Transparent Program
Accountability Through the Use of Electronic Reporting

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Hillsborough Community College, Tampa, FL
10 June 2011
Agenda

1. HCC Information
2. The Planning System
3. Student Learning Outcomes
4. Future Applications
5. Questions
HCC Information
TACTICAL PLANNING SYSTEM

PLANNING UNIT MENU

Tactical Plan: 2009-2011
Planning Unit: Criminal Justice Technology

Exit System
Main Menu

Track Tactical Plan Objectives

Develop/Modify the Tactical Plan

Report Progress of Objectives

View Student Learning Outcomes

View/Print Planning Unit Summary
**TACTICAL PLANNING SYSTEM**

**REPORT PROGRESS OF OBJECTIVE**

Tactical Plan: 2009-2011  
Planning Unit: Criminal Justice Technology

To report the progress of an objective, choose one below:

<table>
<thead>
<tr>
<th>Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop Program Centered Advising</td>
</tr>
<tr>
<td>Expand On-Line programming to offer selected criminal justice degrees on-line</td>
</tr>
<tr>
<td>Develop Criminal Justice Career Information for students</td>
</tr>
<tr>
<td>Continue to expand criminology related learning with new courses</td>
</tr>
</tbody>
</table>
**TACTICAL PLANNING SYSTEM**

**REPORT RESULTS OF OBJECTIVE**

**Tactical Plan:** 2009-2011  
**Planning Unit:** Criminal Justice Technology  
**Objective:** Develop Program Centered Advising

Listed below are the criteria of success as defined for this objective. State the results of the assessment.

<table>
<thead>
<tr>
<th>Expected Outcomes/Performance Targets</th>
<th>Means of Assessment</th>
<th>Results of Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less errors by students in degree selection, course selection, and degree coding.</td>
<td>Periodically checking student degree coding for accuracy, and student orientations.</td>
<td>We found that coding errors decreased from 79% in 2005 to 25% in 2009.</td>
</tr>
</tbody>
</table>

**You MUST click here to save your Results changes before continuing--->**  
**Save Results Changes**

**Complete Later**  
**Continue Progress Reporting**
TACTICAL PLANNING SYSTEM

REPORT STATUS OF OBJECTIVE

Tactical Plan: 2009-2011
Planning Unit: Criminal Justice Technology
Objective: Develop Program Centered Advising

Based upon the assessment results, indicate the status of the objective below.

Status: Partially Accomplished

Date of Last Report Status: 10/21/2010

Use of Results:
How will you use the assessment results to improve the effectiveness of your planning unit?
Will you make changes? Is there a need to continue pursuit of the objective? Explain.

Continue and increase program centered advising by implementing a system to identify criminal justice majors and developing a system of direct program to student communication on matters related to degree and course selection. This will allow us to continue and improve student advising decision making and coding accuracy.
Tactical Planning System

PLANNING UNIT MENU

Tactical Plan: 2009-2011
Planning Unit: Criminal Justice Technology

Track Tactical Plan Objectives

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Main Menu
Exit System
**Tactical Planning System**

**VIEW STUDENT LEARNING OUTCOMES**

**Tactical Plan:** 2009-2011  
**Planning Unit:** Criminal Justice Technology

Below are the Student Learning Outcomes for the above planning unit and plan biennium. (Click on an Outcome below to view its details.)

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Year</th>
<th>Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will identify the burdens of proof applicable to criminal proceedings.</td>
<td>2010-2011</td>
<td>Criminal Justice Technology - AS/AAS</td>
</tr>
<tr>
<td>Students will identify the various defenses to a criminal charge.</td>
<td>2010-2011</td>
<td>Criminal Justice Technology - AS/AAS</td>
</tr>
<tr>
<td>Students will be able to identify the elements of the various homicide laws of Florida.</td>
<td>2010-2011</td>
<td>Criminal Justice Technology - AS/AAS</td>
</tr>
<tr>
<td>Students will be able to identify the different types of evidence.</td>
<td>2010-2011</td>
<td>Criminal Justice Technology - AS/AAS</td>
</tr>
<tr>
<td>Students will demonstrate the ability to work effectively within the criminal justice system.</td>
<td>2010-2011</td>
<td>Criminal Justice Technology - AS/AAS</td>
</tr>
</tbody>
</table>
# Tactical Planning System

