SJSU Annual Program Assessment Form
Academic Year 2016-2017

Instructions
1. Complete the attached form and submit it as an email attachment to Graduate and Undergraduate Programs (academicassessment@sjsu.edu) on or before March 1, 2017.

2. Please copy your college’s Associate Dean and Assessment Facilitator on the email submission. Assessment Facilitators are also available to provide support - please feel free to contact them with any questions or concerns.

3. Completed forms will be posted on your Program Records webpage.

This report is organized into three sections designed to organize your annual assessment efforts and to inform your department’s Program Planning. Here is the rationale behind each section.

Part A – The Big Picture
· This section will likely only need to be prepared once at the beginning of your assessment cycle, although it should be reviewed each year and updated as necessary. This information should be included in each annual report, even if it has not changed.
· This section lists your Program Learning Outcomes (PLOs) and, more importantly, how they connect with your curriculum within the program and the University Learning Goals (ULGs).
· Finally, this section presents your assessment plan for the current planning cycle in the form of a multi-year schedule (usually 5 years, updated as part of Program Planning). This schedule should indicate which PLO(s) will be assessed each year, as well as your plans for implementing changes based on assessment results, and re-assessment after changes have been given time to take effect.

Part B – What We Did This Year
· This section details your assessment efforts over the last year (AY 2016-17).
· Which PLO(s) were assessed, how was the data collected, and what do the data tell you with regard to student achievement on this PLO? What do you plan to do, if anything, to improve future achievement levels (i.e., “close the loop”)?

Part C – Keeping Track of the Changes (“Closing the loop”)
· This section is meant to keep a running record of your efforts to improve your students’ outcomes. This table should grow throughout your assessment cycle and will be an important part of your next Program Plan.
· Create a new row in the table each time you propose a change as a result of your assessment efforts. Then be sure to keep track of your change efforts in subsequent years.
Department: School of Information

Program: Masters in Library and Information Science (MLIS). The MLIS is a graduate only program with 75% of its students in special session and 25% in regular session. It is delivered 100% online.

The MLIS includes the Teacher Librarian credential (TL). TL students apply to the MLIS and if they have completed the **required TL classes (which are MLIS classes)** they can stop at 31 units and apply solely for the TL (provided they already possess a valid California Professional Clear Credential, Basic Skill Authorization, English Language Learner Authorization.) Many go on and complete the MLIS.

The assessment process for TL is therefore the assessment process followed for MLIS.

College: CASA

Program Website: [http://ischool.sjsu.edu](http://ischool.sjsu.edu), Please note: All assessment information is on our program performance page. [http://ischool.sjsu.edu/about/mlis-program-performance](http://ischool.sjsu.edu/about/mlis-program-performance)

Link to Program Learning Outcomes (PLOs) on program website: [http://ischool.sjsu.edu/current-students/courses/core-competencies](http://ischool.sjsu.edu/current-students/courses/core-competencies)

Program Accreditation (if any): American Library Association (ALA) – until 2021

Contact Person and Email: Dr. Sandy Hirsh ([Sandy.Hirsh@sjsu.edu](mailto:Sandy.Hirsh@sjsu.edu)); Dr. Linda Main ([Linda.Main@sjsu.edu](mailto:Linda.Main@sjsu.edu))

Date of Report: March 1st 2017

Part A

1. **List of Program Learning Outcomes (PLOs)**
   (PLOs should be appropriate to the degree and consider national disciplinary standards, if they exist. Each outcome should describe how students can demonstrate learning.)

   Please see: [http://ischool.sjsu.edu/current-students/courses/core-competencies](http://ischool.sjsu.edu/current-students/courses/core-competencies)

   Rubrics that describe how students can demonstrate learning: [http://ischool.sjsu.edu/downloads/289_compRubrics.pdf](http://ischool.sjsu.edu/downloads/289_compRubrics.pdf)
2. **Map of PLOs to University Learning Goals (ULGs)**
(Please indicate how your PLOs map to the University Learning Goals below by listing the PLO under each relevant ULG, or including this map in table form (see examples [here](http://ischool.sjsu.edu/sites/default/files/content_pdf/ulgmlis.pdf)). Use the link above for a full description of each ULG.)

