASSESSING GENERAL EDUCATION USING RUBRICS AND EMBEDDED ASSESSMENTS

The assessment of the General Education Program is accomplished through the collaborative efforts of the General Education Faculty, the General Education Assessment Team (GEAT), the General Education Council, and the Office of Institutional Effectiveness. The faculty annually participate in course-embedded assessment of their assigned courses, the GEAT focuses on assessment at the Program Goal level with collaborative efforts engaging faculty across the disciplines, the General Education Council facilitates policy updates and procedural expectations, and the Office of Institutional Effectiveness provides the infrastructure, training, and leadership for coordinating assessment practices.

Since 2015, the use of the American Association of Colleges and Universities (AAC&U) value rubrics has benefitted within and across discipline assessment efforts in student learning of Oral Communication, Written Communication, Mathematics and Analytical Reasoning, and Critical Thinking. In developing these rubrics, the AAC&U utilized the professional expertise of

faculty members across all institution types and sizes to assemble a set of "Value Rubrics" that are respected among the faculty ranks as providing a transparent framework whereby key contexts can be employed to reliably and validly measure student learning. These value rubrics have been applied to measure student learning in the General Education Program and are employed by the Communication and Theatre, Mathematics, Psychology, English, Modern Languages, and Journalism departments and the School of Business. However, these value rubrics may or may not be applicable to discipline specific programs and affiliated upper division course groupings and the use by faculty is voluntary.

ACCREDITATION, ASSESSMENT EXPERTISE AND BEST PRACTICES INFORMATION

There are numerous professional organizations that support the scholarship of teaching and learning and the assessment of student learning. The institution supports professional development and memberships in the Association for Assessment of Learning in Higher Education, Association for Institutional Research, and the Council for Higher Education Assessment. Also, the institution supports peer review membership in accreditation entities such as the Higher Learning Commission, the Council for the Accreditation of Educator Preparation, and the American Libraries Association. In addition, accreditation entities and the requirements to receive and remain accredited are keenly aligned with student learning success and program quality. Currently, the institution bases its assessment practices and models in alignment with meeting the criteria for accreditation with its regional accreditor the Higher Learning Commission (HLC) and with those specialized accrediting agencies (16 total) representative of programs from across all of the colleges and schools at the institution. Together these agencies have dedicated research, literature, and models to support best practices in the assessment of student learning. These accrediting agencies are listed in Appendix Q.

SECTION V: ASSESSMENT AND INSTITUTIONAL CULTURE

ADAPTABILITY: ASSESSMENT AND EMPORIA STATE UNIVERSITY'S ABILITY TO THRIVE IN THE 21ST CENTURY

It is recognized that future success and sustainability is reliant upon the ability to monitor the external environment and make institutional adaptations to meet the needs of the state in providing higher education opportunities for its citizens and others. An educated citizenry is key to the economic strength and success of the state and staying abreast of these educational needs and providing a means to achieve them is paramount to the success of the institution as well. The Adaptive University strategic plan embodies a culture that is nimble and values the ability to make keen decisions about future directions. Using assessment as a tool to inform these decisions is the necessary change driver for adaptability.

INCLUSIVE ASSESSMENT: INDIVIDUAL OWNERSHIP OF ROLES AND RESPONSIBILITIES

Members of the university community share a collaborative role in assessing the efficiency and effectiveness of the institution in meeting its mission. Although these roles differ, it is the accumulation of information resulting from assessment activities that informs the decision-making process and confirms mission execution. Every operational unit exists for a purpose and employing assessment practices to measure the efficacy of the unit and affiliated contributions to student success is a shared responsibility.

ACCOUNTABILITY VERSUS SUSTAINABILITY: PROVE IT VERSUS IMPROVE IT

Accountability in higher education is not a new concept, however how it manifests as a function of institutional operations has evolved over time. Stakeholders want assurances that their resource commitments are substantiated. Providing evidence of student learning effectiveness and fiduciary responsibility with funds are key elements to accountability. Graduate employability and matching career pathways with economic needs and job markets are important to states and the country. Institutions are consistently balancing variable revenue streams with economic volatility and changing population demographics. Families are funding higher education endeavors in different ways, but mainly through federal student loans. In many instances, this shifts the conversation from accountability to sustainability and the use of data to support the notion of institutional sustainability has become a significant change driver. The need to remain current in curricula, programs, services, and facilities continues to influence institution day-to-day operations and long-range decisions. Technology, by far has been one of the most influential factors that has and continues to impact higher education. The fiscal support of technology driven delivery modes and the related capital investments for infrastructure continue to increase significantly. Creating a viable sustainability plan in the current higher education environment requires continuous use of data to understand the complexity of decisions needing to be made. A case can be made that both

accountability and sustainability serve unique yet coupled roles in confirming an institution is fulfilling its mission.

ASSESSMENT AND ADAPTABILITY: THE CHANGE AGENT

The ability to adapt to an ever changing environment is two-fold. First, an infrastructure must exist that enables the functional unit to know specifically what its goals are and how successful its current operations are. Second, there must be a process in place where the unit consistently scans both internal and external environments to insure that its operations remain current. For academic units this means that student learning objectives at the program level are defined and mapped to course level student learning outcomes and that a measurement system is in place to determine the levels at which students are achieving success. Faculty have a designated pathway and expectations to remain current in their disciplines through scholarship, service, and professional development. Colleges and Schools have their resources allocated appropriately to provide the instructional settings and necessary equipment and amenities to ensure integrative learning environments. And specialized accreditations are encouraged where applicable. Service units are structured to accommodate those student needs that are directly attributable to successful persistence and completion. All units have a systemic process for gathering both direct and indirect assessment data to inform effectiveness. Finally, the expectation for urgency in decision-making and implementation of change should be emphasized. Remaining as nimble as possible will serve the institution well.

ASSESSMENT AND AFFILIATED COSTS: COMMITMENTS FOR THE COMMON GOOD

There is always an opportunity cost exchanged whenever resources are expended, whether those are human, fiscal, material, or time on task. Expending resources to comprehensively assess the functions of the institution is necessary for sustainability in the 21st century. Perhaps one of the key mistakes institutions make is not recognizing assessment as a necessary part of the overall operational processes. The rationale for engaging in assessment practices and the expectations that are affiliated with these practices must be built into the cultural fabric of institutional operations. Furthermore, in order for assessment practices to merit meaning value must be placed on the assessment of student learning and success as a part of faculty and staff roles and responsibilities. Faculty must confirm the utility of engaging in practices that are conducive to continuous improvements in student learning. Likewise units providing student support services and auxiliary enterprises have roles in assessing the successes of their efforts. Formalizing the connections between assessment, accountability, and sustainability are crucial for cultural shifts to occur and this process is wholeheartedly an adaptive challenge. In order for Emporia State University to maximize its utility and effectiveness, thus creating an environment that provides the most common good, continuous improvements in all operations must be valued.

SECTION VI: ASSESSMENT INFORMS ACCOUNTABILITY

THE HIGHER LEARNING COMMISSION

The Higher Learning Commission is the regional accreditor of Emporia State University. Currently, the university is designated on the Standard Pathway model which indicates that a comprehensive visit and assurance review is scheduled in years 4 and 10 of the reaffirmation of accreditation cycle. The Assurance Review includes an assurance argument focused on the institution providing an evidentiary based report that ensures that it meets the Criterion for Accreditation. In addition, the Federal Compliance Review is included in both the 4- and 10-year reviews.

The Student Learning Improvement Plan is designed to provide alignment of comprehensive institution-wide strategies that confirm that the institution is meeting its mission, remains steadfast in its strategic planning and implementation practices, and employs institution-wide assessment of student learning at the department, unit, program, and course levels to maintain and improve the quality of the student learning experience.

Program review is a key component of the annual cycle of assessing student learning and tracking student success outcomes at the program and institution levels is key to ensuring that all students receive the educational opportunities to meet their personal and professional goals. The University's ability to gather and use data and information from quality assessment practices is judged during the peer review process by the Higher Learning Commission. The commission holds the institution accountable for meeting its mission, engaging in collaborative strategic planning practices, and providing a shared governance structure that ensures the ethical integrity of its policy and practices. The institution is required to maintain a sufficiently proportioned group of qualified faculty dedicated to advancing their disciplines, engaging students in high quality learning experiences, and who contribute to the assessment of student learning. The integrity of Emporia State University's practices in its evaluation and assessment of student achievement and the commitments to maintaining the quality of the curricular and co-curricular learning environment is a requirement for maintaining accreditation. The commission is respectful of institutions uniqueness, however the mechanisms in place for funding and budgeting operations are expected to be aligned with strategic planning and the assurances that the institution is committed to the assessment of student learning in informing its operational strategies.

SPECIALIZED ACCREDITATION

The academic programs at Emporia State University provide high quality learning experiences and value the accountability that is required by specialized accrediting entities. The Teachers College has 42 accredited programs by NCATE, soon to be accredited by the Council for the Accreditation of Educator Preparation (CAEP) and rigorously applies the requirements of the Kansas Department of Education. The Department of Nursing is accredited by the Accreditation Commission for Education in Nursing and the School of Business is accredited by the AACSB

International: The Association to Advance Collegiate Schools of Business. All together there are 60 major programs accredited by 16 different discipline specific accrediting entities.

Assessment of student learning outcomes is at the heart of receiving and maintaining accreditation status. In order for specialized accreditors to confirm that the program meets requirements, the evidence of appropriate student learning must exist. These student learning outcomes are measured by internal direct measures including course grades and internally designed instruments that are valid and reliable measures of student learning. The measures of student learning also include testing of content knowledge and application skills by external direct assessment instruments designed and validated by companies such as the Educational Testing Services, the National Board for Certified Counselors, and the National Council of State Boards of Nursing. These certified testing companies ensure that the candidates meeting testing score thresholds are competently certified in their areas of specialization.

The continuous assessment of student learning outcomes occurs throughout the educational experience, and in addition to testing candidates at the end of their educational program, assessment of student learning throughout the experience is just as important to overall success. Course embedded assessment in all courses making up the curriculum in any given major degree program is a best practice in maintaining curriculum currency and ensuring that the ongoing improvement of student learning is being emphasized as well. The impetus for the inclusive assessment of student learning in all courses is based upon the belief that the curricular structure of a program should be designed with precision where the contributions of each course are known and course sequencing and clustering is intentionally designed to synthesize the overall learning experience in a way that promotes the most comprehensive and highest levels of student learning possible. Assessment informs accreditation in this manner as each accrediting entity rigidly provides structure for learning expectations and in meeting these accreditation standards, the curriculum must be aligned to maximize student learning.

