

Mayville State University



Assessment Guidebook

As of October 11, 2022

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## Introduction to Assessment at MSU

### Purpose of Guidebook

This guidebook is meant to serve as a comprehensive view of assessment at Mayville State University. It will be updated every semester according to changes and modifications in the assessment program. It should serve as a guide to full-time, part-time, and adjunct faculty and may be distributed for training and reporting purposes.

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Improving student learning is the primary purpose of institutional academic and co-curricular assessment. The assessment process also ensures that learning outcomes are consistent with the [university's mission and goals](#). The process allows comparisons of desired learning outcomes to actual learning. This information helps accelerate improvements in teaching and learning and is the basis for programmatic changes, such as course rotations, faculty qualifications, curriculum gaps, funding needs, and course improvement. Mayville State University assesses student learning in three distinct yet interrelated areas: through essential studies, academic programs, and co-curricular activities.

The *Essential Studies program* is assessed through the “Sweet 16”: a group of courses (such as ENGL 110 or MATH 103, for example) in MSU’s essential studies program with frequent, high enrollment. Courses designated as “Sweet 16” courses can expect an assessment activity schedule within the two-year cycle.

*Program-level student learning outcomes* (SLOs) are labeled on curriculum maps through *introduce*, *reinforce*, and *master* designations, and mastery assignments are the assessment activities that are reported through Taskstream. Programs are not required to report on program SLOs labeled with *introduce* or *reinforce*, but they should use the designations in their planning to scaffold SLOs throughout the program.

*Co-curricular assessments* align the essential studies learning outcomes with the specific goals of co-curricular organizations. Co-curricular organizations include clubs, athletics, and additional learning experiences that happen outside the classroom. The assessments chosen will be based on the needs and plans of the respective organization.

## Personnel

Mayville State University has a team of administrators, faculty, co-curricular leaders, and staff to ensure academic and co-curricular assessment is done thoughtfully and efficiently. MSU Assessment Coordinators are responsible for maintaining and updating curriculum maps, ensuring assessment activities in their division are completed, training and facilitating assessment activities within their divisions, attending assessment coordinator meetings, and working with the director of academic and co-curricular assessment to provide a vision and plan for assessment at MSU. There is one assessment coordinator per division and an additional coordinator for co-curriculars. Assessment coordinators receive an additional stipend or credit hour for their work.

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## Higher Learning Commission (HLC) and Accreditation

Mayville State University is accredited through the [Higher Learning Commission Open Pathway](#) 10-year cycle. Mayville recently completed its Year 4 assurance review in Academic Year 2019/2020. Years 5-9 focus on the Quality Initiative project, which is an opportunity for institutions accredited through the Open Pathway to focus on quality improvement according to the institution's needs.

HLC has [5 criteria](#) for accreditation, with core component 4B focusing on assessment:

### Criterion 1) Mission

The institution's mission is clear and articulated publicly; it guides the institution's operations

### Criterion 2) Integrity: Ethical and Responsible Conduct

The institution acts with integrity; its conduct is ethical and responsible.

### Criterion 3) Teaching and Learning: Quality, Resources, and Support

The institution provides quality education, wherever and however its offerings are delivered.

### Criterion 4) Teaching and Learning: Evaluation and Improvement

The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

- **4.B.** The institution engages in ongoing assessment of student learning as part of its commitment to the educational outcomes of its students.
  - The institution has effective processes for assessment of student learning and for achievement of learning goals in academic and cocurricular offerings.
  - The institution uses the information gained from assessment to improve student learning.
  - The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty, instructional and other relevant staff members.

### Criterion 5) Institutional Effectiveness, Resources and Planning

The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities.

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MSU's ongoing assessment of co-curriculars, essential studies, and program SLOs aims to fulfill the requirement of core component 4B according to HLC's requirements for accreditation.

Mayville State has additional accreditations through CAEP (Council for the Accreditation of Educator Preparation) and CCNE (Commission on Collegiate Nursing Education). These accreditors have additional requirements for the associated programs at MSU.

## Assessment Cycles

ELOs (1), SLOs (2), and Co-curriculars (3) are scheduled, assessed, and reported in two-year cycles.

- 1) The essential studies program is assessed through the “Sweet 16”: a group of courses (such as ENGL 110 or MATH 103, for example) in MSU’s essential studies program with frequent, high enrollment. Courses designated as “Sweet 16” courses can expect an assessment activity schedule within the two-year cycle.
- 2) Some academic programs may not teach all courses within two years and should therefore plan their SLO assessment activities to appropriately reflect mastery assessments within two years.
- 3) Co-curricular organizations should use their judgement about the best timing for assessment according to group participation. For example, club member enrollment and sports seasons should be a consideration when timing assessments.

## Essential Learning Outcomes

Mayville State University  
Essential Studies Learning Outcomes 2019-2021

Faculty participate in the assessment process as part of Mayville State University's compliance to HLC's [Accreditation Criterion 4: Teaching and Learning: Evaluation and Improvement](#).

The rubrics below were created through the collaboration of the Mayville State Essential Studies Committee, Mayville State faculty, and the Mayville State Director of Institutional Accreditation & Academic and Co-Curricular Assessment, utilizing the [Essential Learning Outcomes](#) (ELOs) and [VALUE rubrics](#) developed by the Association of American Colleges & Universities (AACU). The rubrics are meant to guide the assessment process for faculty teaching essential studies courses by serving as a starting point for faculty to integrate the rubric criteria into their own assessments as appropriate for their courses. Faculty work with their division assessment coordinators to design and submit assessments appropriate for the assigned ELO. Assessment coordinators and faculty members use Taskstream to create curriculum maps and house their assessment activities.

When completing assessment activities, faculty create an "assessment plan" and report "assessment findings." Faculty are asked to input the following information as related to their assigned ELO and chosen assessment activity:

Measure Title:

Measure Type/Method:

Instructor:

ELO and Semester:

*Add supporting attachments.*

Summary of Findings:

Please describe your instructional strengths and weaknesses of this assessment:

What changes could you deploy to try to improve your student learning outcomes on this assessment?:

*Add substantiating evidence.*

Faculty have the academic freedom to utilize the rubrics in a way that makes sense for their given class and their given assessment. Faculty may use the rubrics as a scoring guide for grading assessments, but it is not required. *At minimum, faculty should use brief, pertinent statements that refer to the three concepts and outcome levels of their associated ELO when writing their "summary of findings."* For example, a faculty assessing ELO 1, Big Questions, may write the following when describing their assessment findings:

Big Questions "Summary of Findings":

- 1) Comprehension: A majority of the students were *proficient* in comprehension based on their ability to utilize course terminology.
- 2) Application: A majority of the students *mastered* application based on their ability to identify real-world applications.
- 3) Analysis: A majority of the students were *progressing* in analysis based on their lack of ability to analyze multiple perspectives, and a sizable number of students were "*off-target*" in that they did not analyze multiple perspectives at all.