Please see:  [http://ischool.sjsu.edu/sites/default/files/content_pdf/ulgmlis.pdf](http://ischool.sjsu.edu/sites/default/files/content_pdf/ulgmlis.pdf)

3. **Alignment – Matrix of PLOs to Courses**
(Please show in which courses the PLOs are addressed and assessed. The curriculum map should show increasing levels of proficiency and alignment of curriculum and PLOs. See examples [here](http://ischool.sjsu.edu/sites/default/files/content_pdf/ulgmlis.pdf))

- As instructors plan their classes and develop their [syllabi](http://ischool.sjsu.edu/sites/default/files/content_pdf/ulgmlis.pdf), they determine which Core Competencies (Program Learning Outcomes) their classes address, and this information appears on each course syllabus. Multiple sections of a single course share the same Core Competencies (Program Learning Outcomes), agreed upon by the course instructors, with guidance from the assigned full-time faculty members who provide leadership for specific course clusters. Each course cluster encompasses a group of related courses under the leadership of three to five full-time faculty members with expertise in these areas. The [course clusters](http://ischool.sjsu.edu/sites/default/files/content_pdf/ulgmlis.pdf) and associated full-time faculty leads, as well as a list of all courses in each cluster, are available online.

- In addition to defined Core Competencies (Program Learning Outcomes), each course has specific Course Learning Outcomes (CLOs). Each assignment is linked to the specific Course Learning Outcome(s) it fulfills, and this information is indicated on each course syllabus. All sections of a single course share common Course Learning Outcomes, although individual instructors have the freedom to meet those objectives through their own assignments and class activities. To help instructors establish CLOs for their courses, link CLOs to assignments, and indicate those links on their syllabi, we developed a [tutorial](http://ischool.sjsu.edu/sites/default/files/content_pdf/ulgmlis.pdf) that guides instructors through this process.

- If an instructor is developing a new course or wants to change the CLOs or Core Competencies (Program Learning Outcomes) for a current course, the instructor submits the proposed Core Competencies and CLOs to the co-chairs of the [School’s Curriculum and Program Development Committee](http://ischool.sjsu.edu/sites/default/files/content_pdf/ulgmlis.pdf) for review via a restricted [online form](http://ischool.sjsu.edu/sites/default/files/content_pdf/ulgmlis.pdf). (The passwords are slis and news). The Curriculum and Program Development Committee co-chairs examine the proposed assignments and Course Learning Outcomes to be sure they fulfill the chosen competencies.

- These connections between Core Competencies (Program Learning Outcomes), Course Learning Outcomes, and course assignments are publicly available on our syllabi. In addition, students can easily view the Core Competencies (Program Learning Outcomes) and CLOs for each course by using this [database](http://ischool.sjsu.edu/sites/default/files/content_pdf/ulgmlis.pdf). (To use the database, click on a specific course; the Core Competencies and CLOs for the course will be displayed.)

- Students can also search for courses that address each Core Competency (Program Learning Outcome) using this online [tool](http://ischool.sjsu.edu/sites/default/files/content_pdf/ulgmlis.pdf), which displays a list of courses that support each Core Competency (Program Learning Outcome). (To use the tool, select any Core Competency...
For alignment of PLOs to courses please see:
http://ischoolapps.sjsu.edu/slo-core/core.php

For alignment of courses to CLOs and PLOs (core competencies) please see:
http://ischoolapps.sjsu.edu/slo-core/mlis.php

4. Planning – Assessment Schedule
(Please provide a reasonable, multi-year assessment plan that specifies when a PLO will be assessed (A), when you might plan to implement changes as a result of your assessment (I), and, if applicable, when you might reassess a given PLO (R) to gauge the impact of the change. All PLOs should be assessed at least once during each program planning cycle (usually 5 years). Add rows and columns as necessary.)

Overall Planning for Assessment
Our School’s Curriculum and Program Development Committee coordinates a systematic review of the whole curriculum on a three-year cycle. In the first year, we review core courses (200, 202, and 204), as well as two other required courses, 203 and 285. In the second year, we review the culminating experience, including the program learning outcomes (289: e-Portfolio). In the third year, we review the Career Pathways. As part of this review, the faculty members involved explore whether the current courses are appropriate, whether the prerequisites are fitting, and whether changes are needed in course descriptions. The faculty members involved also explore whether new courses may be needed, based on their own professional experience, as well as feedback from our School’s Program Advisory Committees (composed of practitioners) and International Advisory Council (composed of leaders in our profession).

The table below provides an overview of our curriculum review cycle. All of the reviews through Fall 2016 will have been completed by March 2017.

