

ASSESSMENT COORDINATORS' MEETING

September 9, 2011

Assessment is the process of gathering and discussing information from multiple and diverse sources in order to develop a deep understanding of what students know, understand, and can do with their knowledge as a result of their educational experiences; the process culminates when assessment results are used to improve student learning.



LEARNING ASSESSMENT TEAM (LAT)

The main goal of LAT is to

- 1) bring awareness to the campus community relative to the growing importance of assessing student learning in academia,**
- 2) help as possible in enhancing assessment activities, and**
- 3) Improve student learning.**

WHAT LAT DOES PROVIDE

- ✘ Facilitate faculty/department projects.
- ✘ Facilitate workshops and presentations.
- ✘ Inform others about ongoing activities relative to learning outcomes assessment. (IRAP website, college/department consultation, ... etc.)
- ✘ Provide constructive feedback. (Assessment Review, Summer '10, '11)

ASSESSMENT REVIEW

Motivation

- ✘ Determine the level of activities on campus relative to student learning outcomes assessment.
- ✘ Provide programs/departments with suggestions for changes and additional activities that may help us all become more engaged and aware of expectations.

INFORMATION AVAILABLE TO LAT

- ✘ Posted SOAPs on the IRAP website.
- ✘ Reported activities in the college's annual report.

SOAP REVIEW

* Most often missing and/or scored low

- × SOAP Elements (see template on IRAP)
- × Current
- × Assessability
- × **Curriculum Map***
- × Assessment Methods (Variety including alumni survey)
- × **Alignment of methods with outcomes***
- × Defined Standards
- × **Closing the Loop***

SOAP Review Rubric

	0	1	2	3	4
Required Elements	missing ≥ 3 elements	Missing 2 elements	Missing one element		all required elements are included
Current	Out of date				Up to date with current timeline
Assessability of Outcomes	Most outcomes do not include measureable verbs		Some outcomes do not include measureable verbs or are unclear		All outcomes are clear and assessable with measureable verbs
Curriculum Map	no curriculum map		Curriculum map included but no levels of emphasis for each outcome indicated for each course		Curriculum map with levels of emphasis for each outcome indicated for each course
Variety of Methods	Only one method	A mixture of direct and indirect methods used with strong emphasis on indirect methods		A mixture of direct and indirect methods used	A mixture of direct and indirect methods used with strong emphasis on direct methods
Alignment of Instruments/ Methods with Outcomes	Methods not provided	Methods provided are unlikely to measure stated outcomes	Methods are unclear whether they align with outcomes	methods seem appropriate for almost all of the learning outcomes	Methods align well with stated outcomes and will provide quality data on achievement of outcomes
Defined Standards	no standard methods such as a rubric for evaluating student work are used		Rubrics or standards for evaluating work are mentioned (but not included) but no benchmarks for student achievement are established	Rubrics or standards for evaluating work are mentioned (but not included) along with benchmarks for student achievement	Rubrics or standards for evaluating work are included along with benchmarks for student achievement
Process for Closing Loop	no process included		some process for closing the loop is described, but not clear if faculty reflection or change will result		a clear process for closing the loop which is likely to result in meaningful reflection and change

SOAP Summary Rating:

	0	1	2	3	4
Overall SOAP Rating	No SOAP	SOAP is posted, but is outdated/not current	SOAP is current, but does not contain all required elements	SOAP is current and contains all required elements	SOAP is current, contains all required elements and is of high quality with established benchmarks for student performance on outcomes.

ANNUAL REPORT REVIEW

* Low score

- **Alignment with SOAP** (Assessed learning outcomes and instruments used)
- **Findings from data**
- **Changes made**

Annual Report Review:

	0	1	2	3	4
Alignment with SOAP (Questions #1 and #2)	Activities are not consistent with the SOAP and don't make sense		Activities are not exactly aligned with the SOAP but seem reasonable		Activities align with methods and timeline given in SOAP
Discovery from data (Question #3)	No clear evidence that data was compiled	No evidence that data was carefully analyzed and conclusions not clearly based on evidence	Clear evidence that data was analyzed, but conclusions not based on evidence	Some conclusions are drawn based on evidence	Report shows careful consideration of data and insight into strengths and weakness of student performance are identified
Changes Made (Question #4)	No response to conclusions that seem to require action		Possible action items were considered for conclusions presented		Appropriate action was taken based on the conclusions made

Annual Report Summary Rating:

	0	1	2	3	4
Overall Engagement in Assessment Activity Rating	No assessment activity reported	Little assessment activity reported	Assessment activity reported, but no changes or planned changes made as a result of data or reported changes were unrelated to assessment findings.	Assessment activity reported along with relevant changes* made or planned	Assessment activity reported along with relevant changes* made or planned based on student performance as related to established benchmarks.

