

Appendix 1
Meeting the Requirements of the HLC Monitoring Report
April 30, 2013

Background

In 2009, the HLC requested that Knox College provide a Monitoring Report, due April 30th, 2013. The Monitoring Report requirements consist of expectations for two different processes: (a) Program Review, and (b) Assessment of Student Learning.

(a) Expectations for Program Review

The HLC established the following expectation for Program Review:

A regular cycle (5-7 years) of academic department and college-wide program reviews should have as a central focus student learning and achievement of institutionally stated student learning outcomes. Continuous improvement requires gathering of longitudinal data and evidence over time.

Current Status: Knox College has addressed the requirements of the HLC with regard to the development and implementation of a program review process.

Details

2010

1. The first Knox College Program Review Guide is completed and made available to all faculty. The Guide outlines the program review process, including data to be reviewed, the content of the self-study, and the external review process.
2. The Guide identifies 32 departments/programs to be reviewed through the process.
3. An annual calendar of Program Review is developed with each program undergoing Program Review on a seven year cycle.

2010-2011

1. Psychology, English, and Physics each complete the self-study, the external review, and the response to the external review.
2. Classics initiates its self-study.
3. Biology, Journalism, and Music begin to generate data for their upcoming self-study.

2011-2012

1. Psychology, English, and Physics develop and implement planned changes from their self-study.
2. Classics, Journalism, and Music complete the self study, external review, and response to the external review.
3. Biology initiates the self-study, with the external review scheduled for the 2012-2013 academic year.
4. Religious Studies, Art, and Mathematics begin to generate data for the upcoming self-study.

2012-2013

1. Psychology, English, and Physics report on their one year progress on changes made in response to the Program Review Process
2. Biology, Religious Studies, and Math have external review visits scheduled for this academic year.
3. Art will have its external visit in 2013-2014 academic year.
4. Dance is added to the Program Review calendar

(b) Expectations for Assessment of Student Learning

Within the assessment of student learning, the HLC has outlined four specific expectations (Assurance Section of the Report of a Comprehensive Visit to Knox College, November 2-4, 2009, page 19). Three of the expectations set forth by the HLC address assessment at the program level. These expectations will be addressed first, following by a discussion of the fourth expectation.

The HLC Expectations:

1. That all academic departments and college-wide programs have 3-5 assessable learning outcomes clearly stated, with "criteria for success" for each outcome.

Current Status: Of the 36 programs for which assessment documentation is required, all have established learning goals.

Details

2010-2011

1. Knox Guide to Academic Program Assessment completed and disseminated to departments and programs
2. November: Workshop on the development of learning goals presented by Barbara Walvoord, nationally recognized expert in program assessment, attended by 45 faculty members representing 21 different academic departments/programs.

2011-2012

1. August: Second workshop presented by Barbara Walvoord. An additional 20 faculty members representing an additional 11 departments/programs attend (total attendance at Walvoord workshops: 65 different faculty members, representing 33 different programs and departments).
2. Interdepartmental programs without learning goals are requested to submit learning goals with the intention of developing an assessment plan for 2012-2013. Three of the six remaining interdepartmental programs develop and submit learning goals. Additional programs needing to develop program goals are identified.

2012

1. Program learning goals are included in the Knox College Catalog
2. The remaining three interdepartmental programs develop and submit learning goals.

2. That all academic departments and college-wide programs have identified tools to be used and/or evidence to be gathered for both direct and indirect measures of learning outcomes.

Current Status: Assessment Planning Reports have been received from 30 of the 36 programs for 2012-2013. The remaining programs will be asked to submit a hybrid document of both planning and progress for the current academic year. Since 2010, 34 of 36 departments/programs have reported on their methods of collection of assessment data on learning goals. All programs (majors and minors) offered by academic departments have met this requirement.

Details

2010-2011

1. Knox Guide to Academic Program Assessment completed (see above)
2. Assessment Advisory Group develops and implements reporting process for department/program assessment

3. 21 of 35¹ total departments/programs submit Assessment Report, including measures.

2011-2012

1. Reporting system revised to include a fall Assessment Planning Report and a spring Assessment Progress Report. The planning document serves as a reminder to departments/programs that they need to have assessment activities for the current academic year.
2. 22 of 36 programs submit Assessment Planning Reports
3. Assessment Progress Reports received from 20 different programs
4. An additional 3 departments submit a combined form for both planning and progress on departmental/program assessments.

2012

1. 30 programs submit Assessment Planning Reports.

3. That a majority of academic departments and college-wide programs have at least one year of data collected and analyzed, using a mix of both direct and indirect measures, including a written plan for using lessons learned for continuous improvement of student learning.

Current Status: The levels of assessment activity discussed above for Expectations 1 and 2 enable us to meet this requirement. Of the assessment activities reported, 16 departments/programs report using both direct and indirect measures. One program reports using only an indirect measure. The remaining programs have reported using direct measures.

Details

2010-2011

1. Departments are requested to submit Assessment Reports which include information regarding measures used, data collected and planned changes. 18 of 21 departments submit assessment reports.

2011-2012

1. The reporting process for assessment activities in changed to include an Assessment Planning Report to be completed in the fall term, outlining both how data from previous year's assessment was used, and plans for assessment for the current academic year. 22 departments/programs complete the Assessment Planning Report. An additional three departments/programs completed a document in the spring that includes both planning and progress.
2. A second assessment report which reports on the progress made for the planned assessment (Assessment Progress Report) is implemented in the spring term. 20 departments/programs submitted an Assessment Progress Report.
3. A total of 28 departments/programs participated in some assessment activity, including the programs undergoing program review.