<table>
<thead>
<tr>
<th>Curriculum Component</th>
<th>Timeline</th>
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<tbody>
<tr>
<td>Next Accreditation Period: Review #1</td>
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<tr>
<td>Development of new core courses (to be implemented in Fall 2014)</td>
<td>Fall 2013–Spring 2014</td>
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<td>Career Pathways</td>
<td>Fall 2013–Spring 2014</td>
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<td>Culminating experience</td>
<td>Fall 2014–Spring 2015</td>
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<td>Core courses, LIBR 203, and LIBR 285</td>
<td>Fall 2015–Spring 2016</td>
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<td>Overall program review</td>
<td>Fall 2016</td>
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<td>Next Accreditation Period: Review #2</td>
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<tr>
<td>Career Pathways</td>
<td>Spring 2017–Fall 2017</td>
</tr>
<tr>
<td>Culminating experience</td>
<td>Spring 2018</td>
</tr>
<tr>
<td>Core courses, LIBR 203, and LIBR 285</td>
<td>Fall 2018–Spring 2019</td>
</tr>
<tr>
<td>Overall program review</td>
<td>Fall 2019</td>
</tr>
</tbody>
</table>
Individual Program Learning Outcomes Assessment Planning

In addition to the assessment of different areas of the curriculum each semester or academic year we collect data on individual program outcomes, discuss the results, and make changes.

Please see: Review and Measurement of Individual Program Learning Outcomes; and the accompanying reports. (Assessment of Individual Program Learning Outcomes Reports MLIS. The latest is for Spring 2017.

Direct links:
http://ischool.sjsu.edu/about/mlis-program-performance#program

5. Student Experience
(PLOs should be described with student-friendly terms.
Provide a weblink that points to your PLOs. The weblink should be one-click away on your department/program homepage. Quick links on the right side panel of your department/program homepage are one-click away links.)

The PLOs are on our web site:
http://ischool.sjsu.edu/current-students/courses/core-competencies
Look under Programs/Master of Library and Information Science -merely putting the mouse over Master of Library and Information Science brings up the PLOs.

a. How are your PLOs and the ULGs communicated to students, e.g. websites, syllabi, promotional material, etc.?

The PLOs are introduced to students in INFO 203 – the first class taken by all new students. This includes an audio overview.

Each syllabus lists course learning outcomes and program learning outcomes (core competencies).
http://ischoolapps.sjsu.edu/slo-core/mlis.php

All syllabi are listed here:
http://ischool.sjsu.edu/current-students/courses/syllabi

b. Do students have an opportunity to provide feedback regarding your PLOs and/or the assessment process? If so, please briefly elaborate.

- Our Course Cluster Coordination model, Program Advisory Committees, International Advisory Council, and formal curriculum review process constitute a significant component of the School’s approach to curriculum planning and assessment. However, the School of Information also evaluates the program based on the perspectives of students, faculty, employers, alumni, and other constituents, as well as students’ achievements and subsequent accomplishments. The School uses various tools to assess student satisfaction
and learning outcomes. We then use data from these assessment tools to inform our curriculum and program development decisions. These tools include:

- Student Opinion of Teaching Effectiveness (SOTE) surveys
- Graduating Students Exit surveys
- Alumni surveys
- Employer surveys

Note: All survey data is gathered via Qualtrics

Part B

6. Assessment Data and Results
(Please briefly describe the data collected for this report (e.g., student papers, posters, presentations, portfolios, assignments, exams). The instruments used to evaluate student achievement (e.g., rubrics or other criteria) and actual data (e.g., assignment description or instructions) should be attached as appendices. PLOs should be evaluated based on direct assessments of learning, not grades earned by students)

1. We gathered data for the assessment of individual PLOs. For results see section 7

2. We conducted an overall curriculum review. We used categories deemed important by employers from the 2016 employer survey. All faculty reviewed the curriculum and gave input as to where they saw gaps. For results see section 7

3. We reviewed MLIS exit data from students graduating – using Qualtrics. For results see section 7

4. We reviewed alumni survey data – using Qualtrics. For results see section 7

5. We continued to gather retention data for our three points of retention – after INFO 203, making a B in core classes (which is required), and successfully completing the culminating e-Portfolio. For results see section 7

6. We reviewed SOTE input from students and made appropriate changes. For results see section 7

7. We conducted an employer survey. For results see section 7
7. **Analysis**
(Please discuss the findings and evaluate the achievement of PLOs and/or progress on recommended actions.)