KANSAS DEPARTMENT OF EDUCATION

The Kansas Department of Education regulates the standards and requirements for educator preparation for the State of Kansas. The educational standards for the K-12 schools are defined for all subject matter. In order for Emporia State University to train and prepare educators for certification and licensure as State of Kansas K-12 teachers, these educational standards must be an integral part of the curriculum planning and assessment of the educator preparation programs.

The assessment of student learning outcomes are related to content knowledge, teaching skills, and character attributes. The subject matter topics are identified through the Kansas College and Career Ready standards and are applicable to learning at the kindergarten, elementary, middle, and high school levels. The Educator Preparation Programs are required to meet student learning outcome measures to

ensure that candidates completing these programs are meeting state requirements for teaching and learning.

The subject matter content preparation for teacher education majors occurs within the specific departments and disciplines across all the colleges and schools at the university. Effectively assessing student learning outcomes in courses within the disciplines is required to ensure that the content knowledge required for educator preparation is appropriate. This requires course embedded assessment practices that are aligned with both student learning achievement and to confirm that the curriculum is current and aligned with KSDE standards.

KANSAS BOARD OF REGENTS

The role that the Kansas Board of Regents serves is to provide policy and oversight for the Regents institutions in the State of Kansas. There are many policies that require the university to conform with as related to operations in providing higher education learning opportunities for citizens of the state, nation, and world. The State of Kansas has strategic goals for access and achievement for its citizens that align with enhancing the economic development for the state. The goals aligned with these strategies are facilitated through Performance Agreements. Each of the institutions identifies key performance measures that align with the Foresight 2020 strategic plan and these measures are reported annually.

The Performance Agreement for Emporia State University identifies student learning of written communication and analytical reasoning core skills as key outcome success indicators. The composition and mathematics faculty annually assess and report student learning outcomes for these core skills. The goals for student learning in these skills are to incrementally improve learning from year-to-year and to identify and employ strategies to continuously improve student learning in subsequent courses.

The Performance Agreement also includes Outcome success measures for 1st to 2nd year retention rates. In order to maintain and improve retention rates, assessment of student learning outcomes in courses is critical to understanding why students are or are not successful in their first year of study. Assessment of student learning outcomes is essential to informing general education courses and other lower division credit courses across the disciplines. The 5-year Program Level Assessment Cycle Plan addresses the assessment of student learning outcomes in all courses in the major program curricula. By leveraging course embedded assessment as a tool to improve learning in every course, the overall impact will positively influence 1st to 2nd year retention.

NATIONAL CENTER FOR EDUCATIONAL STATISTICS

The National Center for Educational Statistics is the primary federal entity for collecting and analyzing data related to education. Annually, the Office of Institutional Effectiveness submits data reports to the State of Kansas which provides these data to the Integrated Postsecondary Education Data System (IPEDS) where unit level data are combined in a national database. The available data can be used to

engage in education research, inform stakeholders and interested parties about institution specific information, or to combine information and compare information from multiple higher educational institutions.

The NCES has developed a tool called the College Navigator. This free consumer information tool allows an individual to gain in-depth information about a higher education institution's data metrics and is updated annually. Information on persistence and completion, retention, financial aid, cost of attendance, and institutional profile provides a transparent way for consumers to compare institutions using data metrics that are strictly defined and reported using exact methods. This process ensures that institutional data for student outcomes is being compared equally across all institutions.

The assessment practices embraced by ESU are dedicated to improving student success as defined by IPEDS in 1st to 2nd year retention and in 4- and 6-Year completion rates. These student outcomes are tracked and monitored as a part of the KBOR Performance Agreements, the Executive Dashboard, the Retention Action Team, and in Program Level Retention Tracking models. Assessing the student outcomes metrics and using assessment data to inform strategies for improving student success is of utmost importance for the institution meeting its mission and strategic planning goals. The end result is to provide students a seamless pathway to complete their educational goals in a timely manner which also leads to reducing student debt related to cost of attendance. All of the assessment practices identified, planned, and implemented on behalf of the institution are dedicated to providing successful learning experiences for our students in fulfilling our mission of "preparing students for lifelong learning, rewarding careers, and adaptive leadership."

APPENDIX A: STUDENT LEARNING ASSESSMENT COUNCIL

Name of Committee: **Student Learning Assessment Council**

Committee Chair: **Assistant Provost for Institutional Effectiveness**

Statement of Council Interests:

The rationale for the council's structure and charge is as follows:

- Data based improvement of student learning is primarily the responsibility of the faculty and is essential to Emporia State University's sustainability.
- The student learning improvement plan is dynamic and requires timely adaptation to an ever-changing higher education environment. Revisions to the plan are recommended by the council based upon input of the deans, department chairs, and faculty, and approved by the Provost and Vice President for Academic Affairs and acknowledged by the Faculty Senate.
- External accountability measures continue to transition toward leveraging financial resources based upon institutional performance. These changes, occurring at both the state and federal levels, link student performance measures for retention, completion, and student success with KBOR Performance Agreements and Federal Title IV funding.
- Transition to the Higher Learning Commission Pathways reaccreditation model requires a continuous cycle of assessment, evaluation, and reporting of student learning across the institution.
- Emporia State University must evidence the alignment between student learning and mission fulfillment including contributions to State of Kansas initiatives.

Purpose of the Council:

- The Assistant Provost leads the council in articulating the student learning improvement plan while building assessment capacity and best practices within the campus community.
- The Council shares responsibilities for keeping the campus community informed of assessment best practices, and both internal and external accountability requirements.
- The Council provides the leadership to implement the student learning improvement plan for each representative campus entity.
- The Council promotes an institution-wide culture of assessing student learning and makes assessment plan change recommendations to the Provost and Vice President for Academic Affairs.
- Let it be acknowledged that student learning outcomes assessment is not a review of faculty performance, but a mechanism for informing operational units, departments, and programs on performance of their curricular and co-curricular programs for the purpose of continuous improvement of the student learning experience.

Responsibilities of the Council:
Under the direction of the Assistant Provost, the Student Learning Assessment Council provides leadership for coordinating and implementing a sustainable institution-wide plan for the assessment and evaluation of student learning:

- The council is responsible for operationalizing the assessment plan and organizing the use of data to inform improvement in student learning.
- The assessment plan measures the extent to which Emporia State University fulfills its mission and strategic plan.
- The assessment plan meets external accountability requirements for accreditations, State of Kansas and KBOR regulations, and Federal legislative mandates.
- The assessment plan identifies and recognizes Emporia State University's unique and substantial contributions to student learning.
- The assessment plan reporting structure insures continuous systemic collection, evaluation, reporting, and use of data for improving student learning and enriching the student educational experience.
- The assessment plan reporting structure aligns course, departmental, and college reporting of student learning as it relates to fulfillment of the strategic plan and institutional mission.
- The assessment plan reporting structure aligns the data collection, evaluation, and reporting of student learning with external accountability requirements including the Kansas Legislature, Kansas Board of Regents, the Higher Learning Commission, and other external accountability and accrediting entities.

Structure and Frequency of Meetings and Planning Sessions:

- Monthly meetings are held throughout the year, special meetings may be requested by council membership.
- The council membership is large, thus additional small group meetings may be appropriately scheduled to address isolated issues.
- Retreats and planning sessions will most likely occur during the summer term and/or prior to the start of the fall and spring terms.
- Retreats are a foundational part of sharing knowledge and planning assessment activities and can be requested by the membership.

Council Reports to:
Provost and Vice President for Academic Affairs

Minutes published:
Office of Institutional Effectiveness website and electronic distribution to:

1. The President
2. The Provost and Vice President of Academic Affairs
3. The Faculty Senate Office

4. All Chairs, Deans, and Directors
5. The Chair of the Committee on Campus Governance

The council membership is determined by position appointment and is considered a part of appointment responsibilities.

Membership:

Assistant Provost for Institutional Effectiveness – Council Chair

The Teachers College - Department Chairs/Faculty
- Counselor Education
- Elementary Education, Early Childhood, & Special Education
- Health, Physical Education & Recreation
- Instructional Design & Technology
- Psychology
- School Leadership/Middle & Secondary Teacher Education
- Associate Dean of the Teachers College

School of Business - Department Chair/Faculty
- Accounting, Information Systems, and Finance
- Business Administration
- Associate Dean of the School of Business

Liberal Arts & Sciences - Department Chairs/Faculty
- Art
- Biological Sciences
- Communication & Theatre
- English, Modern Languages & Journalism
- Interdisciplinary Studies
- Mathematics &
- Economics Music
- Physical
- Sciences
- Nursing
- Social Sciences
- Sociology, Anthropology, & Crime and Delinquency Studies

General Education - Director of General Education

Student Affairs - Dean of Students

International Education - Executive Director

School of Library & Information Management - Dean/Faculty

University Libraries & Archives - Director of Academics and Assessment

Honors College - Associate Provost-Dean

Intensive English Program - Director

APPENDIX B: COURSE SYLLABUS - QUALITY ASSESSMENT PRACTICES

Course Information

Instructor: Dr. JoLanna "Jo" Kord - Assistant Provost
Phone: 341-6829
Email: jkord@emporia.edu
Required Text: None – Course materials are linked files within the modules

Description of Course

This course is designed to provide professional development in the assessment of student learning. It covers a variety of topics that assist in building assessment knowledge and capacity to implement assessment practices at the course, program, and unit levels. This course is asynchronous, self-paced and each module is specific to an assessment topic. The purpose of this course is to provide succinct learning experiences for the faculty and staff of Emporia State University.

Course Learning Outcomes

Participants who successfully complete the modules will:

- Develop a common knowledge base of assessment terminology.
- Learn techniques and practice skills in writing course level student learning outcomes.
- Gain knowledge and practical skills in implementing assessment techniques in a course.
- Learn how to match course assignments with course level student learning outcomes.
- Gain knowledge of using rubrics and practice developing rubrics to assess student learning.
- Learn how to plan and embed general education goals into the course curriculum.
- Learn how to implement and report course embedded assessment practices.
- Gain knowledge in designing a department level Student Learning Improvement Plan.
- Gain knowledge in designing and implementing a 5-Year Program Level Assessment Plan.
- Learn to design and implement Co-Curricular Student Learning Outcomes Assessment Practices.

