

Academic Assessment Report

Training
Spring 2019



Who looks at Assessment Reports?

- 1) Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)
- 2) Board of Trustees
- 3) Academic Assessment Committee
- 4) Other departments/programs at Southwestern
<https://www.southwestern.edu/faculty-dean/academic-assessment/>
- 5) Your own department

Goals and Student Learning Outcomes

- ▶ Each department or program should include at least three overarching goals
- ▶ Student learning outcomes are specific statements about what students will be able to do after teaching/learning has occurred
- ▶ Student learning outcomes should link to an overall goal
- ▶ Students will critically reflect...
- ▶ Students will demonstrate...



Guiding Principles

- ▶ Mission and Introduction
- ▶ Assess students at three different time points in the curriculum
- ▶ Majors and non-majors
- ▶ General education
- ▶ Multiple assessment mechanisms
- ▶ Targets
- ▶ Results should include % and x of n
 - Three years of data when available
- ▶ Include rubrics
- ▶ No final grades



Assessment of general education

- ▶ Include at least one assessment measure that provides information on how the department/program contributes to each of the following general education components
 1. Writing in the Disciplines
 2. Paideia
 3. Exploration and Breadth, Foreign Language, and/or Social Justice



Multiple Assessment Mechanisms

- ▶ How the department measures whether a student has achieved a specific student learning outcome
- ▶ By including multiple mechanisms you are building a case for whether or not the department/program was successful in helping students achieve the student learning outcome



Multiple Assessment Mechanisms

- ▶ Direct Measures – exams, papers, standardized tests, presentations (avoid using the overall project/test grade)
- ▶ Indirect Measures – surveys



Targets

- ▶ Without a target, you don't know how you have performed
- ▶ Each target needs two parts
 - How many students should be able to reach the target?
 - What do you want the students to achieve?
- ▶ It's OK if a target is not met, always meeting targets doesn't provide new information



Results

- ▶ Include the percentage of students meeting the target and the actual group sizes
- ▶ When available include the previous three years of data, this allows for longitudinal comparisons
 - A three year average can be calculated, which is especially helpful with small sample sizes



Comments / Improvements

- ▶ Tell us if your target was Met or Not Met
- ▶ Include some information about what happened
 - If you made changes this year, what was the impact of those changes?
 - If the target was Met what worked well to allow that to happen?
 - If the target was Not Met what changes are you considering for next year?



Using the template

- ▶ Column 1: Assessment mechanisms and targets
- ▶ Column 2: Assessment results
- ▶ Column 3: Target met/not met?
Comments/improvements
 - Do not have to meet the target
 - More interesting when the target is not met
 - Focus on improvements



Using 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 do it?

2. Goal

Learning Outcome

2a.

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



Using 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 |
|--|---------------------------|---|
| | | |



Using the template

Column 3

- 1) Actually write out: Target Met/Target Not Met
- 2) Why did you get these results?
- 3) What changes will you make?
- 4) Did prior improvements work?

2. Goal

Learning Outcome

2a.

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



Rubrics

- ▶ Provides a way to focus in on specific elements of student learning
- ▶ Don't focus on the overall rubric (or score)
- ▶ Focus on a specific portion of the rubric that measures a specific student learning outcome
- ▶ Align the assessment mechanism with a specific rubric line or element

