AGENDA

Introduction to Assessment
- What is Assessment?
- Why is Assessment important?
- What are the benefits of Assessment?
- Myths of Assessment

SACS
- SACS Expectations
- Texas Tech

Components of an Assessment Plan/ Report
- Mission & Outcomes
- Measures
  - Course Embedded Assessment
- Targets
- Findings
- Action Plans

Office of Assessment Homepage
- Reporting Timeline
- Helpful Links
- SPOL

Q & A
WHAT IS ASSESSMENT?

Assessment is the systematic collection, review, and use of information about educational programs undertaken for the purpose of improving student learning and development.

THE ASSESSMENT CYCLE

- Develop Outcomes
- Create Measures/Develop Targets
- Collect and Analyze Results
- Use Results for Improvement
## WHY IS ASSESSMENT IMPORTANT?

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<tr>
<th>Integral part of instruction</th>
<th>Inspires us to ask questions:</th>
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<td>Affects decision making about grades, placement, advancement, curriculum, etc...</td>
<td>Are we teaching what we think we are teaching?</td>
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<td>Are students learning what we intended them to learn?</td>
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<td>What are the needs of the department?</td>
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<td>Is the department meeting its standards?</td>
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WHAT ARE THE BENEFITS OF ASSESSMENT?

Provides diagnostic feedback
Helps educators set standards
Evaluates progress
Motivates performance
MYTHS OF ASSESSMENT

MYTH

Myth #1: Assessment is a necessary evil.
Myth #2: Assessment can and will be used against faculty.
Myth #3: Assessment is an intrusion on academic freedom.
Myth #4: Assessment should prove our program is successful.
Myth #5: Assessment is another one of those top-down initiatives with no faculty input.

TRUTH

Truth: Assessment is a SACS mandated necessity.
Truth: The assessments are internal instruments that are responded to by the program's faculty, not by the university's administration.
Truth: The department defines the outcomes and assesses the degree to which our students have learned them.
Truth: The program assessment goal for SACS is not showing that you have enough books or enough faculty or enough credit hours (we have other SACS measures for that), the goal is improve your program.
Truth: Faculty decide what the students should know; faculty decide how and when they should learn it; faculty assess the degree of learning; faculty implement changes based on their assessment.
The Southern Association of Colleges and Schools Commission on Colleges is the regional body for the accreditation of degree-granting higher education institutions in the Southern states. It serves as the common denominator of shared values and practices among the diverse institutions in Alabama, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Texas, Virginia and Latin America and other international sites approved by the Commission on Colleges that award associate, baccalaureate, master’s, or doctoral degrees.
SACS EXPECTATIONS

Comprehensive Standard 3.3.1
Institutional Effectiveness: Academic and Student Support Services

The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in each of the following areas:

3.3.1.1 educational programs, to include student learning outcomes
3.3.1.2 administrative support services
3.3.1.3 academic and student support services
3.3.1.4 research within its mission, if appropriate
3.3.1.5 community/public service within its mission, if appropriate.
December 2007; Texas Tech placed on probation for “Insufficient reporting of general education data”.
THE ASSESSMENT PLAN

COMPONENTS OF AN ASSESSMENT PLAN: MISSION, GOALS & OUTCOMES
COMPONENTS OF AN ASSESSMENT PLAN/ REPORT

ASSESSMENT PLAN
- Mission
- Outcomes
- Measures
- Achievement Targets

ASSESSMENT REPORT
- Findings/ Results
- Action Plan
## COMPONENTS OF AN ASSESSMENT PLAN/ REPORT: MISSION STATEMENTS

**MISSION STATEMENT**

The mission statement serves as the foundation of a quality assessment plan.

**MISSION STATEMENT EXAMPLE**

The mission of the department of ___________ is to provide students with educational experiences and an environment that promotes the mastery of discipline knowledge and methods, the ability to succeed in discipline-related graduate programs and careers, and the skills and dispositions needed for citizenship in our diverse culture and the world.
COMPONENTS OF AN ASSESSMENT PLAN/REPORT: OUTCOMES

OUTCOMES

A specific, measureable and/or identifiable learning goal focusing on the end results of learning, rather than the process.

OUTCOME EXAMPLE

Students will collect and organize appropriate clinical data, apply principles of evidence-based medicine to determine clinical diagnoses, and formulate and implement acceptable treatment modalities. Students will identify various aspects of social diversity in their writing projects.
ASSESSMENT MEASURES

COMPONENTS OF AN ASSESSMENT PLAN
WHAT ARE ASSESSMENT MEASURES?

Assessment Measures are the processes employed to gather assessment information.
COMPONENTS OF AN ASSESSMENT PLAN/REPORT: TYPES OF MEASURES

DIRECT MEASURES

Direct assessment measures require individuals or entities to demonstrate their knowledge, skills, and/or a behavior that reflects achievement of the stated goal.

INDIRECT MEASURES

Indirect assessment measures rely on individual perceptions to determine if a goal/objective has been achieved.
WHAT ARE COURSE EMBEDDED ASSESSMENT MEASURES?