## Student Learning Outcome Details

**Tactical Plan:** 2009-2011  
**Planning Unit:** Criminal Justice Technology

<table>
<thead>
<tr>
<th>Program:</th>
<th>Criminal Justice Technology - AS/AAS</th>
<th>Year: 2010-2011</th>
</tr>
</thead>
</table>

**Program Outcome Description:**  
Students will identify the burdens of proof applicable to criminal proceedings.

**Expected Results/Performance Targets:**  
80% of students will be able to successfully identify the burdens of proof.

**Means of Assessment:**  
Embedded test questions

**Performance Results:**

<table>
<thead>
<tr>
<th>Status:</th>
<th>In Progress</th>
<th>Last Update:</th>
<th>09/16/2010</th>
</tr>
</thead>
</table>

**Use of Results:**
SACS CS 3.3.1, “Institutional Effectiveness”

The institution identifies expected outcomes, assesses the extent to which it achieves those outcomes, and provides evidence of improvement based on analysis of the results in each of the following areas:

– Educational programs, to include student learning outcomes
– Administrative support services
– Educational support services...
Laying a Foundation for Program-Level Assessments

Phase 1
- Building Relationships
- Communicating Action Plan

Phase 2
- Changing the Culture
- Expanding the Knowledge Base

Phase 3
- Integrating Program Assessments and Strategic Planning
Definitions

• Program Objective = discipline-specific and usually quantifiable statement of program achievement

• Student Learning Outcome = statement of what a student is expected to learn as a result of the program
Objectives-Outcome Diagram

- Program Objective
- SLO Student Focused
- Faculty Goals
# Ten Question Checklist

1. Is it measurable? Yes No
2. Is it important? Yes No
3. Do we have a means of assessment (or is it creatable)? Yes No
4. Is it discipline-specific? Yes No
5. Is it student focused? Yes No
6. Is it clear to both the instructor and the student? Yes No
7. Does it support the unit plan? Yes No
8. Is it a result of the program work? Yes No
9. Can we use the results to improve upon the program? Yes No
10. Does it include an action verb? Yes No
Why Separate Outcomes?

• Extra capabilities
  – Content mapping
• Faculty Driven/User Friendly
Outcomes/Assessment Yearly Cycle

1. Summer: Create outcomes, assessment, goals
2. September 1: Evaluate Coursework
3. On-going: Gather Results within department
4. On-going: Analyze Results
5. May 15: Modify program based on “Use of Results”

Planning System Upload FALL Equinox
## Center for Innovative Teaching and Technology

### Program

**Aging Services/Geriatric Care - PSAV (New Program) - 2010-2011**

### Name of person updating outcomes

### Program Outcome

### Means of Assessment:
How do you plan on assessing/measuring the outcome?

### Expected Results/Performance Targets:
What are the goals of your results?

### Results of Assessment:

### Status:
*In Progress*

### Use of Results:
How will you use the student learning outcome assessment results to improve your program? What changes will you make? Is there a need to continue annual assessment of this student learning outcome? Explain.

6/14/2011
Assessment for the enhancement of teaching and learning

Why assess? Assessments are tools by which to collect the data needed to explore results and ultimately improve upon the program by improving student learning. They analyze strengths and weaknesses of the program and how the organization within that program operates by comparing it to a larger framework; first, the learning outcomes and second, the context of the unit plan and mission of the college. It is the intent of the assessment to shed light on the data needed to assist the faculty in furthering their program.

The Student Learning Outcomes (SLO) Database is housed within CITT and used to input the student learning outcomes and results.