These rubrics were created using the Association of American Colleges and Universities (AAC&U) VALUE Rubrics. Retrieved from <https://www.aacu.org/value-rubrics>

### Essential Learning Outcome (ELO) 1

**Big Questions:** Students will demonstrate knowledge of human cultures and the physical and natural world. This is focused by engagement **with big questions**, both contemporary and enduring.

Concept	Mastery	Proficient	Progressing	Off-Target
Comprehension	Exceeds expectations in content knowledge. Students expertly use appropriate terminology to describe the big questions within current disciplinary frameworks to demonstrate learning outcomes.	Meets expectations in content knowledge. Students sufficiently use appropriate terminology to describe the big questions within current disciplinary frameworks to demonstrate learning outcomes.	Below expectations in content knowledge. Students struggle to use appropriate terminology to describe the big questions within current disciplinary frameworks to demonstrate learning outcomes.	Unable to comprehend content knowledge or use terminology.
Application	Exceeds expectations in application of real-world situations. Students expertly identify real-world application(s) as it pertains to big questions.	Meets expectations in application of real-world situations. Students sufficiently identify real-world application(s) as it pertains to big questions.	Below expectations in application of real-world situations. Students struggle to identify real-world application(s) as it pertains to big questions.	Unable to identify real-world applications.
Analysis	Exceeds expectations in analysis of multiple perspectives. Students expertly differentiate and evaluate perspectives to draw appropriate conclusions within current discipline-specific frameworks.	Meets expectations in analysis of multiple perspectives. Students sufficiently differentiate and evaluate perspectives to draw appropriate conclusions within current discipline-specific frameworks.	Below expectations in analysis of multiple perspectives. Students struggle to differentiate and evaluate perspectives to draw appropriate conclusions within current discipline-specific frameworks.	Unable to analyze multiple perspectives.

Essential Learning Outcome (ELO) 2

**Reading:** Reading is "the process of simultaneously extracting and constructing meaning through interaction and involvement with written language."

Concept	Mastery	Proficient	Progressing	Off-Target
Comprehension	Recognizes implications of the text beyond the assigned task or beyond the author's explicit message.	Uses the text, prior knowledge, and context to draw inferences about the author's message and attitude.	Draws basic inferences about context and purpose of text and appropriately paraphrases or summarizes the majority of the information.	Exhibits no understanding of the text.
Reader's Voice	Responds to a text with an independent, unique, or creative viewpoint to further the disciplinary conversation.	Elaborates on the texts to deepen/enhance an ongoing discussion.	Contributes to a basic, shared understanding of the text, and comments about texts preserve most of the author's meanings.	No participation in class discussion or fails to preserve author's meanings.
Analysis	Evaluates the relationships among ideas, structures, or features to build knowledge or insight across texts and disciplines.	Identifies relationships among ideas, structures, or features to evaluate how they support an understanding of the text as a whole.	Recognizes basic relationships among parts of a text and considers how these contribute to the understanding of the text as whole and identifies some aspects of a text in response to an assignment.	Does not interact with assigned text.

## Essential Learning Outcome (ELO) 3

**Ethical Reasoning:** Ethical Reasoning is reasoning about right and wrong human conduct. It requires students to be able to assess their own ethical values and the social context of problems, recognize ethical issues in a variety of settings, think about how different ethical perspectives might be applied to ethical dilemmas and consider the ramifications of alternative actions. Students' ethical self-identity evolves as they practice ethical decision-making skills and learn how to describe and analyze positions on ethical issues.

Concept	Mastery	Proficient	Progressing	Off-Target
<b>Ethical Self-Awareness</b>	Student discusses in detail, analyzes both core beliefs and the origins of the core beliefs, and discussion has greater depth and clarity.	Student discusses in detail and analyzes both core beliefs and the origins of the core beliefs.	Student states both core beliefs and the origins of the core beliefs but with little depth.	No attempt, no submission.
<b>Understanding Different Ethical Perspectives/ Concepts</b>	Student names the theory or theories, can present the main points of said theory or theories, and accurately explains the details of the theory or theories used.	Student can name the major theory or theories, can present the main points of said theory or theories, and attempts to explain the details of the theory or theories used, but has some inaccuracies.	Student can name the major theory or theories but is only able to present the main points of the named theory.	Off topic, unanswered questions.
<b>Ethical Issue Recognition</b>	Student can recognize ethical issues when presented in a complex, multilayered (gray) context and can recognize cross-relationships among the issues.	Student can recognize ethical issues when issues are presented in a complex, multilayered (gray) context or can grasp cross-relationships among the issues, but struggles to achieve both outcomes at once.	Student can recognize basic and obvious ethical issues but lacks understanding of the complexities or interrelationships among the issues.	Off topic or no attempt.

Essential Learning Outcome (ELO) 4

**Integrative Learning:** Students will demonstrate Integrative and Applied Learning, including synthesis and advanced accomplishment across general and specialized studies. This is demonstrated through the application of knowledge, skills, and responsibilities to new settings and complex problems.

