ACCREDITATION DEMANDS AND THE ASSESSMENT CYCLE DELIVERS

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- **Accreditation**
  - // Requirements and needs from assessment

- **The Assessment System**
  - // Analyze, Action, Implementation, Review
    - Where do accreditation requirements overlap?

- **Small Group Breakout/Discussion**
  - // activity

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- Assessment requirements

- Cycles of review
  - // Quarterly
  - // Annual reviews

- Using data for action
  - // Real-time data to make decisions

- Visualizing results
  - // How do you show your actions had an impact

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ANALYZE The program owners/faculty chairs receive data such as learner performance, end of course evaluations, persistence, and additional data as required. With assistance from assessment specialist, owners analyze the data. Owners make recommendations for program changes based on data analysis. Action plans from previous quarters are reviewed and updated:

ACCREDITATION REQUIREMENTS: Ongoing analysis efforts to support continuous improvement

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- Course competency learner performance data

| Course ID	Quarter-Year	Competency Number	Competency Text	Non Performance	Basic	Proficient	Distinguished	Total Judgments
IT2230	Q1'16	1	Know the vocabulary of database systems.	3%	7%	8%	83%	568
IT2230	Q1'16	2	Identify the database system life cycle.	8%	39%	17%	36%	525
IT2230	Q1'16	3	Identify the component requirements of a database management system.	6%	1%	2%	91%	1041
IT2230	Q1'16	4	Demonstrate sorting and querying tasks.	9%	2%	1%	89%	1936
IT2230	Q1'16	5	Develop a simple relational database management system.	5%	4%	1%	90%	1785
IT2230	Q1'16	6	Communicate effectively.	3%	16%	14%	67%	862

- Assignment criteria learner performance data

Course ID	Quarter-Year	Assignment	Competency Alignment	Criterion Number	Criterion Text	Non Performance	Basic	Proficient	Distinguished	Total Learners
IT2230	Q1'16	u01a1	5	1	Includes a complete and correct Dartt Office Services Database.	7%	0%	0%	93%	123
IT2230	Q1'16	u01a1	5	2	Includes a complete and correct Service Rep table.	4%	0%	0%	96%	123
IT2230	Q1'16	u01a1	5	3	Includes a complete and correct Client table.	11%	0%	0%	89%	123
IT2230	Q1'16	u01a1	5	4	Adds data correctly to the Service Rep table.	3%	0%	0%	97%	123
IT2230	Q1'16	u01a1	5	5	Adds data correctly to the Client table.	6%	0%	0%	94%	123
IT2230	Q1'16	u01a1	3	6	Makes the changes to the Service Rep and Client tables correctly.	5%	0%	0%	95%	123
IT2230	Q1'16	u01a1	1	7	Creates correct query for the client table.	7%	0%	0%	93%	123
IT2230	Q1'16	u01a1	4	8	Creates correct report for the client table.	12%	0%	0%	88%	123
IT2230	Q1'16	u01a1	4	9	Includes totals and headings for the client report correctly.	31%	0%	0%	69%	123

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ACTION: Program owners present analysis and recommendations to stakeholders (faculty, leaders, advisory/governance boards). Comments are gathered and incorporated. Program owners approve action steps and action plans.

ACCREDITATION REQUIREMENTS:

- Evidenced-based decisions for continuous improvement

- Adequate coverage of external standards throughout the curriculum of a program

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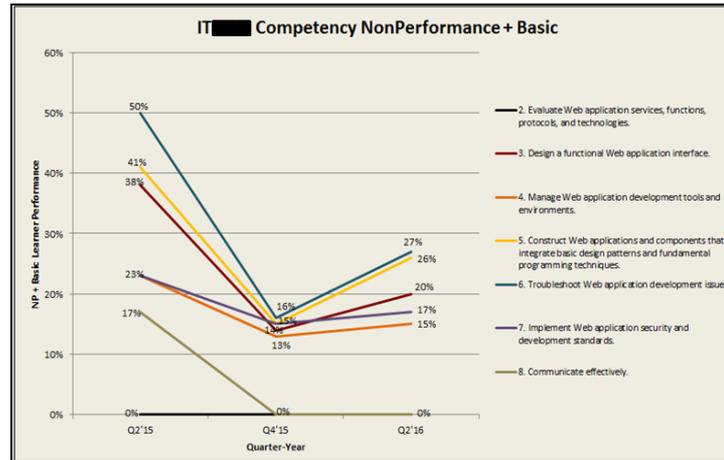
Target	**Analysis/Recommendations**