2012-2013

1. 30 programs have in place a written plan for assessment for academic year 2012-2013

4. That Knox have in place a plan for assessing the new curriculum by providing evidence that each of the five components [Foundations, Specialization, Key Competencies, Educational Plan, Experiential Learning] is achieving stated goals.

¹ Earth Sciences Program was not approved until academic year, 2011-2012.

Current Status: In February of 2012, the Knox College faculty affirmed learning goals for Knox graduates. These ten learning goals represent a clear articulation of the mission, vision and curricular requirements of the college. Knox has implemented assessment for components of the new curriculum and has a plan in place to assess the remaining components, enabling us to meet this requirement. In April of 2013, the faculty approved two new Foundations area: Quantitative and Symbolic Reasoning and Natural and Physical Science, which replace the Quantitative Literacy Key Competency and the Math and Natural Science Foundation. The new Foundation areas represented the result of articulating learning goals for the areas they replaced. With this latter approval, foundation learning goals were completed.

The Curriculum Committee approved the processes and the calendar recommended by the AAG to assess general education and other distinctive features of a Knox Education. (The specifics can be found in Appendices 7 and 8)

Details

1a. Foundations: First Year Preceptorial (FP)

2010-2011

- i. The FP requirement was revised, and learning goals for FP articulated.
- ii. Course proposals for the new FP were required to include specific learning goals for that course, and to address the learning goals for FP.

2011-2012

- i. Annual assessment of FP implemented, including direct assessment of writing and academic integrity, and indirect assessment of learning goals for FP.
- ii. Discussion of assessment results held for all FP faculty.
- iii. Data presented to entire faculty at the end of fall term so that subsequent coursework can appropriately build on FP in writing and academic integrity.

2012-2013

- i. Data from assessment used to develop annual workshop for 2012-2013 faculty addressing weaknesses identified in the assessment.
- ii. Annual assessment of FP continues

1b. Foundations: Arts, History and Social Sciences, Humanities, and Mathematics and Natural Sciences

2011-2012

- i. Faculty in Social Science, Humanities, and Arts met and developed Learning Goals for each of these Foundations
- ii. Math and Natural Sciences faculty through a series of conversations conclude that the college's aspirations for students were not met by a single Foundation. Based on the development of new learning goals, the faculty developed a proposal for two Foundations: Natural and Physical Science (NPS), and Quantitative and Symbolic Reasoning (QSR), and the elimination of the Quantitative Literacy Key Competency.

2012-2013

- i. The AAG and the Curriculum Committee review and approve the Foundation learning goals for Social Science, Humanities, and the Arts.
- ii. The AAG reviews the learning goals for the new NPS and QSR Foundations. The Curriculum Committee recommends that the faculty approve the curricular changes effective academic year 2014-2015.
- iii. The full faculty approves, without dissent, the new Foundations.

- iv. The Social Sciences faculty begin to review courses for inclusion in the Foundation as the first component in a more extensive assessment.
2. Specialization
- Assessment of specialization is encompassed in the departmental/program assessment and will not be addressed here

3. Key Competencies

Writing

Addressed in the Assessment of FP (see above)

2012-2013

- i. The Writing Competency Workgroup with faculty representatives from math and science, creative arts, humanities and social science is established and an extensive review of the requirement is undertaken.
- ii. The Knox Guide to Program Review, 4th revised edition (Appendix 6) specifically addresses program's responsibilities for addressing writing in that process.

Information Literacy and Informed use of technology

Information literacy and informed use technology

- i. should be addressed at the department/program level at a minimum during the seven year Program Review.
- ii. Continued assessment by Library with regard to their programs and instruction in the appropriate use of technology.
- iii. Annual review of department/program assessments to identify assessment of information literacy.

Oral Proficiency should be addressed at the department/program level at a minimum during the seven year Program Review.

The Key Competencies of Diversity and Second Language will be assessed as outlined in Appendix 7.

3. Experiential Learning

- i. Experiential Learning is addressed at the department/program level at a minimum during the seven year Program Review. Each department reviews the ways in which students in their programs meet the Experiential Learning Requirement.
- ii. Indirect assessment of Experiential Learning is part of the Six Month out Survey conducted by the Office of Institutional Research and Assessment for the Center for Career and Pre-Professional Development
- iii. Senior and alumni surveys conducted by the Office of Institutional Research and Assessment since April of 2012 have included questions regarding the students' experiential learning. These data will serve as a basis for the development of a more in depth assessment of this requirement, and in the development of processes for the completion of Experiential Learning which reflect the college's intention in this requirement.

4. Educational Plan

- i. The newly appointed Associate Dean for Faculty Development, with responsibility for academic advising in collaboration with the Registrar, and assistance from the Director of Assessment is reviewing the current implementation of the Educational

Plan. The goal of this review is to develop processes for the educational plan which reflect the college's intention for this requirement.

- ii. Indirect assessment of the perceived value of the Educational Plan has been included in all senior survey and alumni surveys conducted by the Office of Institutional Research and Assessment since April of 2012. These data will serve as a basis for the development of more in depth assessment of this requirement.

Assessment of Unique Aspects of a Knox Education

Knox's assessment program has also begun expanding to special programs (the Honors Program, the review of the Honor Code, and the New Student Orientation).

Current Status: The Director of Academic Assessment collaborates across campus to address assessment of unique Knox programs. These additional assessment activities serve to create a culture of assessment on campus, and enable us to demonstrate that Knox College is committed to the use of data to inform decisions regarding a Knox education.