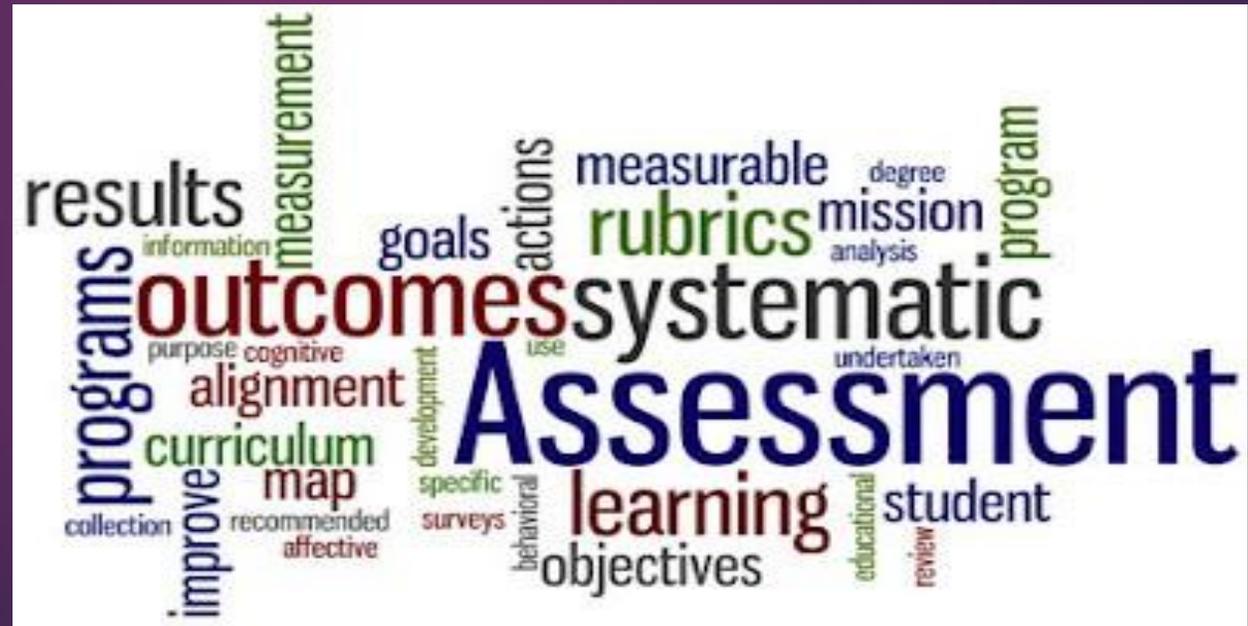


Assessment Initiatives 2017-18



Today....

- ▶ An overview of Assessment.
- ▶ List the items you need to plan your assessments.
- ▶ Review the steps to plan your assessment.
- ▶ Closing the loop at the end of the academic year.
- ▶ Review the timing of the process.
- ▶ Review General Education Assessment.
- ▶ Discuss Program Review.

Program Assessment is about

- ▶ Quality control?
- ▶ Keeping your word?
- ▶ Teaching evaluation?
- ▶ Delivering on our promise?
- ▶ Asking questions?
- ▶ Improvement?
- ▶ Student grades?
- ▶ Living the University mission?

Yes or No?

Program Assessment is about

- ▶ **Quality control. YES**
- ▶ **Keeping your word. YES**
- ▶ ~~Teaching evaluation.~~
- ▶ **Delivering on our promise. YES**
- ▶ **Asking questions. YES**
- ▶ **Improvement. YES**
- ▶ ~~Student grades.~~
- ▶ **Living the University mission. YES**

Yes or No?

Types of Assessment

- ▶ Student Assessment-
 - ▶ Formative along the way, Summative at the end.
- ▶ Course Assessment-
 - ▶ Assessing the outcomes of the course.
- ▶ Program Assessment-
 - ▶ Assessing the outcomes of the entire program.

Assessment: The Items you need

1. Program Learning Outcomes and Program Goals
2. Matrix of Courses to Program Outcomes
3. A Three to Five year plan

1. Program Learning Outcomes and Goals

- ▶ What is expected of a graduate in your department or major?

