Overview

- Customizable tools: Planning and Accreditation modules
- User friendly for
  - Faculty and Staff
  - Reviewers!
- Keeping current and continuous

anthology

UTEP

Presentation Outcomes

- Consider new ways of building a substantive change prospectus
- Identify tools to track and maintain lists of substantive changes
- Share narratives and documentation from substantive change to support accreditation reports
- Build templates for assessment reports and associated reviews
- Consider the training needed for area staff to participate in the submission and review process
- Evaluate the role of the IE/IR office in consultative feedback to help close the cycle and move reporting forward

Planning

Assessment Plans and Learning Outcome Reports
- Start with the end in mind
- Use their data to demonstrate
- Keep it reviewer-friendly

Planning

Assessment Feedback Reports
- Show you are paying attention
- Keep the feedback with the reports
- Use the feedback to provide support

Accreditation

Building the Prospectus in the Module

- Access to previous documentation and narratives
- Templates built by Anthology (but customizable)
- Ease of use for SACSCOC

Accreditation

Faculty and Staff Users

- Pre-populate narratives with proposal documents
- Focus on one item at a time
- Shared and Common items can be replicated

Contact us:

Toni Blum:

tlblum@utep.edu

Samantha Cook:

scook@anthology.com

Campus Labs **Accreditation**

From the beginning of your accreditation process until you're ready to submit your self-study, the value of Campus Labs Accreditation rests in its features that make collaboration a breeze—streamlined workflow, contributor permissions, and seamless integration with the rest of the Campus Labs ecosystem.

Features Include:

Shared space for preparation of self-study

- Dashboard view
- Track changes with archived versions of narratives
- Responsible roles
- Check in/check out functionality

Granular permissions

- Site administrators and compliance collection administrators
- Read, view, edit permissions to individual requirements
- Document directory permissions

Document directory management

- Swap documents easily while preserving links in requirements
- View all links between documents and requirements
- Customizable folder system

Robust narrative writing capabilities

- Image manager
- Table builder
- Link text with a variety of sources
- Direct reviewers to a particular page of a PDF

Credentials module

- Generates a 4-column faculty roster outlining compliance with faculty credential and course assignment matching

Centralized storage

- Easily reference all institutional activities related to accreditation over time
- Centralized document directories for evidence files
- Search tool helps you easily find keywords across templates

Support for template customization and build out

Access to a team of consultants with best practice knowledge of regional accreditation needs

Eliminate duplication of effort with Planning integration that easily references annual reporting items collected over time

The ease with which you prepare your accreditation self-study is just as important as how you submit your documents. Let us show you everything Campus Labs Accreditation can do to help with your accreditation process by requesting a demo.

To learn more, go to CampusLabs.com/Accred

1.21v3

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ANTHOLOGY

Empower your mission **with actionable data.**

Go beyond data collection and documentation—cultivate a campus-wide culture of assessment and evidence-based decision-making. With greater visibility into curricular alignment and performance across your institution, you'll learn from the process and more effectively impact student learning.

"Campus Labs' ability to adapt their solutions to meet the needs of their member institutions cannot be rivaled. Their team of experts provide the crucial support and guidance needed to be successful with all of their products."

Brandon Weger, Program Director of Student Learning Assessment, Illinois Eastern Community Colleges

Dynamic views of your campus data can make all the difference

A **fully integrated solution** to support your work from start to finish.

Centralized system

Leverage all the necessary tools for achieving each stage of the assessment loop in one location.

Easy collection, storage, and retrieval of campus-wide data sets, benchmarking data, and measures of learning outcomes

Flexible templates

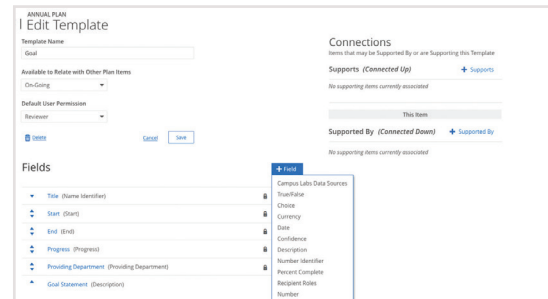**Mirror your planning process using our customized report templates.**

Adaptable planning templates, a password-protected branded site, and custom workflow processes

Intuitive interface

Hit the ground running with our user-friendly tools, leading to quick campus-wide adoption.

