Academic Assessment
What is Academic Assessment?

Assessment is an ongoing cycle of gathering and interpreting evidence to determine how well student learning matches program expectations, for the purpose of seeking continuous improvement.
Why are we doing this?

- To find out what students are learning.
  
  *Are students learning what you think they are? How would you know?*

- To talk about what is important to learn.
  
  *As a group what is most important to you. What to focus on.*

- To clarify, adjust, develop, and/or improve.
  
  *Even when students are doing well, there’s always room for improvement.*

- To demonstrate accountability.
  
  *The principle of academics is constant self-examination. Which allows SU to demonstrate value to parents, students, and the government.*
Why are we doing this?

- To find out what students are learning.
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- To demonstrate accountability.
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What do YOU want to know about your students?

The assessment committee does have guidelines they want followed but most importantly they want this to be useful for YOU.

- What are you interested in learning about?
  - How do you track your department/program’s contribution to campus?
  - Has your department/program taken on something new?

- What and how well are students learning?
  - Discipline knowledge
  - Critical thinking
  - Research methods
  - General education requirements
Assessment is NOT...

- The same as an “annual report”
- A judgment on your abilities
- A place to complain about students
- An evaluation of co-workers
- Academic research
Parts of the Assessment

Mission:
- Your department/program’s mission statement.

Introduction: One-two paragraphs on...
- Context/Information the committee may need
- Important events since last assessment
- Use of assessment information or results
- Responses to committee feedback
Parts of the Assessment

**Goal:**
A broad statement of something you want to achieve as a department/program. [Students will be able to...]

**Outcome:**
What should a student know or be able to do as part of that goal? [Students will demonstrate...]

**Assessment Mechanism:**
How can we measure or test that outcome? [Student work will show evidence of...]

**Assessment Target:**
What would be a success? [___% of students will reach ___ standard]
A HYPOTHETICAL PROGRAM: FILM STUDIES

Goal - broad statement of what you want to achieve as a department
“Students will be able to use film theory to engaged critically with texts and discuss their relationship to reality, history, individual viewers, and society.”

Outcome – what should the student know or be able to do at the end of the program?
“Students will articulate the development, use, and interpretation of film language.”

Mechanism – how can we test that outcome?
“Use a department-wide rubric to score a test’s short-answer question about mise en scène.”

Target – what would you considered a success?
“80% of students receive a rubric score of meets or exceeds expectations.”
# Assessment Mechanisms

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
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<tbody>
<tr>
<td>Pre- and Post-Tests</td>
<td>Final grades</td>
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<tr>
<td>Department Rubrics</td>
<td>Data derived directly from final grades</td>
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<tr>
<td>Specific Test Questions</td>
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<td>Evaluation of reflective writing</td>
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<td>Surveys</td>
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<td>Major Field Tests</td>
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<td>Certifications</td>
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Parts of the Assessment

Assessment Results:
- Report out on what you were measuring.
- Did you meet your target? (Met/Not met only)
- Include previous results if you have them.

Comments/Improvements:
- Why was your target met or not met?
- Are there some changes you would like to make to pedagogy or assessment structure?
Results

▲ Your target metric should match your results metric
  ▲ Target: 50% of students will score 8/10 on a particular concept
  ▲ Result: 75% (15 of 20) of students scored 8/10 → Target Met

▲ It is OKAY to not meet the target
▲ Meeting all your targets? Great.
  ▲ Maybe there’s something else you want to assess?
▲ Not meeting any of the targets? Reflect on why that’s happening.
  ▲ Is this result expected?
  ▲ Are your targets reasonable?
The Template

Column 1

1) How are you measuring the learning outcome?
2) What should the students be able to do?
3) What proportion of students should be able to achieve the desired outcome/result?

2. Goal

<table>
<thead>
<tr>
<th>Learning Outcome 2a.</th>
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<tr>
<th>Assessment Mechanism(s) and Target(s)</th>
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<th>Target(s) Met/ Not Met? Comments / Improvements</th>
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The Template

Column 2

1) How many students met the target?
2) Include % and x of n.
3) Include prior year information.

2. Goal

Learning Outcome
2a.

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The Template

Column 3

1) Target Met/Target Not Met
2) Why do you think you got these results?
3) Did prior improvements work?
4) What changes will you consider?

2. Goal

Learning Outcome
2a.

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General Education

Include at least one outcome/measure that connects to each of the following general education components:

1. Writing in the Disciplines
2. Paideia
3. Exploration and Breadth (this could include Foreign Language and/or Social Justice)
Feedback from the Assessment Committee

Fix Now

- Clarifications of ideas or jargon
- Substantive typos
- Incorrect data (copy-paste issues)
- Remove personal information

Address in next assessment

- Poorly defined targets
- Outcomes and mechanisms don’t align
- Unclear use of rubrics
- Missing elements (Paideia, assessment at multiple points in time)

Suggestions

- Things the committee thought of that might be helpful
CHANGES TO ASSESSMENT

ARE COMING

More information will be provided Fall 2022
Resources

- Assessment webpage
  - https://www.southwestern.edu/faculty-dean/assessment/
  - Guiding Principles
  - Assessment Training Slides

Be on the look out for new workshops coming in Fall 2022