Concept	Mastery	Proficient	Progressing	Off-Target
<p><b>Connections to Experience</b> <i>Connects relevant experience and academic knowledge</i></p>	<p>Meaningfully <b>synthesizes</b> connections among experiences outside of the formal classroom (including life experiences and academic experiences such as internships and travel abroad) to <b>deepen understanding</b> of fields of study and to broaden own points of view.</p>	<p>Effectively <b>selects and develops</b> examples of life experiences, drawn from a variety of contexts (e.g., family life, artistic participation, civic involvement, work experience), to <b>illuminate</b> concepts/theories/frameworks of fields of study.</p>	<p><b>Identifies or Compares</b> life experiences and academic knowledge to infer differences, as well as similarities, and <b>acknowledge perspectives</b> other than own.</p>	<p>Unable to make connections to experience.</p>
<p><b>Connections to Discipline</b> <i>Sees (makes) connections across disciplines, perspectives</i></p>	<p>Independently creates wholes out of multiple parts (synthesizes) or draws conclusions by combining examples, facts, or theories from more than one field of study or perspective.</p>	<p>Independently connects examples, facts, or theories from more than one field of study or perspective.</p>	<p>When prompted, presents, or connects examples, facts, or theories from more than one field of study or perspective.</p>	<p>Unable to make connections to discipline.</p>
<p><b>Integrated Communication</b></p>	<p>Fulfills the assignment(s) by choosing a format, language, or graph (or other visual representation) <b>in ways that enhance meaning</b>, making clear the interdependence of language and meaning, thought, and expression.</p>	<p>Fulfills the assignment(s) by choosing a format, language, or graph (or other visual representation) <b>to explicitly connect content and form</b>, demonstrating awareness of purpose and audience.</p>	<p>Fulfills the assignment(s) by choosing an appropriate format, language, or graph (or other visual representation) that <b>connects in a basic way</b> what is being communicated (content) with how it is said (form).</p>	<p>Integrated communication not evident.</p>

## Student Learning Outcomes (SLOs)

Each program creates its own SLOs that aligns its goals with the assessments in the program. You can see SLOs for all Mayville State programs [here](#). See page 21 for an example of an SLO curriculum map labeled with key assessments and Introductory-Reinforcement-Mastery, aligned to accreditation standards.

## Co-Curricular Assessment

Organization Leaders in this context will include

Organization Advisors

Organization Directors

Coaches

“Org Leaders”

Organization in this context will include student:

Teams

Groups

Clubs

Associations

Co-curricular Assessment process:

- ❖ Acquire Organization Student List

Org Leaders will confirm their student members & send names to co-curricular coordinator

- ❖ Students Take Survey

Co-curricular coordinator sends survey to students & students complete survey

- ❖ Run Report

Co-curricular coordinator will run a report in Qualtrics and email it to Org Leaders

- ❖ Org Leaders Read Report

Org Leaders will review Qualtrics report

- ❖ Org Leaders complete Follow-up Form

Follow-up Form serves as documentation

- ❖ Keep Group Going

Closing the Loop

## Assessment in Program Reviews

Assessment data is critical for providing meaningful information related to program reviews. The North Dakota University System 403.1.2 Institutional Instructional Program Evaluation policy states,

1. Existing undergraduate instructional programs shall be evaluated at least every seven years and graduate programs shall be evaluated at least every ten years by each institution. New programs shall be evaluated within one year after the first class graduates. The purposes of instructional program evaluation shall include assessments of the current level of program quality, means to improve program quality, relationship of the program to the mission of the institution, and program productivity. The Chancellor shall adopt procedures governing program evaluation, which must include:

a. A comprehensive self-study by the program faculty, a discussion of the evaluation results with the relevant dean or vice-president, a written statement of the evaluation's findings, and a written action plan describing follow-up activities. Each succeeding evaluation of a given program shall address the extent to which the program has successfully dealt with the concerns of the preceding evaluation.

b. Diverse assessment activities, such as:

- i. A site visit and review by a qualified consultant from another institution;
- ii. A review by one or more faculty members from another program within the institution;
- iii. An assessment of student learning, which may include pre- and post-tests, performance on professional or graduate record examinations, or other appropriate methods);
- iv. A survey of program alumni to determine their current positions and opinions of the program;
- v. A survey of current students to determine whether the program is meeting their needs; and
- vi. Review and advice from the program advisory council or other representatives of the employers of program graduates.

2. Within one year following the graduation of the first class in a new academic program, the institution shall conduct an evaluation in accordance with items SBHE Policy 403.1.2(1)(a) and (1)(b). Not later than six months after the first evaluation of a new academic program is complete, the institution shall submit to the Chancellor a summary of the findings and the follow-up plans.

3. For continuing programs, each institution shall provide a report to the Chancellor by January of each year on instructional program evaluations conducted in the previous academic year. The report shall include a list of all instructional programs evaluated and a summary statement describing institutional decisions and actions taken in response to the evaluations.

4. Notwithstanding the above requirements, a new or existing certificate program within a major degree program, or a certificate program developed from a group of courses within a specific major, shall be evaluated when the major degree program is evaluated; an independent certificate program, or a certificate program offered separate from a specific major shall be evaluated as a separate program according to the requirements set forth above.

As of Spring 2021, Mayville State University has a formalized program review template and a piloted program review template available in the Assessment Folder in Teams (accessible via assessment coordinator or Division Chair.

## FAQs

*What is a “key assessment”?*

A key assessment is an assignment in the class that the faculty chooses to measure how students are meeting the program’s student learning outcome(s).

*When are assessments due?*

Assessment information for ELOs and SLOs are due the Monday after grades are due in a given semester, meaning assessment information should be inputted into Taskstream by this deadline. Co-curricular assessment activities are due at the time arranged by the co-curricular leader and the co-curricular assessment coordinator.

*Do dual credit, part-time, and adjunct instructors need to complete assessment?*

Yes—any instructor that is teaching a course that has an ELO or SLO assessment activity due in a given semester must input assessment data. If the instructor does not have access to Taskstream, they should utilize the Taskstream template (see appendices) and work with their division’s assessment coordinator (see personnel) to input the assessment data. Dual credit instructors may work with their faculty mentor to facilitate the assessment process, though the division assessment coordinators are ultimately responsible for ensuring the assessment data has been inputted into Taskstream.

*What do I do if I teach multiple sections of the same course?*

In the event that instructors have an ELO or SLO assessment activity due in a given class that has multiple sections, instructors may combine course data and input the information into Taskstream one time. If multiple instructors are teaching a course that has an ELO or SLO assessment activity due, each instructor must input the assessment data on behalf of their section/s, though they should note which modalities they are assessing.

*How do I know if I have a Taskstream Account? If I do not have an account, how do I get one?*

Access to Taskstream is available through [SharePoint on the MSU website](#). Faculty should work with their division assessment coordinator to obtain access to Taskstream.

*What is the role of the Essential Studies Committee in assessment?*

The essential studies committee collaborates with the director of assessment and accreditation to maintain curriculum maps and determine essential studies courses that are appropriate for assessment. They also certify and recertify essential studies courses according to the essential learning outcomes.

