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/](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

- Students will critically reflect...

- Students will demonstrate...

- Student learning outcomes should link to an overall goal
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
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
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?

<table>
<thead>
<tr>
<th>Assessment Mechanism(s) and Target(s)</th>
<th>Assessment Results</th>
<th>Target(s) Met/ Not Met? Comments /Improvements</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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

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

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

1. **Goal**
   - **Student Learning Outcomes**
   - **Assessment Mechanism**
   - **Develop Targets**

2. **Assess**
   - **Implement Improvements**
   - **Plan Improvements**

3. **Results**
   - **Monitor**
   - **Monitor or Change**

   - **Change**
   - **Not Met**
   - **Met**
Process Flow – Improvements

Goal

Student Learning Outcomes

Assessment Mechanism

Develop Targets

Implement Improvements

Assess

Results

Plan Improvements

Reflect on Improvements

Monitor or Change

Not Met

Met

Monitor

Reflect on Improvements

Change
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/
<table>
<thead>
<tr>
<th>Period</th>
<th>Activities</th>
</tr>
</thead>
</table>
| August | 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 |
| Fall   | Assessment committee reviews prior academic year reports |
| December to February | 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  
|        | Revise report based on committee feedback |
|        | April  
|        | Attend assessment training  
|        | Assessment results presented to Board of Trustees posted to web |
|        | May  
|        | 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

saengerm@southwestern.edu
williamn@southwestern.edu