Personalized role-based dashboards and easy access to multiple systems

Tailor titles, fields, and instructions to your specifications

Visible insights

Evaluate the progress of your campus goals and outcomes with real-time reporting and analytics.
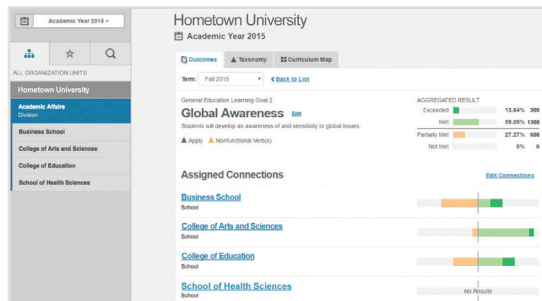
Comparative dashboards, outcomes analytics, and automated curriculum mapping

In-depth reporting

Access timely, accurate data for greater visibility into institutional progress.

Comprehensive reports for accreditation self-studies, program reviews, and executive summaries

Explore your data-rich ecosystem to tell your institution's unique story

Collaborative workflows

Assign roles and permissions, communicate, collaborate, and report progress all in one location.

Email reminders, a version history, and gap analysis reporting to eliminate duplicated efforts and omissions

Powerful integrations

Connect all your campus assessment data with our LMS and platform integrations.

Data linked to divisional goals and institutional outcomes as evidence of achievement in accreditation

Comprehensive data collection

Capture every aspect of the assessment loop with our rubrics, ePortfolios, and other data collection toolsets.

Mobile and online capabilities for multiple assessments of every kind of learning experience

We're more than just our software.

You don't just get a powerful set of tools with Campus Labs. You get a true partner who understands higher education and is fully invested in your goals. When you become a Member Campus, a dedicated consultant will work with you every step of the way to make sure our tools are meeting the specific needs of your institution.

Visualize Impact.
Empower Change.

An integrated platform to experience your data and reveal actionable insights

The Campus Labs® platform provides a centralized hub for a holistic view of your campus, so you can collect and connect your data and then explore the right questions. Whether the goal is data-informed strategic planning, a more precise way to predict retention, or innovative tools for student engagement, our platform gives you the power to extract valuable insights about your institution's effectiveness.

Improvement & Accountability

Teaching & Learning

Analytics & Insight

Retention & Success

Student Engagement

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Communication skills

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Plan Item was last modified on 11/30/16, 1:36 PM
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Template:

Learning Outcome Report

Number:

5

Title:

Communication skills

Learning Outcome Statement:

Communicate effectively in a variety of formats.

Start:

9/1/2015

End:

8/31/2016

Progress:

Completed

Providing Department/Program:

Psychology (BS)

Responsible Roles:

Means of Assessment:

Samples of writing assignments were rated by faculty using structured rubrics. Writing assignments were from two sources: the final paper in the required research methodology course (General Experimental Psychology) and writing assignments from senior-level courses. After removing ratings for non-majors, ratings from 26 research methodology papers and 32 upper-division assignments were analyzed.

Four items were rated to reflect this learning outcome:

1. Demonstrates appropriate grammar
2. Demonstrates professional writing conventions (e.g., grammar, audience awareness, formality) appropriate to purpose and context
3. Articulates ideas thoughtfully and clearly
4. Demonstrates correct used of APA style in citation and reference page formatting

Each item was rated on a three-point scale where 1 = low proficiency, 2 = somewhat proficient, 3 = high proficiency. Raters could also indicate that a specific learning outcome was not relevant to the assignment.