*What kind of assessment data should I input—qualitative or quantitative?*

There is no one-size-fits-all approach to assessment data. In some instances, numeric data is helpful for understanding how many students are achieving a given learning objective. Qualitative narratives can also help give meaning to the quantitative data so programs can have a nuanced understanding of how/why a learning objective is being met (or not). Faculty should work with their division’s assessment coordinator to determine what type of data is most useful for their division’s reporting of assessment information.

*What is Quality Assurance and Institutional Improvement (QAII) Day? What is Professional Development (PD) Day?*

QAII Day is a day set aside each fall for divisions to discuss HLC's Criterion 3: Teaching and Learning: Quality, Resources, and Support and Criterion 4: Teaching and Learning: Evaluation and Improvement, as the criteria apply to each division. Activities may include completing assessment activities, making course improvements, working on curriculum mapping, discussing division SLOs, working on course rotations, integrating support services into curriculum, etc. QAII is planned by the assessment team in collaboration with other offices as needed.

PD Day is a day set aside each spring to provide the campus with professional development opportunities. PD Day is planned by the Office of Academic Affairs in collaboration with other offices as needed.

*How do we guarantee transfer students get their essential learning outcomes?*

MSU abides by the North Dakota University System [articulation agreements](#) that determine if coursework can appropriately transfer from one university to another. If an articulation agreement has been made, administrative bodies have determined that essential learning outcomes or their appropriate equivalent have been met and the student has the desired learning background to be transferred in as an MSU student.

*How often do divisions/programs review their SLOs?*

Divisions and their respective programs should regularly discuss and review the SLOs, particularly when curriculum changes are made in programs or new academic standards are being considered in an academic field. QAII Day is a yearly occurrence and an excellent time to review SLOs.

*Who sees my assessment data? Is it shared?*

Any faculty who has access to a Taskstream shell (a division, for example) can see the inputted assessment data, as well as Taskstream administrators and the director of assessment. Assessment reports are internal and shared at the discretion of the division and the assessment team. Information from assessment reports may be pulled for program reviews and HLC assurance arguments as needed.

# SLO Curriculum Map Example

Mayville State University RN to BSN Program (Division of Nursing)  
Curriculum Map with Essential Assignments

RN to BSN Student Learning Outcomes							
	1). Provide leadership within the complex health care system that integrates an understanding of organizational systems and the internal and external forces that impact them.	2). Engage in evidence-based practice as a means of enhancing the quality of patient care.	3). Use information technologies to improve patient care outcomes and the environments in which patient care occurs.	4). Engage in culturally-appropriate approaches that promote health and prevent disease and injury in diverse populations.	5). Develop collaborative relationships both inter- and intra-professionally that enable the nurse to effectively advocate for patients, the nursing profession, and the health care system.	6). Model professionalism based on a foundation of personal values, ethical principles, and the nursing profession's values and standards.	
<b>AACN Essentials</b>	II. Organizational and Systems Leadership V. Health Care Policy, Finance and Regulatory Environments.	III. Evidence Based Practice IX. Baccalaureate Generalist Practice	II. Organizational and Systems Leadership IV. Information Management	VII. Clinical Prevention and Population Health	VI. Interprofessional Communication and Collaboration	VIII. Professionalism and Professional Values I. Liberal Education for Baccalaureate Generalist Nursing Practice	
<b>QSEN</b>	Teamwork and Collaboration Quality Improvement	Evidence Based Practice	Informatics Teamwork and Collaboration	Patient-Centered Care Teamwork and Collaboration Evidence Based Practice Safety	Teamwork and Collaboration Quality Improvement Safety	Teamwork and Collaboration	
<b>RN to BSN Courses &amp; Essential Assignments</b>	NURS 310		Inform System App for Decision Making (I)	Informatics PowerPoint Presentation (I)			
	NURS 350	Analysis of IOM Paper (I)				Personal Philosophy Paper (I-E VIII; M-EI)	
	NURS 360				Learning Plan for Elderly Person (R)		
	NURS 370		Critical Appraisal of Research Project (M-EIII, R- EIX)				
	NURS 441		Advocacy and Population-Focused Nursing Process Assignment (R)	Disaster Management Assignment (M)		Disaster Management Assignment (I)	
	NURS 442		Population-Focused Nursing Process Project (M-EIX, R-EIII)		Population-Focused Nursing Process Project (M)	Population-Focused Nursing Process Project (R)	
	NURS 450	Health Policy Discussion Forum (R)		Health Policy Elevator Speech (R)	Rural Health Foundations Paper (R)	Interdisciplinary Collaboration Case Study (R)	Rural Health Foundations Paper (R-EVIII)
	NURS 460				Culturally Considerate Nursing Care Approaches for Vulnerable Populations Project (I)		Ethical Principles Reflection Assignment (R)
	NURS 470	Project Management Plan (M)				Leadership Growth Plan (M)	Modeling Professionalism Assignment (M-EVIII)

Essential Assignments (I) Introduced (R) Reinforced (M) Mastered

### Essential Learning Outcomes

#### ELO 1: Big Questions

Human cultures and the physical and natural world; engagement with big questions, both contemporary and enduring.

#### ELO 2: Reading

ELO 2 identifies ten intellectual and practical skills. In the 2019-2025 assessment cycle, all courses will assess Reading. Reading is "the process of simultaneously extracting and constructing meaning through interaction and involvement with written language."

#### ELO 3: Ethical Reasoning

Ethical Reasoning is reasoning about right and wrong human conduct. It requires students to be able to assess their own ethical values and the social context of problems, recognize ethical issues in a variety of settings, think about how different ethical perspectives might be applied to ethical dilemmas and consider the ramifications of alternative actions. Students' ethical self-identity evolves as they practice ethical decision-making skills and learn how to describe and analyze positions on ethical issues.

#### ELO 4: Integrative Learning

Students will demonstrate Integrative and Applied Learning, including synthesis and advanced accomplishment across general and specialized studies. This is demonstrated through the application of knowledge, skills, and responsibilities to new settings and complex problems.

