Simmons College of Kentucky

Assessment Handbook

2023

Office of Institutional Effectiveness

"Put everything to the test. Accept what is good" (1 Thessalonians 5:21 CEV)

WADE Document

Distributed

Distribution List

___OIE	___Physical Plant
___Provost Office	___Registrar
___Religious Studies Chair	___Financial Aid
___Business Entrepreneur Chair	___Athletics
___Sociology Chair	___Band
___Music Chair	___Development
___General Studies Chair	___Media & Marketing
___Communication Chair	___Retention
___VP Student Affairs	___Admissions
___VP Finance	___Recruiting
___VP Faith & Community	___Other

Evaluated

Next Review: November 2024

Introduction

Mission Statement

Simmons College of Kentucky is an institution of biblical higher education dedicated to educating people in the urban context through strong academic and professional programs in order that they may become productive citizens and agents of change in society.

Institutional Learning Outcomes (ILOs)

ILO1   To equip each student with strong writing, research, and critical thinking skills

ILO2   To cultivate students committed to personal and professional excellence, the holistic development of the self, and lifelong learning.

ILO3   To develop in every student a view of life, vocation, and the world rooted in   biblical interpretation and the Kingdom of God.

ILO4   To produce distinguished agents of change committed to community development, social justice, and civic duty, particularly in urban churches and urban communities.

ILO5 To adequately resource students that they may achieve excellence in their chosen field of study

Mission of the Office of Institutional Effectiveness

The mission of the Office of Institutional Effectiveness at Simmons College of Kentucky is to be a resource to the administration, trustees, staff, and faculty in the ongoing process of ensuring that the mission and objectives of the institution are fulfilled by gathering data about the function of both academic and non-academic elements of the school, by analyzing that data, and by "closing the loop" as evidence-based suggestions are made for improvement.

Objectives of the Office of Institutional Effectiveness

The Office of Institutional Effectiveness supports Simmons College of Kentucky administration, trustees, staff, faculty, and students by:

- Conducting ongoing, yearly analysis of the performance of academic and non-academic departments of the institution and recommending improvements;

- Regularly assessing academic programs to ensure that they align with the institution's mission statement, vision, and objectives;

- Providing department leaders with the tools necessary for them to accurately measure the functions of their respective areas;

- Measuring student attitudes toward and satisfaction levels with the College's provided services and recommending changes to bring about that improvement;

- Providing accurate, documented information regarding the institution's continuing improvement as assessment data is used to make changes in the strategic plan.

Overview

What is Assessment?

Assessment is an ongoing process to determine the effectiveness of an institution's programs, services, and operations. Assessment provides a systematic approach to providing evidence of continuous improvement in programs, services, and operations.

Assessment at Simmons College of Kentucky is expected to:

1. Be an **ongoing** process that serves as a formative means of assessing a unit's strategic vision;

2. Involve a **systematic** gathering, analyzing, and interpreting of data to determine how well performance matches expectations;

3. **Use** the resulting information to understand and improve programs, services, and operations.

Why is Assessment Important?

We engage in assessment activities for four main reasons:

- **Improve** programs and services through assessment results that identify areas for change;

- **Support** decision-making processes, planning, program reviews and accountability;

- **Demonstrate** that a program or service is accomplishing what it claims it is accomplishing or that students are learning what it is intended that they learn;

- **Inform** students, faculty, staff, and other stakeholders of the state of student learning or of a program or service and its impact.

How is Assessment Related to Accreditation?

The Association for Biblical Higher Education (ABHE) Standard 2b, with which Simmons College of Kentucky must comply, states:

"The institution demonstrates that it is accomplishing and can continue to accomplish its mission, goals, and program objectives and improve performance through a regular, comprehensive, and sustainable system of assessment and planning. Central to this plan is the systematic and specific assessment of student learning and development through a strategy that measures the student's knowledge, skills, and competencies against institutional and programmatic goals."

The Assessment Support Team

The Assessment Support Team is charged with encouraging, coordinating, and facilitating assessment practices for the college by…

- Reviewing and evaluating annual assessment plans and reports for each department

- Ensuring that all programs have student learning outcomes in place

- Maintaining assessment records

- Monitoring best practices

- Providing training in institutional effectiveness

- Nurturing a culture of continuous evidence-based improvements for all College functions.

      Membership:

            EVP Institutional Effectiveness

IT / IS Representative

Academic Affairs Representative

Student Affairs Representative

Admissions Representative

Retention Representative

Administrative Representative

Principles of Assessment

Assessment is a **tool** to determine the effectiveness of the College's institutional practices, academic programs, and support services. The mission, vision, and institutional goals of Simmons College of Kentucky direct and guide the practice of assessment.

Assessment is **outcomes-oriented** rather than process-oriented. The emphasis is placed on how well students are learning and how well administrative unites are operating, rather than focusing on the actions to improve processes. Assessment evaluates at what level the administrative units and academic programs of Simmons College of Kentucky have achieved the outcomes which were their aim. To accomplish this goal, data is collected and analyzed from a variety of assessment tools and measures to demonstrate and document whether or not the outcomes have been met.

Assessment is **continuous**, functioning in an ongoing, cyclical pattern of establishment of outcomes, data collection, data analysis, and recommendations for change. After this process has been completed, the cycle begins over again. This cycle is never truly completed unless assessment results are used to effect improvement in the institution. This is commonly known as "closing the loop."