A. **Individual Program Learning Outcomes**

Please see:

- Review and Measurement of Individual Program Learning Outcomes; and the accompanying reports: (Assessment of Individual Program Learning Outcomes Reports MLIS. The latest is for Spring 2017)

Direct Links
http://ischool.sjsu.edu/about/mlis-program-performance#program

The faculty were pleased with this data and feel we are getting even closer to our overall goal of 90% or better of INFO 289 students who need no or only one revision to a Statement of Competency, the essay in which they demonstrate achievement of a specific PLO guided by rubrics.

We are planning to continue to add one and two unit courses, as they have enabled students to pick up a variety of skill sets (particularly in the soft skills) while still letting them focus on their main area of interest.

We still need to see some improvements in Core Competency (PLO) E: design, query, and evaluate information retrieval systems. We have taken the following steps.

- Reworked some assignments in INFO 202 – the core required class that primarily addresses Comp E.
- Added classes in Information Architecture; Social Network Analysis and Social Analytics; and a class that focuses on Linux, Python, Data Security, and Networking.

B. **Curriculum Review from Fall 2016**

Following is a summary. The categories were pulled from the broad areas identified by employers in the 2016 Employer Survey as things they looked for when hiring. All faculty reviewed the curriculum and gave input as to where they saw gaps.

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**Ability to create, work with, manage and preserve digital resources and e-resources.**

Suggestions from faculty:

- Digital Information Sources and Services (an advanced reference class dealing with electronic reference sources)
  - Response from Curriculum Co-Chairs: Checked with INFO 210 instructors and they feel this is covered – especially in the more specialized 210 one and two unit classes.
Social media and website skills.
Suggestions from faculty

- Website (development) skills are covered, but not sure about social media (INFO203?). Maybe a course on social media marketing of service programs, for 1 unit? Could see this as a 1-credit course focused specifically on these skills as a person might be called upon to be the one to maintain a site and update social media for an organization as part of a larger job. Do not have an instructor in mind.
  - Response from Curriculum Co-Chairs: Social media is well covered.
    - INFO 246: Web 2.0 and Social Media taught once a year (includes developing a social media management plan)
    - INFO 282: Social Network Management and Social Analytics
- Human Computer Interaction (3 units)

Trendspotting: Understanding: Copyright; Open access; Privacy; Intellectual Freedom.
Suggestions from faculty

- Privacy and Technology. No suggestions for instructor, other faculty may know of someone. University of Illinois offer a course on this topic: https://ischool.illinois.edu/academics/courses/catalog, see 300-level courses.
  - Response from Curriculum Co-Chairs: We do teach a class on Privacy as a 281. But this focus would be good.

Trendspotting: Managing: Budgets; Strategic planning; Grant writing/fundraising; Change; People; Intellectual property knowledge desired in conjunction with the rise in digital repositories, e-resources, and digital asset management.
Suggestions from faculty

- This subcategory would work well as a leadership/management intensive 1- or 2-credit course, focused on the budget and financial aspects of strategic planning.
  - Response from Curriculum Co-Chairs: We do offer one unit classes on financial management, human resources management, political advocacy and change management; also a class in institutional repositories.
- Unclear what this means. Is 'trendspotting' a euphemism for remaining current or keeping up with research?
  - Response from Curriculum Co-Chairs: The Trendspotting class has had its title changed to Professional Socialization and Trendspotting. The class is about how to engage with colleagues and new developments through association and conference participation.

Records management and metadata standards - especially in connection with born digital or digitized records.
Suggestions from faculty

- None
Teaching/Instruction.

Suggestions from faculty

- Embedded/Co-teaching (it is covered in some 250 curriculum, and I think there was a class).
  - Response from Curriculum Co-Chairs: We teach a class in Embedded Librarians/Embedded Libraries.
  - Also added a class in Design Thinking.

Diversity sensitivity: an ability to work for and with diverse groups of people and serve a diverse customer/patron base.

Suggestions from faculty

- Information-Seeking Behavior (1-unit course and theories and applications)
  - Response from Curriculum Co-Chairs: Much of this is covered in 254: Information Literacy and Learning but perhaps pulling it out as a 1 unit is a good idea.
- Information and Poverty: Practices, needs, problems of people from poverty. 3 units.
- This really belongs as a part of 263 and probably the picture books class if it is still taught on a regular basis but there is a huge concern about inclusion and diversity including white privilege and knowing how to evaluate children and YA books. I include a unit in 263 but have been asked by students why we don’t have a separate 1 or 2-unit class on the topic.