### Sweet Sixteen

Bio 150 General Biology 1			<b>F20</b>	
Math 103 College Algebra	<b>F20</b>			
Science 101 Natural Science				<b>S21</b>
Science 101 On Natural Science (Online Section)				<b>M20</b>
Science 102 Physical Science				<b>F20</b>
CIS 175 Information Literacy		<b>S20</b>		
COMM 110 Fundamentals of Public Speaking			<b>F19</b>	

### Essential Learning Outcomes

	ELO 1: Big Questions  Human cultures and the physical and natural world; engagement with big questions, both contemporary and enduring.	ELO 2: Reading  ELO 2 identifies ten intellectual and practical skills. In the 2019-2025 assessment cycle, all courses will assess Reading. Reading is "the process of simultaneously extracting and constructing meaning through interaction and involvement with written language."	ELO 3: Ethical Reasoning  Ethical Reasoning is reasoning about right and wrong human conduct. It requires students to be able to assess their own ethical values and the social context of problems, recognize ethical issues in a variety of settings, think about how different ethical perspectives might be applied to ethical dilemmas and consider the ramifications of alternative actions. Students' ethical self-identity evolves as they practice ethical decision-making skills and learn how to describe and analyze positions on ethical issues.	ELO 4: Integrative Learning  Students will demonstrate Integrative and Applied Learning, including synthesis and advanced accomplishment across general and specialized studies. This is demonstrated through the application of knowledge, skills, and responsibilities to new settings and complex problems.
English 110 College Composition I		<b>F20</b>		
English 120 College Composition II		<b>F20</b>		
English 125 Business & Technical Writing				<b>F19</b>
Geography 103 Multicultural World, Global Issues	<b>S20</b>			
History 104 US Since 1877		<b>S21</b>		
Humanities 220 History of Music Multicultural World	<b>F20</b>			
Humanities 221 History of Art Multicultural World			<b>S20</b>	
Music 200				<b>S21</b>

### Essential Learning Outcomes

	ELO 1: Big Questions	ELO 2: Reading	ELO 3: Ethical Reasoning	ELO 4: Integrative Learning
	Human cultures and the physical and natural world; engagement with big questions, both contemporary and enduring.	ELO 2 identifies ten intellectual and practical skills. In the 2019-2025 assessment cycle, all courses will assess Reading. Reading is "the process of simultaneously extracting and constructing meaning through interaction and involvement with written language."	Ethical Reasoning is reasoning about right and wrong human conduct. It requires students to be able to assess their own ethical values and the social context of problems, recognize ethical issues in a variety of settings, think about how different ethical perspectives might be applied to ethical dilemmas and consider the ramifications of alternative actions. Students' ethical self-identity evolves as they practice ethical decision-making skills and learn how to describe and analyze positions on ethical issues.	Students will demonstrate Integrative and Applied Learning, including synthesis and advanced accomplishment across general and specialized studies. This is demonstrated through the application of knowledge, skills, and responsibilities to new settings and complex problems.
Music in America				
Psychology 111				
Intro to Psychology				
Sociology 110				

**S20**

Intro to Sociology

• **Legend :**

• Fall 2019

• **S20**

• Spring 2020

• Summer 2020

• **F20**

• Fall 2020

• Spring 2021

• Summer 2021

### Template for entering Essential Learning Outcome Assessments in Taskstream

Measure Title:

Measure Type/Method:

Instructor:

ELO and Semester:

*Add supporting attachments.*

Summary of Findings:

Please describe your instructional strengths and weaknesses of this assessment.:

What changes could you deploy to try to improve your student learning outcomes on this assessment?:

*Add substantiating evidence.*

## Taskstream Example of ELO Assessment

### Outcome: ELO 4: Integrative Learning

Students will demonstrate Integrative and Applied Learning, including synthesis and advanced accomplishment across general and specialized studies. This is demonstrated through the application of knowledge, skills, and responsibilities to new settings and complex problems.

#### ▼ Measure: Trade Magazine Project Direct - Student Artifact

Instructor(s): Dr. Kunz  
ELO and Semester: ELO #4 Integrative and Applied Learning  
Supporting Attachments:

[Trade Magazine Assignment](#) (Word Document (Open XML))

## Findings for Trade Magazine Project

### Summary of Findings:

A majority of students mastered connections to discipline and integrated communication. A majority of students were progressing toward connections to experiences.

Students were able to synthesize what they had learned throughout the semester about professional writing and genre awareness to create a specialized trade magazine. They demonstrated their ability to apply the standards of professional writing and genre awareness by creating a trade magazine that asked them to use research skills to summarize, analyze, and reflect on new information and apply it to editorials, scholarly articles, and product reviews, etc. in the trade magazine. They used multiple formats to present this information such as infographics, prose, and imagery.

Students had some trouble applying their knowledge in different ways across all genres in ways that showed awareness of genres of multiple perspectives and experiences. For example, some students did not write genre-appropriate "letters to the editor" which require them to understand the genre and related content and apply that knowledge to a hypothetical rhetorical situation. Furthermore, not all students demonstrated equal responsibility within their trade magazine group setting--some students took on more responsibility while others took on less.

Please describe your instructional strengths and weaknesses of this assessment.:

I believe my strengths were preparing students to demonstrate their integrative learning to this complex problem (trade magazine) by continually discussing the genre and research expectations and providing guided work time. However, I believe there is a gap between this preparation and actually seeing the group carry out the responsibilities in an equitable way. I need to spend more time assigning specific tasks to students to show their application of integrative learning so it is not one or two group members

What changes could you deploy to try to improve your student learning outcomes on this assessment?:

demonstrating their accomplishments in solving complex integrative learning problems, but all students.

I am going to change the assignment requirements to make individual students responsible for individual aspects of the trade magazine project. While the group will still work together to apply their knowledge and skills to the trade magazine project, by assigning them specific tasks they will all be responsible in demonstrating their knowledge.

Substantiating Evidence:

**Trade Magazine Example** link opens in new window (Word Document (Open XML))

## Faculty Directions for Using Taskstream

Please find SharePoint using (<https://www.mayvillestate.edu/student-resources/sharepoint/>) and login to your NDUS account.

To access SharePoint, please follow the instructions below.

If you experience issues logging in with Edge browser, try accessing SharePoint with Chrome or Firefox.

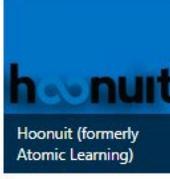
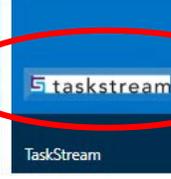
- Your username must be in the following format: **first.last@ndus.edu** or **first.last**
- Your password is the same one you use for Campus Connection and Blackboard.
- Forgot password? Visit <https://helpdesk.ndus.edu/ndusaccount/> for account self-service.