Attached Files

WritingRubric2016

Results of Assessment:

Research methodology papers

	Appropriate grammar	Writing conventions	Articulates ideas	APA Style	Sum of items
Average rating	1.77	1.73	1.77	2.27	**1.77**
# of N/A ratings	0	0	0	0	—

Upper-division assignments

	Appropriate grammar	Writing conventions	Articulates ideas	APA Style	Sum of items
Average rating	2.07	2.13	2.13	2.33	**2.11**
# of N/A ratings	2	2	2	11	—

Attached Files
There are no attachments.

Departmental/Program Review:

The department is concerned with the low level of achievement in this domain, especially for the students in the methodology course. The target rating for students in this domain is 2.25, which would indicate moderate proficiency. Students overall were below this threshold.

Attached Files
There are no attachments.

Recommendations/Action Plans for Program:

Students in the methodology course should be encouraged to utilize the campus writing center, and upper division courses should implement more writing assignments to help students develop these skills. The department will investigate machine-grading resources for student writing to help students with these skills.

During the discussion of these results, some faculty were interested in incorporating writing into their courses but unsure and concerned about how to do this given our large class sizes. To help with this, the Department is scheduling a writing workshop in which faculty who have writing assignments will present materials and ideas to other. This workshop is scheduled in January 2017.

Attached Files
There are no attachments.

Recommendations for Future Assessments:

Students' writing samples will be assessed again in the future.
Attached Files
There are no attachments.

Follow- up on Last Year's Action Plan:

Not applicable as this outcome was not measured last year.

Attached Files
There are no attachments.

Longer term follow up:

The department should continue to assess students' communication abilities.

Related Items

No connections made

Reviewer Information

REVIEWER NAME		REVIEW DATE	
REVIEW TYPE	☐Initial Review	☐Reconciliation Review	

I. LEARNING OUTCOME REPORT-MEANS OF ASSESSMENT			
Description of the method(s) of assessment & how they align with the student learning outcome, their validity and reliability.			
• No information is provided about how the measurement tool(s) and method(s) relate to the Student Learning Outcome. • Learning outcome is assessed but is not clear how it is measured. • Course grades as inappropriate tool of assessment. • No information is provided about the data collection process, or it is unclear how the information provided relates to this assessment cycle.	• General description is provided of the measurement tool(s) and method(s) and how they relate to the Student Learning Outcome. • Student Learning Outcome is assessed with only indirect measure(s) (i.e., surveys). • Information is provided about the data collection process in this cycle, but not enough to generate confidence in the findings (e.g., sample size is too small, student motivation conditions are inconsistent, rubric is not normed with raters, etc.) • Process will provide **limited** information for guiding instruction and curriculum.	• Detailed description of measurement tool(s) and their alignment with the Student Learning Outcome is provided and the level of mastery expected. • Student Learning Outcome is assessed with direct measure(s) (i.e., objective tests, rubrics). • Enough information (sample size, multiple raters, student population being assessed) is provided about administration of the method(s) of assessment and data collection process to generate confidence in the findings. • Process will provide **useful** information for guiding instruction and curriculum.	• The Student Learning Outcome is measured with direct measures and may be supplemented with indirect measures (multiple measures). • Information provided demonstrates that data collection occurs at appropriate points in the cycle and involves multiple faculty members. • An ongoing, inclusive, systematic process is in place for collecting data to make decisions and improve learning within the unit.
☐1 - BEGINNING	☐2 - DEVELOPING	☐3 - ACCEPTABLE	☐4 - EXEMPLARY
Comments:			