Learners' Role

- Participants should complete all assignments and review all supporting materials.
- Participants should watch all video media and read all affiliated course materials as assigned.
- Participants completing all course modules will be recognized with an Assessment Proficiency Certificate.

Learning Modules

Assessment Essentials: A Foundation for Success
Writing Meaningful and Measurable Student Learning Outcomes
Building Embedded Assessment into Your Course Curriculum
Designing and Using Rubrics to Measure Student Learning
Assignment Design Creating Innovative Learning Experiences
Assessment Reporting Using the Course Embedded Assessment Reporting Tool
General Education Course Embedded Assessment
Designing a 5-Year Program Level Assessment Cycle Plan
Designing Department Level Student Learning Improvement Plans
Designing and Implementing Co-Curricular Assessment Plans

Accommodations Statement

This professional development course is designed to be accessible with the intent that accommodations are available for all who may need them. If you find a portion of the content to be a barrier or you need additional assistance please contact instructor Dr. Kord by calling the Office of Institutional Effectiveness at 620-341-5103 or send an e-mail to jkord@emporia.edu.

APPENDIX C: EMAIL PROMPT FOR STRATEGIC PLAN REPORTING TEAM

Greetings Strategic Plan Reporting Team:

You are receiving this email as a reminder to update the strategic plan in compliance assist as it relates to your assigned areas. The deadline for completing updates is November 15th. I have attached the directions to access your areas. If you have questions, please contact me.

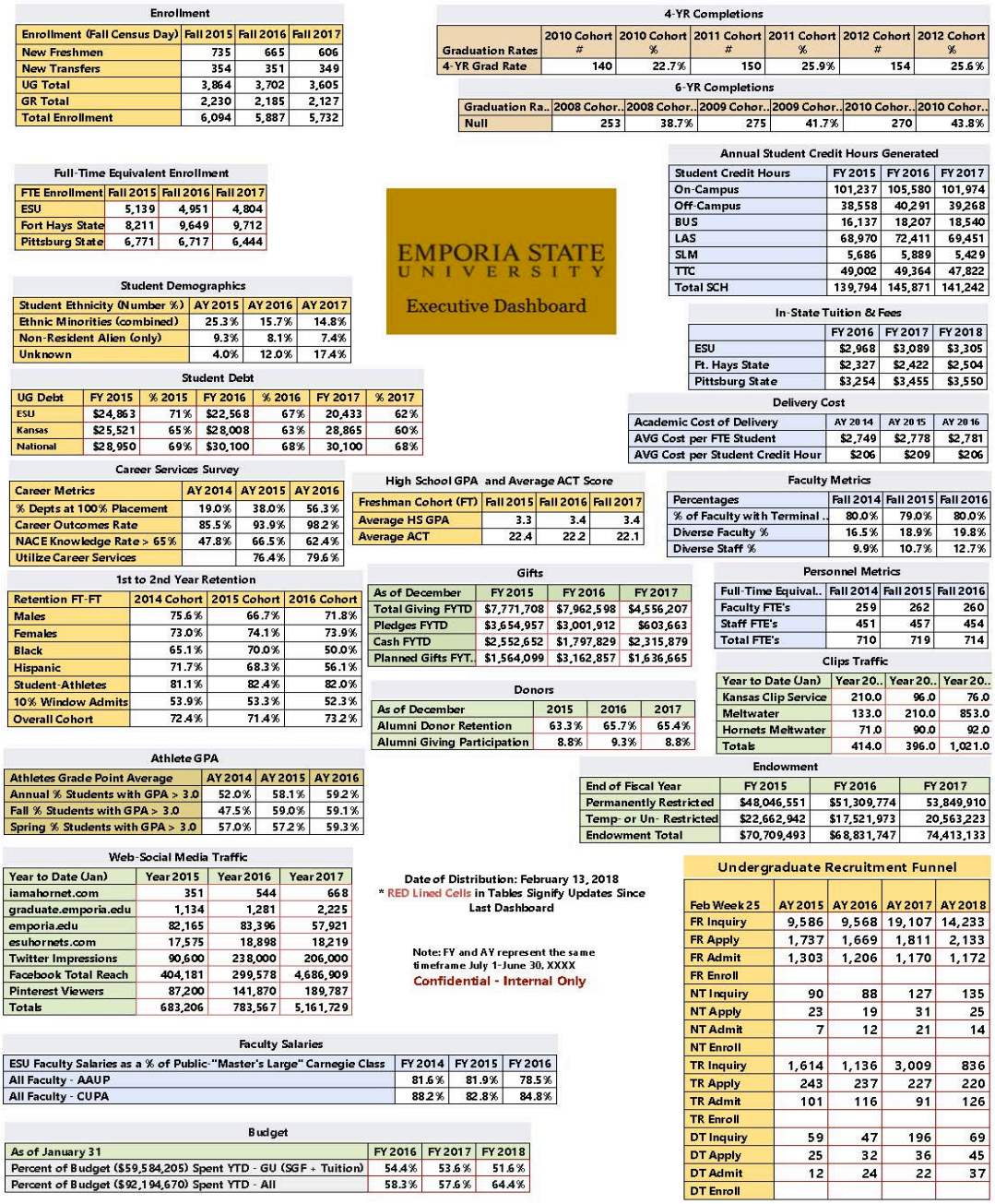
Go Hornets!

Dr. Kord

EMPORIA STATE
UNIVERSITY

Dr. JoLanna Kord, Ph.D.
Assistant Provost
Office of Institutional Effectiveness
Emporia State University

APPENDIX D: EXECUTIVE DASHBOARD



Enrollment

Enrollment (Fall Census Day)	Fall 2015	Fall 2016	Fall 2017
New Freshmen	735	665	606
New Transfers	354	351	349
UG Total	3,864	3,702	3,605
GR Total	2,230	2,185	2,127
Total Enrollment	6,094	5,887	5,732

4-YR Completions

Graduation Rates	2010 Cohort #	2010 Cohort %	2011 Cohort #	2011 Cohort %	2012 Cohort #	2012 Cohort %
4-YR Grad Rate	140	22.7%	150	25.9%	154	25.6%

6-YR Completions

Graduation Ra..	2008 Cohor..	2008 Cohor..	2009 Cohor..	2009 Cohor..	2010 Cohor..	2010 Cohor..
Null	253	38.7%	275	41.7%	270	43.8%

Full-Time Equivalent Enrollment

FTE Enrollment	Fall 2015	Fall 2016	Fall 2017
ESU	5,139	4,951	4,804
Fort Hays State	8,211	9,649	9,712
Pittsburg State	6,771	6,717	6,444

EMPORIA STATE UNIVERSITY

Executive Dashboard

Annual Student Credit Hours Generated

Student Credit Hours	FY 2015	FY 2016	FY 2017
On-Campus	101,237	105,580	101,974
Off-Campus	38,558	40,291	39,268
BUS	16,137	18,207	18,540
LAS	68,970	72,411	69,451
SLM	5,686	5,889	5,429
TTC	49,002	49,364	47,822
Total SCH	139,794	145,871	141,242

Student Demographics

Student Ethnicity (Number %)	AY 2015	AY 2016	AY 2017
Ethnic Minorities (combined)	25.3%	15.7%	14.8%
Non-Resident Alien (only)	9.3%	8.1%	7.4%
Unknown	4.0%	12.0%	17.4%

In-State Tuition & Fees

	FY 2016	FY 2017	FY 2018
ESU	$2,968	$3,089	$3,305
Ft. Hays State	$2,327	$2,422	$2,504
Pittsburg State	$3,254	$3,455	$3,550

Student Debt

UG Debt	FY 2015	% 2015	FY 2016	% 2016	FY 2017	% 2017
ESU	$24,863	71%	$22,568	67%	20,433	62%
Kansas	$25,521	65%	$28,008	63%	28,865	60%
National	$28,950	69%	$30,100	68%	30,100	68%

Delivery Cost

Academic Cost of Delivery	AY 2014	AY 2015	AY 2016
AVG Cost per FTE Student	$2,749	$2,778	$2,781
AVG Cost per Student Credit Hour	$206	$209	$206

Career Services Survey

Career Metrics	AY 2014	AY 2015	AY 2016
% Depts at 100% Placement	19.0%	38.0%	56.3%
Career Outcomes Rate	85.5%	93.9%	98.2%
NACE Knowledge Rate > 65%	47.8%	66.5%	62.4%
Utilize Career Services		76.4%	79.6%

High School GPA and Average ACT Score

Freshman Cohort (FT)	Fall 2015	Fall 2016	Fall 2017
Average HS GPA	3.3	3.4	3.4
Average ACT	22.4	22.2	22.1

Faculty Metrics

Percentages	Fall 2014	Fall 2015	Fall 2016
% of Faculty with Terminal ..	80.0%	79.0%	80.0%
Diverse Faculty %	16.5%	18.9%	19.8%
Diverse Staff %	9.9%	10.7%	12.7%

1st to 2nd Year Retention

Retention FT-FT	2014 Cohort	2015 Cohort	2016 Cohort
Males	75.6%	66.7%	71.8%
Females	73.0%	74.1%	73.9%
Black	65.1%	70.0%	50.0%
Hispanic	71.7%	68.3%	56.1%
Student-Athletes	81.1%	82.4%	82.0%
10% Window Admits	53.9%	53.3%	52.3%
Overall Cohort	72.4%	71.4%	73.2%

Gifts

As of December	FY 2015	FY 2016	FY 2017
Total Giving FYTD	$7,771,708	$7,962,598	$4,556,207
Pledges FYTD	$3,654,957	$3,001,912	$603,663
Cash FYTD	$2,552,652	$1,797,829	$2,315,879
Planned Gifts FYT..	$1,564,099	$3,162,857	$1,636,665

Personnel Metrics

Full-Time Equival..	Fall 2014	Fall 2015	Fall 2016
Faculty FTE's	259	262	260
Staff FTE's	451	457	454
Total FTE's	710	719	714

Clips Traffic

Year to Date (Jan)	Year 20..	Year 20..	Year 20..
Kansas Clip Service	210.0	96.0	76.0
Meltwater	133.0	210.0	853.0
Hornets Meltwater	71.0	90.0	92.0
Totals	414.0	396.0	1,021.0