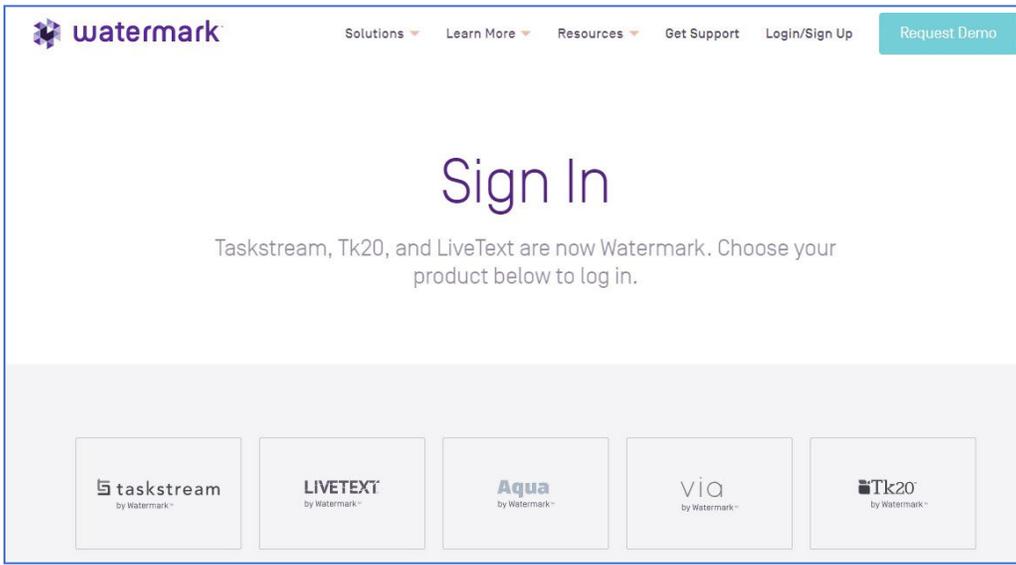
Continue Login

Select the “Taskstream” tile from your QuickLinks

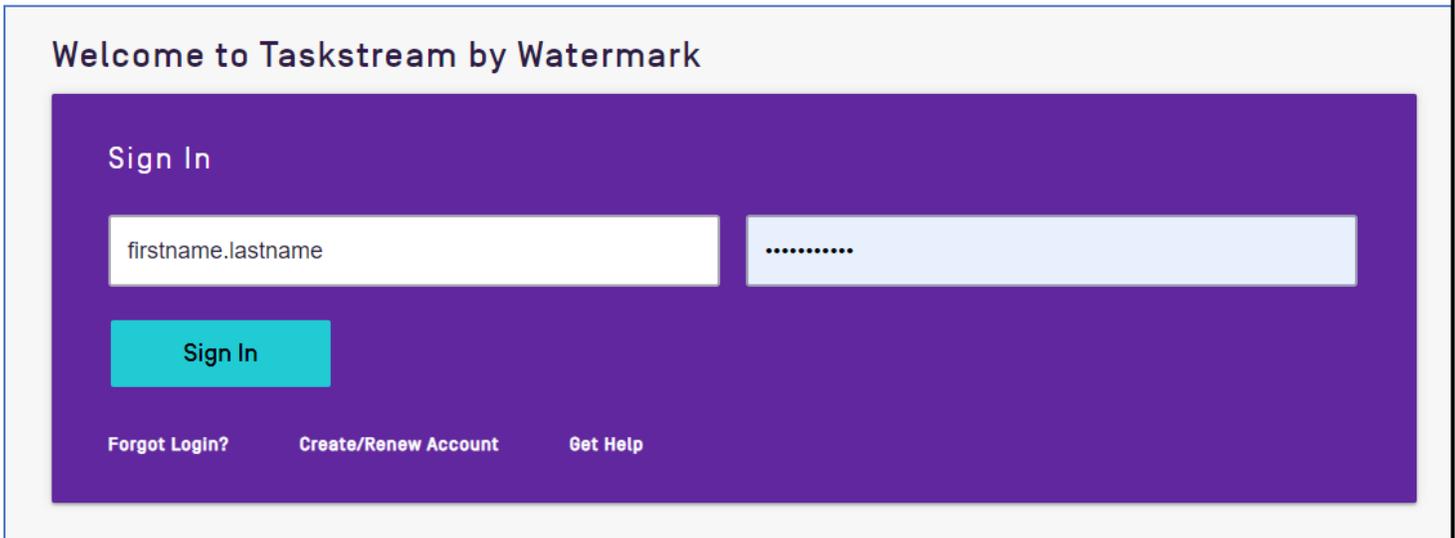
Quick Links

 Outlook (E-Mail)	 Employee Self-Service	 Blackboard	 Campus Connection	 Writing Center	 Faculty Senate
 Staff Senate	 Hoonuit (formerly Atomic Learning)	 Starfish	 TaskStream	 Handshake	 Qualtrics
 Get Windows 10	 Finance/Budget				

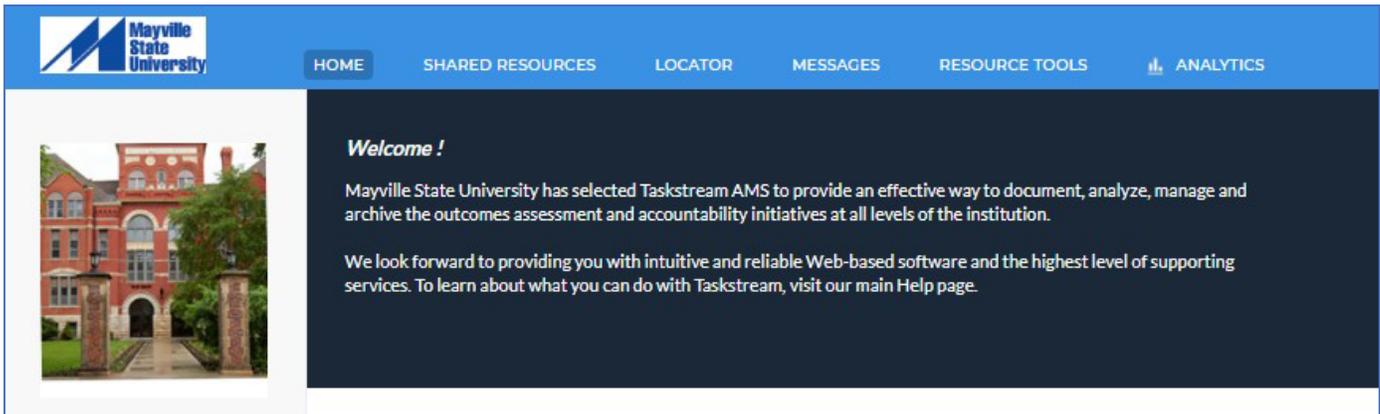
Find the “Login/Sign Up” button at the top of the screen.