* note - relevant changes include a decision not to change anything if the data support this conclusion.

PROCESS

- Developed rubrics for SOAP and Annual Report Review.
- Held a norming session for several programs.
- About 60 undergraduate programs were reviewed independently by two LAT members. (SOAPs and Annual reports)
- The two reviewers discussed their ratings and reached consensus.
- The LAT group discussed each program review to ensure uniformity and to provide summary comments for constructive feedback to programs.

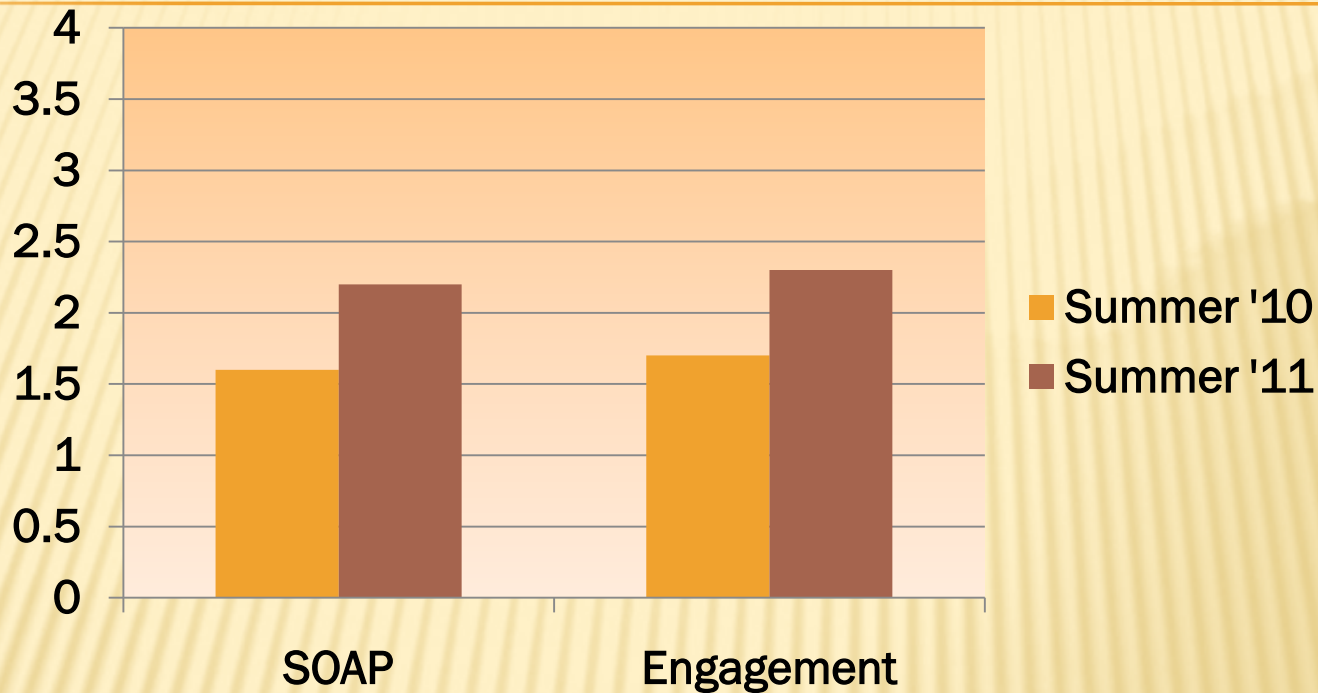
FINDINGS

Summer '10

- Twelve programs didn't have a published SOAP on IRAP website.
- Overall campus SOAP rating was 1.6/4.0.
- Overall campus assessment activities rating was 1.7/4.0.

Summer '11

- Three programs don't have a published SOAP on IRAP website. (2 of the 3 were received after the review)
- Overall campus SOAP rating is 2.2/4.0.
- Overall campus assessment activities rating is 2.3/4.0.



- The campus is moving in the right direction.
- What is an acceptable target?

ADDITIONAL FINDINGS

- ✘ 18 programs scored higher than 2.0 in both overall scores this year. (It was only 6 programs last year.)
- ✘ Some programs substituted GE assessment for assessment based on the SOAP.
- ✘ Many programs report vague generalities without supporting evidence.

EXEMPLARY PROGRAMS

- ✘ Nursing
- ✘ Communicative Disorders & Deaf Studies



CONCLUSIONS AND SUGGESTIONS

- **We are on the right track.**
- **Update the SOAP to rectify shortcomings.**
- **Keep your eye on the SOAP and implement it according to the time-line.**
- **Use results for decision making**
- **Annual reports need to be more complete and in line with the published SOAP.**

THANK YOU