Donors

As of December	2015	2016	2017
Alumni Donor Retention	63.3%	65.7%	65.4%
Alumni Giving Participation	8.8%	9.3%	8.8%

Athlete GPA

Athletes Grade Point Average	AY 2014	AY 2015	AY 2016
Annual % Students with GPA > 3.0	52.0%	58.1%	59.2%
Fall % Students with GPA > 3.0	47.5%	59.0%	59.1%
Spring % Students with GPA > 3.0	57.0%	57.2%	59.3%

Endowment

End of Fiscal Year	FY 2015	FY 2016	FY 2017
Permanently Restricted	$48,046,551	$51,309,774	53,849,910
Temp- or Un- Restricted	$22,662,942	$17,521,973	20,563,223
Endowment Total	$70,709,493	$68,831,747	74,413,133

Web-Social Media Traffic

Year to Date (Jan)	Year 2015	Year 2016	Year 2017
iamahornet.com	351	544	668
graduate.emporia.edu	1,134	1,281	2,225
emporia.edu	82,165	83,396	57,921
esuhornets.com	17,575	18,898	18,219
Twitter Impressions	90,600	238,000	206,000
Facebook Total Reach	404,181	299,578	4,686,909
Pinterest Viewers	87,200	141,870	189,787
Totals	683,206	783,567	5,161,729

Date of Distribution: February 13, 2018

* RED Lined Cells in Tables Signify Updates Since Last Dashboard

Note: FY and AY represent the same timeframe July 1-June 30, XXXX

Confidential - Internal Only

Undergraduate Recruitment Funnel

Feb Week 25	AY 2015	AY 2016	AY 2017	AY 2018
FR Inquiry	9,586	9,568	19,107	14,233
FR Apply	1,737	1,669	1,811	2,133
FR Admit	1,303	1,206	1,170	1,172
FR Enroll				
NT Inquiry	90	88	127	135
NT Apply	23	19	31	25
NT Admit	7	12	21	14
NT Enroll				
TR Inquiry	1,614	1,136	3,009	836
TR Apply	243	237	227	220
TR Admit	101	116	91	126
TR Enroll				
DT Inquiry	59	47	196	69
DT Apply	25	32	36	45
DT Admit	12	24	22	37
DT Enroll				

Faculty Salaries

ESU Faculty Salaries as a % of Public-"Master's Large" Carnegie Class	FY 2014	FY 2015	FY 2016
All Faculty - AAUP	81.6%	81.9%	78.5%
All Faculty - CUPA	88.2%	82.8%	84.8%

Budget

As of January 31	FY 2016	FY 2017	FY 2018
Percent of Budget ($59,584,205) Spent YTD - GU (SGF + Tuition)	54.4%	53.6%	51.6%
Percent of Budget ($92,194,670) Spent YTD - All	58.3%	57.6%	64.4%

The Student Learning Improvement Plan is Adaptive by nature. It incorporates the KLC Leadership Principles to continuously evolve Institution-Wide Assessment Practices in support of improving Student Learning!

APPENDIX E: NON-INSTRUCTIONAL PROGRAM REVIEW TEMPLATE

Emporia State University
Non-Instructional Program Review
Self-Study Questionnaire/Report for Non-Instructional Departments

Department Name:
Individual(s)
Background Information

1. Please describe in a paragraph or two what your department does (i.e. the service it provides).
2. Who is/are the constituency/ies you serve, and approximately how many of each constituency do you serve annually? (e.g., students, academic departments, classified staff, etc.)
3. Overview and evaluate the adequacy of the human, physical, and fiscal resources your department deploys to serve students and meet other programmatic needs by answering the questions below:

   3.a **Human Resources**

   Evaluate the general adequacy of the human resources (i.e., the number of employees and their skills) relative to the unit's ability to serve the constituencies identified about and achieve other programmatic goals. Do this by assigning a number between "1" (completely inadequate) to "9" (completely satisfies needs). **Adequacy Score =**
   In a paragraph or two, discuss why you have assigned the score you have. Include, in particular, a discussion of unique strengths as well as important needs not being met or opportunities not being explored because of limitations.

   3.b **Physical Resources**

   Evaluate the general adequacy of the physical resources (e.g., office and storage space, supporting technology, other equipment) allocated to the unit relative to the unit's ability to serve the constituencies identified above and achieve other programmatic goals. Do this by assigning a number between "1" (completely inadequate) to "9" (completely satisfies needs). **Adequacy Score =**
   In a paragraph or two, discuss why you have assigned the score you have. Include, in particular, a discussion of unique strengths as well as important needs not being met or opportunities not being explored because of limitations.

   3.c **Fiscal Resources**

   Evaluate the general adequacy of the fiscal resources allocated to the unit relative to the unit's ability to serve the constituencies identified above and achieve other programmatic goals. Do this by assigning a number between "1" (completely inadequate) to "9" (completely satisfies needs). **Adequacy Score =**
   In a paragraph or two, discuss why you have assigned the score you have. Include, in particular, a discussion of unique strengths as well as important needs not being met or opportunities not being explored because of limitations.
4. In a paragraph or two, provide an overview of significant changes made in your unit since 2015 (i.e., the last HLC Accreditation Visit). (e.g., re-organized, key staff changes, changes in purpose, etc.) Describe why these changes occurred.

Mission and Planning

5. In a paragraph or two, describe any significant projects/initiatives that your unit is planning or currently has underway, but has not yet completed.
6. Does your department have a mission statement? ____Yes _____No

   If you answered "yes," please list the mission statement here.

   If you answered "yes," please describe how, if at all, this mission statement plays a role in your unit's planning and/or decision-making.

Operation and Performance

7. What is the major or measurable objective of the department?
8. What outcome measures (i.e. data, information) provide evidence that your unit's objectives are being met?
9. Related to question #8, does the department regularly collect data/information to evaluate how effectively it serves it constituency? (This might include surveys of constituencies.) ___Yes ___No

   If you answered "yes," please list specific data/information sets that the Emporia State Self-Study Committee, and/or the Higher Learning Commission's Visiting Accreditation Team can access to review/consult.

10. In a paragraph or two, describe specific changes to the department's operation or planning, if any, that have resulted from the collection and use of the data/information identified in preceding questions. Please be specific.
11. Please provide a list of services, if any, that your unit provides for constituencies that are external to the university.
12. Please list any partnerships your unit has developed with the community (external to the campus, at local, national, or global-level).

Student Learning (Complete this section only if your department has as part of its mission or purpose the development of students)

13. If your department serves students as it primary constituency, does the department have learning or development-related objectives relevant to its work with students? That is, does your department expect that students will acquire certain knowledge or skill sets as a direct result of working with your unit or its programming? _____Yes _____No

    If "yes," please list specific data/information sets that the Emporia State Self-Study Committee, and/or the Higher Learning Commission's Visiting Accreditation Team can access to review/consult.

14. What specific changes to the department's operation or planning, if any, have resulted from the collection and use of the data/information identified in question #13? Please be specific. N/A

Self-Evaluation

Strengths

15. List and prioritize no more than three *primary strengths* that have emerged in your department's efforts to meet its mission, goals, or objectives. To identify these strengths, you may wish to consider: What does your department do very well? What good things do people say about your department? How has your department aided the campus in meeting its mission? In what ways has your department "gone beyond the call of duty?"

    After identifying each strength, specify support evidence that suggests that the statement is true. This may include data/information gathered relevant to department performance, trend data, information gathered from audits or external agencies visits, etc.

Concerns

16. List and prioritize no more than three *primary concerns* that have emerged in your department's efforts to meet its mission, goals, or objectives. To identify these concerns, you may wish to consider: What could be improved? What is done poorly? What do we, as a department, avoid doing, even though we know it is important?

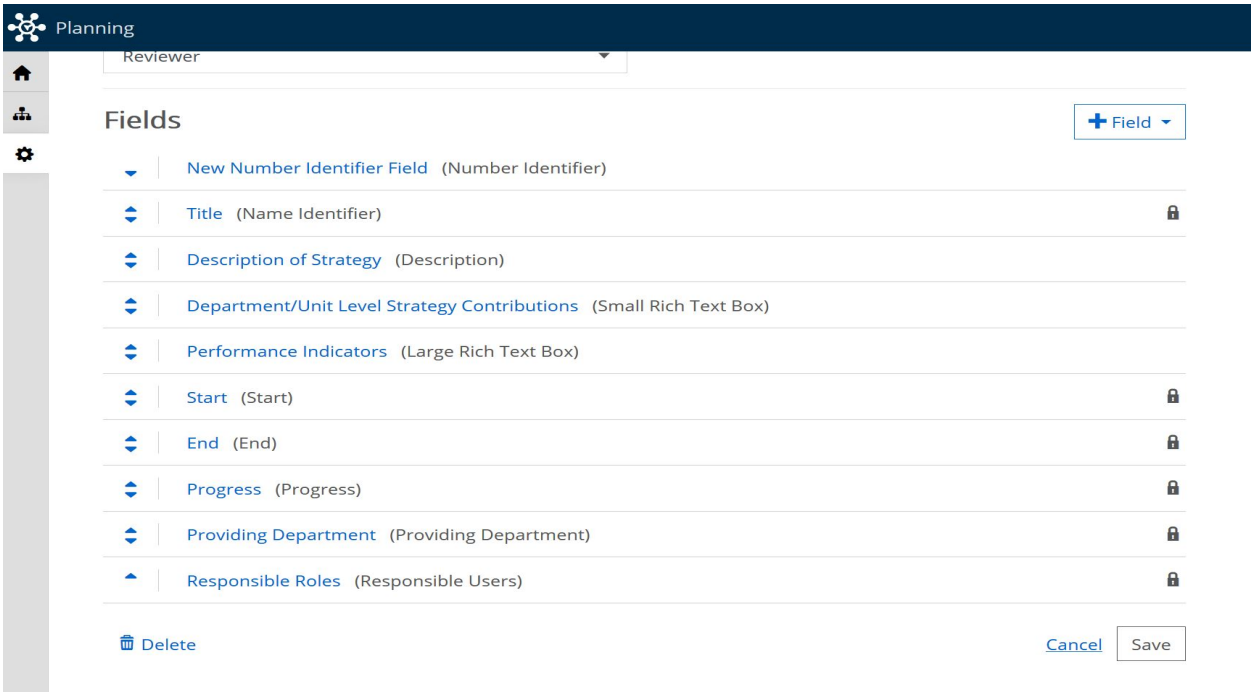
After identifying each concern, specify supporting evidence that suggests that the statement is true. This may include data/information gathered relevant to unit performance, trend data, information gathered from audits or external agencies visits, etc.

