SOUTHWESTERN UNIVERSITY

Administrative Assessment

the thing no one wants to do

What is Administrative Assessment?

Information is collected on office practices throughout the year to determine whether the office is meeting it's goals.

Why are we doing this?

- ▶ Evaluate Effectiveness
  - ▶ *Are we meeting our operational targets? Are targets reasonable?*
- ▶ Identify strengths and weaknesses
  - ▶ *Is there something that needs more resources?*
- ▶ Develop strategies
  - ▶ *What can we do to improve the student experience?*

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Accreditation

What do YOU want to know about your office?

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 offices contribution to campus?
  - ▶ Has your office taken on something new?

- ▶ Do you interact with students?
  - ▶ How many students use your office?
  - ▶ What do students think about your office?
  - ▶ What and how well are students learning?
  - ▶ Are students confident in their knowledge and abilities

- ▶ How does your office contribute to SU's strategic plan?

Assessment is NOT…

- An annual report

- A judgment on your abilities

- An evaluation of co-workers

- An evaluation of students

Parts of the Assessment

Office Mission:

- Your office's mission statement.

Introduction: A couple of paragraphs on…

- Important events since last assessment
- How last year's results were used
- Response to committee feedback

Parts of the Assessment

Goals:

A broad statement of something you want to achieve as an office.

Outcomes:

What should happen as part of that goal?

Assessment Mechanism:

How can we measure or test that outcome?

Assessment Target:

What would be a *success*?

Goal - broad statement of what you want to achieve as an office?

"Coordinate and supervise all legal services for the University"

Outcome – what should be known or happen as part of that goal?
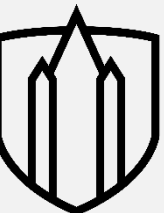
"Respond to open records requests as required by the Public Information Act"

Mechanism – how can we test that outcome?

"Is the office responding to requests in a "prompt" fashion"

Target – What would you considered a success?

"100% of responses will be provided to the requestor within 15 days of receiving the request"

Parts of the Assessment

Assessment Results:

- ▶ Report out on what you were measuring.
- ▶ Did you meet your target?
- ▶ Include previous years' results if you have them.

Comments/Improvements:

- ▶ Why was your target met or not met?
- ▶ Are there some changes you would like to make?

What the Committee Wants

▶ Use different assessment mechanisms

▶ Your target metric should match your results metric

    ▶ Target: 50% of meetings will have 10 attendees

    ▶ Result: 75% (15 of 20) of meetings had 10 attendees » Target Met

▶ Previous year's data if available

▶ Include rubrics used

▶ No specific names of people – students, professors, co-workers

▶ Connect to SU's strategic plan (if appropriate)

Assessment Mechanisms

Yes

- Meeting set dead lines
- Successful events
  - Meeting a target number
  - Outcome of the event
- Participation in training
- Surveys
  - Quality of responses
  - Number of responses
  - Number of surveys

No

- Check lists

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Targets

- 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? That's fine as well.
  - Is this result expected?
  - Do your targets need adjusting?

Feedback from the Assessment Committee

Fix Now

- Clarifications of ideas or jargon
- Typos that hurt understanding
- Incorrect data (copy-paste issues)

Address in next assessment

- Poorly defined targets
- Outcomes and mechanisms don't align
- Misuse of rubrics

Suggestions

- Things the committee thought of that might be helpful

Transitioning to Weave®

▶ Assessment reports to this point have been submitted using a Word template.

▶ Weave is a cloud-based service that we are using to assist with our upcoming reaccreditation.

  ▶ It includes functionality for assessment that we hope will streamline the process of submitting assessment reports.

▶ Weave allows us to:

  ▶ Avoid formatting issues

  ▶ Combine reports from different offices/departments

  ▶ Link assessment mechanisms to University initiatives

1. **Goal: Theoretical Proficiency**
To lead students to proficiency in theoretical engagement with scholarship in the two main cognate areas of our department: rhetorical studies and critical media studies.

Learning Outcome
Students will demonstrate fluency in communication theories central to the critical study of rhetoric and media.

Assessment Mechanism(s) and Target(s)	Assessment Results	Target(s) Met/ Not Met? Comments/Improvements
Intro level: Each instructor will assess their class using the department rubric on a single assignment (either focused exam questions or major project) in Critical/Cultural Communication Studies (C/CCS), 70% of students will articulate foundational rhetorical and media studies theories and concepts at the level of at least "strong" or "excellent" on the C/CCS department rubric category 1. Theoretical Proficiency	18-19: 74/95 (78%) 17-18: 112/122 (92%) 16-17 46/49 (94%) partial data 15-16: 92/102 (90%)	Target met

We have consistently exceeded our target in this area, largely because this course is centered on introducing students to the theories in our discipline. This year, we moved from considering "good", "strong", or "excellent" in our calculation to the more rigorous "strong" or "excellent" categories in these areas. As a result, the overall percentage is lower, but more realistically assesses where we aim for our students to be. |

Department Mission

Introduction

Goal

1	Theoretical Proficiency

To lead students to proficiency in theoretical engagement with scholarship in the two main cognate areas of our department: rhetorical studies and critical media studies.

Learning Outcome

1.1	Students will demonstrate fluency in communication theories central to the critical study of rhetoric and media.

Description

Nothing Entered

Supported Initiatives (0)

Action Plan

1. **Goal: Theoretical Proficiency**

   To lead students to proficiency in theoretical engagement with scholarship in the two main cognate areas of our department: rhetorical studies and critical media studies.

   Learning Outcome

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Assessment Mechanism

1.1.1   Intro: Critical/Cultural Communication Studies Rubric Category 1

Description

Each instructor will assess their class using the department rubric on a single assignment (either focused exam questions or major project) in Critical/Cultural Communication Studies (C/CCS)

Previous Years' Results

17-18: 112/122 (92%)

16-17 46/49 (94%) partial data

15-16: 92/102 (90%)

Assessment Target

1.1.1.1   Add Assessment Target Description

Met

Assessment Target

70% of students will articulate foundational rhetorical and media studies theories and concepts at the level of at least "strong" or "excellent"

This Year's Results

18-19: 74/95 (78%)

Comments/Improvements

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Weave® Demo to follow

- How to log in
- How to find your report (we've already started it for you)
- Where to put previous years' results
- How to link to a supported initiative (our strategic plan)
  - Academic assessments can be linked to the general education curriculum
- How to indicate met/not met (there are other options)
- How to attach rubrics (or other documents)
- How to view and download your report (page view versus table view)
- Not using action plans at this time

Resources

- New assessment website
  - https://www.southwestern.edu/faculty-dean/assessment/
  - Quick Start Guide done by Weave
  - Guiding Principles
  - Assessment Training Slides
  - Weave Demo Slides done by Hal
- Hal Hoeppner for all things Weave
- Natasha Williams for all things Assessment and some things Weave
- Michael Saenger for all things Assessment