Academic Assessment

the thing no one wants to do
What is Academic Assessment?

Information is collected on student learning across courses in a department/program to determine how well students as a whole are meeting expected goals.
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 improve, improve, improve.
  
  *Even when students are doing well, there’s always room for improvement.*

- To demonstrate accountability.
  
  *Parents, students, and the government want proof of value.*
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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?
  ► Subject knowledge
  ► Critical thinking
  ► Research methods
  ► General education requirements

► Are students confident in their knowledge and abilities?

► How do students feel about the department/program?
Assessment is NOT...

- About individual classes
- An annual report
- A judgment on your abilities
- An evaluation of co-workers
- An evaluation of students
Parts of the Assessment

Office Mission:
- Your department/program’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 a department/program.

Outcomes:
What should a student know or be able to do 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 a department
“Students will be able to use film theory to engage 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 be able to 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 mise en scène.”

Target – What would you consider a success?
“80% of students receive a rubric score of meets or exceeds expectations.”
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

- Assess students at different time points in the curriculum
  - Introduction, mid-level, capstone
- General Education (can tag these in Weave)
  - Languages and cultures (foreign language)
  - Writing in the disciplines
  - Paideia
  - Social justice
  - Exploration and breadth
  - Capstone experience
- Use different assessment mechanisms
What the Committee Wants

- 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
- Previous year’s data if available
- Include rubrics used
- No specific names of people - students, professors, staff
Assessment Mechanisms

Yes
- Pre- and Post-Tests
- Department Rubrics
- Specific Test Questions
- Surveys

No
- Final grades
- Comprehensive grades
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
- Missing specific requirements (Paideia, assessment at multiple points in time)

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.

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<th>Assessment Results</th>
<th>Target(s) Met/ Not Met? Comments/Improvements</th>
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| 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)**
1. **Goal: Theoretical Proficiency**
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Assessment Mechanism

1.1.1 Intro: Critical/Cultural Communication Studies Rubric Category 1

Description

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Previous Years’ Results

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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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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 the general education curriculum (supported initiative)
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