Recommended Actions

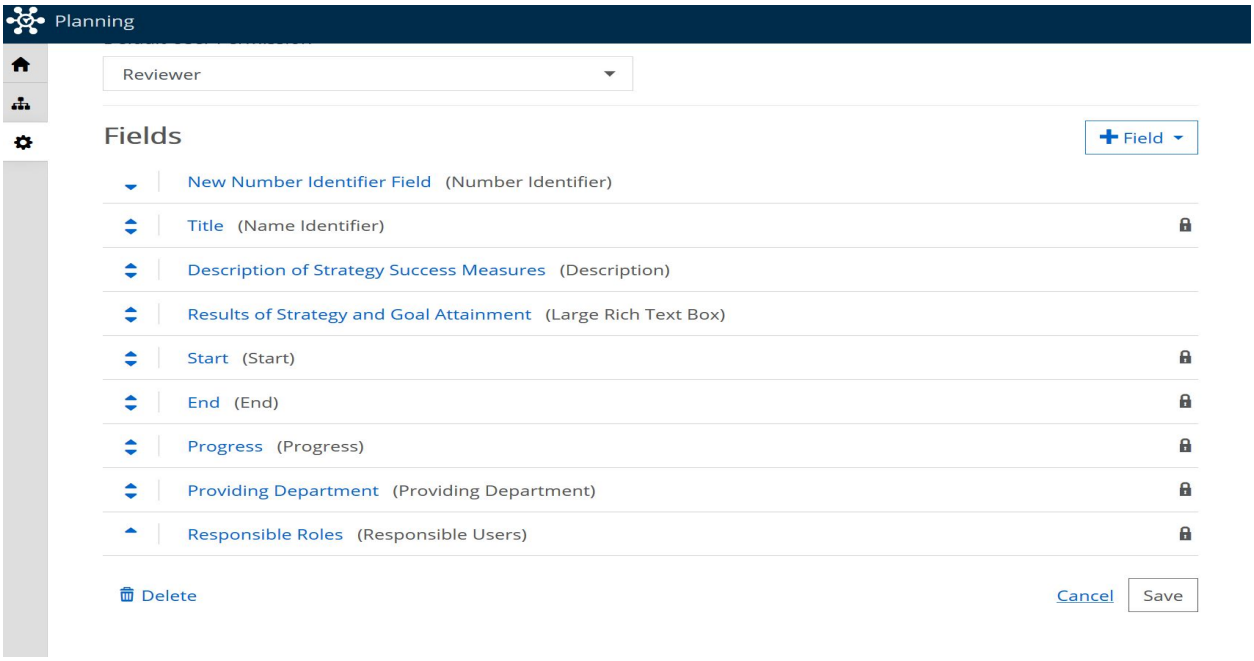
17. Identify one or more recommended actions to address each area of concern. This may include actions that your unit has already begun, actions being planned, or preliminary thinking about how to address the specific area of concern.

APPENDIX F: THE ADAPTIVE UNIVERSITY STRATEGIC PLAN DATA TYPE TEMPLATE

Strategies



Performance Indicators



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APPENDIX G: STRATEGIC PLAN UPDATE TRAINING DOCUMENT

Instructions for Navigating the Planning Module in Campus Labs

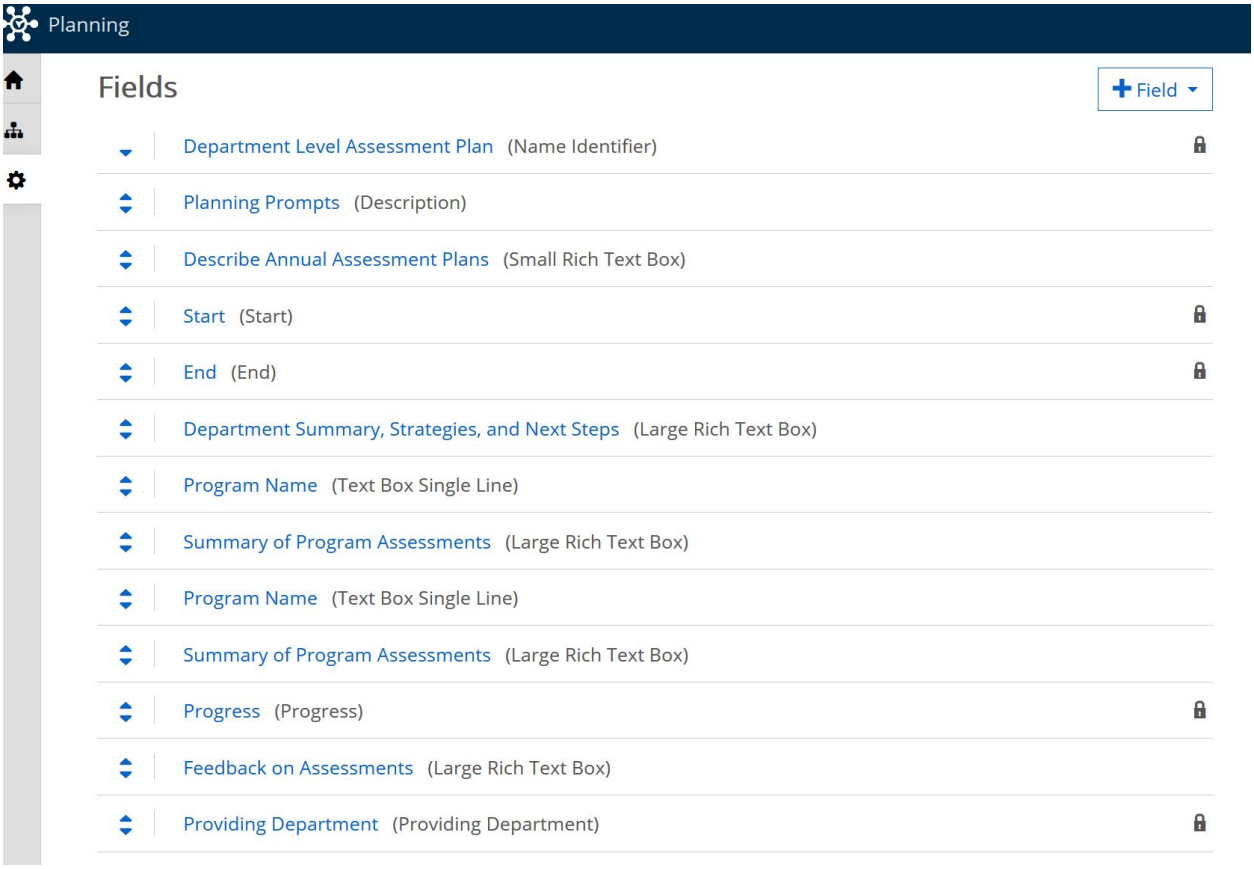
Strategic Planning Update Group

Workshop Facilitator – Dr. JoLanna Kord

1. Login URL**:** **http://emporia.campuslabs.com** (Must type in exact address each time)
2. Login Credentials: Use same credentials as when signing into ESU access login.
3. When the Campus Labs homepage loads you will see multiple Icons, click on the icon "**Planning**"
4. You will open to a webpage "**Dashboard**" shown at the top left of the page.
5. There are three main areas to the Dashboard
    a. Directly Below Dashboard are two tabs one named **Responsible Items** and the other named **Contributor**
    b. On the far right of the page you will see **Announcements**
    c. Directly below Announcements you will see **Plans**
6. If you select the **Responsible Items** tab you will see the link(s) to areas you are assigned to update.
7. In the Plans area you may have access to viewing and updating in the "**The Adaptive University 2015-2025 Strategic Plan**"
8. Select the "**The Adaptive University 2015-2025 Strategic Plan**" by clicking on it once.
9. On the left side of the page you will see a list of items:
    a. **AY 2018** (Academic Year selection drop down menu)
    b. The Plan you are currently in "**The Adaptive University 2015-2025 Strategic Plan**"**,** you can also change the plan here by using the drop down menu.
    c. Then there are two tabs "My Units" and "Institution", you want to be in the **My Units** section tab.
    d. You will also see the department/units you have been assigned roles for. **Select one of the units from the list**.
10. Then, look to the right and you will see your department/unit selection at the top of the page with three tabs:
    a. Plan Items – **Select the Blue Colored Link** shown below the FILTER label.
    b. Reports – these are reports that are available for this unit (done by the administrator).
    c. Documents – If there are documents shared they will be available here.
11. Edit Plan Item Page
    a. You have landed on the page that you will be updating.
    b. **Click in the textbox** you are wanting to write in and then enter your information. You can copy and paste from a word document if you wish, but the formatting will not carry over.
    c. Do NOT copy and paste any form of table either from a word or excel document. You can build a table using the robust editor in the plan item.
    d. See the Ribbons in the Text Editors to familiarize yourself with using these tools – very similar to a word tool.
    e. You can add file folders and upload evidence files in these plan items as well.
        i. Use the + File and + Folder tabs to add either.
        ii. The best file format to upload is a pdf, but a word or excel document can be uploaded. Do not upload video or image files as evidence documents.
    f. Click the blue **DONE** button at the bottom of the page when you have completed updates for your area(s).

