



Ashford
UNIVERSITY™

**WHAT DO WE KNOW ABOUT WHAT
OUR STUDENTS KNOW:
*CONTINUAL IMPROVEMENT THROUGH
INSTITUTIONAL ASSESSMENT PLANNING***

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ASHFORD UNIVERSITY

The mission of Ashford University is to provide high-quality, accessible, affordable, and innovative, educational programs that meet the diverse needs of individuals pursuing advancement in their lives, professions, and communities.



INSTITUTIONAL LEARNING OUTCOMES (ILOs)

- Undergraduate and Graduate Levels
- WASC Senior College and University Commission (WSCUC) Core Competencies and Lumina Foundation Degree Qualifications Profile as framework

Undergraduate institutional outcome followed by sub-outcomes	Mapped Against DQP Intellectual Skills	Mapped against other DQP proficiencies	Mapped against WASC core competencies
1. Synthesize theories and approaches from the subject areas of the general education curriculum to address complex problems.	Analytic Inquiry, Engaging Diverse Perspectives, Quantitative Fluency	Broad and Integrative Knowledge, Applied and Collaborative Learning, Civic and Global Learning	Critical Thinking, Written and Oral Communication, Information Literacy
1a. Utilize interdisciplinary approaches and informed decision-making when solving problems.	Analytic Inquiry	Broad and Integrative Knowledge	Critical Thinking
1b. Frame problems and construct solutions through reasoned analysis, including consideration of diverse views.	Engaging Diverse Perspectives	Broad and Integrative Knowledge, Civic and Global Learning	Critical Thinking, Written and Oral Communication
1c. Analyze and present a reasoned response to problems within a wider societal and systems context.	Analytic Inquiry	Broad and Integrative Knowledge	Critical Thinking, Written and Oral Communication
1d. Articulate commonalities and differences across varying cultural, economic, and geographic populations as part of global citizenship.	Engaging Diverse Perspectives Quantitative Fluency	Civic and Global Learning	Critical Thinking, Information Literacy
1e. Demonstrate critical thinking and problem solving skills using adaptable, flexible, creative, and innovative approaches.	Analytic Inquiry, Engaging Diverse Perspectives	Broad and Integrative Knowledge, Applied and Collaborative Learning, Civic and Global Learning	Critical Thinking



UNDERGRADUATE INSTITUTIONAL LEARNING OUTCOMES

1. Synthesize theories and approaches from the subject areas of the general education curriculum to address complex problems.
2. Integrate skills from the general education competencies when interpreting ideas and arguments in order to respond to civic, societal, environmental, and economic challenges.
3. Synthesize proficiencies appropriate to the degree level and discipline or major.
4. Construct ethical responses to contemporary issues.

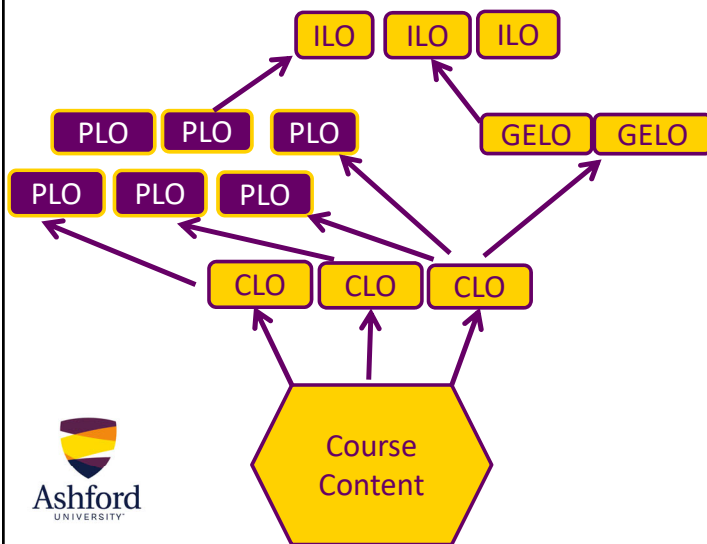


GRADUATE INSTITUTIONAL LEARNING OUTCOMES

1. Synthesize core proficiencies in the major area of study in a manner appropriate to the degree level to important issues within the field.
2. Integrate skills from core competencies in order to respond to civic, societal, environmental, and economic challenges.
3. Synthesize theories and approaches to the discipline in solving complex problems.
4. Construct ethical responses to contemporary issues.
5. Demonstrate lifelong learning skills and self-reflective capacity by engaging in continuous professional and scholarly development.



