Texas Southern University
Assessment Plan 2010-2013

Administrative Unit

Center for Online Education and Instructional Technologies

Introduction

Texas Southern University's Mission

Texas Southern University is a comprehensive metropolitan university. Building on its legacy as a historically black institution, the university provides academic and research programs that address critical urban issues and prepare an ethnically diverse student population to become a force for positive change in a global society.

In order to achieve this mission, Texas Southern University provides:

- quality instruction in a culture of innovative teaching and learning
- basic and applied research and scholarship that is responsive to community issues
- opportunities for public service that benefit the community and the world.

Texas Southern University's Vision

Texas Southern University will become one of the nation's pre-eminent comprehensive metropolitan universities. We will be recognized by the excellence of our programs, the quality of our instruction, our innovative research, and our desire to be a contributing partner to our community, state, nation, and world.

Accreditation Standards

Accreditation by Southern Association of Colleges and Schools Commission on Colleges (SACS) Commission on Colleges signifies that the institution: (1) has a mission appropriate to higher education, (2) has resources, programs, and services sufficient to accomplish and sustain that mission, and (3) maintains clearly specified educational objectives that are consistent with its mission and appropriate to the degrees it offers, and that indicate whether it is successful in achieving its stated objectives.

Source: The Principles of Accreditation: Foundations for Quality Enhancement, 5 th edition

Goal 1   Assessment Plan 2010-11 to 2012-13

1 Goal Description

1. To use technology to improve the classroom teaching experience through faculty training.

2 SLO Student Learning Outcomes/Objectives

1.1 We will conduct workshops to provide support and guidance to faculty on making effective use of electronic teaching tools.

1.2 We will conduct department and discipline specific workshops for faculty on academic technology resources

3 Metric

Metric 1.1 Number of workshops conducted that address tool selection criteria

Metric 1.2 Number of workshops conducted that address academic technology resources

4 Target 2010-11

Target 1.1 To conduct eighteen (18) faculty teaching tool workshops

Target 1.2 To conduct twenty (20) technology resource workshops

5 Findings 2010-11

Finding 1.1 N=27 faculty teaching tool workshops were conducted

Finding 1.2 N=28 technology resource workshops were conducted

6 Action Plan 2010-11

Action Plan 1.1
1. Create a monthly department newsletter.
2. Communicate directly with Chairs and Deans regarding availability of workshops.
3. Actively monitor the use of Blackboard by each discipline to determine if workshop concepts are being put into practice and follow-up accordingly including modification of future workshops.

Action Plan 1.2
1. Research and communicate learning resources specific to disciplines.
2. Pilot tools and technologies with early adopters within disciplines
3. Provide monthly listing of workshops in department newsletter.

7 Target 2011-12

Target 1.1 To conduct forty (40) faculty teaching tool workshops

Target 1.2 To conduct thirty-five (35) technology resource workshops

8 Findings 2011-12

Finding 1.1 N=42 faculty teaching tool workshops were conducted

Finding 1.2 N=43 technology resource workshops were conducted

9 Action Plan 2011-12

Action Plan 1.1
1. Create a monthly department newsletter.
2. Communicate directly with Chairs and Deans regarding availability of workshops.
3. Actively monitor the use of Blackboard by each discipline to determine if workshop concepts are being put into practice and follow-up accordingly including modification of future workshops.

Action Plan 1.2
1. Research and communicate learning resources specific to disciplines.
2. Pilot tools and technologies with early adopters within disciplines
3. Provide monthly listing of workshops in department newsletter.

10 Target 2012-13

Target 1.1 To conduct fifty (50) faculty teaching tool workshops

Target 1.2 To conduct fifty (50) technology resource workshops

11 Findings 2012-13

Finding 1.1 N=167 faculty teaching tool and technology resource workshops completed.

Finding 1.2 N=167 faculty teaching tool and technology resource workshops completed.