APPENDIX H: STUDENT LEARNING IMPROVEMENT PLAN DATA TYPE TEMPLATES

Department Level Assessment Plan



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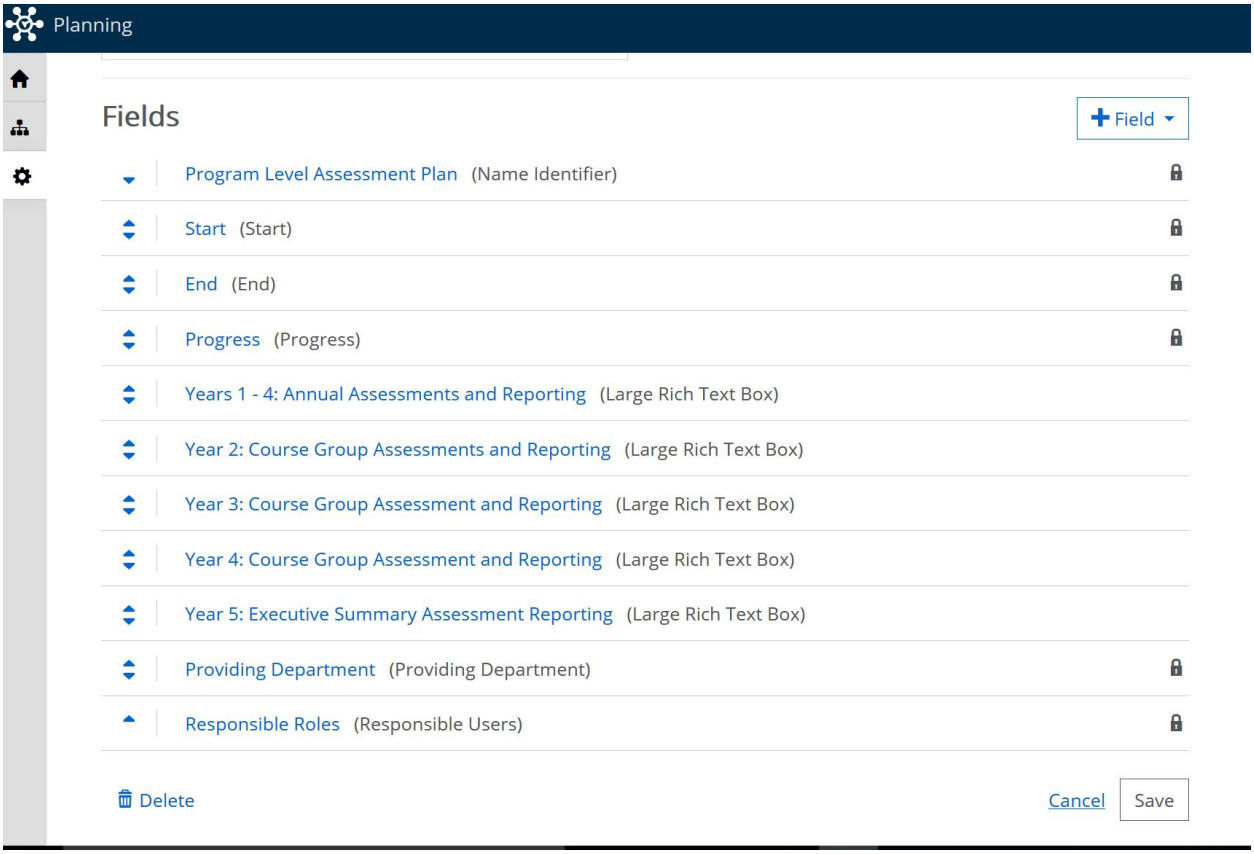
APPENDIX I: STUDENT LEARNING IMPROVEMENT PLAN DATA TYPE TEMPLATE

5-Year Program Level Assessment Cycle Plan



The Student Learning Improvement Plan is Adaptive by nature. It incorporates the KLC Leadership Principles to continuously evolve Institution-Wide Assessment Practices in support of improving Student Learning!

APPENDIX J: ANNUAL UPDATING SCHEDULE FOR SLAC

Timeline for Faculty Qualifications Folder and Assessment Plan Updates

FALL TERM DEADLINES – FACULTY QUALIFICATIONS FOLDER – Hornet 365
Faculty Vitae for **Fall** Term **new hires by September 5**

Syllabi for **Fall** Term Courses **Annually by: September 15**

SPRING TERM DEADLINES – FACULTY QUALIFICATIONS FOLDER – Hornet 365
Faculty Vitae for **Spring** Term **new hires by February 5**

Faculty Vitae **Annual Update** (current faculty): **Annually by February 15**

Syllabi for **Spring** Term Courses **Annually by: February 10**

SUMMER TERM DEADLINES – FACULTY QUALIFICATIONS FOLDER – Hornet 365
Syllabi for **Summer** Term Courses **Annually by June 15**

DEADLINES FOR ASSESSMENT REPORTING IN CAMPUS LABS PLANNING MODULE
Describe Annual Assessment Plans for upcoming year – Section to be completed in Planning Module **Annually by: October 10**

Curriculum Maps (Program Level) **Any Revisions by: May 15**

Complete Assessment Template Annually by: Aug 15

APPENDIX K: UPDATING THE STUDENT LEARNING IMPROVEMENT PLAN

Generic Instructions for Navigating the Planning Module in Campus Labs

Workshop Facilitator – Dr. JoLanna Kord

12. Login URL**:** **http://emporia.campuslabs.com** (Must type in exact address each time)
13. Login Credentials: Use same credentials as when signing into ESU access login.
14. When the Campus Labs homepage loads you will see multiple Icons, click on the icon "**Planning**"
15. You will open to a webpage "**Dashboard**" shown at the top left of the page.
16. There are three main areas to the Dashboard
    a. Directly Below Dashboard are two tabs one named **Responsible Items** and the other named **Contributor**
    b. On the far right of the page you will see **Announcements**
    c. Directly below Announcements you will see **Plans**
17. If you select the **Responsible Items** tab you will see the link(s) to areas you are assigned to update.
18. In the Plans area you may have access to viewing and updating in the "**Student Learning Improvement Plan**"
19. Select the "**Student Learning Improvement Plan**" by clicking on it once.
20. On the left side of the page you will see a list of items:
    a. **AY 2020** (Academic Year selection drop down menu)
    b. The Plan you are currently in "**Student Learning Improvement Plan**"**,** you can also change the plan here by using the drop down menu.
    c. Then there are two tabs "My Units" and "Institution", you want to be in the **My Units** section tab.
    d. You will also see the department/units you have been assigned roles for. **Select one of the units from the list**.
21. Then, look to the right and you will see your department/unit selection at the top of the page with three tabs:
    a. Plan Items – **Select the Blue Colored Link** shown below the FILTER label.
    b. Reports – these are reports that are available for this unit (done by the administrator).
    c. Documents – If there are documents shared they will be available here.
22. Edit Plan Item Page
    a. You have landed on the page that you will be updating.
    b. **Click in the textbox** you are wanting to write in and then enter your information. You can copy and paste from a word document if you wish, but the formatting will not carry over.
    c. Do NOT copy and paste any form of table either from a word or excel document. You can build a table using the robust editor in the plan item.
    d. See the Ribbons in the Text Editors to familiarize yourself with using these tools – very similar to a word tool.
    e. You can add file folders and upload evidence files in these plan items as well.
        i. Use the + File and + Folder tabs to add either.
        ii. The best file format to upload is a pdf, but a word or excel document can be uploaded. Do not upload video or image files as evidence documents.
    f. Click the blue **DONE** button at the bottom of the page when you have completed updates for your area(s).

The Student Learning Improvement Plan is Adaptive by nature. It incorporates the KLC Leadership Principles to continuously evolve Institution-Wide Assessment Practices in support of improving Student Learning!

APPENDIX L: FACULTY QUALIFICATIONS GUIDELINES AND PROCEDURES

FACULTY QUALIFICATIONS
Guidelines and Procedures for HLC Compliance Measures
August 28, 2015

In the final report from the Higher Learning Commission it was determined that for all instructional faculty, the institution should present documentation including a current curriculum vita with a listing of courses taught by number and title (teaching load assignments) included in each vitae; and course syllabi with name of the faculty of record identified. Files for the course syllabi and teaching assignments should be for the same academic year(s) and semester(s). In response to this directive, Emporia State University is implementing the following:

PROTOCOL

- All Instructional Faculty shall submit a current curriculum vita (electronic) on an annual basis to their department chair no later than (January 31 deadline). Vita must include a listing of courses taught by number and title during the current academic year (i.e., Summer 2015, Fall 2015, and Spring 2016).
- All Instructional Faculty shall submit a current syllabus for each course taught on a term-by-term basis. Each syllabus must state the course's learning outcomes. Each Syllabus shall be submitted electronically to department chairs no later than the 1st day of classes for the fall and spring terms and by the end of the first week of class for the summer term. If a course syllabus doesn't change at all from term-to-term, the terms and dates must be updated and re-submitted accordingly.

PROCEDURE

- All Electronic Files (Vitae and Syllabi) will be stored in a share point directory in SKYBOX.
- All files will be reviewed (by Department Chairs) and named and uploaded in SKYBOX (by Administrative Assistants or appointed departmental personnel).
- Personnel in the Office of Institutional Effectiveness will administrate the SKYBOX site.

METHOD

- The SKYBOX directory configuration will include a tiered folder system that is named "FACULTY QUALIFICATIONS"
- Within this folder, a parent folder for each college/school will reside (LAS, TTC, BUS, and SLM)
- Within each college/school folder, two folders will reside (FACULTY VITAE, SYLLABI)
- Within each SYLLABI folder, a term folder will reside for each term as it occurs.

APPENDIX M: PROFESSIONAL DEVELOPMENT WORKSHOPS

Assessment Essentials: The Foundations for Success
Gain a practical understanding of what assessment is, how does it work in higher education, and how does assessment impact your role as a faculty member at ESU? This workshop introduces the learner to the basic tenets of assessment practices. The topics covered include Assessment Terminology, the 9 Principles of Good Practices for Assessing Student Learning, Role of Accreditation, and an Introduction to Planning Assessment in your course.

Writing Meaningful and Measurable Student Learning Outcomes
Bring your paper and pencil, this workshop will take you through a series of exercises where you learn about developing learning outcomes including information about the three domains of learning, levels of learning, data collection types, matching student learning experiences with the appropriate level of student learning and writing your own student learning outcomes.

How to Assess and Report General Education Goals within Your Course
This workshop will take you through the process of connecting your course's learning outcomes to the General Education Program goals and objectives, determining how you will assess the general education goal within your existing course structure, and how to report the findings and strategies using the assessment reporting tool. The workshop is hand-on and you will complete the workshop with an understanding and working knowledge of what to do for your course level general education assessment practices.

Designing and Using Rubrics to Measure Student Learning
Using rubrics to your advantage is the theme of this workshop. Participants will learn basic information about rubrics, what the value of using a rubric is, how to construct a rubric, rubric construction with others, grading with rubrics, and a hands on experience designing a rubric including practicing the craft of writing dimension descriptions.