• The goal for learner performance is a minimum of 85% proficiency for each course competency, which is defined by the combination of Proficient + Distinguished rubric judgments; therefore, the goal for the combination of NonPerformance + Basic rubric judgments is less than 15%
• Based on this definition, the following competencies are not meeting performance standards:
    • Competency 3
    • Competency 5
    • Competency 6
    • Competency 7
	• Competency 1 "Plan strategy for developing and employing a Web applications that solves an organizational problem" is not aligned to any criteria so it not being measured.
	    • If Competency 1 remains as a course competency, then criteria alignments are needed
	• Based on the review of ITxxx_Learner_Performance_Q216 spreadsheet, over time, learners have performed well on u01a1 and u05a1. However, it appears learners struggle with the remainder of the assignments (u02a1, u03a1, & u04a1).
	• A full review of the assignment instructions, rubrics, and resources for u02a1-u04a1 is recommended
	• Overall, based on a review of aggregated data for the past year, it appears learners struggle with u03a1 the most

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- Previous alignment identifying gaps in alignment

Standard G	IT4068.1
	IT4711.3
	IT4990.7

- Current alignment after action steps

Standard G	BUS4200.2	IT3315.1	IT4300.3	IT4450.2	IT4670.3
	IT1000.3	IT3318.3	IT4320.2	IT4450.3	IT4711.3
	IT2250.1	IT3358.4	IT4320.4	IT4460.1	IT4990.7
	IT2250.5	IT4068.1	IT4330.1	IT4460.2	
	IT3225.3	IT4210.1	IT4330.3	IT4670.1	
	IT3300.3	IT4240.2	IT4350.4	IT4670.2	

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Alignment coverage in CES course

CACREP Doctoral Standard	Course competency
F.1 – Demonstrates the ability to formulate research questions appropriate for professional research and publication.	1. Identify an appropriate research topic. 2. Develop a research problem statement. 3. Analyze relevant research literature.
F.2 – Demonstrates the ability to create research designs appropriate to quantitative and qualitative research questions.	4. Create an appropriate research design, demonstrating an understanding of both quantitative and qualitative research design and data analyses.
F.3 – Demonstrates professional writing skills necessary for journal and newsletter publication.	6. Communicate in a manner that is scholarly, professional, and consistent with the expectations for members of professional communities.

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IMPLEMENTATION: Program owners drive action plan implementation though systems and tools such as curriculum/course revision processes.

ACCREDITATION REQUIREMENTS: Apply data to implement curriculum and assignment changes

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| Accreditation Standards	Accreditation Competency	Competency Alignment to Assignment

2.1.3
Apply critical thinking to inform and communicate professional judgments.
	2.1.3.A
	Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom.
		u08a1: Data Collection and Analysis
		For this assignment, the sub-questions will be identified to help determine what type of data learners would need to collect in order to address their research questions.
		
		This competency will be measured through the following grading criteria on pages 15–16 of the syllabus:
		    3. Describe data sources (artifacts, literature, et cetera) relevant to a given research problem.
		    5. Explain the approach to relevant data interpretation.

2.1.10 Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.	**2.1.10(b).A** Collect, organize, and interpret client data.	**u08a1: Data Collection and Analysis** For this assignment, the sub-questions will be identified to help determine what type of data learners would need to collect in order to address their research questions. This competency will be measured through the following grading criteria on pages 15–16 of the syllabus: 4. Identify contextually appropriate data-collection tools. 5. Explain the approach to relevant data interpretation. 6. Explain the appropriate audience for final data analysis.

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U08a1 Competency and Criteria Example:

Accreditation competency	Capella competency	Non-performance	Basic	Proficient	Distinguished	Total
2.1.3.A Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom.	Integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom.	9%	25%	28%	38%	100%
2.1.10(b).A Collect, organize, and interpret client data.	Develop strategies to collect, organize, and interpret client data.	13%	19%	27%	41%	100%

Assignment Criteria	Non-performance	Basic	Proficient	Distinguished	Total
1. Identify critical sub-questions related to a primary research question.	5%	23%	35%	38%	100%
2. Identify a relevant pool of participants.	3%	13%	43%	43%	100%
3. Describe data sources (artifacts, literature, et cetera) relevant to a given research problem.	10%	45%	10%	35%	100%
4. Identify contextually appropriate data-collection tools.	8%	15%	15%	63%	100%
5. Explain the approach to relevant data interpretation	30%	23%	18%	30%	100%
6. Explain the appropriate audience for final data analysis.	8%	30%	28%	35%	100%
7. Communicate in a manner that is scholarly, professional, and consistent with expectations for members of the social work profession.	8%	43%	18%	33%	100%

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REVIEW RESULTS: Program owners review progress and results of action steps. Program owners may present results and observations, and collect further comments from stakeholders and interested others.