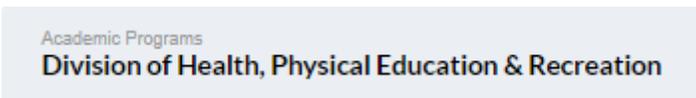
Login using your Taskstream credentials. If you can't remember your login information, please click on “Forgot Login?” and follow the instructions to retrieve your information.



If you need to – select “AMS”. You’ll see your Home page with the Old Main image and welcome message at the top of the screen.



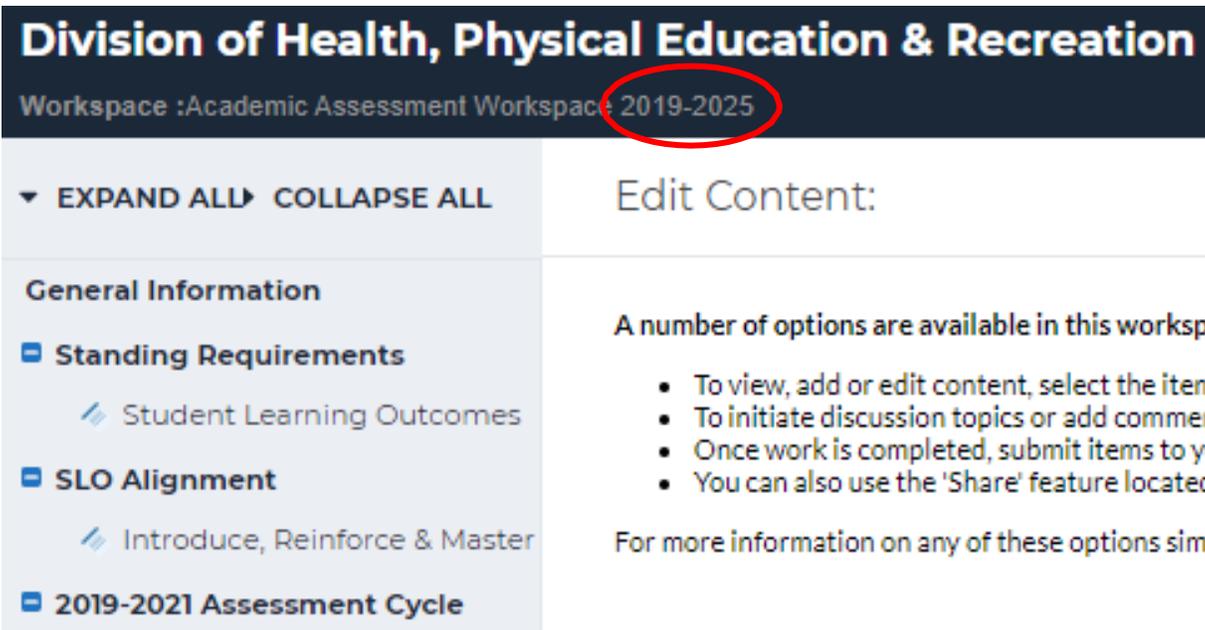
Scroll down to the center of the screen and find your specific division’s workspace.



Locate the Academic Assessment Workspace 2019-2025 and click directly on that workspace title.

Academic Assessment Workspace 2019-2025

Make sure your workspace has the time frame 2019-2025.



**Division of Health, Physical Education & Recreation**

Workspace :Academic Assessment Workspace 2019-2025

▼ EXPAND ALL ▸ COLLAPSE ALL

**General Information**

- ▣ Standing Requirements
  - ⚡ Student Learning Outcomes
- ▣ SLO Alignment
  - ⚡ Introduce, Reinforce & Master
- ▣ 2019-2021 Assessment Cycle

**Edit Content:**

A number of options are available in this workspace:

- To view, add or edit content, select the item
- To initiate discussion topics or add comments
- Once work is completed, submit items to your instructor
- You can also use the 'Share' feature located in the top right corner of the workspace

For more information on any of these options simply click on the 'Help' icon in the top right corner of the workspace.

This is your division’s workspace. You can find the division’s Student Learning Outcomes under “Standing Requirements” – just click on “Student Learning Outcomes” for a list view of your SLOs.

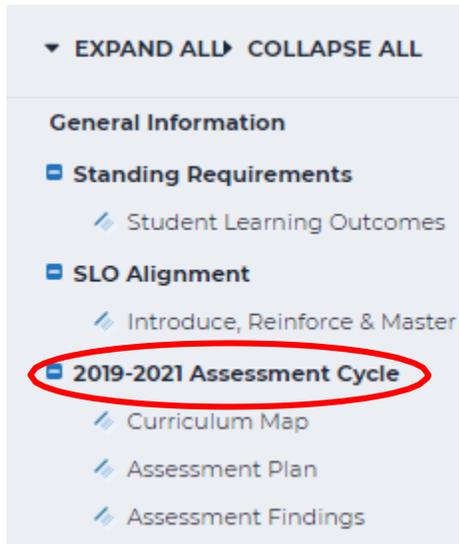
The screenshot shows a web interface for the 'Division of Health, Physical Education & Recreation'. At the top, it says 'Workspace :Academic Assessment Workspace 2019-2025'. Below this are navigation options 'EXPAND ALL' and 'COLLAPSE ALL', and the text 'Student Learning Outcomes'. The main content area is divided into sections: 'General Information' (with a 'Work In Progress' status), 'Standing Requirements' (with a link to 'Student Learning Outcomes'), 'SLO Alignment' (with a link to 'Introduce, Reinforce & Master'), and three assessment cycles: '2019-2021 Assessment Cycle', '2021-2023 Assessment Cycle', and '2023-2025 Assessment Cycle'. Each cycle has links for 'Curriculum Map', 'Assessment Plan', and 'Assessment Findings'. On the right side, there is a section titled 'Division of HPER SLOs for all majors and (Learning Objectives & Outcomes)' which lists four Student Learning Outcomes (SLO 1 Q through SLO 4 Q) with their descriptions.

If you would like a fuller picture of your division’s SLOs and the alignment to programs – find the “Introduce, Reinforce & Master” link under “SLO Alignment”.