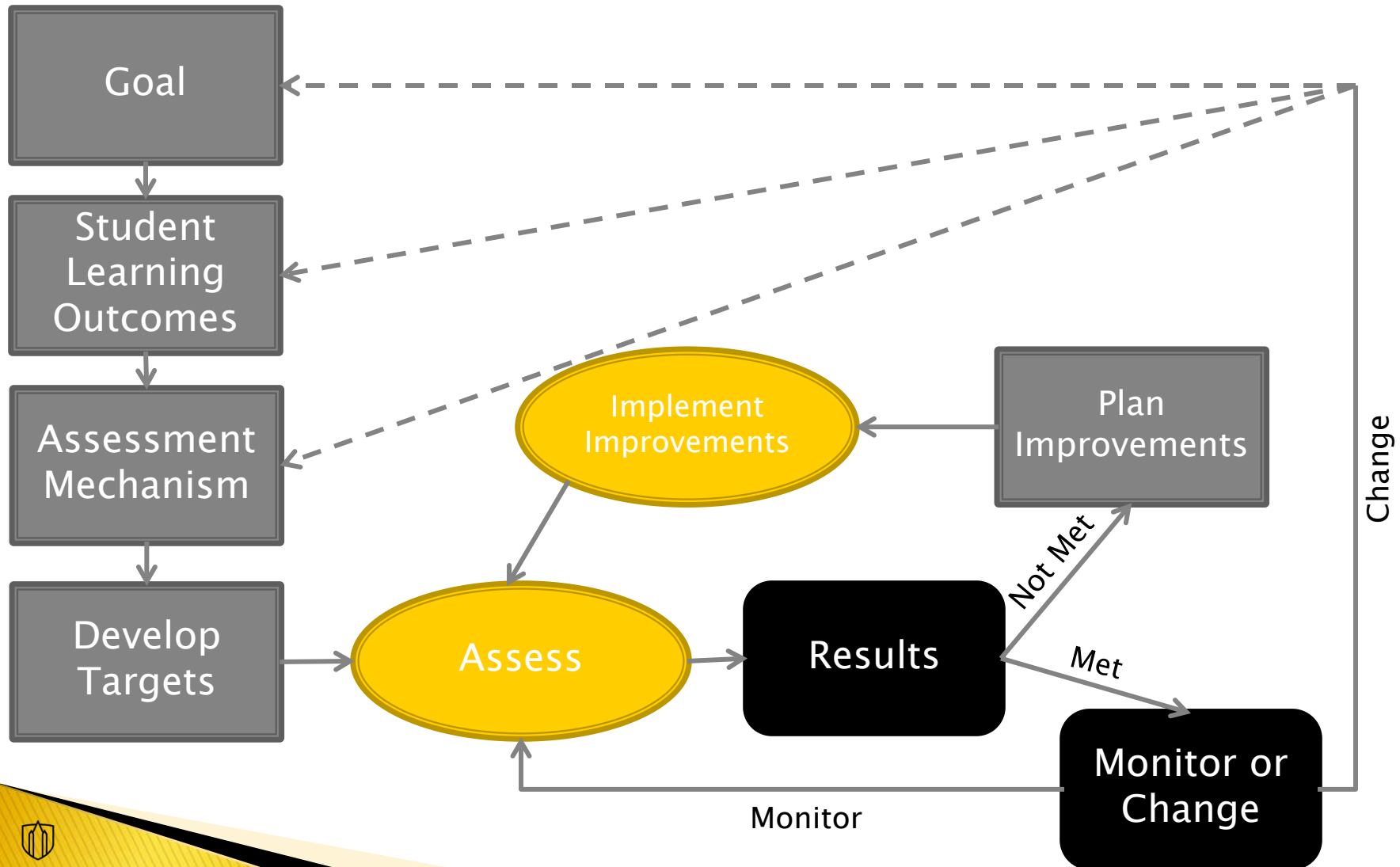


Rubrics

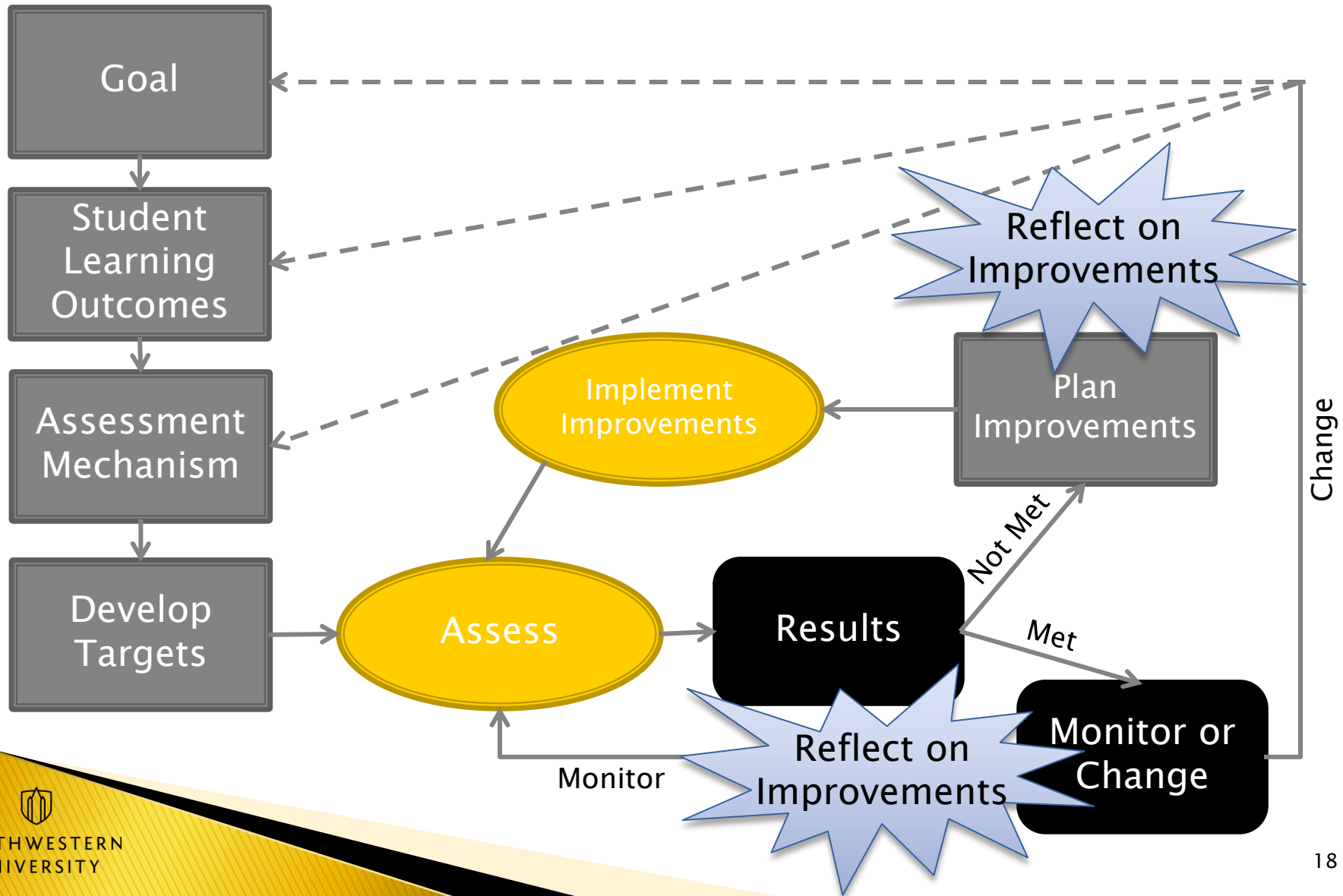
- ▶ Rubrics use can be formative or summative
- ▶ Rubrics can be shared with students or used without sharing with students
- ▶ Always include the rubric when you submit the report