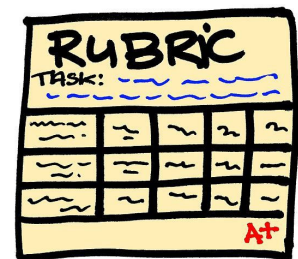
CAREFUL ALIGNMENT



- How do you know your students are learning?
- How well are they doing?

RUBRIC DEVELOPMENT

- Align with grading criteria from the assignment prompt.
- Utilize one action verb per criterion using Bloom's Taxonomy.
- Align with course learning outcome(s) as appropriate.
- Specific, measurable, and observable rubric criterion.



PERFORMANCE LEVELS

- Concise, present tense language
- Clear delineation between Performance Levels
- Natural evolution of performance from Distinguished to Below Expectations

Synthesizes of All Weekly Exercises Together into One Cohesive Report to Form the Strategic Technology Plan	Total: 4.00
Distinguished - Comprehensively synthesizes all weekly assignments together to form the Strategic Information Technology Plan for an Organization, and effectively uses the weekly feedback in the development of the strategic technology plan.	
Proficient - Synthesizes all weekly assignments together to form the Strategic Information Technology Plan for an Organization, and adequately uses the weekly feedback in the development of the strategic technology plan.	
Basic - Somewhat synthesizes most sections of the weekly assignments together to form the Strategic Information Technology Plan for an Organization, and minimally uses the weekly feedback in the development of the strategic technology plan.	
Below Expectations - Attempts to synthesize the sections of the weekly assignments together to form the Strategic Information Technology Plan for an Organization; however, does not use the weekly feedback in the development of the strategic technology plan.	
Non-Performance - The synthesis of the weekly assignments is either non-existent or lacks the components described in the assignment instructions.	



MAPPING OUTCOMES

- Explicit Alignment:
 - Course Learning Outcomes
 - Program Learning Outcomes – Mastery Level
- Implicit Alignment:
 - Program Learning Outcomes – Introduced or Reinforced
 - Institutional Learning Outcomes

Note: The more specific the mapping for a rubric is, the more useful assessment data will be in course revision, program review, and annual assessment planning.



MAPPING OUTCOMES

Rubric Content Criterion	Mapping
Synthesize of All Weekly Exercises Together into One Cohesive Report to Form the Strategic Technology Plan	MGT 497 Course Learning Outcome 5: Develop an Information Technology Strategic Plan for an organization.
	BA Business Information Systems PLO 1: Apply analytical, logical, and critical thinking abilities in the development of effective information systems solutions.
	BA Business Information Systems PLO 2: Evaluate information systems and enterprise solutions appropriate to meet presented business challenges.
	BA Business Information Systems PLO 3: Compare and contrast the local and global impact of computing on individuals, organizations, providers, and society.
	BA Business Information Systems PLO 4: Develop alternative information systems solutions appropriate for addressing business problems.
	BA Business Information Systems PLO 5: Evaluate processes that support the delivery and management of information systems within the business application environment.
	BA Business Information Systems PLO 6: Apply knowledge to make responsible decisions when addressing professional, ethical, legal, and social issues and responsibilities relevant to the Information Technology discipline.
	Institutional Learning Outcome 1: Synthesize theories and approaches from the subject areas of the general education curriculum to address complex problems.
	Institutional Learning Outcome 1a: Utilize interdisciplinary approaches and informed decision-making when solving problems.
	Institutional Learning Outcome 1e: Demonstrate critical thinking and problem solving skills using adaptable, flexible, creative, and innovative approaches.
	Institutional Learning Outcome 2: Integrate skills from the general education competencies when interpreting ideas and arguments in order to respond to civic, societal, environmental, and economic challenges.
	Institutional Learning Outcome 2a: Integrate skills from the general education competencies when interpreting ideas and arguments in order to respond to civic, societal, environmental, and economic challenges.
	Institutional Learning Outcome 2b: Exhibit clear, sustained, and coherent arguments and narratives in written and oral communication.
	Institutional Learning Outcome 2c: Utilize information, media, and technology literacy skills appropriate for an associates or bachelor degree level, by recognizing when information is needed and effectively locating, evaluating, and using the information.
	Institutional Learning Outcome 2d: Construct solutions to problems through qualitative or quantitative analysis and/or computational skills and practices.
Institutional Learning Outcome 2f: Employ the skills necessary to engage in lifelong learning through intellectual inquiry.	
Institutional Learning Outcome 3: Synthesize proficiencies appropriate to the degree level and discipline or major.	
Institutional Learning Outcome 3b: Evaluate complex problems or challenges related to the field by applying field specific concepts, theories, and practices.	
Institutional Learning Outcome 4: Construct ethical responses to contemporary issues.	

