MIDWESTERN STATE UNIVERSITY

Assessment Training
Agenda

- Cycle and Deadline
- Assessment Plan Content
- Weave Data Entry
Cycle and Deadline

- Cycle: August 31-September 1
- Deadline: November 1
Assessment Cycle

**November 1**
Submit annual assessment plan to Office of Institutional Research, Planning, and Assessment

**Fall - Spring**
Gather data from measures for Outcomes/Objectives

**May - June**
Analysis of data gathered

**July - August**
Develop action plan from data analysis

**September**
Implement Action Plan
Assessment Plan Content

- Department/program mission statement
- Student Learning Outcomes/Functional Objectives
- Measures
- Achievement Targets
- Findings
- Action Plans
Student Learning Outcomes (SLO)

- Focus on what the student will know, be able to do, or demonstrate upon completion of the program.
- Use higher level Bloom’s Taxonomy (link on Assessment website)
  - Example: “Students will be able to explain the importance of ethical treatment of research subjects in Sociological research.”
  - Example: “Students will be able to demonstrate expression through the written word.”
- Do the outcomes link to the 6 General Education/Core Curriculum Associations?
Assessment Plan Content-Learning Outcomes

- **Academic:** A minimum of *four student learning outcomes*

- **Educational Support Services:** A *minimum of one student learning outcome* expressed in behavioral terms.
  - Academic Support Services, TRIO Program, Upward Bound, Library, Student Affairs, Honors Program
Assessment Plan Content-Measures

• Measures:
  o Instrument and process used to measure the outcome/objective
  o Clearly states a description of measurement instruments, assessment criteria, etc.
  o Two measures per outcome/objectives.
  o Student learning outcomes (SLO) contain a minimum of one direct measure per outcome/objective.
    ▪ Direct Measure—require the student/stakeholder to perform or show proof of the task.
      o Examples: Portfolios, pre and post tests, essays, licensure exams, capstone projects, specific exam questions, student papers/essays, laboratory projects, financial reports
    ▪ Indirect Measure—measures the student/stakeholders perception or reflection of the event.
      o Examples: surveys, focus groups, interviews
Assessment Plan Content-Measures

- Measures
  - Example: “Students complete a portfolio project containing written assignments throughout their senior capstone course. Portfolio items measuring this outcome will contain the following criteria: correct spelling, grammar, and punctuation; logical and appropriate organization; synthesized information from multiple sources; appropriately addresses the audience; and shows evidence of planning and editing. Portfolios are reviewed by a 3 member faculty team using a rubric, scale 0-4 (0=unacceptable; 1=poor; 2=average; 3=good; 4=excellent). 75% of students should receive a rating of 3 or higher.”
• **Achievement Targets** - level of student learning or level of department achievement expected that defines success for that outcome or objective.
  - Example: “75% of students should receive a rating of 3 or higher on the portfolio assignment.”
Functional Objectives

Focus on the services provided or functional tasks accomplished by the department/program.

Administrative Areas: A minimum of four functional objectives.

Example: “Increase Orientation attendance by 20% in 2010-2011.”
Assessment Plan Content-Functional

- Measures
  - **Measurement Tool:** “Record on a spreadsheet the total number of participants who sign-in at the designated Orientation check-in area.
  - **Achievement Target:** Our goal is to increase the number of participants from 1,725 in 2009 to 2,070 (20% increase) in 2010”
• Findings
  ○ Findings – data gathered from your assessment method, to include the interpretation and analysis of the data.
    ▪ **Data**—“Fourteen out of 15 students scored a 3 or higher on their portfolio project. Although only one student did not perform work to the level expected, 80% of the students scored lowest in the criteria of ‘logical and appropriate organization.’
    ▪ **Analysis**—Based on analysis of the findings, it was identified that students have demonstrated strong communication skills through the written word in all but one dimension. The low scores on ‘logical and appropriate organization’ show that organization skills need improvement.”
### Assessment Plan Content-Action Plans

- **Action Plans**
  - Action Plans should be in past tense indicating actions that have been taken to improve the program or department.
  - Plan of action to make improvements to student learning or department function.
    - **Example:** “In the spring of 2011 in the senior capstone course, additional focus on the “logical and appropriate organization” of writing assignments was emphasized with a group assignment. Students wrote an article and worked in groups of three conducting peer evaluations. Feedback from peers was used to make revisions to the article. In addition, lower level courses offered earlier in the program (COURSE 3103 and COURSE 3212) will have assignments specifically focusing on organization of writing assignments. Curriculum for these courses will be revised and implementation is targeted to begin in Fall of 2012.”
  - If outcome is achieved and no deficiency identified over multiple cycles, a new SLO/Objective should be identified in Action Plan, or target increased.
Documents

- Upload documents necessary to attach to your assessment plan. Some examples include the following:
  - Exams
  - Rubrics
  - Performance Criteria
  - Assignments
  - Surveys
  - Reports
WeaveOnline

- WeaveOnline Data Entry