



SOUTHWESTERN UNIVERSITY

Academic Assessment

Spring 2022 Training for 21-22 Reports

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.



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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?

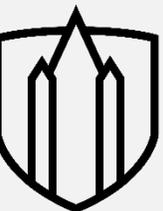
*“Students will **articulate** the development, use, and interpretation of film language.”*

Mechanism – how can we test that outcome?

*“Use a department-wide **rubric** to score a test’s short-answer question about *mîse en scène*.”*

Target – what would you considered a success?

*“**80%** of students receive a rubric score of **meets or exceeds expectations**.”*



Assessment Mechanisms

Yes

- ▶ Pre- and Post-Tests
- ▶ Department Rubrics
- ▶ Specific Test Questions
- ▶ Evaluation of reflective writing
- ▶ Surveys
- ▶ Major Field Tests
- ▶ Certifications

No

- ▶ Final grades
- ▶ Data derived directly from final grades



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

Learning Outcome

2a.

Assessment Mechanism(s) and Target(s)	Assessment Results	Target(s) Met/ Not Met? Comments /Improvements



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.

Assessment Mechanism(s) and Target(s)	Assessment Results	Target(s) Met/ Not Met? Comments /Improvements



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.

Assessment Mechanism(s) and Target(s)	Assessment Results	Target(s) Met/ Not Met? Comments /Improvements



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





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