Unlike course outcomes these are broad based outcomes and probably are touched on in many courses within the program or major.

- ▶ Examples

- ▶ Graduates will recognize and articulate the foundational assumptions, central ideas, and dominant criticisms of the psychoanalytic, behaviorist, humanistic, and cognitive approaches to psychology.
- ▶ Students will be able to apply principles of evidence-based medicine to determine clinical diagnoses, and formulate and implement acceptable treatment modalities.
- ▶ Students will apply their knowledge of American history to examine contemporary American issues.

1. Program Learning Outcomes and Goals

- ▶ What Goals do you have for your department? These should be linked to the Strategic Plan of the University.*
 - ▶ Examples
 - ▶ Enhance laboratory environments with the appropriate industry recommended technology
 - ▶ Increase the participation and the strength of the advisory board.
 - ▶ Increase the number of students attending or presenting at professional conferences.

*These may also be part of your standards for programmatic accreditation

2. Matrix of Courses to Program Outcomes

- ▶ A curriculum matrix provides a systematic process to articulate in which courses the program outcomes are attained.

chathamUNIVERSITY									
Program: English	School: SASB								
Key: Introduced Emphasized Reinforced Advanced or Mastery Formal feedback									
Curriculum Matrix	ENG 204	ENG 207	ENG 208	ENG 216	ENG 321	ENG 287	ENG 350	ENG 303	ENG 490
Programmatic Student Learning Outcomes									
PSLO #1 Literary History: Distinguish between genres and development of genres	I	I	R				M		M
Will be able to distinguish between genres and development of genres Will be able to show how a single author contributes to or works within a specific genre or phase of literary development									
PSLO #2 Scholarly Writing: Write a thesis-driven essay; use close textual analysis and appropriate literary terms; execute an argument with clarity and skill; write with no mechanical errors	I	I	R	R	R	R	M	M	A
Will be able to write a thesis-driven essay; uses close textual analysis and appropriate literary terms; executes argument with clarity and skill; no mechanical errors									
Will be able to write an elegant, error-free and thesis-driven essay; uses close textual analysis, and appropriate literary and theoretical terms; locates own argument in relation to literary criticism relevant to topic									
PSLO #3 Information Literacy: Evaluate theoretical position of sources including bias	I	R	R	R			M		A

a. Ensure that all program-level outcomes are taught in at least one required course in the curriculum. Your program-level outcomes should be covered in courses that you know ALL students who go through the program will take.

b. If you find that outcomes are not being covered in any course, or that a course covers no programmatic outcomes, review your outcomes and curriculum and adjust accordingly.

3. Three to Five Year Model

	English BA Assessment Plan
2016-17	PSLO #1 Literary History: Distinguish between genres and development of genres
2017-18	PSLO #2 Scholarly Writing: Write a thesis-driven essay; use close textual analysis and appropriate literary terms; execute an argument with clarity and skill; write with no mechanical errors
2017-18	PSLO #3 Information Literacy: Evaluate theoretical position of sources including bias
2018-19	PSLO #4 Oral Presentations: Give formal presentations of critical positions
2018-19	PSLO #5 Critical Analysis: Apply terms of literary analysis to primary texts in the service of a coherent argument
2019-20*	PSLO #6 Professional development: Explore career and post-graduate possibilities (including professional internships, JET, Americorps, Teach for America, the Peace Corps), as well as to prepare for graduate study in English, Law, Library Science, Professional Writing, or other fields
	* Full Program Assessment

Assessment: The Steps in the Process

1. Look at the plan to see which **outcome and program goal** will be assessed this year.
2. Identify the courses from the matrix where this outcome is mastered or advanced.
3. Identify the assignment or projects or test that will be used to measure the **outcome or goal**.
4. Create benchmark for success (target).

1. Look at the plan to see which outcome and program goal will be assessed this year.

- ▶ From the previous example- Learning Outcome

▶ 2017-18	PSLO #2 Scholarly Writing: Write a thesis-driven essay; use close textual analysis and appropriate literary terms; execute an argument with clarity and skill; write with no mechanical errors
▶ 2017-18	PSLO #3 Information Literacy: Evaluate theoretical position of sources including bias

1. Look at the plan to see which outcome and program goal will be assessed this year.

- ▶ From the previous example- Program Goal
 - ▶ Increase the participation and the strength of the advisory board.

