

## Higher Learning Commission Requirements for Monitoring Report

	<b>HLC Requirements for Park as Stated in the HLC Report</b>	<b>Monitoring Report Components Needed</b>
1	<p><i>The (HLC Evaluation) Team Recommends a Focused Visit (now Monitoring Report) on:</i> The development and implementation of a program of assessment of student learning for programs for general education and all baccalaureate and masters degrees...and the use of results for assessment in decision making</p>	<ul style="list-style-type: none"> <li>• Assessment Plans for:               <ul style="list-style-type: none"> <li>○ the Gen Ed Program</li> <li>○ all baccalaureate degrees</li> <li>○ all masters degrees</li> </ul> </li> <li>• All Assessment Plans must document how assessment results will be used in decision making.</li> <li>• A section describing Park’s process for evaluating the assessment program</li> </ul>
2	<p>“the university’s major challenge is ensuring that the delivery of Park’s quality programs is comparable at all locations and in all formats”</p>	<ul style="list-style-type: none"> <li>• A section describing the development and implementation of the annual TriModal Study that compares student learning in:               <ul style="list-style-type: none"> <li>○ 16-week programs</li> <li>○ 8-week programs at ALL campus centers, and</li> <li>○ Online programs</li> </ul> </li> <li>• The Monitoring Report must also include a summary of TriModal Study results and how those results were used each year in decision making to improve student learning.</li> <li>• A section describing the process for syllabus approval and adjunct faculty approval</li> <li>• A section with copies of all syllabi showing that course learning outcomes are comparable, measurable and articulated.</li> <li>• A copy of the Undergraduate and Graduate Catalogs showing the program competency statements for all degree programs to document that they are articulated and measurable (and access to the information on the University’s website).</li> </ul>
	<p><i>By the time of the Focused Visit (Monitoring Report) the University should have accomplished the following:</i></p>	
3	<p>Completed review of general</p>	<ul style="list-style-type: none"> <li>• A section describing how and when</li> </ul>

	<p>education outcomes, course learning outcomes, program competencies, and department (i.e. program) assessment plans</p> <p>“..., focus all assessment efforts on <i>developing measurable learning</i> outcomes for all courses and disciplines, <i>effectively measuring</i> the extent...” of their acquisition while “...<i>analyzing</i> these results and <i>responding</i>...”</p>	<p>learning outcomes were reviewed/approved for:</p> <ul style="list-style-type: none"> <li>○ the Gen Ed program</li> <li>○ individual courses</li> <li>○ programs (i.e. competencies)</li> </ul> <ul style="list-style-type: none"> <li>● A section describing how all Core Learning Outcomes and other learning outcomes are effectively measured (e.g. Core Assessment and Core Assessment Rubric/other Scoring Guide).</li> <li>● A section describing how and when program assessment plans were reviewed</li> </ul>
4	<p>Determined the similarity of general education (GE) and liberal learning (LL) courses at all locations with outcomes/competencies that are clearly articulated and measurable</p>	<ul style="list-style-type: none"> <li>● A section describing the development and implementation of the annual comparison of student learning in GE and LL courses at all locations and in all delivery formats (TriModal Study).</li> <li>● The Monitoring Report must also include a summary of results and how those results were used each year in decision making to improve student learning.</li> <li>● A section with copies of all general education (GE) and liberal learning (LL) syllabi showing that course learning outcomes are comparable, measurable and articulated.</li> </ul>
5	<p>Developed a comprehensive and effective process so that <u>formative and summative data</u> are regularly collected, aggregated across sections, delivery forms and campus centers and analyzed in order to confirm student learning.</p>	<ul style="list-style-type: none"> <li>● A section describing a “comprehensive and effective process” for formative (course-level; TriModal) and summative (program-level) assessment. This means assessment in courses and end-of-program assessment for all degree programs.</li> <li>● The process must show how aggregated data <u>are collected</u> across sections, delivery formats and campus centers. Also how the data <u>are analyzed</u> and used for continuous improvement of learning.</li> <li>● Copies of Program Assessment Reports for all programs will be included in the Monitoring Report.</li> </ul>
6	<p>Developed a process for data collection and analysis and for the dissemination of data and the results of data analysis to faculty and staff</p>	<ul style="list-style-type: none"> <li>● Data collection and analysis for each program will be covered in the sections cited above.</li> <li>● A section is needed to describe how assessment data and the results of data</li> </ul>

		analysis are disseminated to faculty and staff. The Assessment Webpage can be used for this purpose.
7	Incorporate the findings of the assessment process into the planning and budgeting process.	<ul style="list-style-type: none"><li>• A section describing how the budgeting process supports assessment of student learning</li></ul>