Use the content of this example as a guide to the type of information necessary for reporting in Xitracs. This is an example for one learning outcome, and you repeat the question set for each learning outcome that you have an assessment plan or findings for each year.

Learning outcomes are specific statements focusing on what students will be able to do or accomplish after a particular program or certificate. These focus on mastery level assessment. “Graduates of this program will be able to...” You should edit these in the Course Information Management System (CIM) and go through the Curriculum Committee as needed. The year the changes are made in the catalog, the changes will also be made for you in Xitracs.

Tell about your assessment as if you were explaining to a colleague from another institution. Include why you assess so that it is clear you are focused on improving student learning.

Specializations usually include all of the program learning outcomes, and an additional outcome.

If you are assessing the outcome in a course that also applies to the certificate, you can make note of that here.
Assessment plans are the expected procedures and methods that will be implemented to result in meaningful data related to student learning. In alignment with Valencia’s Five-Year Impact Plan all assessment plans include data related to closing performance gaps among students from diverse backgrounds.

1.5 Predicted: Faculty and Staff
How many faculty and staff did you expect to administer the assessment?
12

1.6 Predicted: Students to Assess
How many students did you expect to assess? The number you submit should be the total number of students in your original assessment sample, or the total number of students who received an invitation (e.g., through Qualtrics) to complete the assessment. If you use a common assignment embedded in your courses, the number would be your total enrollment for those courses.
615

1.7 Predicted: Results You Hoped to See
What did you hope to see in the results of your assessment specific to student knowledge/skills?

We expect to assess just over 400 introductory students and just over 200 end-of-program students. Based on the prior assessment cycle when we only assessed the introductory students, we know that 52% did not meet 2 or 3 of the critical thinking criteria. We improved the introductory course adding specific instruction on context so we more than 50% of this year's introductory students to meet 2 or 3 of the criteria. As this is the first year assessing the end-of-degree course we expect 75% or more of the end-of-degree students to at least be satisfactory on all 3 criteria, and we want to see most of those at the mastery level.

1.7.1 Gap Closing: At-Risk Population(s)
If applicable, select the at-risk population(s) at the focus of your assessment work. This could be drawn from any prior “customized data in Tableau” session. If necessary, you may create additional instances of this field by clicking “Add New” from the options at right.

Students at risk by race/ethnicity and gender

Select an option
- Students at risk by race/ethnicity and gender
- Not Applicable
- Students who are first time in college
- Students who are not successful in one or more of their first five courses
- Students who are 1720 exempt vs non exempt

If you are collecting data to compare across more than one at-risk population, select one and complete the textbox. Then select “Add new” to enter another one.

Include all part-time and full-time faculty who teach courses where the assessment is administered or collected.

This is the number of students that will be used to calculate your response rate

# assessed
# expected

prepared by Nichole Jackson, Assistant Director, Learning Assessment 5/2/2018
Assessment methods include the method of evaluation (i.e., exam responses, portfolio section, performance, written response) and the tool (i.e. rubric, checklist, or other measure) used to evaluate progress toward meeting the student learning outcome.

1.8 Percent Satisfactory Expected

What percent do you expect to achieve at or above satisfactory?  
75%

1.9 Satisfactory Defined

How do you define satisfactory? (For example, “An average score of 85%” or “The number of students who are rated 3 or above on a rubric or are at the level of accomplished.”)

The rubric options are Mastery (2), Satisfactory (1), and Not Yet Met (0). For the purposes of assessment anyone scoring Satisfactory or Mastery on all three critical thinking criteria is considered satisfactory.

1.10 Assessment Method(s)

Identify assessment method(s) here.

Students in the introduction course submit a written response to questions about a problem scenario from our field. Students in the end-of-degree courses submit a written response to a set of case studies from our field. Faculty use the same rubric items embedded in Canvas to assess each of their students’ writing for each of the three critical thinking criteria (influence of context, bias, and use of evidence). The Institutional Assessment Office supported the creation of the rubric and a norming session for reliable scoring by all faculty.

If using a written assignment, portfolio, etc..., describe how standard or consistent your process is. Make some statement about reliability, e.g. “multiple reviewers will be used” or other relevant details.

If you use test items, include the type of item (multiple choice, true/false, etc...), the number of items associated with this learning outcome, and some effort to evaluate the reliability and validity of the items.

Describe your scale or scoring system and associate the scores that determine the student has met the outcome.

Include all measures you have taken to ensure your assessments are reliable year over year, e.g. “The LOL worked with the Office of Institutional Assessment to develop a reliable assessment,” and contact the office as needed.
Assessment results are the raw data from each item you assessed as well as the analysis and findings. Make year-over-year comparisons when possible and consider results that point to areas where there is a greater possibility of improvement, not only the lowest scores or highest achievements.

Findings often connect one or more aspects of the data in a way that informs an actionable next step.

Be sure this is the number of students you have data connected to (e.g. if you collected 250 sample papers, but only used the rubric on 200 of those, then the number assessed is the 200 you have a score for).

Interpret the findings in a way that points to possible solutions to the barriers in future cycles.
Improvement plans complete the assessment cycle as they document the specific additions, enhancements, changes, or expansions that will be carried out to improve student learning. Well-defined improvement plans define the steps necessary to complete the plan, attribute the work to identified persons who will be held accountable, describe how the progress will be communicated to all involved, and include a cycle to repeat the assessment ensuring the improvements were effective.

You can make plans that incorporate more than one of these items, just select “Add new” for each additional item.

Thoroughly describe the plan to support student learning in as much detail as is already decided, and state the decisions that still have to be made.

Be sure to engage as much support from existing college resources as possible. The additional staff mentioned in your plan can help ensure you maintain your timeline.

Remember to include the role of the deans in implementing the improvement plan.

prepared by Nichole Jackson, Assistant Director, Learning Improvement
1.18 Improvement Plan: Instruction

Select an option

- Addition of strategies related to critical thinking skills
- Not Applicable
  - Addition of experiential learning (like fieldwork activities)
  - Addition of group work
  - Addition of lecture
- Addition of strategies related to critical thinking skills
  - Addition of technology for academic purposes
  - Changes made to experiential learning
  - Changes made to group work
  - Changes made to lecture
  - Changes made to strategies related to critical thinking skills
  - Changes made to technology for academic purposes

1.19 Improvement Plan: Program Courses

Select an option

- Not Applicable
- Not Applicable
  - Added a course
  - Changed a course
  - Removed a course

1.20 Improvement Plan: Faculty Development

Select an option

- Change in resource sharing (such as course activities)
- Not Applicable
  - Change information sharing (such as communication regarding this outcome)
- Change in resource sharing (such as course activities)
  - Conference attendance
  - Faculty development workshop available in the catalog
  - Customized faculty development courses
  - Other faculty development

1.21 Improvement Plan: Student Support

Select an option

- Not Applicable
- Not Applicable
  - Include library resources
  - Incorporate tutoring
  - LINC courses to be offered
- Other student support

Some improvement areas will not be relevant to your current cycle.
In the end, your completed Xitracs Reporting Cycle entry gives a clear picture of steps taken, meaningful measures, and future plans. Written well, it includes comparisons to previous years, considerations of gaps among diverse populations, and clearly defined next steps. Above all else, the report maintains a focus on student learning as the purpose of assessment.

Evaluate your report before submitting—by rereading the first and last entries a question to ask: “What have we learned and will our actions have an impact on student learning?”