ACCREDITATION REQUIREMENTS: Assess and document the results of implemented changes

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ITxxxx Non-Performance
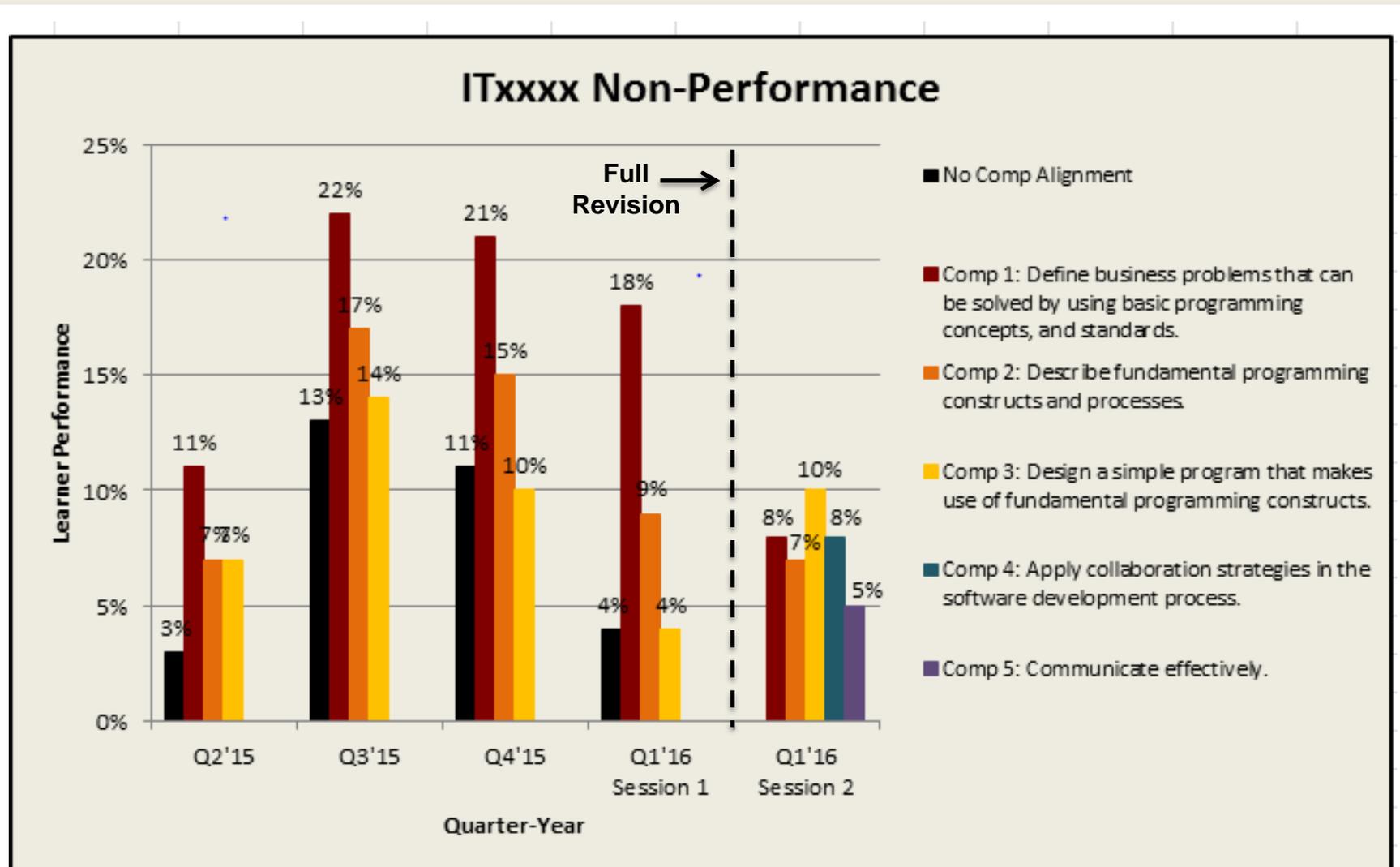
- Find a group of two or three to discuss the questions and answers.
  - // Are there ideas from others that might apply to your institution?
  - // Can you offer suggestions to others?

- Designate a spokesperson to share ideas with the large group.

- Document one or two ideas that you can bring back to your institution.

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