Assessment that already exists in classes and demonstrates student learning.
COURSE EMBEDDED ASSESSMENT MEASURES

**BENEFITS**

- Faculty – driven and meaningful
- Makes use of existing assessment information
- Highlights authentic evidence of learning

**TYPES OF EMBEDDED ASSESSMENT MEASURES**

- Embedded Questions
- Writing Assignments
- Individual or Group Projects
- Common Grading Rubrics
COMMON EMBEDDED QUESTIONS

**DEFINITION**

Using common questions on tests or exams takes advantage of classroom assessment already being done by faculty, and represents an excellent form of course-embedded assessment.

**BENEFITS**

Easy to implement!
Easy to evaluate!
Results provide clear evidence of student progress on desired outcomes!
COMMON EMBEDDED QUESTIONS (EXAMPLE)

Common questions embedded in multiple sections of the same class, with the collected data used in aggregate to assess student achievement of program-level learning outcomes....

**Outcome:** Students will apply required knowledge to issues involving the allocation of resources to industry, Texas communities, the nation, and world at large.

**Assessment Measure:** Student responses to selected exam questions from multiple courses within the discipline to be reviewed by the Program Assessment Committee.

**Assessment Target:** At least 80% of the sampled student work will be rated acceptable by the Program Assessment Committee.
COMMON WRITING ASSIGNMENTS

Takes advantage of classroom assessment already being done by faculty, and represents another excellent form of course-embedded assessment.

Easy to implement!
Easy to evaluate!
Results provide a clear evidence of student progress on desired outcomes!
COMMON WRITING ASSIGNMENTS

Written assignments embedded into Capstone courses or experiences to assess student attainment of predetermined outcomes...

Outcome: Students taking the Capstone course will produce a final written assignment demonstrating a mastery of the knowledge required of the discipline.

Assessment Measure: Written assignments will be graded by a committee of 5 faculty using a 3-point rubric (0 = Does not Meet Expectations, 1 = Meets Expectations, 2 = Exceeds Expectations).

Assessment Target: 90% of the written assignments scored by the faculty committee will demonstrate a mastery of knowledge required of the discipline by scoring at least a score of 1 on the rubric.
INDIVIDUAL AND GROUP STUDENT PROJECTS

Takes advantage of in-class projects already being done by faculty.

Can be more work to implement than Embedded Questions and Written Assignments...

Can be more difficult to evaluate than Embedded Questions and Written Assignments...

But...

Results can provide some of the best evidence of student progress on desired outcomes!!!
INDIVIDUAL AND GROUP STUDENT PROJECTS (EXAMPLE)

Student ePortfolios from a Capstone course, evaluated by a committee of faculty, using a rubric, to assess student attainment of predetermined programmatic outcomes...

**Outcome:** Graduates from the program will successfully demonstrate knowledge required of the degree program.

**Assessment Measure:** Students will be required to complete an ePortfolio containing artifacts of their work prior to completion of the Capstone course. A sample of student portfolios will be examined by a faculty committee, with special attention given to completeness, quality, and quantity of artifacts included.

**Assessment Target:** Evaluation of student portfolios will reveal that all students meet departmental expectations in regards to demonstrations of knowledge.
CULMINATING ACTIVITIES

EXAMPLES
Capstone Courses
Internships
Thesis Defense
Senior Project
Seminar
Juried Competition

BENEFITS
Assessment at several levels
More than 1 Outcome can be assessed
WHICH ASSESSMENT MEASURE IS BEST?

TO ENSURE SUCCESS...
Faculty driven
Make it Organic
Use the RESULTS

CONSIDER...
Where are the junctions in my program’s curriculum where I can collect the most meaningful evidence to understand student achievement of outcomes?
ASSESSMENT TARGETS
COMPONENTS OF AN ASSESSMENT PLAN
COMPONENTS OF AN ASSESSMENT PLAN/ REPORT: TARGETS

ACHIEVEMENT TARGETS

The result, target, benchmark, or value that will represent success at achieving a given outcome.

ACHIEVEMENT TARGET EXAMPLES

95% of users will be satisfied with services.

75% of students will score 2.5 or better on the writing test.
COMPONENTS OF AN ASSESSMENT PLAN/REPORT: FINDINGS

FINDINGS

The results gathered for assessment measures.

FINDINGS EXAMPLE

Our majors were evaluated in 5 writing courses. Of the 134 majors assessed, 126 or 94% were judged to have met or exceeded departmental expectations in written communication of economic principles.
COMPONENTS OF AN ASSESSMENT PLAN/ REPORT: ANALYZING THE RESULTS/ FINDINGS

Reflect on what was learned during an assessment cycle:

- What changes could or should be made to improve the program?
- What do the findings mean for your program?
- What will you do?
COMPONENTS OF AN ASSESSMENT PLAN/ REPORT: ACTION PLANS

ACTION PLAN EXAMPLE

Action Plans are actions taken to improve the program or assessment process based on the analysis of results.

After reflecting on the findings, you and your colleagues should determine appropriate action to improve the program.

ACTION PLAN EXAMPLES

Adjust Achievement Targets
Change Measures (Exam questions, survey, etc...)
Change Outcomes
VISIT US

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