TWU Academic Institutional Improvement 2016 Report – AIIR-CP: Findings and Use of Results Deadline: March 20, 2017

**Certificate Program Name:** **Academic Unit/College:**

**Coordinator:**  **Chair/Director:** **Date Submitted:** mm/dd/yyyy

**Campus(es):** Denton Dallas Houston **Certificate Type:** Undergraduate Post-Bacc Post-Master’s

[Highlight campus(es) above.] [Highlight certificate type above.]

**If classified as an “online” certificate program, check here:**

***NOTE****: If no students were enrolled in the certificate program or if no students were assessed in 2016 due to timing of the assessment cycle and/or course offerings for course-embedded certificate program assessments check here:*  *Next, insert SLO, Assessment Measures, and indicate (N = 0) in the Summary Data column of Table 1 to complete the AIIR-CP form.*

**Table 1 *– SLO, Assessment Measures, 2016 Summary Data, and Target Indicators Table***

* Report the ***Summary Data***(aggregate) results/findings for each SLO assessed during 2016 (combined Spring 2016, Summer 2016, and Fall 2016 data). **Summary data** = the percentage of students assessed that achieved the set criterion for success.

[Disaggregated category/sub-category data for assessments, **if applicable**, can be reported in Table 2.]

| **Student Learning Outcome (SLO)**  [List SLO 1 as shown in Section II of the current AIIAP-CP.] | **Assessment Measures (AMs)**  [List Assessment Measure (name only) as shown in Section IV of the current AIIAP-CP.] | **2016**  **Summary Data**  [Report the total number of students assessed per each Assessment Measure (*N =* \_\_).  **Then**, list the percentage of students assessed that achieved the set criterion for success.] | **Target Indicators** | | |
| --- | --- | --- | --- | --- | --- |
| **Criterion for**  **Success**  [List the Criterion for Success for each Assessment Measure as shown in Section IV of the current AIIAP-CP.] | ***Realistic* Program**  **Goal**  [List the Realistic Program Goal below for each Assessment Measure as shown in Section IV of the current AIIAP-CP.] | ***Stretch* Program**  **Goal**  [List the Stretch Program Goal below for each Assessment Measure as shown in Section IV of the current AIIAP-CP.] |
| **SLO 1:** | **AM 1:** | (*N*= )  % |  | % | % |
| **AM 2:** | (*N*= )  % |  | % | % |

**Table 2 – *Disaggregated Assessment Category/Sub-Category Data Table***

* Use this table, **when appropriate**, to report *additional* ***category/sub-category* data** (disaggregated data) for **applicable assessments** reported in Table 1.

***Note****: Table 2 only applies to program assessments for which category/sub-category data are available to report. This table may be modified to address specific program needs, including disaggregation of data by campus, instructional delivery mode, etc. in addition to categorical data, as best determined by program faculty.*

| **SLO/Assessment** | **Assessment Categories/Sub-Categories** | **2016**  **Categorical Data** | **Realistic Program**  **Goal/Target**  [If applicable, list the Realistic Program Goal below for each Assessment Measure as shown in Table 1 of this document.] |
| --- | --- | --- | --- |
| **1.1** | **Outcome 1/Assessment 1 –** [Insert name of Assessment Measure 1.] | | |
| A. [List category here.] |  |  |
| B. |  |
| C. |  |
| D. |  |
| E. |  |
| F. |  |
| G. |  |
| H. |  |
| **1.2** | **Outcome 1/Assessment 2 –** [Insert name of Assessment Measure 2.] | | |
| A. [List category here.] |  |  |
| B. |  |
| C. |  |
| D. |  |
| E. |  |
| F. |  |
| G. |  |
| H. |  |

**Table 3 – *Analysis & Interpretation of Results***

***Note:*** *Certificate program faculty will not be expected to analyze data, interpret results, and implement at least 1 programmatic action for improvement in student learning until sufficient data (may be cumulative over time) are available for a minimum of 20 certificate program students. This will ensure that data upon which changes will be implemented are reliable.*

| **Student Learning Outcome**  [List SLO 1 as shown in Table 1.] | **Analysis & Interpretation**  [Provide a detailed analysis and interpretation of student performance data for the student learning outcome assessed during the 2016 reporting period using Tables 1 and 2 results/findings.] Also, use the Trend Analysis (separate document) to reflect trends, where appropriate.] |
| --- | --- |
| **SLO 1:** |  |

**Table 4 - *Next Steps –* *Actions for Improvement***

***Note****: Certificate program faculty will not be expected to analyze data, interpret results, and implement at least 1 programmatic action for improvement in student learning until sufficient data (may be cumulative over time) are available for a minimum of 20 certificate program students. This will ensure that data upon which changes will be implemented are reliable.*

| **Student Learning Outcome**  [List SLO 1 as shown in Table 1.] | **Actions for Improvement**  [Using the data analysis and interpretation provided in Table 3, describe in detail one targeted action\* that will be implemented *to improve student learning*”.] | **Improvement**  **Codes**  [Use the Improvement Code table (last page) to “code” the type of action that will be taken.] |
| --- | --- | --- |
| **SLO 1:** |  |  |

*\*Recommended that* ***no more than 1*** *action for improvement per SLO so that changes in performance data may be more likely attributed to the action taken.*

**Actions for Improvement Codes**

|  |  |  |
| --- | --- | --- |
| **Code** | **Action** | **Description** |
| **Curr-C** | **Curricular Change** | Curricular change to degree program (adding a course or other requirement, changed course sequence, etc.) |
| **Ped-C** | **Pedagogical Change** | Revised instructional methodology of delivering course material (less lecture, more student engagement; integrated technology; more formative assessment & feedback, etc.) |
| **CR** | **Course Revision** | Revised existing course(s), added or modified assignments or projects, modified content of course, changed textbooks; etc.) |
| **C-Pre** | **Change in Course Prerequisite(s)** | Adding or deleting course prerequisites; enforcing prerequisites |
| **SS** | **Student Support** | Improving tutoring services, self-study materials, developing specialized support by library or writing center staff, improved advising to ensure students follow established course sequencing, faculty mentoring, etc. |
| **RP** | **Revised Process** | Changed entrance/admission requirements, hired new faculty, changed environment, other process revisions, etc. |
| **RA** | **Revised Assessment** | Modified assessment tools, changed data analyses strategy, etc. |
| **D/T** | **Development/Training** | Providing faculty or TA development or further training workshops |
| **ESS** | **Equipment, Supplies, Space** | Change in instructional equipment, supplies, and/or space (new/updated computers or software, improvements or expansions of labs or studios, expanded space or equipment for student projects |
| **Crit-C** | **Criteria Change** | Increased or modified set criteria for success or standards change/implementation |
| **Fac-C** | **Faculty Change** | Additional or change in roles or responsibilities of faculty |
| **SLO-C** | **SLO Change** | Revisions or changes to SLOs |
| **Accr-C** | **Accreditation Change** | Revisions due to disciplinary accreditation standards, etc. |
| **OTH** | **Other Change** | Changes made that are not reflected in any of the above categories |