II. LEARNING OUTCOME REPORT-RESULTS OF ASSESSMENT & DEPARTMENTAL/PROGRAM REVIEW			
• No results are presented, or it is unclear how the results relate to the Student Learning Outcome.	• Presentation of results is insufficiently detailed; only overall student scores or averages are presented without observations. • No expectations or targets are included.	• Effectively communicates results, including sample size, count, averages, percentages, and ranges, as appropriate to the mean(s) of assessment. • Observations are presented based on results and are analyzed to draw conclusions. • Results are compared to expectations • Strengths and weaknesses in student learning are easily identified.	• Tables, graphs or other illustrations are used to highlight findings. • New findings are compared to past trends, as appropriate. • Includes relevant data to demonstrate process of developing targets and desired level of achievement.
☐1 - BEGINNING	☐2 - DEVELOPING	☐3 - ACCEPTABLE	☐4 - EXEMPLARY
Comments:			

III. LEARNING OUTCOME REPORT-RECOMMENDATIONS/ACTION PLANS FOR PROGRAM			
Explains the meaningfulness of the data presented above and actions being planned or implemented to address findings.			
• No recommendation is attempted, or the interpretation does not relate to the Student Learning Outcome and/or the results. • No actions proposed for the next cycle, though results indicate it is needed.	• Proposed actions do not demonstrate evidence of input from more than one person. • Interpretation is attempted, relates to the Student Learning Outcome and/or results, but the interpretation is insufficient to support academic changes and offers excuses for results rather than interpretations.	• Proposed actions are data-driven, directly relate to the results/discussion. • Interpretation of results and proposed actions demonstrate evidence of collaboration and consensus of multiple internal stakeholders (e.g., section instructors, faculty committees, staff, and/or students). • Interpretation is detailed enough to justify decisions concerning changes in instruction and/or curriculum.	• Interpretation identifies possible areas of improvement, thus initiating future actions. • Proposed actions are specifically detailed, including who will be responsible for implementation and approximate dates of implementation.
☐1 - BEGINNING	☐2 - DEVELOPING	☐3 - ACCEPTABLE	☐4 - EXEMPLARY
Comments:			

IV. LEARNING OUTCOME REPORT-RECOMMENDATIONS FOR FUTURE ASSESSMNETS			
Actions being planned or implemented to modify mean(s) of assessment or processes specific to gathering data.			

• No observation is attempted, or the interpretation does not relate to the effectiveness or inefficiencies of assessment process.	• Interpretation is attempted, relates to the Student Learning Outcome but the interpretation is insufficient to support evaluation of effectiveness and/or inefficiencies of assessment process.	• Interpretation indicates the appropriate collaboration and consensus of multiple internal stakeholders (e.g., section instructors, committees, staff, and/or students) to evaluate effectiveness or inefficiencies of assessment process.
		• Interpretation is detailed enough to justify decisions concerning changes in assessment process.
			• Interpretation directly analyzes effectiveness and/or inefficiencies and possible changes in assessment process which may include revisions of:
			  o student learning outcomes,
			  o changes to measurement tools,
			  o and/or adjustments to data collection methods.

☐1 - BEGINNING	☐2 - DEVELOPING	☐3 - ACCEPTABLE	☐4 - EXEMPLARY
Comments:			

V. LEARNING OUTCOME REPORT-FOLLOW-UP ON LAST YEAR'S ACTION PLAN & LONGER TERM FOLLOW-UP				
Proposed action plan from the previous cycle is included, who implemented it, when it was implemented, & outcome of the implementation.				
• Previous cycle indicated action but no follow-up is introduced.	• Action plan is discussed but it is insufficient to address processes and how they relate to student learning outcome. • If actions proposed during the previous cycle were not implemented, no reasonable justification is given.	• Action plan is discussed and analyzed and are reasonably justified through external evidence. • The report reflects with sufficient depth on the implementation of proposed actions and the data returned from them during the assessment cycle.	• Action plan is discussed, analyzed and implemented to close the cycle of assessment and offer conclusions on effectiveness and reliability. • Additional documentation is provided, showing the implementation of proposed actions (e.g., course syllabi, meeting minutes, curriculum change forms, etc.).
☐1 - BEGINNING	☐2 - DEVELOPING	☐3 - ACCEPTABLE	☐4 - EXEMPLARY
Comments:			

