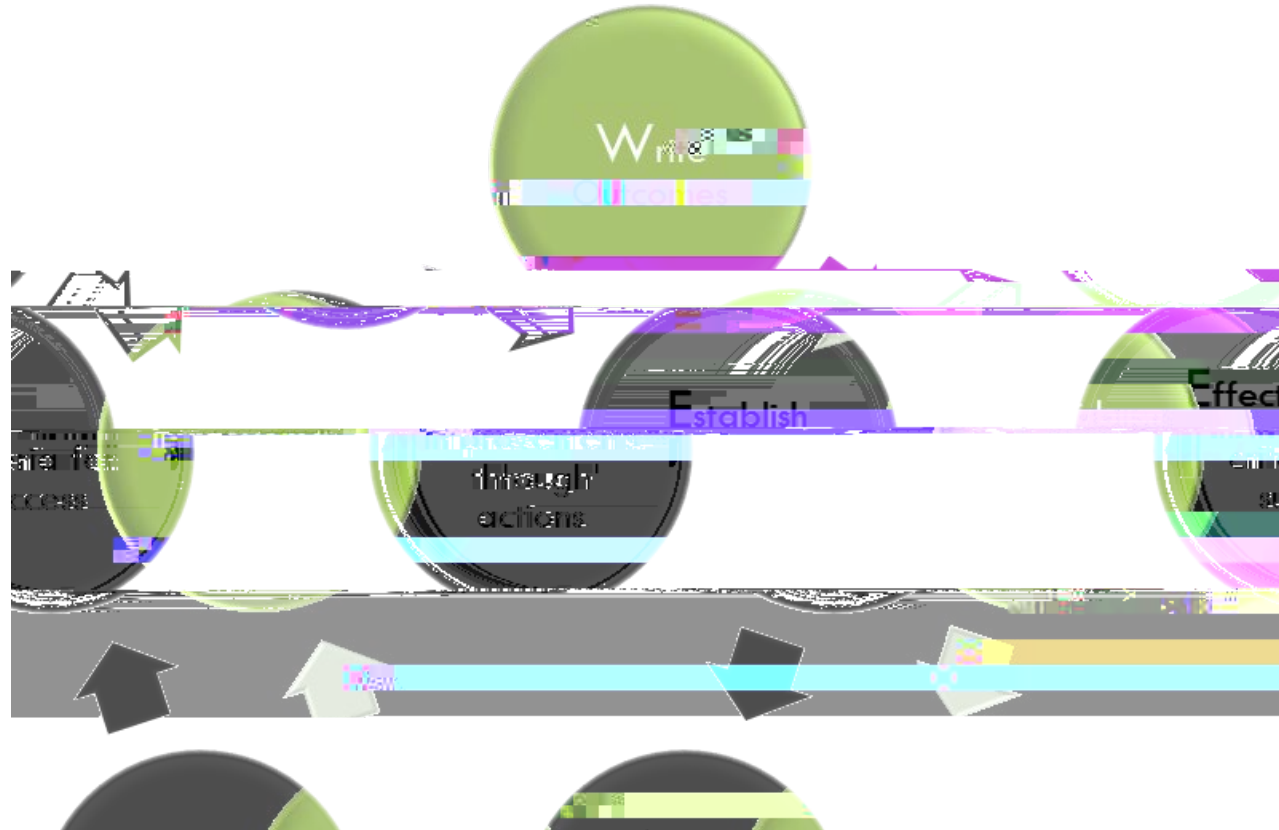


USING WEAVE FOR ASSESSMENT



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Kathryn Lowery

Director, Institutional Effectiveness

Expressing Learning Outcomes

x

**...ASSESSES THE EXTENT TO WHICH
IT ACHIEVES THESE OUTCOMES...**

Measures



Direct Measure

- x The best measures for student learning are **direct** measures in which students demonstrate that

Indirect Measure

- × Indirect methods such as surveys and interviews ask students to reflect on their learning rather than to demonstrate it.
- × Indirect measures also include
 - × job placement rates
 - × admission rates into graduate programs
 - × employer surveys
 - × alumni surveys
 - × focus groups
 - × honors/awards earned by students & alumni
 - × student participation rates in research publications
 - × conference presentations

Expressing Measures

- ✘ Measures should be detailed and specific.
- ✘ Measurement should ensure that comparisons are “apples to apples”
- ✘ For those programs/courses that are offered at more than one site or by more than one mode, the measure must be duplicated at all sites/modes and the findings must be separated by site/mode.

Expressing Findings

Example A—One site; reported by semester

Target: 90% will receive an overall rubric score of 80 or greater.

Findings: Summer 12: 72% (18/25) received an overall rubric score of 80 or greater.

Fall 12: 90% (47/52) received an overall rubric score of 80 or greater.

Spring 13: 77% (35/45) received an overall rubric score of 80 or greater.

Example B—One site; combined semesters

Target: 90% will receive an overall rubric score of 80 or greater.