RP2

WAYPOINT OUTCOMES

- Web-based Rubric Tool
 - Allows for assessment and grading to take place simultaneously
 - Provides students with specific feedback on performance
 - Allows for specific guidance to improve student work



The screenshot shows a web-based rubric tool interface. On the left, there is a sidebar with 'Evaluation Criteria' and 'Trend' columns. The criteria listed include 'Composes an Executive Summary', 'Synthesizes of All Weekly Exercises', 'Applies the Process Model to...', 'Discusses How Well the...', 'Identifies Three...', 'Written Communication: APA', 'Written Communication: Page', and 'Summarize Feedback'. The main area displays a student's submission for the 'Synthesizes of All Weekly Exercises Together into One Cohesive Report to Form the Strategic Technology Plan' with a score of 2.56 / 4. The feedback is categorized into 'Observations', 'Student Feedback', and 'Additional Feedback'. The 'Below Expectations' feedback notes that the student did not use weekly feedback in the development of the strategic technology plan. The 'Additional Feedback' section provides a tip: 'You effectively incorporated feedback from your weekly assignments in your Information Technology Strategic Plan. Seeking out and responding to feedback on your writing is one of the most effective ways to improve as a writer.'

people around the world. They have a good preneurs grow their businesses by running ads to connect the world. A good technology strategy that gives them this result, because it is a good re working on should be to focus on ho does not have internet connection. This and the sky will be the limit.

it internet access. So, expanding their services users" would expand Facebook. Facebook is world a better place.

Slide 11

RP2 take this and make it a table to show exactly what the ILO is, PLO, CLO, and the actual outcomes.
Reyes, Pamela, 10/10/2019

UNDERGRADUATE ILO ASSESSMENT PLAN

ILO 1 and Sub-Outcomes

- 4 Direct Measures
- 3 Indirect Measures

ILO 2 and Sub-Outcomes

- 7 Direct Measures
- 2 Indirect Measures

ILO 3 and Sub-Outcomes

- 2 Direct Measures
- 3 Indirect Measures

ILO 4 and Sub-Outcomes

- 2 Direct Measures
- 2 Indirect Measures



ILO ASSESSMENT PLAN RESULTS

ILO 1 and Sub-Outcomes

- 4 Direct Measures: 2 = Met, 1 = Not Met, 1 = N/A*
- 3 Indirect Measures: 3 = Met

ILO 2 and Sub-Outcomes

- 7 Direct Measures: 2 = Met, 1 = Not Met, 4 = N/A*
- 2 Indirect Measures: 2 = Met

ILO 3 and Sub-Outcomes

- 2 Direct Measures: 2 = Met
- 3 Indirect Measures: 3 = Met

ILO 4 and Sub-Outcomes

- 2 Direct Measures: 2 = Met
- 2 Indirect Measures: 2 = Met



*N/A: The measure is only assessed every other year.

ACTIVITY/DISCUSSION

- What does the data tell you?
- What other data might be useful?
- What actions can be created as a result of the data provided?
 - Areas of Opportunity
 - Areas of Improvement
- What happens next?



Ashford University Institutional Learning Outcomes (ILOs) Results, Academic Year 2017-2018

Identify Each Student Learning Outcome and Measurement Tool(s)	Identify the Acceptable Target	Total Number of Student Records Observed	Total Number of Student Records Meeting Acceptable Target	Assessment Results: Percentage of Student Records Meeting Acceptable Target	Assessment Results: 1. Does not meet the acceptable target 2. Meets the acceptable target 3. Exceeds the acceptable target 4. Insufficient data
1. Synthesize theories and approaches from the subject areas of the general education curriculum to address complex problems.					
<i>Measurement Tool: Summative Assessment in Capstone Courses</i>	75% of student records will receive a proficient or distinguished evaluation on relevant content criteria mapped to this ILO, where the performance levels are Non-Performance, Below Expectations, Basic, Proficient, or Distinguished.	174,623	136,795	78.33%	3. Exceeds the acceptable target.
<i>Measurement Tool: Summative Assessment in a Program Entry-Level Course versus the Program Capstone Course</i>	The difference between the percent of capstone student records receiving a proficient or distinguished evaluation on relevant content criteria mapped to this ILO and entry-level student records receiving a proficient or distinguished evaluation on relevant content criteria mapped to this ILO will be 3% points or greater, where the performance levels are Non- Performance, Below Expectations, Basic, Proficient, or Distinguished.			There was a 3.7% percentage point decline at the proficient or distinguished level on relevant content criteria mapped to this ILO where the performance levels are Non-Performance, Below Expectations, Basic, Proficient, or Distinguished.	1. Does not meet the acceptable target.
2. Integrate skills from the general education					

