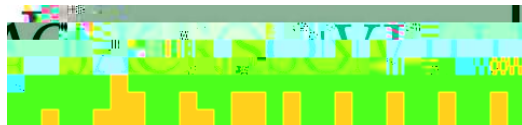


Jacksonville University



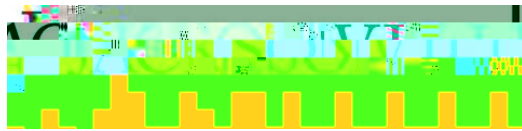
CS 3.3.2 (Quality enhancement plan), Recommendation 1

The institution has not yet demonstrated that its assessment plan will allow it to identify, define, and monitor QEP Student Learning Outcomes consistently. In particular, the institution has not yet identified clear benchmarks or targets for its identified outcomes. Demonstrate that the institution has developed a plan to measure and assess the extent to which its QEP goals and outcomes have been attained.

Response

Identifying & Defining Student Learning Outcomes

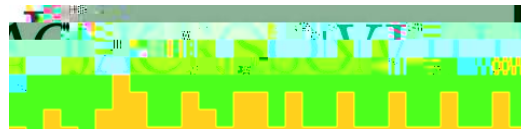
After a year of implementation, the Experiential Learning Implementation Committee has determined that much progress has been made on consistently identifying and defining the learning outcomes across all Experiential Learning programs. Yet, to consistently achieve the core ECHO Learning Goal, the institution updated the QEP plans to: 1) revis



Various academic programs were already utilizing the AAC&U VALUE rubrics prior to the implementation of the QEP. Hence, this acted as a source of support for encouraging the institution to embrace the selected learning outcomes and their operationalized definitions. Additionally, the ECHO program is ensuring that the necessary campus entities involved with ECHO are well-educated on the chosen definitions. ECHO has implemented training for the entire faculty, faculty selected for the assessment sampling, and the Experiential Learning Directors.

Critical Thinking is defined in line with the corresponding AAC&U VALUE Rubrics as “a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.” (AAC&U Critical Thinking VALUE Rubric). The four programs involved with ECHO all have implemented clear, uniform definitions of critical thinking. The AAC&U definition embraced by the institution fits well with the goals for each of the four Experiential Learning programs as the AAC&U definition is broad enough to encompass a variety of different Experiential Learning project formats.

Written Communication is defined in line with the corresponding AAC&U VALUE Rubrics: “Written communication is the development and expression of ideas in writing. Written



updated the standards for study abroad programs to include clear focus on teamwork (Appendix C, SAAB Checklist). These Student Learning Outcomes became a required part for an opportunity to attain the course designation necessary to offer a study abroad opportunity that meets the institution's Experiential Learning core curriculum requirement. Additionally, the SAAB recognized the need for more direction in students' reflective journals, and hence integrated this direction into their training (Appendix 2013-2014 SAAB Annual Progress Report and Study Abroad Workshop). These efforts have enabled clear identification of QEP Student Learning Outcomes in Study Abroad opportunities.

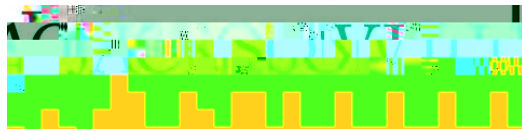
Undergraduate Research

The Undergraduate Research program experienced much enhancement in QEP Year One. This enabled the institution to better identify QEP Student Learning Outcomes within Research Intensive Courses. The Director of Undergraduate Research, who oversees training and approval for Research Intensive (RI) courses, integrated the QEP Student Learning Outcomes into the approval process for designation of courses as Research Intensive (Appendix RI Course Checklist). With 2013-2014 being the inaugural year for Research Intensive courses, this action was critical for creating public dialogue about the role of Research Intensive Courses within the institution's QEP. The results of the approval process can be seen in Research Intensive course syllabi. ECHO learning outcomes were clearly delineated in both the Business DSIM RI 203: Applied Bus & Econ Analysis course and the Math 225RI: Math Experiential Learning I course (Appendix).

QEP Process Enhancement

To ensure consistent definition and identification of learning outcomes, all Experiential Learning programs and Experiential Learning syllabi will be expected to include one uniform ECHO Student Learning Outcome and Assessment Statement (Appendix). The goal is to ease inclusion of this language into syllabi and assignments. Further, it will ensure greater consistency across Experiential Learning opportunities and will act as a tool to better educate students on the QEP learning outcomes. Additionally, to ensure that there is more consistency in defining and identifying learning outcomes, ECHO will implement a structured syllabus revision plan outlined below. This will involve reviewing and updating all new and existing Experiential Learning syllabi to ensure consistent learning outcomes across all four forms of Experiential Learning.

