2014-2016 Ideas to Action's Assessment Plan

August 2014

Quick Facts

What is new about i2a this year?

In collaboration with the Office of Academic Planning and Accountability, we have developed an assessment plan for the Quality Enhancement Program (QEP) to close out our ten-year QEP with our regional accreditors (SACS-COC).

This entails university-wide data collection efforts, and includes the validation of the Addressing Community Issues (ACI) rubric in the fall 2014 semester.

Why is it important?

In conjunction with the Student Learning Outcome Annual report process and evaluation efforts, we need to actively assess the level of university-wide integration of Ideas to Action (i2a) activities within the undergraduate curriculum and begin the institutionalization of our assessment process.

We will collect both indirect and direct measures of students' ability to think critically, address community issues, and the culminating undergraduate experience.

Also, for the fall 2014 semester, we will need to finalize the ACI rubric used to assess students' ability to address community issues, which is an extension and demonstration of the complex thinking involved in the practicing critical thinking and evidence of one's thinking process in action.

What are we asking for?

For the fall semester, there will be **two main initiatives**:

1 **Collecting and analyzing artifacts that demonstrate student learning outcomes of i2a**

This initiative asks selected faculty to submit a copy of course syllabi, identify and submit student artifacts to the i2a team for scoring, and to administer our own Critical Thinking Inventory at the end of the semester to both faculty and students in these select courses.

2 **Validating the ACI rubric**

This will require pre-semester discussions with selected faculty on identifying and scoring student artifacts that best represent the students' ability to address community issues.

Note: Please refer to the supplemental handout explaining in greater detail each assessment piece.

Starting in spring 2015, i2a will identify a larger, representative sample of courses and will ask faculty teaching each of those courses to submit their course syllabi, administer the critical thinking inventories, and to identify and submit student artifacts (where it is appropriate) in critical thinking, addressing community issues, and culminating undergraduate experience.

We will repeat the process in both fall 2015 and spring 2016 semesters as a precursor to our 2016-17 full accreditation report.

What is there to gain?

From these efforts, we will be able to speak to the level of integration of the current QEP. We will have obtained the required evidence to articulate the status of student learning as it relates to the current QEP.

Moving forward, the university will have established a process and plan for ongoing university-wide assessments that will inform our efforts for continuously improving student learning, especially as we transition to our next QEP.

What do we need from you and what to expect?

- Support us in preparing the university for reaccreditation by communicating to your faculty the importance of this university-wide effort, reinforcing the need to be "all in" in regard to data submission and other assessments, and appraising selected faculty and courses, especially as we move full force starting in spring 2015

- Provide us feedback to facilitate and improve the ongoing efforts of collecting these data throughout the semester as we update you on the progress and challenges we face

- Encourage, recognize and support your faculty who are agreeing to participate in the data collection efforts as we will provide ongoing education, support, and feedback to these faculty

- Provide us feedback on the analysis and reports we will be developing in our attempt to close the loop with academic units and programs