# Ask, Collect, Engage: How to "A.C.E." your Program Assessment Report

CTL Partner Workshop | September 6, 2022

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Office of Instruction


TIGER
I TAUGHT STRIPE HOW TO WHISTLE
I DON'T HEAR HIM WHISTLING
I SAID I TAUGHT HIM. I DIDN'T SAY HE LEARNED IT
BUD BLAKE 5-6

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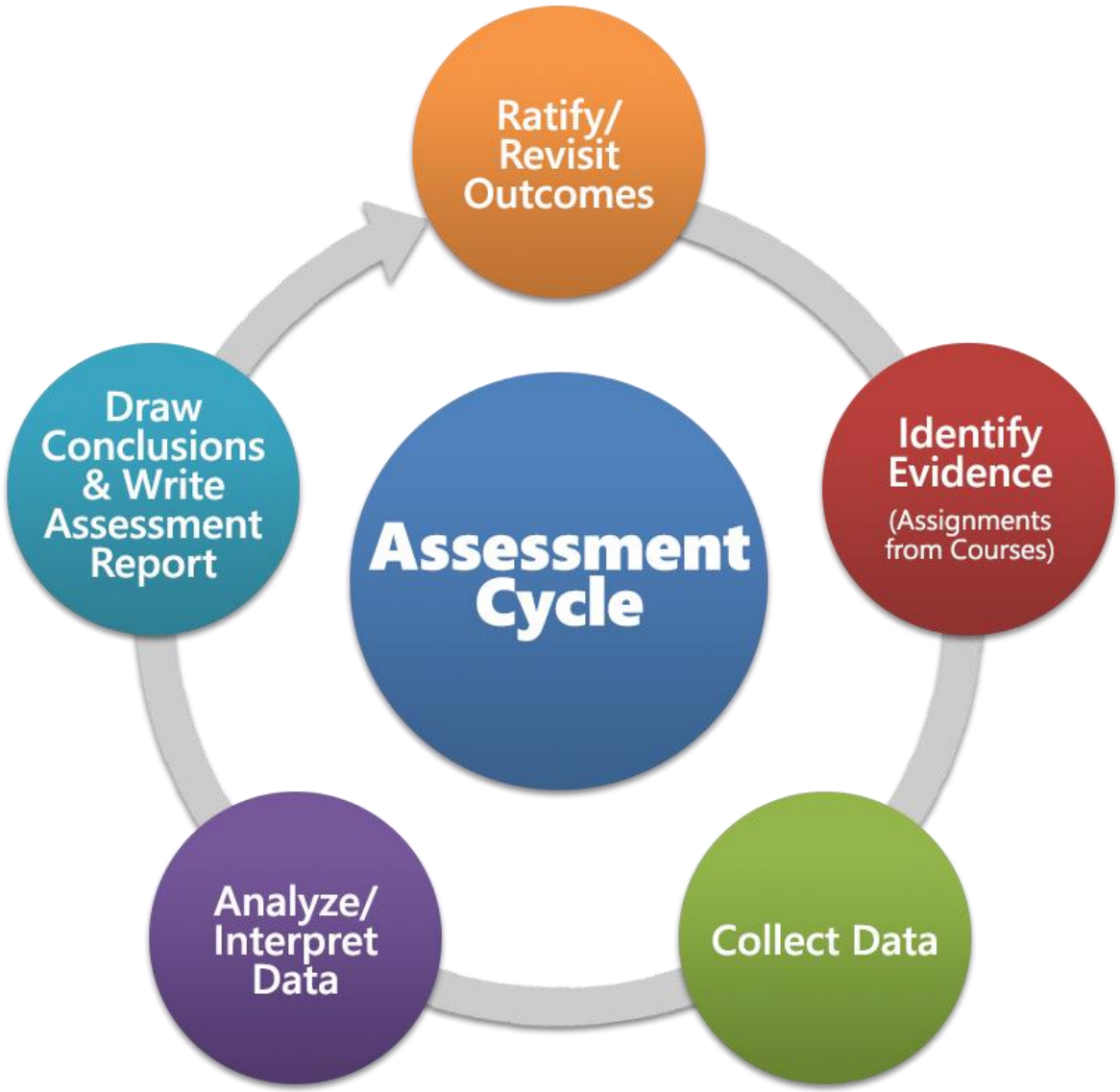
***Ongoing, reflective practice*** than a one-time report.


Ratify/ Revisit Outcomes
Identify Evidence
(Assignments from Courses)
Collect Data
Analyze/ Interpret Data
Draw Conclusions & Write Assessment Report
Assessment Cycle

# SACSCOC Principles of Accreditation

SECTION 8: Student Achievement

8.2. The institution identifies expected outcomes, assesses the extent to which it achieves those outcomes, and provides evidence of seeking improvement based on analysis of the results in the areas below:

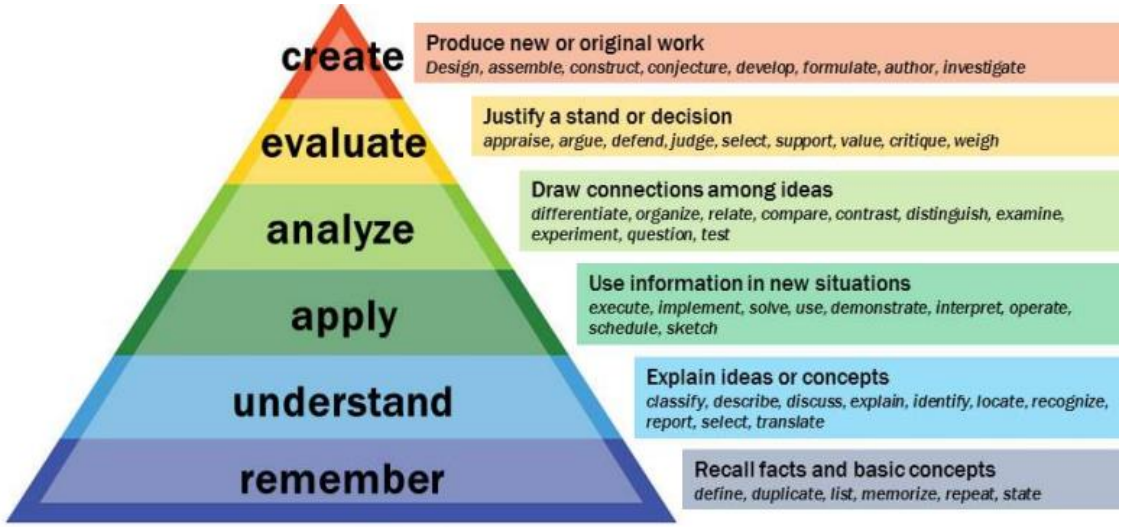
a. Student learning outcomes for each of its educational programs
b. Student learning outcomes for collegiate-level general education competencies of its undergraduate degree programs
c. Academic and student services that support student success

# Good Practice in SLO Assessment

General Tips!

# Learning Outcomes

Describe what students will know or be able to do by the end of a course of study.



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*Students will demonstrate the ability to carry out original field research through creation of a research portfolio.*

*Students will be able to collect, analyze, and interpret relevant data to test a hypothesis in a summative lab report.*

*Students will demonstrate an ability to describe and explain significant trends, movements, and events in European history.*


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- Use multiple!

| | Outcome 1 | Outcome 2 | Outcome 3 | Outcome 4 | Outcome 5 |
|---|---|---|---|---|---|
| **Course (e.g., ECHD 4400)** | 3-page essay | | | | |
| **ECHD 4420** | | Oral exam | Sophomore project | | |
| **ECHD 4470** | Poster | Concept inventory | | | |
| **ECHD 4490** | | | 5-page essay | Poster | |
| **Course** | | | | Research paper | Concept inventory |

# Analysis

What does the evidence collected from your assessment measures tell you?

Does the evidence gathered accurately answer the questions implied by the SLOs?

What are students learning? What *aren't* they learning? **Do you notice patterns over time?**

What changes to course or curriculum design might be considered given the assessment evidence?

Does assessment evidence highlight a need to revise the assessment plan, outcomes or measures for future assessment practice?

Remember! The purpose of assessment is to *use the information for continued improvement of student learning*.

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# Analysis, Con't

- If the data collected are never used, this becomes a pointless exercise!
- If a program is continuously measuring something that it has already optimized, this becomes a pointless exercise!
- And there is nothing worse than a pointless exercise!


"Want to go to the gym and walk around in exercise clothes?"

# Examples

Undergraduate, Graduate, and Certificate Programs

# Graduate Certificate in Gerontology

**Outcome**:

Students will be able to differentiate between normal aging and psychological disorders.

**Measure**:

Experiential assignment from GRNT 6750 where students are asked to test out a mental status assessment tool and critique the tool in a discussion forum. The tool is used to distinguish between normal cognition and cognitive impairment. Students are asked to take the assessment, then reflect on the experience. And then to critically examine the tool as a screening tool for older adults. This portion is completed in a discussion board forum (online).

**Data Collected:**

Students participate in discussion board prompts to complete the assignment. Discussion assignment details as provided to students are attached. Class assignment grades (11 students): Minimum 75% Maximum 100% Average: 97.7%

# Graduate Certificate in Gerontology

**Analysis & Improvement**:

All students far exceeded our expected performance threshold.

There was only one measure used to determine student attainment. Additionally, faculty felt that this was not adequately measuring the learning outcome on its own. Therefore, the faculty will consider how to best add at least one additional measurement for the next course iteration. This could be in the form of additional reflection, especially on the meaning of "normal aging", or perhaps in finding additional assessments for cognition in the literature that address some of the criticisms raised in the discussion. Faculty will explore this for the fall 2019 course.

# BLA Landscape Architecture

**Small curriculum tweaks**

Faculty in the Landscape Architecture program consider multiple direct indicators (e.g., exam items, capstone projects) and indirect measures (job placement data) in evaluating students' skill development.

Supplemental computer graphics classes were added in 2019 as elective coursework to advance digital graphic skills. In 2020-21, instructors teaching LAND 3330 updated the course's supplemental workbook.

# PhD Biochemistry and Molecular Biology

Students' acquisition of desired competencies in the BCMB program are based upon evidence-based strong predictors of success for early career scientists.

The assessment approach was recently redesigned to capture evidence of these competencies by leveraging the ongoing relationship between student and advisory committee.

Committee members evaluate a student/candidate's growth over time using a rubric.

# Questions

Thank you!