Interpersonal Skills (Typically found within 286).

Suggestions from faculty

- I can envision a 1-credit course that combines interpersonal skills and diversity sensitivity. These are 'people skills / soft skills' we heard can be lacking. Learning to be productive and sensitive in online work environments could be covered as well as virtual teams are so common.
  - Response from Curriculum Co-Chairs: Civility (practicing civility and exploring the ways that libraries promote civility through programs and services) needs to be addressed in a separate visible course. A unit could be added to 286, but the "choir members" usually sign up for that course and there isn't much wiggle room to add a new topic.
  - Response from Curriculum Co-Chairs: Civility can be addressed in 204.

Data and Social Media Analytics.

Suggestions from faculty

- Done in 246s of "data visualization" and "data mining". But social media analytics? I am thinking this could be integrated into the newish content analysis research methods (285), assuming I’m understanding the drift here.
  - Response from Curriculum Co-Chairs: INFO 282: Social Network Management and Social Analytics is already offered.
- Statistics for Social Sciences/Social Statistics (3 units).
  - Response from Curriculum Co-Chairs: Perhaps encourage students who are interested in this to explore the many courses offered in this area elsewhere – and transfer the class into their degree.
**C. Exit Surveys**

A few weeks after each semester ends, the School solicits feedback from new graduates through an exit survey. The surveys allow us to assess student satisfaction with the School's curriculum, career resources, advising, and administrative support, and to identify areas in need of improvement. The surveys also provide us with input regarding student involvement in professional associations and other extracurricular activities, such as the School of Information Student Research Journal and the Library 2.0 Worldwide Virtual Conference series.

Exit survey results are discussed twice a year at faculty retreats and used to guide program development decisions. We publish a summary of survey results on our website.

For direct links please see:

- [http://ischool.sjsu.edu/programs/mlis/student-profiles](http://ischool.sjsu.edu/programs/mlis/student-profiles)
- [http://ischool.sjsu.edu/about/mlis-program-performance#exit-survey](http://ischool.sjsu.edu/about/mlis-program-performance#exit-survey)

**D. Alumni Surveys**

We collect data from alumni through our annual alumni survey – the most recent was sent in May 2016. This online survey gives our alumni the opportunity to reflect on their LIS education after they have been in the field. Here is a link to the most recent input.

Direct link:

[http://ischool.sjsu.edu/about/mlis-program-performance#alumni](http://ischool.sjsu.edu/about/mlis-program-performance#alumni)

**E. Retention results**

Every year, we measure student success so we can make changes in the curriculum. We also work closely with Program Advisory Committees to ensure that the curriculum is relevant and connected to the job market.

We monitor retention at three points - after INFO 203, making a B in core classes (which is required), successfully completing the culminating e-Portfolio. Please see:

[http://ischool.sjsu.edu/about/mlis-program-performance#retention](http://ischool.sjsu.edu/about/mlis-program-performance#retention)

The data shows that the statistics remain fairly constant so we feel that the changes we make in the curriculum are appropriate – and, as an accredited program, it is important to balance retention with standards.

**F. SOTE Surveys**

Our faculty review the anonymous SOTE surveys completed by students in their courses, and in response, they often modify their courses in the following ways (these are just a few examples):

- Improved navigation of the course site.
- Addition of tools such as Prezi, Powtoon, Voicethread, Flipgrid.
- Streamlining of assignments.
- Inclusion of class activities that provide students with opportunities to network with information professionals in a variety of environments.
- Ensure that assignments are not only US centric.

G. Employer Survey
Please see: http://ischool.sjsu.edu/about/mlis-program-performance#employer

8. Proposed changes and goals (if any)
(Given your findings, please list the proposed changes and goals for the next academic year and beyond – that is, how will you “close the loop”?)

The following changes have been put in place and we will be assessing their impact.

A. In Fall 2016 we created a new data collection timetable. We made two changes:

- We decided to conduct the reviews immediately after the data collection – rather than wait a semester to review. This simplifies the process but still keeps us on the track of an aggressive continuous comprehensive review.
- We also added Core Comp (PLO) O to the review process. Students who entered the program from Spring 2015 onwards have to address COMP O: Identify ways in which information professionals can contribute to the cultural, economic, educational, and social well-being of our global communities. COMP O has been added to the rubrics and we are starting to see students graduating who address COMP O. COMP O also meets the College international experience requirement.