Timeframe	Experiential Learning Program	Revision Goal
Year Two- Fall 2014	Service-Learning	Complete SLO update for all syllabi
	Research Intensive	Begin SLO update for syllabi
Year Two-Spring 2015	Study Abroad	Begin SLO update for syllabi
	Internships	Begin SLO update for syllabi
Year Three-Fall 2015	Study Abroad	Complete SLO update for syllabi
	Internships	Complete SLO update for syllabi



Year One, 2013-2014 EL Program Completion

EL Program	Number of Students Enrolled	Percentage of Students Completing
Service-Learning	343	44.25%
Internships	202	26.06%
Research Intensive courses	170	21.93%
Study Abroad	60	7.74%
Total	775	100.00%

Consistently Monitoring Student Learning Outcomes

The institution has developed a plan to consistently monitor Student Learning Outcomes. The two core components to assure consistency are: 1) aligning definitions and processes for inclusion and identification of SLOs across all Experiential Learning programs and 2) developing an enhanced assessment strategy for continual measurement and improvement of SLOs attainment.

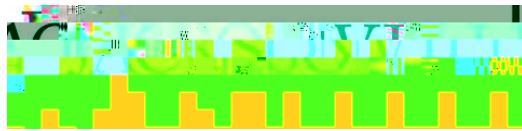
As outlined in the sections on definition of SLOs and identification of SLOs, the institution has formed consistent learning outcome definitions and processes to identify the SLOs within all Experiential Learning opportunities.

Further, the institution has developed an assessment plan that supports consistent assessment monitoring of Student Learning Outcomes. First, ECHO has a strong multi-department assessment team that is well-trained in the SLO definitions, and the AAC&U rubrics. Additionally, ECHO built in mechanisms for consistency at the level of individual measurement tools. Finally, ECHO expanded the number of sampled courses. Additionally, ECHO implemented a feedback cycle giving professors data on their individual courses; this information can be used by the faculty members to make course enhancements.

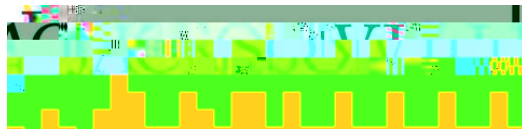
At the level of individual assessment tools, the institution has sought consistency by using uniform measurements. The institution has a process in place that supports uniform design of assessment tools and collection of data for all Experiential Learning programs through the centralized Office of Experiential Learning, in consultation with the Experiential Learning Implementation and Assessment Committees.

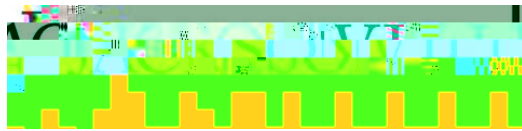
Indirect Measure, Student Survey

For the indirect measures of the SLOs, the institution uses the same survey questions across all four Experiential Learning programs to ensure that all programs are supporting student learning in the areas of Critical Thinking, Communication, Diversity and Teamwork (Appendix).

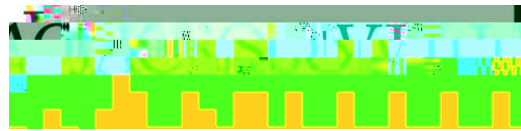


Additionally, this survey tool allows for more thorough and consistent measure of SLO attainment because this assessment is provided to





going through a second assessment at a later semester. Some of the EL offerings do not run every semester; this is particularly true for Study Abroad. Therefore, it is projected that 75% of



16-17	Year 4: First year of traditional UG graduating	90% scores of 3 or higher in four VALUE Rubrics (CT, WC, D, TW).
17-18	Year 5: Last year before 5 th year interim report	90% scores of 3 of higher in four VALUE Rubrics (CT, WC, D, TW).

In QEP Year One, the actual results for the direct measures of the student learning were close to the benchmarks that were set (See tables Overall Benchmarks and Benchmarks by Student Learning Outcome). Teamwork (28.00%) and Diversity (25.88%) were at or above the set benchmarks. Critical Thinking (21.58%) and Written Communication (21.48%) were slightly below the Year One benchmarks. In response, the EL Implementation Committee will focus on enhancing the training provided for these outcomes.

Additionally, Oral Communication was not scheduled for evaluation in Year One. Yet, it was evaluated to provide a baseline for future benchmarking. From the presentations that were evaluated for Oral Communication in Year One, 46.67% of evaluated students attained a 3 or 4. This higher attainment score suggests that the Year Two benchmark for Oral Communication can be set at 50% attainment of 3 or higher. This is in line with the Year Two benchmarks for the other learning outcomes.