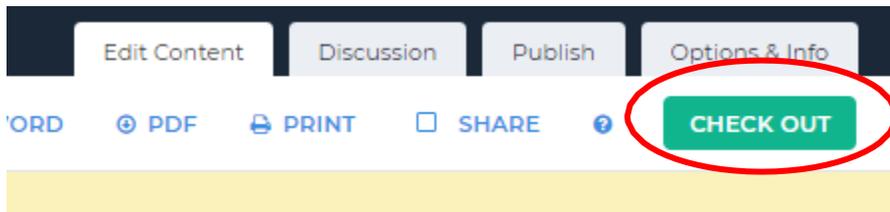
This is a close-up screenshot of the 'SLO Alignment' section from the previous image. It shows the 'EXPAND ALL' and 'COLLAPSE ALL' buttons at the top. Below are the sections 'General Information', 'Standing Requirements' (with a link to 'Student Learning Outcomes'), 'SLO Alignment' (with the link 'Introduce, Reinforce & Master' circled in red), and '2019-2021 Assessment Cycle'.

In the first two years of the new 6-year assessment cycle, we’ll focus our entries under “2019-2021 Assessment Cycle”. You’ll find a visual “Curriculum Map” with just the mastery program courses, and the links to the “Assessment Plan” and “Assessment Findings”, where faculty will be focused on entering their assessment artifacts.

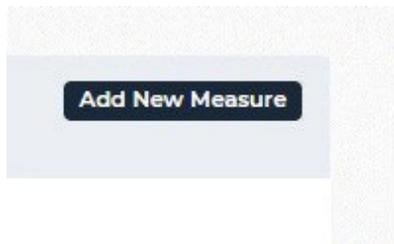
If you're a faculty member assessing a mastery program course, please select "Assessment Plan".



To begin, click the green button "CHECK OUT" to enter your intended assessment activities.



Locate the SLO you would like to add your assessment activity to, and locate the "Add New Measure" button on the far right.



Please enter a short title for your assessment measure (Measure Title), select the drop-down for the type of assessment activity (Measure Type/Method), enter your name (Instructor) and the major and term (Program and Semester). NOTE: Program/Major name is not listed in Fake Assessment example screenshot. Then click “APPLY CHANGES”.

<b>* Measure Title:</b>	<input type="text" value="Fake Assessment Activity"/>
<b>Measure Type/Method:</b>	<input style="border-bottom: 1px solid black;" type="text" value="Direct - Student Artifact"/>
<b>Instructor(s):</b>	<div style="border: 1px solid black; padding: 5px; min-height: 80px;">Fake Instructor</div>
<b>Program and Semester:</b>	<div style="border: 1px solid black; padding: 5px; min-height: 80px;">Fall 2019</div>

Check Spelling Cancel APPLY CHANGES

You’ll notice your activity details are now listed under the SLO of your choosing.

▼ **Measure:** Fake Assessment Activity [Edit](#) [Remove](#)

*Direct - Student Artifact*

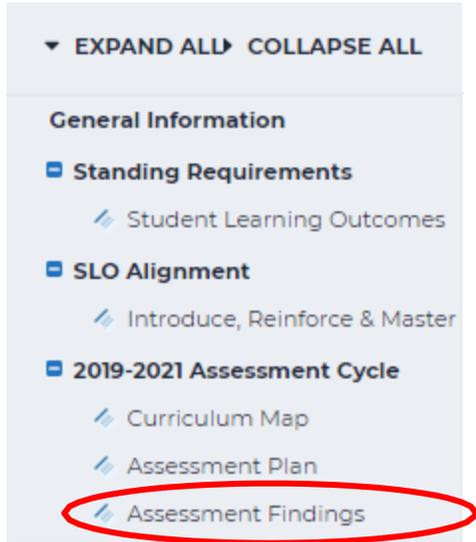
Instructor(s): Fake Instructor

Program and Semester: Fall 2019

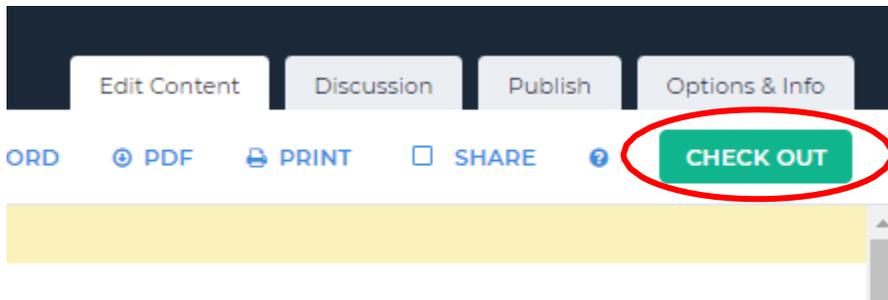
Supporting Attachments:

[Add/Edit Attachments and Links](#)

After you've completed your assessment and are ready to input your assessment findings and data, please click on "Assessment Findings".



Then click on "CHECK OUT" to begin editing and adding your findings.



You'll notice your assessment activity was pulled from the "Assessment Plan" previous screen menu. Then find the "Add Findings" button and click.



Similar to the Assessment Plan entry, you'll want to enter your responses to each text box and click "Submit".

\* Summary of Findings:

Please describe your instructional strengths and weaknesses of this assessment.:

What changes could you deploy to try to improve your student learning outcomes on this assessment?:

Cancel Check Spelling **SUBMIT**

Then, your newly created Assessment Findings should be visible on the Assessment Findings page. If you wish to upload additional documents or files, please use the button labeled, "Add/Edit Attachments and Links".

▼ Division of HPER SLOs for all majors and minors\_2019-2025  
Student Learning Outcome

Outcome: SLO 1  
Through demonstration and application of discipline specific concepts, HPER students will serve as advocates for fitness

▼ Measure: Fake Assessment Activity  
Direct - Student Artifact

Instructor(s): Fake Instructor  
Program and Semester: Fall 2019

Findings for Fake Assessment Activity Edit Remove

Summary of Findings:	Here's what I found.
Please describe your instructional strengths and weaknesses of this assessment.:	Here are my instructional strengths and weaknesses.
What changes could you deploy to try to improve your student learning outcomes on this assessment?:	Here's what I'm going to do in the future. Don't forget a spell check!
Substantiating Evidence:	

[Add/Edit Attachments and Links](#)