Planning and Implementing Course Embedded Assessment
This workshop covers multiple topics including the cycle of assessment, assessment planning, methods of assessing and collecting data, analyzing assessment findings, and implementing change strategies. A workshop handbook will be provided to assist in future reference for the information covered in the workshop.

3-Simple Steps for Entering Your General Education Course Assessment Data
Bring your laptop or tablet and this hands-on workshop will take you through the step-by-step process of entering your General Education course assessment data. This easy process accesses an email embedded link where assessment results are entered by answering three simple questions.

Guidelines and Practice in Writing Student Learning Outcomes
Writing meaningful and measurable student learning outcomes is an acquired skill and this workshop will take you through a series of exercise where you learn about developing learning outcomes for your course including information about the three domains of learning, levels of learning, data collection types, matching student learning experiences with the appropriate level of student learning and writing your own student learning outcomes for your course.

Student Affairs Assessment Using the Campus Labs Planning Module
This workshop objectives are to provide student affairs professionals with an overview of the Student Affairs Learning assessment plan as built into the campus labs planning module. The participants will receive practical training in using the student affairs SLIP template to implement and capture student learning outcomes assessment practices. The participants will also observe how the campus labs Planning module is used to capture the efforts and expertise dedicated to improving student learning at the division and unit levels.

APPENDIX N: SLAC ASSESSMENT TEAMS

Student Learning Assessment Council

Department/Unit Assessment Teams

2019-2020 Academic Year

College/Unit	Department	Person	Position/Program
LAS	**Art**	Roberta Eichenberg	Chair – ART BS/BA/BFA
		Eric Conrad	ART BS/BA/BFA
		Deena Wilson	ART BSE
		Derek Wilkinson	ART BS/BA/BFA
	Biological Sciences	Tim Burnett	Chair – Biology BA/BS/BSE
		Kim Simons	BMB BS
		Melissa Bailey	Forensics MS
	Communication & Theatre	Heidi Hamilton	Chair
		Jasmine Linabary	Communication BS/BA
		Michael Dennis	Communication BS/BA
		Sheryl Lidzy	Communication BS/BA
		Kenna Reeves	General Education
		Susan Williams	Speech-Theatre BSE
		Jim Bartruff	Theatre BS/BA
	English, Modern Languages, and Journalism	Kevin Rabas	Chair
		Michael Behrens	Assessment Committee Chair
		Max McCoy	Journalism BS/BA
		Mel Storm	English BS/BA
		Gerald Spotswood	English MA
		Kevin Kienholz	English Language Arts BSE
		Luisa Perez	Foreign Language BSE
		Kristine Dekat	Journalism BSE
	Interdisciplinary Studies	Alfredo Montalvo	Chair - BID
		Mallory Koci	BID BS and General Education
	Math and Economics	Brian Hollenbeck	Chair
		Marvin Harrell	Math BS/BA
		Chad Wiley	Math MS
		Rob Catlett	Economics BS
		Connie Schrock	Math 6-12 BSE
	Music	Allan Comstock	Chair – Music BA/BS/MM
		Gaile Stephens	Music MME and BSE
	Nursing	Linda Adams-Wendling	Chair – Nursing BS
		Mary Mitsui	Nursing BS
	Physical Sciences	Rich Sleezer	Chair - BMB
		Kim Simons	Department Assessment Coordinator
		Eric Trump	Chemistry BS
		Claudia Aguirre Mendez	Physical Sciences BSE

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		Michael Morales	Earth Science BS
		Jorge Ballester	Physics BS
		Tim Burnett	BMB
		Andrea Luthi	BMB
	Social Sciences	Michael Smith	Chair – History MA
		Darla Mallein	History-Government BSE
		Maire Johnson	History BS/BA General Education
	Sociology, Anthropology, & Crime and Delinquency Studies	Alfredo Montalvo	Chair – Sociology and Anthropology BS/BA
		Rochelle Rowley	Sociology and CDS BA/BS
		David Westfall	Sociology BS/BA General Education
BUS	**Accounting, Information Systems & Finance**	Liz Diers	Chair
		Jeffrey Muldoon	AACSB Assessment
		Dipak Ghosh	Committee Chair - Management
		Tanja Steigner	Finance
	Business Administration	Joyce Zhou	Chair
		Lei Wen	Marketing
		James Zheng	Computer Science
		Liz Diers	Accounting
SLIM	**School of Library and Information Management**	Sarah Sutton	MLS Program
		Mirah Dow	PhD Program
		Andrew Smith	Library Media Specialist KSDE
TTC	**Counselor Education**	Katrina Miller	Chair
		Carrie Boettcher	Rehabilitation & Disability Studies
		Gaelynn Wolf-Bordonaro	Art Therapy MS
		Alice Hinck	School Counseling MS
		Damara Paris	Clinical Counseling MS
		Basil Kessler	School Counselor KSDE
		Melissa Briggs	Counselor Education MS
	Elementary Education, Early Childhood, and SPED	Jerry Liss	Chair – Elementary Education BSE
		Carrol Russell	Elementary Education BSE KSDE
		Melissa Reed	Elementary Education MS KSDE
		Teddy Roop	Reading Specialist KSDE
		Scott Waters	Instructional Specialist EL-Content KSDE
		Marjorie Bock	SPED-High Incidence KSDE
		Connie Phelps	SPED-Gifted KSDE
		Sara Schwertfeger	Instructional Specialist – STEM KSDE
		Sonja Ezell	ECU B-K/B-3 KSDE
	Health, Physical Education, and Recreation	Paul Luebbers	Chair – Physical Education MS KSDE
		Matthew Howe	Athletic Training BS-MS
		Shawna Shane	Health/Physical Education BSE
		Shawna Shane	Advance Physical Education MS

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	Jennifer Thomas	Health and Human Performance
	Clint Longacre	Sport Leadership and Recreation
Instructional Design and Technology	Zeni Colorado-Resa	Chair – IDT KSDE
	Manjula Shinge	TESOL KSDE
Psychology	Jim Persinger	Chair – School Psychology KSDE
	John Wade	Clinical Psychology MS
	Cathy Grover	General Education Psychology BS
	George Yancey	I/O Psychology MS
	Kelly McEnerney	Psychology BSE KSDE
School Leadership	Dan Stiffler	Chair
	John Morton	Curriculum and Instruction KSDE
	Ed Church	Secondary Education BSE
	Paul Bland	Secondary Education BSE
	Jerry Will	Education Admin – Dist. Leadership KSDE
	Nancy Albrecht	Secondary Education BSE
	Kirsten Limpert	MEd Teaching KSDE
	Shannon Hall	Med Teaching - Restricted Program KSDE
	Tim Marshall	Education Admin – Build. Leadership KSDE
University Libraries and Archives	Cynthia Kane	Professor and Director of Assessment
General Education Program	Rich Sleezer	Director of General Education
	Deborah Hann	GEAT IV – AY2020
	Ken Thompson	GEAT IV – AY2020
	Cynthia Kane	GEAT IV – AY2020
Student Affairs	Lynn Hobson	Dean of Students
	Mike Wise	Recreation
	Cass Coughlin	Residential Life
	Rachel Kohman	Center for Student Involvement
	Lindsay Bays	Counseling Services
	Mary McDaniel	Health Services
	June Coleman	Career Services
	Mark Daly	International Education
	Kristi Bolen	TRIO Programs
	Teresa Taylor Williams	Diversity and Inclusion
Honors College	Gary Wyatt	Associate Provost – Dean
	Brenda Wiggins	ADM
Intensive English Program	Cara Codney	Director
Intercollegiate Athletics	Kristy Bayer	Deputy Director of Athletics/SWA
Office of Institutional Effectiveness	JoLanna Kord	Assistant Provost

APPENDIX O: SLAC MEETING SCHEDULE

Student Learning Assessment Council

Meeting Schedule - Academic Year 2020

Please confirm these dates/times on your calendars!

ALL-MEMBER MEETING SCHEDULE	
September 5, 2019	3:00 – 4:30 pm (TBD)
October 10, 2019	3:00 – 4:30 pm (TBD)
November 14, 2019	3:00 – 4:30 pm (TBD)
January 30, 2020	3:00 – 4:30 pm (TBD)
February 27, 2020	3:00 – 4:30 pm (TBD)
March 19, 2020	3:00 – 4:30 pm (TBD)
May 7, 2020	3:00 – 4:30 pm (TBD)

APPENDIX P: TRAINING FOR CREATING A SURVEY IN THE BASELINE TOOL

Using the Baseline Module

Creating a Survey (Project)

Last Revised January 2020

Today's workshop will cover the following topics:

1) Building a Survey in Baseline
    a. Request a Project
    b. Create a Project

Building a Survey (Project)

Open your browser and type in http://emporia.campuslabs.com; then login using your ESU credentials.