VI. ASSESSMENT PLAN			
☐ Learning Outcome listed on Assessment Plan list	☐ Method(s) of assessment specific to this learning outcome included on Assessment Plan	☐ Learning Outcome included on Timeline for Assessment	☐ Learning Outcome included on Curriculum Map
Comments related to Assessment Plan:			

Recommendation:	☐Consultation (for majority beginning and developing)	☐Close learning outcome report (for majority acceptable and exemplary)	
Addressed Feedback: **Did the learning outcome report address the feedback from the previous cycle?**	☐yes	☐no	

Assessment Office Feedback Business Administration (MBA) 2019

This view always presents the most current state of the plan item.
Plan Item was last modified on 1/19/21, 12:54 PM
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Template:

Assessment Office Feedback

Name:

Assessment Office Feedback Business Administration (MBA) 2019

Start:

9/1/2018

End:

8/31/2019

Providing Department:

Business Administration (MBA)

Date Feedback Completed:

1/15/2021

Progress:

Completed

Feedback Review Type:

Initial Review (First Review for Cycle Year),

Assessment Plan: Reviewer Notes:

* DELETE THE EXTRA PLAN *

Timeline and Curriculum Map are good and clear

Curriculum map:

- B1, C1, D1, D2. When are Introduced? is that correct?

Contacts:

- *Miguel Ramos, AoL Coordinator for the MBA*
- *Fernando Jimenez, Associate Dean for Academic Affairs, Chair of College AoL Committee*

I. LOR(s) Means of Assessment: Rubric Indicator:

Exemplary: Information provided demonstrates that data collection occurs at appropriate points in the cycle and involves multiple faculty members.

I. LOR(s) Means of Assessment: Reviewer Notes:

Good and clear

Attached Files
There are no attachments.

II. LOR(s) Results of Assessment & Departmental/Program Review: Rubric Indicator:

Acceptable: Observations are presented based on results and are analyzed to draw conclusions.,

II. LOR(s) Results of Assessment & Departmental/Program Review: Reviewer Notes:

Good and clear

Attached Files
There are no attachments.

III. LOR(s) Recommendations/Action Plans for Program: Rubric Indicator:

Acceptable: Interpretation of results and proposed actions demonstrate evidence of collaboration and consensus of multiple internal stakeholders (e.g., section instructors, faculty committees, staff, and/or students).,

III. LOR(s) Recommendations/Action Plans for Program: Reviewer Notes:

Good and clear

Attached Files
There are no attachments.

IV. LOR(s) Recommendations for Future Assessment: Rubric Indicator:

Developing: Interpretation is attempted, relates to the Student Learning Outcome but the interpretation is insufficient to support evaluation of effectiveness and/or inefficiencies of assessment process.,

IV. LOR(s) Recommendations for Future Assessments: Reviewer Notes:

- Can you explain more abut the new approach?
- Your current data does not help you where the students are lacking?
- When are you going to implement your new approach
- You already have 3-year data about your students. If you are proposing a new approach to collect this data, so the previous data is not enough? is it incorrect or does not shows the current state of your students? Can you still use this information to evaluate your student? if not, does the results shown in your results of assessment is wrong?
- Can you use the results you have to came up with an approach to help the students to reach to your goal?

Attached Files
There are no attachments.

V. LOR(s) Last Year and Longer Term Follow-up: Rubric Indicator:

Exemplary: Action plan is discussed, analyzed and implemented to close the cycle of assessment and offer conclusions on effectiveness and reliability.

V. LOR(s) Last Year and Longer Term Follow-up: Reviewer Notes:

No follow-ups

Attached Files
There are no attachments.

Reviewer Recommendation:

Consultation (For majority indicators: Beginning and Developing),

Feedback Cycle:

No,

Feedback Cycle: Reviewer Notes:

Just one point, the recommendations need to be reviewed again.

Attached Files
There are no attachments.

Responsible Users:

Related Items

No connections made