2. Identify the courses from the matrix where this outcome is mastered or advanced.

► From the previous example

chathamUNIVERSITY		<p>a. Ensure that all program-level outcomes are taught in at least one required course in the curriculum. Your program-level outcomes should be covered in courses that you know ALL students who go through the program will take.</p> <p>b. If you find that outcomes are not being covered in any course, or that a course covers no programmatic outcomes, review your outcomes and curriculum and adjust accordingly.</p>							
Program: English Key: Introduced Emphasized Reinforced Advanced or Mastery Formal feedback	School: SASB								
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PSLO #3 Information Literacy: Evaluate theoretical position of sources including bias	I	R	R	R			M		A

3. Identify the assignment or projects or test that will be used to measure the outcome.

PSLO: Scholarly Writing: Write a thesis-driven essay; use close textual analysis and appropriate literary terms; execute an argument with clarity and skill; write with no mechanical errors.

- ▶ This PSLO is assessed by using a 1-4 point rubric applied to the final project in ENG 490.

Goal: Increase the participation and the strength of the advisory board.

- ▶ This Goal is assessed by a count of how many boards members attend the meetings and the level of engagement the board member maintains with the Chatham Community.

4. Create benchmark for success (Target). PSLO

- ▶ **PSLO:** Scholarly Writing: Write a thesis-driven essay; use close textual analysis and appropriate literary terms; execute an argument with clarity and skill; write with no mechanical errors.
- ▶ This is assessed by using a rubric applied to the final writing assignment in ENG 490.

Benchmark- Target: The average score a student will receive on the five point rubric will be => 3.0.

4. Create benchmark for success (Target). Goal

- ▶ **Goal:** Increase the participation and the strength of the advisory board.
- ▶ This Goal is assessed by a count of how many boards members attend the meetings and the level of engagement the board member maintains with the Chatham Community.

Benchmark- Target: We will increase the advisory board membership by two for a total of 11, at least 9 will attend both meetings, and at least 9 will attend student presentations in the spring and provide professional feedback.

Assessment: Closing the Loop

1. Collect the data from the course assignment, test or project, and determine if the target was met or not met.
2. Create an action plan based on what was learned from this assessment.



1. Collect the data from the course assignment, test, project, or goal and determine if the target was met or not met.

- ▶ Fifteen students were enrolled in ENG 490. The overall average of the score on the rubric for Scholarly Writing was 3.5. We have met our benchmark- target.
- ▶ Our board has 11 members, 8 of them attended both meetings and 7 were able to attend the spring student presentations and provided professional feedback. We have partially met this benchmark-target.

2. Create an action plan based on what was learned from this assessment

- ▶ We met our target and are pleased with the score of 3.5. This is the first time in this assessment period, where we have had more than 8 students in the course. We are looking to establish a baseline. We will repeat this assessment next year to gain consistency.
- ▶ We met our goal of increasing the membership, but attendance at meetings is still lower than we had expected and we did not have as many members participate in student presentations. We need to set and provide the dates for the student presentations at the first meeting of year in order to allow ample time for our board members to arrange their schedule. Possibly we could also use technology to include board members at presentations and meetings who otherwise could not attend.

Assessment Timing

1. September

- ▶ Review last year's findings/data. Did you meet your targets?
- ▶ Create an action plan narrative about the findings of you learning outcomes and goals.
- ▶ Record this in the WEAVE by September 16, 2017

Assessment Timing

2. October

- ▶ Set up outcomes and goals to be assessed for this academic year. Possibly repeat those not met and use your plan to assess other outcomes.
- ▶ Record this in Weave by October 13, 2017

3. October to June or July

- ▶ Collect data and back to Step 1.

Program Review

- ▶ At the end of the three to five year plan or
- ▶ In preparation for an Accreditation visit or
- ▶ At the request of the University as part of strategic planning.