Select the "Baseline" icon

- At the top of the page, select "Projects" from the toolbar
- At the far right near the top, select "Create Project" – You Build the Survey
    - Complete the "Create Project" template; then click "Continue" button
        - Name your Project
        - Select your Department from the drop down list
        - Determine an "Open Date"
        - Determine a "Close Date"
        - Name the project link use only letters or numbers, no caps, no special characters, and no spaces.
    - In this next screen, you are able to identify with operational units and entities at ESU. You can select those units you want to relate with or you can select the nothing and click on the "Continue" button. This option can benefit you if you want to track results across multiple surveys. I don't typically do this, but it is an option.
    - From the "Project Dashboard" select the "Edit" Button and we will begin to build your surveys. See my examples of how to set up different types of questions.
    - You can become proficient at designing your own surveys and can build skip logic into questions as well.
- At the far right near the top, select "Request Project" – Campus Labs Builds Survey
    - Complete the Project Information Area
        - Name your Project
        - Select your department from the drop down list
        - Determine an "Open Date"
        - Determine a "Close Date"
    - Administration Type – normally leave it on the default of Web Surveys Only
    - Web Survey Administration Method
        - Select Generic Link if you are going to send out for anyone to complete

        - Select Mass Mailing if you are going to send to a select group of email addresses (also if you plan to send reminders).
    - Additional Assistance
        - You must click on one of these options depending on the level of assistance you want from Campus Labs.
- Once you have completed the first page of the "Request a Baseline Project" Click on "Next" at the bottom of the page.
    - Review the information presented on this page for accuracy, if you see an issue and want to make a correction, click on the "Previous" button at the bottom of the page.
    - At this time, you can complete the "additional notes" area as you see fit, there are some directives for consideration. Or, you can leave the textbox blank.
    - Next, you will click "Submit" at the bottom of the page to advance to the project dashboard where you will upload project documents (YOUR SURVEY).
- Managing "Mass Mailings"
    - From the "Project Dashboard", click on the "Manage" button on the bottom right of the area.
    - Click on the blue "+ Create New Mailing Button"
    - Enter your Name in the "From Name" textbox
    - Enter the Reply to Email address you want listed in the Survey
    - Enter the Subject of the Survey (respondent will see this information)
    - In the email textbox you want to enter your invite text.
    - Place your cursor at the exact place in the invite text where you want to instructions to appear and then click on the Yellow "Insert Instructions" button at the top of the text box
    - Click the Create Button
- Distributing the Survey to a "Group" of people
    - From the "Mass Mailings" template there is a "To" button directly above the credentials you previously completed. Click on this button and you see an area to copy and paste or type in email addresses.
    - The easiest way to add an email address list is to set it up in an excel spreadsheet one email address per row in a single column. You copy and paste directly into the textbox area. You only type in the email address without any delimiters such as a semi-colon between the addresses.
    - If you use this format to send out the survey invites, and you set up a reminder, reminders will only be sent to those who have yet to complete the survey. Thus, limiting the reminders to only those who have yet to respond.
- Creating Reminders
    - Once you have created an initial invite, from the "Mass Mailings" template place a check in the box adjacent to the initial invite and select the "Create Reminder" button from the bottom right side of the page.
    - With reminders, it will copy the exact invite text from the original invite. You may want to alter this text to create a genuine new mailing reminder, or you can leave it the same.
    - You will need to select the launch date and time then review and confirm as with the original invite.

- You can go in after the fact and add more reminders if you want to continue distribution of the survey invite.

Viewing and Exporting Survey Results
Select the Project You want to review results for, then
Select the View Results tab
You can review the results in multiple ways:

- Frequency-Graph-Cross Tab
- You can filter the results by selecting the boxes to the left of the results, then in the **Filters** box at the right click the filter by "selected" icon.
- To **Export** the Results, click on the Export box at the right
  - To view the raw (unit level) data select the type of file (excel; text; or SPSS)
  - To view a report select (all items or those that have been filtered) select the file type (excel; word; Pdf Landscape or Portrait)
  - You can then save these downloaded files for your records.

The Review tool is robust, you can filter by question type, only include certain questions in your reports, its' up to you. Try all of the options, and see what works best f

APPENDIX Q: SPECIALIZED ACCREDITING AGENCIES AFFILIATED WITH ESU

COLLEGE	PROGRAM	LEVEL (UG/GR)	ACCREDITING AGENCY
Emporia State University	Institutional	UG/GR	Higher Learning Commission
Business	Business	UG/GR	AACSB International: The Association to Advance Collegiate Schools of Business
International Education	Intensive English Program	UG/GR	Commission on English Language Program Accreditation
Liberal Arts & Sciences	Art	UG	National Association of Schools of Art and Design
Liberal Arts & Sciences	Chemistry	UG	American Chemical Society
Liberal Arts & Sciences	Nursing	UG	Accreditation Commission for Education in Nursing
Liberal Arts & Sciences	Visual and Performing Arts: Music	UG/GR	National Association of Schools of Music
Library and Information Management	Library Science	GR	American Library Association
The Teachers College	Art Therapy	GR	American Art Therapy Association
The Teachers College	Athletic Training	UG	Commission on Accreditation of Athletic Training Education
The Teachers College	Clinical Counseling	GR	Council for Accreditation of Counseling & Related Educational Programs
The Teachers College	Coaching Minor	UG	National Council for Accreditation of Coaching Education
The Teachers College	Education	UG/GR	National Council for Accreditation of Teacher Education
The Teachers College	Education	UG/GR	Kansas State Department of Education
The Teachers College	Psychology	GR	National Association of School Psychologists
The Teachers College	Rehabilitation Counseling Education	GR	Council on Rehabilitation Education
The Teachers College	School Counseling	GR	Council for Accreditation of Counseling & Related Educational Programs

APPENDIX R: GUIDELINES FOR COURSE LEVEL STUDENT LEARNING OUTCOMES

These guidelines are provided to assist faculty in developing and communicating course level student learning outcomes (SLO's) for use in syllabi, planning, and assessment.

SYLLABUS DESIGN RELATED TO STUDENT LEARNING OUTCOMES

What does a course level student learning outcome accomplish?

1. It creates the connection between major-program level learning objectives and the course.
    a. A well designed syllabus makes the connection between how each course learning outcome connects to major and general education program level learning outcomes.
    b. It gives students a common understanding of what is expected to be learning when the course is successfully completed.
    c. It provides students with expected levels of performance, thus goals for each part of the learning experience that will occur in the course.
2. It identifies the depth and breadth of student learning that occurs in the course.
    a. Use action verbs to specify the level of learning that is expected using current learning taxonomy.
    b. It states what a student should know, be able to do, values and beliefs, practical skills, experiences, etc.
    c. It identifies specific types of learning that will be included in the course.
    d. It states how students will be challenged to learn.
3. It informs students of how the course contributes to their overall educational experience.

STANDARD HEADING: STUDENT LEARNING OUTCOMES

In your syllabus a heading identifying the section where you are listing student learning outcomes is standard.

STANDARD STATEMENT: UPON SUCCESSFUL COMPLETION OF THIS COURSE, A STUDENT WILL BE ABLE TO:

Standard Statement: The statement refers to a student successfully completing the course and the intended learning that should occur. The wording on this statement can vary somewhat, but should stipulate the level to which the student should be able to master the course learning experiences.

WRITING THE STUDENT LEARNING OUTCOME

Student Learning Outcomes focus attention on the learner and state what the student will be able to do and to what degree.

LEARNING OUTCOME STATEMENTS (EXAMPLES INCLUDING HOW LEARNING COULD BE MEASURED)

Describe the way Socialism influences today's society – measure by multiple choice, fill in the blank and matching

Recognize the ways that science impacts food supply – measure using Pre- and Post-test of knowledge

Defend the role of multiple political parties in a democracy – measure using essay, research paper, or literature review

Predict what occurs when you combine vinegar and baking soda in a contained environment – measure using a lab experiment

Illustrate the use of multiple mediums in creating 2-D designs – measure using a pencil drawing, ink drawing, water color painting of still life display

Compare and contrast the climate changes occurring in the US and abroad – measure using mapping software to chart weather occurrences over time

Develop new code language to solve mathematical equations – measure using coding assignments throughout the course

COMBINING THE STANDARD STATEMENT AND STUDENT LEARNING OUTCOME STATEMENT (EXAMPLES)

A student who successfully completes this course will be able to illustrate the use of multiple mediums in creating 2-D designs.

A student who successfully completes this course will be able to recognize the ways that science impacts food supply.

DEFINING THE SPECIFICS OF LEARNING

The definition states what the student will be able to do and to what degree.

What type of learning will occur in your course?

- Faculty should consider the different levels of learning and write their outcomes to be consistent with the level of learning they are seeking from the students.
- Outcomes specify a behavior, a condition, and a criterion.
- Using relevant action verbs to describe the depth of the learning experience is encouraged. (Bloom's Taxonomy Action Verbs and Taxonomy Wheel are helpful).
    - Remembering (e.g., Define, Describe, Identify, Name, Recall, Sequence, and Write)
    - Understanding (e.g., Compare, Discuss, Explain, Illustrate, Interpret, and Summarize)

  - Applying (e.g., Apply, Calculate, Construct, Demonstrate, Predict, Relate, and Solve)
  - Evaluating (e.g., Judge, Prove, Test, Argue, Critique, Defend, Discriminate, and Evaluate)
  - Creating (e.g., Integrate, Invent, Assemble, Construct, Compose, Design, and Develop)
- Outcomes should clarify what Faculty expectations are for student learning. Is the goal to improve or to reach an absolute level of proficiency or attainment?
- There should be an alignment between the instrument used for measuring student learning and the level of learning. Student assignments are shown on the outer circle of Blooms wheel.
- Thus, there is a pairing up of the learning experience with the level of learning.

ALIGNING INTENDED STUDENT LEARNING OUTCOMES AT ALL INSTITUTIONAL LEVELS

The student learning experience occurs in many ways and environments including the classroom, during co-curricular and extra-curricular activities, and in social settings. There are student learning outcomes dedicated to these learning experiences and are presented in multiple planning documents including syllabi. This creates a hierarchical infrastructure that defines student learning and communicates the relevance to the overall educational experiences.

Student learning outcomes communicate intended student learning within the program. These outcomes can be identified in all learning experiences from the institution's mission, to its core values statements, to its academic programs, to its courses and across all learning experiences.

This student learning infrastructure creates precision to the student learning experience and expectations for all individuals who represent ESU. The image presented on page 10, shows the student learning outcome infrastructure that exists at Emporia State University.

APPENDIX S: ACCESSING AND REPORTING COURSE-EMBEDDED ASSESSMENT RESULTS

Script for the Tutorial and Buzz-In Channel Interface

Reporting assessment results using the Course Level Student Learning Assessment Reporting Tool

Hello ESU Faculty,

Welcome to the ESU Assessment Reporting interface. This Buzz-In Channel has been designed specifically to provide you with easy access to reporting assessment information for your assigned courses. Reporting your course embedded assessment results is now easier than ever. Before we access the reporting tool, I'll go over a few details in preparation of entering your assessment information.

Course Assessment Reporting Details

How to prepare for entering assessment results:

You may choose to report on the **overall performance for students in your course** or you can choose to report student performance for **a key assignment, project, report, thesis, performance or portfolio.**

1. Have your course syllabus available for reference, as needed
2. Have student's performance results available
3. Have some basic information available like how many students completed the assignment or course being reported.
4. Have students grades or performance scores available to report in the summary, like how many students received an A grade, a B grade, and so on, etc.
5. You will be asked to provide a brief analysis and thoughts about the findings of students' performance.
6. You will be asked to identify some change strategies you will employ the next time you teach the course.

PREVIEW LINK FOR ASSESSMENT REPORTING TOOL