Administrative Assessment Report

Training
Spring 2019
What is the Assessment Report?

- Designed to help offices/programs gather information on the progress being made toward their goals
- Assessment occurs throughout the year but is reported annually
- Different than annual reports
Who looks at Assessment Reports?

1) Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)

2) Board of Trustees

3) Administrative Assessment Committee

4) Other offices/programs at Southwestern
   [https://www.southwestern.edu/faculty-dean/academic-assessment/](https://www.southwestern.edu/faculty-dean/academic-assessment/)

5) Your own office
Goals and Program Outcomes

- Each office/program should include at least three overarching goals

- Program outcomes are statements about what will be done by the office/program
  - If used, student learning outcomes are specific statements about what students will be able to do after contact with the office/program

- Outcomes should link to an overall goal
Guiding Principles

- Mission and Introduction
- Program outcomes or student learning outcomes
- Multiple assessment mechanisms
- Targets
- Results should include % and x of n
  - Three years of data when available
- Include rubrics if used
Multiple Assessment Mechanisms

- How the program measures whether a specific outcome has been achieved
- By including multiple mechanisms you are building a case for whether or not the program was successful
- If a student learning outcome did the program help the student achieve the learning outcome
- Direct Measures – papers, presentations, participation numbers, meetings
- Indirect Measures – surveys
Targets

- Without a target, you don’t know how you have performed

- It’s OK if a target is not met, always meeting targets doesn’t provide new information
Each target needs two parts
  ◦ What is going to be done?
  ◦ How much needs to be done to be successful?

Examples
  ◦ All staff will attend job-related training
    • At least one a year
  ◦ Directors and consultants will provide FYS/AES mini-workshops on writing skills
    • For 50% of the available workshops
  ◦ Will increase attendance at all workshops
    • At least 10 attendees per workshop
Targets – Student Learning Outcomes

- Each target needs two parts
  - How many students should be able to reach the target?
  - What do you want the students to achieve?

- Example
  - 80% of students will
    - respond that they are Satisfied on the... survey question
    - achieve a rubric score of Excellent on the... rubric element
Results

- Include the percentage meeting the target and the actual group sizes
  - 50% of staff attended one job-related training (5/10 staff)
  - 40% of the available FYS/AES writing mini-workshops were conducted by DEWC directors and consultants (6/15 workshops)
  - 90% of workshops had 10 attendees (9/10)
  - 100% (9/9) students selected disagree or strongly disagree on the survey question about...
Results

- 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?
Rubrics

- Provides a way to focus in on specific elements of learning
- Could be used for student or staff learning or to evaluate office functions
- Don’t focus on the overall rubric (or score)
- Focus on a specific portion of the rubric that measures a specific learning outcome
- Align the assessment mechanism with a specific rubric line or element
- Always include the rubric when you submit the report
## Rubric Example (project focus)

**Debby Ellis Writing Center: Consultation Observation Rubric**

<table>
<thead>
<tr>
<th>Goal</th>
<th>Action</th>
<th>Met?</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students feel welcome in the DEWC</td>
<td>Acting professionally before student arrives</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Greeting student on arrival</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Explaining the intake form</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students feel respected in the DEWC</td>
<td>Introducing yourself</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Explaining goals &amp; methods of the DEWC (including time limit)</td>
<td></td>
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<tr>
<td></td>
<td>Maintaining awareness of the student’s emotional responses during the consultation</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Remaining encouraging throughout; looking for good things to say</td>
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<td></td>
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<tr>
<td></td>
<td>Asking student to explain the</td>
<td></td>
<td></td>
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</tbody>
</table>
Rubric Example (project focus)

- Focus on a specific rubric line (should align with the learning outcome)
  - Interested in whether consultants make students feel *welcome and respected* at the DEWC

- Set the target for that rubric line
  - Want consultants to have Met all elements of
    - Students feel welcome in the DEWC
    - Students feel respected in the DEWC

- What proportion of consultations should reach the target?
  - 90% of consultations

- Use results to determine if consultants are taking the steps necessary to make students feel *welcome and respected*
  - If not meeting target the writing center could decide to spend more time on this topic during consultant training
Rubric Example (project focus)

- Aligns the assessment mechanism with a specific rubric lines

<table>
<thead>
<tr>
<th>Observation Rubric:</th>
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</thead>
<tbody>
<tr>
<td>In 90% of consultations, directors will observe consultants using best practices to make students feel welcome &amp; respected in the DEWC. (See attached rubric, boxes 1-2, lines 1-7: “Students feel welcome/respected in the DEWC.”)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Directors observed best practices at work in 95% of consultations.</th>
</tr>
</thead>
</table>

| Goal met. Next year, the director will use a revised version of this rubric for evaluation. At this time, the rubric being used is too substantive, and needs to be simplified. This was determined after the Fall 16 semester when several of the rubric areas notes were incoherent or lacking because Assistant Directors were not sure about their purpose. |

Would help to add number met and total number
# Rubric Example (student focus)

**Community Engaged Learning: Global Learning Value Rubric**

**GLOBAL LEARNING VALUE RUBRIC**

*for more information, please contact value@aacu.org*

## Definition

Global learning is a critical analysis of and an engagement with complex, interdependent global systems and legacies (such as natural, physical, social, cultural, economic, and political) and their implications for people’s lives and the earth’s sustainability. Through global learning, students should 1) become informed, open-minded, and responsible people who are attentive to diversity across the spectrum of differences, 2) seek to understand how their actions affect both local and global communities, and 3) address the world’s most pressing and enduring issues collaboratively and equitably.