Check out the SLO Program Tutorial or FAQ

IMPORTANT DATES

May 15  Input Program Results

September 1  Input New Outcomes for the current year

CREATING OUTCOMES

- Click here to understand the relationship of course SLOs to Program SLOs
- Use Best Practice Outcome Characteristics/Helpful Hints to create outcomes
- Bloom's Taxonomy of Measurable Verbs is an external website that lists verbs by domain that you can use to help in establishing your outcomes
- Looking for some Example Outcomes?
- Use the Student Learning Outcome Checklist to assist you with creating your outcomes
- View other Program Assessment Instruments Examples

REPORTING INFORMATION

- Learning Outcomes Timeline details the dates of the program
- View the Outline: Two-year report to see the outline of how we are reporting your information

ADDITIONAL INFORMATION

Click HERE for list of outcomes by program

Formative vs Summative Assessments

Click here to email the Academic Assessment Officer
Enter your name and select your program from the drop down menu.

Provide your data in the Outcomes, the expected Outcomes, and Assessment Means.
Navigate through each outcome by clicking on the corresponding number.
Provide your data in the “Results of Assessment” section and the “Use of the Results” Section
## Center for Innovative Teaching and Technology

### Program Outcomes and Assessment Plans

#### Program:
Veterinary Technology - AS - 2010-2011

#### Name of person updating outcomes:
Adam Denny

#### Program Outcome:
Students will demonstrate proficiency in surgical preparation and assistance by preparing and maintaining the surgical environment, equipment, instruments, and supplies to meet the needs of the surgical team and patient.

#### Expected Results/Performance Targets:

1A) In the Surgical Preparation and Assisting sub-group of the Veterinary Technician Exam (VTNE), 100% of students will meet or exceed the national average.

1B) Based on employer and graduate evaluations, sent to employers and graduates 1 year post-graduation, an average numerical rating of at least 7 out of 10 will be received on survey questions dealing with surgical preparation and assisting-related proficiency.

#### Means of Assessment:

1A) In the Surgical Preparation and Assisting sub-group of the Veterinary Technician National Exam (VTNE)

1B) Based on employer and graduate self-evaluations, sent to employers and graduates 1 year post-graduation, survey questions dealing with surgical preparation and assisting-related proficiency.

#### Results of Assessment:

1A) We compared our graduates' VTNE scores in the Surgical Preparation and Assisting sub-group to the national average scores. MCC was 15% above the national average. The results were as follows:
- MCC Score: 75%
- National Score: 60%

1B) Outcome surveys have been prepared and sent to the first program graduate (not from the most recent cohort).

#### Status:
In Progress

#### Use of Results:
How will you use the student learning outcome assessment results to improve your program? What changes will you make? Is there a need to continue annual assessment of this student learning outcome?

We have met the benchmark for this objective, but in order to continue our high remarks, we are purchasing three new surgical machines. This will allow us to free up lab time and increase the amount of hands on activity.
Content Mapping
Future Applications

- Faculty Goals
- Information Drop
- Tutorial Creation
  - Why Assess?
  - Overview of Program
  - How to Enter Results
  - How to Enter Outcomes
  - How to Create Student Outcomes
Any questions?
Contact Information

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Tampa, Florida
www.hccfl.edu

HCC Student Learning Outcomes Website
http://www.hccfl.edu/academics/technical-programs/learning-outcomes.aspx
Overlapping Course SLOs become Program SLOs

Program SLOs

Program’s vision, mission, and goals

Community expectations

Institution mission, vision, and goals

Related professional expectations

Student’s needs and goals

Information taken from [http://online.bakersfieldcollege.edu/COURSEASSESSMENT/Section_6_Program%20Assessment/Section6_4ProgramSLOs.htm](http://online.bakersfieldcollege.edu/COURSEASSESSMENT/Section_6_Program%20Assessment/Section6_4ProgramSLOs.htm) on March 3, 2011