Ashford University Institutional Learning Outcomes (ILOs) Results, Academic Year 2017-2018

<p>competencies when interpreting ideas and arguments in order to respond to civic, societal, environmental, and economic challenges.</p>					
<p><i>Measurement Tool: Summative Assessment in Capstone Courses</i></p>	<p>75% of student records will receive a proficient or distinguished evaluation on relevant content criteria mapped to this ILO, where the performance levels are Non-Performance, Below Expectations, Basic, Proficient, or Distinguished.</p>	<p>195,568</p>	<p>153,461</p>	<p>78.46%</p>	<p>3. Exceeds the acceptable target.</p>
<p><i>Measurement Tool: Summative Assessment in a Program Entry-Level Course versus the Program Capstone Course</i></p>	<p>The difference between the percent of capstone student records receiving a proficient or distinguished evaluation on relevant content criteria mapped to this ILO and entry-level student records receiving a proficient or distinguished evaluation on relevant content criteria mapped to this ILO will be 3% or greater, where the performance levels are Non- Performance, Below Expectations, Basic, Proficient, or Distinguished.</p>			<p>There was a saw a 2.1% decline at the proficient or distinguished level on relevant content criteria mapped to this ILO where the performance levels are Non-Performance, Below Expectations, Basic, Proficient, or Distinguished.</p>	<p>1. Does not meet the acceptable target.</p>
<p>3. Synthesize proficiencies appropriate to the degree level and discipline or major.</p>					
<p><i>Measurement Tool: Summative Assessment in Capstone Courses</i></p>	<p>75% of student records will receive a proficient or distinguished evaluation on relevant content criteria mapped to this ILO, where the performance levels are Non-Performance, Below Expectations, Basic, Proficient, or Distinguished.</p>	<p>90,305</p>	<p>70,974</p>	<p>78.59%</p>	<p>3. Exceeds the acceptable target.</p>

Ashford University Institutional Learning Outcomes (ILOs) Results, Academic Year 2017-2018

<i>Measurement Tool: Summative Assessment in a Program Entry-Level Course versus the Program Capstone Course</i>	The difference between the percent of capstone student records receiving a proficient or distinguished evaluation on relevant content criteria mapped to this ILO and entry-level student records receiving a proficient or distinguished evaluation on relevant content criteria mapped to this ILO will be 3% or greater, where the performance levels are Non- Performance, Below Expectations, Basic, Proficient, or Distinguished.			There was a 14.9% increase in performance on relevant content criteria mapped to this ILO where the performance levels are Non-Performance, Below Expectations, Basic, Proficient, or Distinguished.	3. Exceeds the acceptable target.
4. Construct ethical responses to contemporary issues.					
<i>Measurement Tool: Summative Assessment in Capstone Courses</i>	75% of student records will receive a proficient or distinguished evaluation on relevant content criteria mapped to this ILO, where the performance levels are Non-Performance, Below Expectations, Basic, Proficient, or Distinguished.	81,844	63,713	77.84%	3. Exceeds the acceptable target.
<i>Measurement Tool: Summative Assessment in a Program Entry-Level Course versus the Program Capstone Course</i>	The difference between the percent of capstone student records receiving a proficient or distinguished evaluation on relevant content criteria mapped to this ILO and entry-level student records receiving a proficient or distinguished evaluation on relevant content criteria mapped to this ILO will be 3% or greater, where the performance levels are Non- Performance, Below Expectations, Basic, Proficient, or Distinguished.			There was a 10.9% increase in performance on relevant content criteria mapped to this ILO where the performance levels are Non-Performance, Below Expectations, Basic, Proficient, or Distinguished.	3. Exceeds the acceptable target.