C=Collect data  D=Discuss data among faculty  I=implement program changes based on data

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B. Support of Virtual International Experience.

As discussed above, students entering the program from Spring 2015 must address Program Learning Outcome (core competency) O in their e-Portfolio culminating experience.

Identify ways in which information professionals can contribute to the cultural, economic, educational, and social well-being of our global communities.

The School of Information strategic plan also directly addresses this requirement. With support from the College of Applied Sciences and Arts, we have developed an iSchool Global Repository in which assignments can be gathered and shared. A survey is run twice a year to identify new assignments and
update existing ones. The repository is then updated. The site is maintained in our Canvas Learning Management system. An outline template was made available for the wider use of the College.

A new course on Globalization and Information was also developed.

C. Advising

During 2015-16, the School took an in depth look at its advising model and completely revamped it. Advising is now a team approach directed by the faculty Coordinator of Admissions and Academic Advising. Outreach begins at the moment that students are admitted to the program. Students are welcomed by the Student Advising Team with the appropriate new student checklist advising them of available new student resources and registration timelines. They are also made to feel part of the school via the iStudent blog.

We have developed a portal to support advising; and an Advising Toolkit including a Student Success Planner for tracking courses and goals.

All students are also enrolled in the Canvas iSchool Advising and Administration “one-stop” portal. As the centralized hub of advising activity at the iSchool, the portal contains a wide array of resources with embedded tutorials and links, including: modules on choosing a workload and pace, how to select core courses and electives, an overview of each iSchool career pathway, university and iSchool student success resources and online workshop recordings, FAQs on specific courses, student organization user groups, a collection of faculty and student tips, discussion forums organized by career pathway, textbook exchange, an administrative help forum moderated by the Online Advisor, registration and procedural FAQs, scholarships and awards application drop boxes, information about financial aid, Candidacy and graduation processes, an advising site calendar and an announcements feed. The average number of daily page views in the site from the month of January 2016 was 2518 with an average of 30 unique visitors each day.

Faculty involvement is strongly focused on being content specialists.

D. We are also beginning to fully implement Nuro Retention (formerly Copley Systems) to help with retention as the University currently does not provide this level of support for online graduate programs. The system will help us identify students slipping into the “at risk” category. Using Nuro Retention, we can create cohorts for at risk students (those hovering just above 3.0) and probation students so they can receive monitoring and contact through the semester while Nuro is pulling in real-time information about their current grades. We are also creating cases in Nuro for students who have incompletes and RPs.

E. We are becoming more proactive about reaching out to students on probation.

- We follow up with new Probation and Continuing Probation students with outreach messaging, asking them to get into contact with our online Student Advisor regarding their plan for the next semester.
- After they enroll, looking at the students’ schedule, if we notice they are enrolled in, for example, 3 classes, we reach out again.
- We have developed a Probation Workbook.
**Part C**
(This table should be reviewed and updated each year, ultimately providing a cycle-long record of your efforts to improve student outcomes as a result of your assessment efforts. Each row should represent a single proposed change or goal. Each proposed change should be reviewed and updated yearly so as to create a record of your department’s efforts. Please add rows to the table as needed.)

<table>
<thead>
<tr>
<th>Proposed Changes and Goals</th>
<th>Status Update</th>
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<tbody>
<tr>
<td>Individual PLO assessments per schedule above</td>
<td>We are generally close to the 90% target of students who need no or only one revision to a Statement of Competency, the essay in which they demonstrate achievement of a specific PLO guided by rubrics. We are moving to a faster implementation of changes after faculty discussion of data -see above.</td>
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<tr>
<td>Spring 2017-Fall 2017 – review career pathways</td>
<td>Following curriculum review calendar. Overall curriculum review was conducted in Fall 2016.</td>
</tr>
<tr>
<td>Assess impact of Nuro Retention</td>
<td>Nuro Retention has just been introduced. Data is now correlated correctly so we will start using the system more heavily.</td>
</tr>
<tr>
<td>Continue with annual graduating student and alumni surveys</td>
<td>Surveys for graduating students are conducted twice a year; alumni surveys once a year. Data is on our web site. Results remain encouraging.</td>
</tr>
</tbody>
</table>