Findings: 79% (37/48; fall & spring semester combined) received an overall rubric score of 80 or greater.

Example C—Dual site; assessment only occurs once a year

Target: 90% will receive an overall rubric score of 80 or greater.

Findings: Hattiesburg - 81% (22/27; spring-only assessment) received an overall rubric score of 80 or greater.

Gulf Park - 100% (11/11; spring-only assessment) received an overall rubric score of 80 or greater.

Example D—Dual site/mode; combined semesters

Target: 90% will receive an overall rubric score of 80 or greater.

Findings: F2F Fall & Spring-83% (n=12) received an overall rubric score of 80 or greater.

Online Fall & Spring--100% (n=5) received an overall rubric score of 80 or greater.

...PROVIDES EVIDENCE OF SEEKING
IMPROVEMENT...

The End of Assessment Is Action

In *Assessment Clear and Simple* Barbara E. Walvoord (2010) states the goal of assessment is information -based decision making.

“Assessment helps the program determine how well it is achieving its outcomes and suggest effective steps for improvement. That means you should conduct assessment for yourselves and your students, not just for compliance with accreditors. You don’t need to collect data you don’t use; it’s much more important to collect a small amount of useful data than to proliferate data that sit in a drawer or on a computer file. If you are collecting information you are not using, either start using it or stop collecting it. Instead of focusing on compliance, focus on the information you need for wise action.” (Walvoord, 2010, p. 5)

Action Plans

- × An Action Plan is an **organized activity** undertaken to help programs more effectively achieve intended outcomes
- × An Action Plan can be an activity developed by program faculty to **improve and grow** the program for the future.
- × The **results** of action plans **should provide evidence** of continuous improvement activities.
- × Action Plans do not contain vague phrases such as “we will look into this” or “No Action Required.”

The Most Common Actions Resulting from Assessment

Three common actions that result from assessment:

- ✘ Changes to curriculum, requirements, programmatic structures, or other aspects of the students' course of study
- ✘ Changes to the policies, funding, and planning that support learning
- ✘ Faculty development

(Walvoord, 2010, p.5)



Analysis

- x Analysis is the reflection of the program's findings within/for the criteria set for success on the program's intended outcomes.
- x The Analysis is a summary of strengths

Analysis

x What specifically did your assessments show regarding proven

SACSCOC PRINCIPLES OF ACCREDITATION

SECTION 8

1. The institution identifies, evaluates, and publishes goals and outcomes for student achievement appropriate to the institution's mission, the nature of the students it serves, and the kinds of programs offered. **The institution uses multiple measures to document student success.**
(Student achievement) [CR]



Program-Level Assessment Guidelines

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Who Assesses?

x IHL Academic Program Inventory

x IR Program Inventory

x

Who Guides this Assessment?

xThe



annual
report

University Assessment Committee

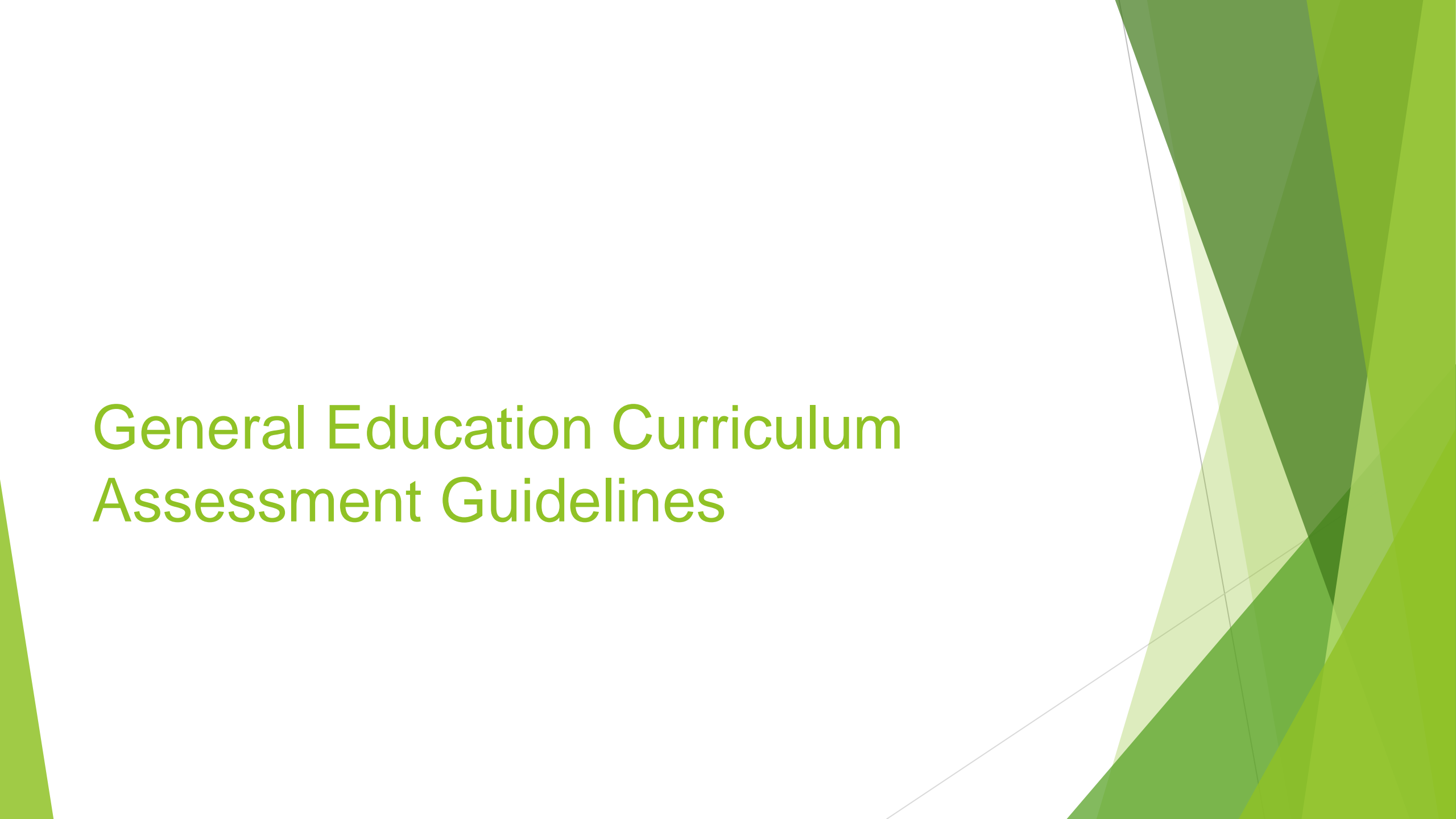
The University Assessment Committee reviews assessment reports in the fall semester to determine if:

- ✗ Assessment Plan and Report Guidelines were followed
- ✗ The Assessment Report supports appropriate SACSCOC standards
- ✗ These reviews are returned to the departments and presented to the deans and the provost in the spring semester.

AssessmentPlan

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General Education Curriculum Assessment Guidelines

Who Assesses?

All GEC01- 06 courses and select Communication Studies (CMS) courses are required to be assessed based on the GEC student learning outcomes.

- x GEC 01. Written Communication (6 hours)

- x ENG101: English 101 (Composition 1)

- x ENG102: English 102 (Composition 2)

- x GEC 02. Natural Science (8 hours minimum)

- x GEC 03. Humanities (9 hours)

Students complete:

- x ENG203 - World Literature 3 hrs.

02. Natural Science (8 hours minimum) 0-4.4 (n)-3.6 (ts)]TJ -0.-4.1 (o)0.6 (m)-2.1 (p)-3.5 (l)-2.8 (e)-4.5 (te)-4.5 (:)]TJ

Who Assesses?

X GEC 04. Aesthetic Values (3 hours)

Students complete one course:

- X ART130 - Art Appreciation 3 hrs.
- X DAN130 - Dance Appreciation 3 hrs.
- X MUS165 - The Enjoyment of Music 3 hrs.
- X THE 100 - Theatrical Expressions 3 hrs.

X GEC 05. Social and Behavioral Sciences (6 hours)

Students complete two courses:

- X ANT101 - The Human Experience: A Global Perspective on Human Diversity 3 hrs.
- X ECO101 - Basic Economics 3 hrs.
- X GHY101 - World Geography: Dynamics of a Changing Earth 3 hrs.
- X PS101 - American Government 3 hrs.
- X PSY110 - General Psychology 3 hrs.
- X SOC101 -

Who Assesses?

X GEC 06. Mathematics (3 hours)

Students complete one course:

- X MAT100 - Quantitative Reasoning 3 hrs.
- X MAT101 - College Algebra 3 hrs.
- X Higher-numbered mathematics course

X GEC 08. Speaking Intensive Requirement (3 hours)

Select 1 course:

- X CMS111 - Public Speaking 3 hrs.
- X CMS305 - Interpersonal Communication 3 hrs.
- X CMS320 - Professional Communication 3 hrs.
- X CMS330 - Small-Group Communication 3 hrs.

Who Guides this Assessment?

x The



2016 SACSCOC Reaffirmation

- ✘ The Off-site Reaffirmation Committee noted that institution provided samples of Detailed Assessment Reports for all degree levels (including certificates), teaching sites, and modes of delivery for a variety of academic programs in its six colleges. The reports included the identification of expected learning outcomes for the students, how those outcomes are assessed, targets for successful outcomes achievement, and discussion regarding how the collected data is used to make improvements.
- ✘ Additionally, the institution described how the assessment cycle is directed, and by whom. Guidelines, policies, and administration were included in this description. Samples of the reviewers' reviews of reports were included as well.