12 Action Plan 2012-13

Action Plan 1.1
1. Create a monthly department newsletter.
2. Communicate directly with Chairs and Deans regarding availability of workshops.
3. Actively monitor the use of Blackboard by each discipline to determine if workshop concepts are being put into practice and follow-up accordingly including modification of future workshops.

Action Plan 1.2
1. Research and communicate learning resources specific to disciplines.
2. Pilot tools and technologies with early adopters within disciplines
3. Provide monthly listing of workshops in department newsletter.

13 Additional Reference Documents

Ref-Action Plan 2010-11 1.1 and 1.2-Training Schedule_August2010_June2012   [DOCX 24 KB 9/30/15]

Ref-Action Plan 2011-12 1.1 and 1.2-Training Schedule_August2010_June2012   [DOCX 24 KB 9/30/15]

Ref-Action Plan 2012-13 1.1 and 1.2-COLEIT_2010-2013_tools_assessment   [DOCX 30 KB 9/30/15]

Ref-Action Plan 2012-13 1.1 and 1.2-COLEIT_2012_2013_FACULTY_WORKSHOPS   [XLSX 17 KB 9/30/15]

Ref-Action Plan 2012-13 1.1 and 1.2-Training Schedule_2011_2013   [DOCX 24 KB 9/30/15]

Ref-Findings 2010-11 1.1-1.2 Workshops_sign-in_sheets   [PDF 249 KB 9/30/15]

Goal 2   Assessment Plan 2010-11 to 2012-13

1 Goal Description

2. To assure the quality of online education provision and its impact on teaching, student learning, and assessment.

2 SLO Student Learning Outcomes/Objectives

2.1 We will provide high quality, appropriate online education tools and resources integrated into Blackboard.

3 Metric

Metric 2.1 Number of online courses assessed through the Quality Matters rubric.

4 Target 2010-11

Target 2.1 Conduct evaluations of proprietary or open source course evaluation tools to assess our online course development process

5 Findings 2010-11

Findings 2.1
The Quality Matters rubric system was selected as the tool of choice for online course design assessment.

6 Action Plan 2010-11

Action Plan 2.1
1. Introduce and train department leaders to the Quality Matters rubric for online course assessment

2. Work with College departments to identify the initial set of courses to run through the rubric system

7 Target 2011-12

Target 2.1 Train COLEIT instructional design staff on how to implement the course assessment tool during the course design process with faculty

8 Findings 2011-12

Findings 2.1
1. COLEIT instructional design staff was trained in the use of the Quality Matters rubric system

2.Colleges and schools were informed of the availability of the rubric system to assess existing or new online course offerings

9 Action Plan 2011-12

Action Plan 2.1
1. Introduce and train department leaders to the Quality Matters rubric for online course assessment.

2. Work with College departments to identify the initial set of courses to run through the rubric system

10 Target 2012-13

Target 2.1 Work with 10 or more faculty members to implement the course assessment rubric in the development or improvement of their online courses

11 Findings 2012-13

Six faculty from three colleges actively teaching online courses were identified and their respective courses were redesigned using the Quality Matters rubric as a guide.

The courses were not Quality Matters certified but the redesigned courses have incorporated lots of best practices from the industry including accessibility compliance and improved student communication strategies.

12 Action Plan 2012-13

Action Plan 2.1
1. Introduce and train department leaders to the Quality Matters rubric for online course assessment.

2. Work with College departments to identify the initial set of courses to run through the rubric system

13 Additional Reference Documents

Following active feedback from various academic departments, the plan of action was revised to include a robust module in the newly established Faculty Online Teaching Certification program that addresses the Quality Matters rubric. Faculty teaching online or proposing to teach online will run their courses through the certification process to design, improve, redesign courses with best practice recommendations for online courses.

The attached list contains the number of departments introduced to the Quality Matters rubric program in Fall 2012.

Quality Matters Presentation to Academic Departments   [DOC 24 KB 9/29/15]