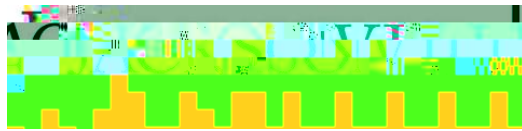
Overall Year One Direct Measure Scores

Student Learning Outcome	Average Score	% of scores 3 or above	Year One Benchmark Met? (Y/N)
Critical Thinking:	2.14	21.58%	N
Diversity:	2.05	25.88%	Y
Oral Communication:	1.48	46.67%	No benchmark set for Year One. Benchmarking begins in Year Two
Written Communication:	2.03	21.48%	N
Team Work:	2.04	28.00%	Y

Detailed Benchmarks by Student Learning Outcomes

Critical Thinking Benchmarks

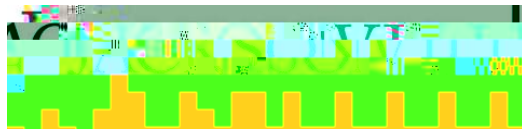
Critical Thinking Measures	% of students attaining 3 or higher	Year One Benchmark Met? (Y/N)
Explanation of Issues	28.57%	Y
Evidence	22.22%	N
Influence of context and assumptions	23.80%	N



Student's position	17.46%	N
Conclusions and related outcomes	15.87%	N
Overall % of Critical Thinking scores 3 or above	21.58%	N

Written Communication Benchmarks

Written Communication

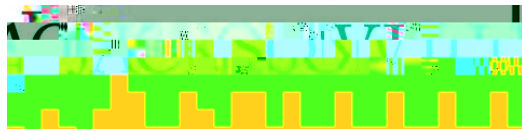


15-16	Year 3	80% 3 of higher on both EL Impact Questions and SLO Attainment Questions
16-17	Year 4: First year of traditional UG graduating	85% 3 of higher on both EL Impact Questions and SLO Attainment Questions
17-18	Year 5: Last year before 5 th year interim report	90% 3 of higher on both EL Impact Questions and SLO Attainment Questions

In Year One, overall 71.06% of the student surveys reported 3s or 4s for the learning outcomes. This is slightly below the benchmark set for this indirect measure of student learning outcome attainment for Year One. Yet, this suggests that ECHO is on target with achieving 90% of scores at 3 or higher by the Fifth Year Interim Report.

Year One Benchmark Attainment on EL Impact Data

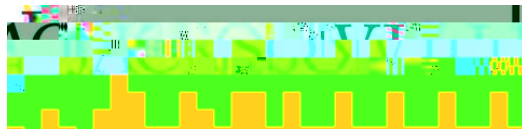
Student Outcome Learning Measure	Average Score	% of scores
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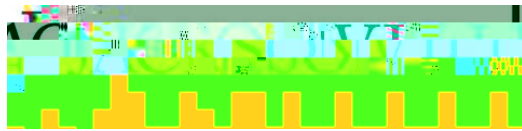
To support the institutional goal, ECHO has clear outcomes, assessment measures and benchmarks.

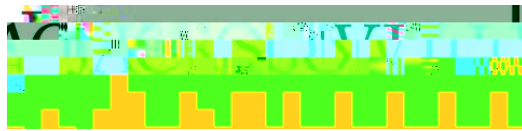
Institutional Outcome One: The institution will implement and support tools for students to professionally document their Experiential Learning (implementation of an electronic portfolio system)

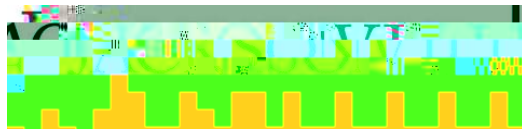
Measurement and benchmarking: Progress on the institutional outcome has faced challenges in Year One and will likely face similar challenges in Year Two. Namely, financial and human resource deficits



will assist those students who currently participate in EL with more in-depth reflection and professional presentation and it will pique other students' interests in EL programs. In Year One, 144 students presented at the Spring Symposium. ECHO will provide support which increased participation in the Institution's annual Student Faculty Symposium. Data on student participation in the Symposium will be gathered from the Symposium Planning Committee.







Appendix Documents to be included:

Service-Learning Course Checklist

Soc 322: Media & Crime Syllabus

Bio 204: Botany syllabus

SAAB Checklist

SAAB Annual Progress Report

Study Abroad Workshop

RI Course Checklist

ECHO Student Learning Outcomes & Assessment Statement: This course is a part of the ECHO: Experiential Learning graduation requirement. As such, this course supports the following Student Learning Outcomes:

Critical Thinking: Students will use critical thinking to analyze learning from experience.

Diversity: Students will demonstrate knowledge and skills to work in diverse populations through their experiential learning

Communication: Students will use oral and written communication skills, appropriate to the audience, to articulate learning through experience

Teamwork: Students will demonstrate an understanding of how to work effectively in teams through experiential learning

Faculty Report (Example)

AAC&U Rubrics