<table>
<thead>
<tr>
<th>Capsule 4</th>
<th>Milestone 2</th>
<th>Benchmark 1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Global Self-Awareness</strong></td>
<td>Evaluates the global impact of one’s own and others-specific local actions on the natural and human world.</td>
<td>Identifies some connections between an individual’s personal decision-making and certain local and global issues.</td>
</tr>
<tr>
<td><strong>Perspective Taking</strong></td>
<td>Synthesizes other perspectives (such as cultural, disciplinary, and ethical) when investigating subjects within natural and human systems.</td>
<td>Identifies multiple perspectives while maintaining a value preference for own positioning (such as cultural, disciplinary, and ethical).</td>
</tr>
<tr>
<td><strong>Cultural Diversity</strong></td>
<td>Analyses substantial connections between the worldviews, power structures, and experiences of multiple cultures historically or in contemporary contexts, incorporating respectful interactions with other cultures.</td>
<td>Describes the experiences of others historically or in contemporary contexts primarily through one cultural perspective, demonstrating some openness to varied cultures and worldviews.</td>
</tr>
<tr>
<td><strong>Personal and Social Responsibility</strong></td>
<td>Analyzes the ethical, social, and environmental consequences of global systems and identifies a range of actions informed by one’s sense of personal and civic responsibility.</td>
<td>Identifies basic ethical dimensions of some local or national decisions that have global impact.</td>
</tr>
<tr>
<td><strong>Understanding Global Systems</strong></td>
<td>Examines the historical and contemporary roles, interconnections, and differential effects of human organizations and actions on global systems within the human and the natural worlds.</td>
<td>Identifies the basic role of some global and local institutions, ideas, and processes in the human and natural worlds.</td>
</tr>
<tr>
<td><strong>Applying Knowledge to Contemporary Global Contexts</strong></td>
<td>Formulates practical yet elementary solutions to global challenges that use at least two disciplinary perspectives (such as cultural, historical, and scientific).</td>
<td>Defines global challenges in basic ways, including a limited number of perspectives and solutions.</td>
</tr>
</tbody>
</table>
Rubric Example (student focus)

- Focus on a specific rubric line (should align with the learning outcome)
  - Interested in whether Global Engagement Hall participants demonstrate *Global Self-Awareness*

- Set the target for that rubric line
  - Want participants to *proficient* in Global Self-Awareness

- What proportion of participants should reach the target?
  - 60% of Global Engagement Hall participants

- Use results to determine if participants are proficient on the Global Self-Awareness line of the rubric
  - Met the target by achieving 67%, but we’re not sure what these participants achieved on the rubric to be considered successful
Rubric Example (student focus)

4b. Residents will demonstrate global self-awareness.

<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>At least 60% of the Global Engagement Hall participants will demonstrate proficient Global Self-Awareness based through their participation in dinner discussions and community-engagement events. (Based on AAC&amp;U’s Global Learning Value Rubric)</td>
<td>As observed by the Coordinators of Community-Engaged Learning and Intercultural Learning, 67% (12/18) of the residents demonstrated proficient Global Self-Awareness: “Effectively addresses significant issues in the natural and human world based on articulating one’s identity in a global context.”</td>
<td>Met. The students who did not meet this target proficiency were the students who did not regularly attend GEH events. If participants do not attend events, they do not receive the same education and training relating to global self-awareness. Therefore, we are working with campus colleagues to increase participation rates.</td>
</tr>
</tbody>
</table>

Would help to add what is considered proficient on the rubric (1, 2, 3, or 4)
Process Flow

Goal

Program Outcomes

Assessment Mechanism

Develop Targets

Implement Improvements

Assess

Results

Plan Improvements

Monitor or Change

Change

Monitor

Met

Not Met
Keep in Mind

- This is a self assessment looking at the structure and function of the office/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 staff, or
  - the office/program
Keep in Mind

- Don’t try to assess everything
- Make sure your assessment mechanism is something you can measure
- Don’t discuss the quality of the students/staff/faculty
- Don’t include staff 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

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

https://www.southwestern.edu/faculty-dean/administrative-assessment/
# Administrative Assessment Timeline

## Fall

### September

- Discuss targets not met in prior academic year, consider changes (by Sept 30th)
- Decide on what to assess this academic year, notify staff
- Clarify assessment mechanisms
- Revise rubrics

### October to December

- Assessment committee reviews prior academic year reports

## Spring

### January to February

- Receive assessment committee feedback
- Share feedback with office
- Office discusses recommendations
- Meet with assessment committee
- Office selects assessment coordinator for following academic year

### March

- Revise report based on committee feedback

### April to May

- Assessment results presented to Board of Trustees/posted to web
- Attend assessment training

### June to August

- Gather department assessment data
- Submit Assessment Report (by August 15th)

*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
Thursday, August 15, 2019
Questions or Suggestions

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