Process Flow



Process Flow – Improvements



Keep in Mind

- ▶ This is a self assessment looking at the structure and function of courses within a department/program
 - What is going well?
 - What would you like to improve?
 - What changes were made and what happened?
 - What additional changes do you have planned?

- ▶ This is not an assessment of:
 - the students,
 - the faculty, or
 - the department/program



Keep in Mind

- ▶ No final grades
 - use of overall project grades should be minimized
 - Better to focus on a specific portion of a grade
 - Allows better alignment to the student learning outcome
 - Allows the department to take specific action if improvements are needed
- ▶ Don't try to assess everything
- ▶ Make sure your assessment mechanism is something you can measure



Keep in Mind

- ▶ Don't discuss the quality of the students
- ▶ Don't include faculty names
- ▶ If handing over report responsibilities make sure to identify your successor and ideally provide training
 - If training isn't possible we can help

Available Resources

- ▶ Academic Assessment Timeline
- ▶ Guiding Principles
- ▶ Checklist
- ▶ Template
- ▶ Example reports
- ▶ Example rubrics
- ▶ Assessment committee members
- ▶ Training

<https://www.southwestern.edu/faculty-dean/academic-assessment/>





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Academic Assessment Timeline

| | | |
|--------|-----------------------|--|
| Fall | August | <ul style="list-style-type: none"> ↑ Discuss targets not met in prior academic year, consider changes (by Sept 1st) → Decide on courses to assess this academic year, notify faculty → Clarify assessment mechanisms → Revise rubrics |
| | September to November | <ul style="list-style-type: none"> ↑ Assessment committee reviews prior academic year reports |
| | December to February | <ul style="list-style-type: none"> ↑ Receive assessment committee feedback ↑ Share feedback with department ↑ Department discusses recommendations ↑ Meet with assessment committee ↓ Department selects assessment coordinator for following academic year |
| Spring | March | <ul style="list-style-type: none"> ↑ Revise report based on committee feedback |
| | April | <ul style="list-style-type: none"> ↓ Attend assessment training ↑ Assessment results presented to Board of Trustees/posted to web |
| | May | <ul style="list-style-type: none"> → Gather department assessment data → Submit Assessment Report (by May 31st) |

*Activities associated with: ↑ prior academic year, → current academic year, ↓ following academic year

Assessment Office Hours

- ▶ Wednesday, May 15, 2019
 - 2:00pm – 4:00pm
 - Dean of the Faculty's Conference Room

- ▶ Monday, May 20, 2019
 - 2:00pm – 4:00pm
 - Dean of the Faculty's Conference Room



**2018–2019
Assessment Reports
due
Friday, May 31, 2019**



Questions or Suggestions

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