Items for Program Review

How

- ▶ The review all of the results of the Program's Learning Outcomes.
- ▶ A Review of all the Goals.
- ▶ Faculty Annual Reports.
- ▶ Program Annual Reports.
- ▶ Accreditation Reports .
- ▶ Advisory Board Feedback
- ▶ Surveys or other Feedback Tools.

Assessment is

- ▶ Manageable
- ▶ Leads to Growth
- ▶ Leads to Improvement
- ▶ Sustainable
- ▶ Continuous

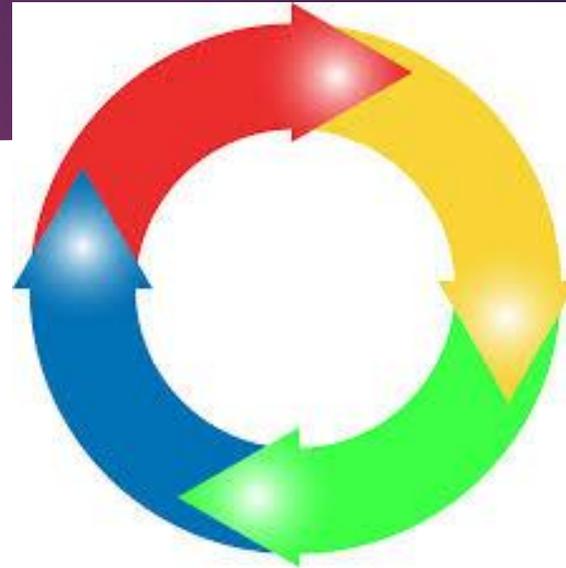
Manageable and Sustainable

- ▶ Don't over Complicate the Process
- ▶ Consider a Rubric
- ▶ Collaborate for Best Practices
- ▶ Maybe use Qualtrics
- ▶ It should be a part of what you do at a University, not an extra task.

Leads to Growth and Improvement

- ▶ There is no point in assessing what you already know.
- ▶ Try not to set up your assessment targets knowing you can meet or beat this target.
- ▶ This is not about who has the perfect assessment, it is about closely scrutinizing your program and asking hard questions about what is working and what is not.

Continuous



- ▶ It is circular in nature.
- ▶ One year leads to the next.
- ▶ Not just when there will be visitors on campus.

A Common Interest

- ▶ General Education
 - ▶ In some schools General Education is a department, with their own courses and their own faculty.
 - ▶ In most schools like ours they are discipline specific courses taken as general education courses.
 - ▶ What is the biggest challenge with this?

How to Assess General Education

- ▶ Common Rubric
- ▶ Data Collection- Qualtrics
- ▶ Conversations

Middle States Expectations NEW

- ▶ Standard III Design and Delivery of the Student Learning Experience
 - ▶ Section 5



Middle States Expectations

- ▶ At institutions that offer undergraduate education, a general education program, free standing or integrated into academic disciplines, that:
 - ▶ a. offers a sufficient scope to draw students into new areas of intellectual experience, expanding their cultural and global awareness and cultural sensitivity, and preparing them to make well-reasoned judgments outside as well as within their academic field;

Middle States Expectations

- ▶ b. offers a curriculum designed so that students acquire and demonstrate essential skills including at least oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, technological competency, and information literacy. Consistent with mission, the general education program also includes the study of values, ethics, and diverse perspectives;

Weave Assessment Software

- ▶ Software is being refreshed.
- ▶ Training on the updates during September/October.
- ▶ The preliminary updates that I have previewed include
 - ▶ Cleaner presentation
 - ▶ Quicker loading times
 - ▶ List View of options
 - ▶ Searchable menus



Resources

- ▶ Weave Software:
 - ▶ Go to MyChatham, MyTools, Choose Assessment Software- WEAVE from the list to the right, or <https://chatham.intentional.works>
- ▶ The Assessment Website and Guidebook:
 - ▶ <https://www.chatham.edu/academics/academicaffairs/assessment/>
 - ▶ This presentation will be uploaded there as well.

The Purpose of...

assessment
is to
INCREASE
quality.



evaluation
is to **JUDGE**
quality.