Assessment is **vital** to the health and continued existence of an educational institution. By identifying areas in which the institution falls short of its mission and by providing evidence-based solutions, assessment ensures that the institution stays focused on accomplishing its mission and making significant, documented improvements from year to year.

Purposes of Assessment

Assessment results and analysis provide guidance for faculty and administration to make changes to improve both their departments and the function of the institution as a whole. These changes are data driven and are supported by evidence collected during the assessment process. Assessment data also serve to assure students, parents, donors, and other stakeholders of the

College's effectiveness and faithfulness in achieving its mission and objectives in the provision of a quality education. The purposes of assessment may be condensed into three key ideas:

   • To improve – Assessment activities provide documentation and feedback essential to shape or form better programs and services.

   • To inform – Assessment activities show a clearer picture of what is really happening as the College moves to provide effective programs and services geared to enhance student learning and development while achieving administrative and program objectives.

   • To demonstrate – Assessment activities provide evidence to demonstrate to what extent programs and units are accomplishing their stated missions and objectives and areas which need further review, revision, and improvement.

Participants in Assessment

Assessment is not a process that is allocated to a single person or a single department. As all facets of the institution must be assessed, every faculty member or staff member may be expected to contribute to the process of assessment, whether through data collection, analysis, preparing of reports, etc. Measuring the institution's health and achievement, along with planning for improvement, must be viewed as a team activity which mutually benefits all participants.

Particulars about Assessment

At Simmons College of Kentucky, learning outcomes assessment is a continuous and systematic process whereby we…

…**Collect** evidence about students' learning;

…**Communicate** these findings with our constituents (students, faculty, administrators, governance, accountability partners, and the community at large);

…"**Close the loop**" by demonstrating to a variety of stakeholders that we use these findings to inform and improve our educational practice.

The four main purposes of assessment are:

To improve: The process of assessment should yield recommendations for ways our programs can be enhanced.

To inform: Our assessments should inform stakeholders of a program's impact and influence.

To prove: The assessment process demonstrates to students, faculty, staff, and other stakeholders our strengths as well as our opportunities for improvement.

To support: The assessment process provides data to support campus decision-making activities such as program review and strategic planning, in addition to external accountability (for example, accreditation).

The Office of Institutional Effectiveness at Simmons College of Kentucky embraces the *American Association of Higher Education*'s principles of assessment:

1. The assessment of student learning begins with educational values.

2. Assessment is most effective when it reflects an understanding of learning as multidimensional, integrated, and revealed in performance over time.

3. Assessment works best when the programs it seeks to improve have clear, explicitly stated purposes.

4. Assessment requires attention to outcomes but also equally to the experiences that lead to those outcomes.

5. Assessment works best when it is ongoing, not episodic.

6. Assessment fosters wider improvement when representatives from across the educational communities are involved.

7. Assessment makes a difference when it begins with issues of use and illuminates questions that people really care about.

8. Assessment is more likely to lead to improvement when it is part of a larger set of conditions that promote change.

9. Through assessment, educators meet responsibilities to students and the public.

A Basic Model of Academic Assessment

While specific terminology may vary from context to context, the crucial elements of assessment include:

1. The faculty determine the desired learning outcomes—specific and measurable statements of what students know and are able to do by virtue of their participation in a program.

2. The program selects or designs measures or methods by which it will collect information about learning outcomes. Ideally, multiple measures are used, both direct and indirect measures, to understand whether and to what degree students are developing in those particular areas.

3. Once the data are collected, faculty representatives begin the process of analyzing and interpreting them. This process includes comparing the results to the program's expectations.

4. Those parties leading the collection and interpretation of the evidence must share their findings with the larger network of stakeholders.

5. The program's faculty and administration determines how to use those findings to shape future enhancements to faculty teaching and student learning in the program.

The Assessment Cycle

Assessment should be understood as a spiral—a connected series of annual cycles—leading to continuous improvement in programs, services, or operations.

The key elements of the annual assessment cycle are:

1. Identification of an ***intended outcome*** (objective)

2. Determination of the ***means of assessment*** (measures, methods, and tools)

3. Determination of the ***criteria for success*** (targets, thresholds, benchmarks)

4. Collection and analysis of ***data*** (assessment findings and results)

5. Determination of ways to ***use the findings*** to improve programs, services, or operations (modifications)

6. Implementation of ***modifications*** (changes based on assessment findings)

7. Identification of the ***intended outcome*** of the modification

...which continues the cycle…

Assessment Plans

At the start of each new academic year, every administrative or academic unit develops a plan for assessment during the upcoming year. An assessment plan begins with a statement of the unit's mission, goals, and objectives. For objectives to be assessed during the year, the means of assessment and criteria for success must also be specified, as well as a description of how the results of the assessment are envisioned to be used to improve the program, services, or operations of the unit.

Assessment plans must be measurable, meaningful, and manageable. In any given year units should assess the number of objectives that seems reasonable and appropriate to the unit considering the level of operations and staffing. It is important to remember that not every objective must be assessed every year. It is wise to outline assessment plans for more objectives than are intended to be assessed in case circumstances outside the unit's control prevent a unit from completing assessment of an objective.

A standard template is provided for assessment plans (See Appendix A). The template is designed to accommodate three goals and three objectives per goal; however, your unit may adjust these documents to fit your number of goals and objectives.

The components of the assessment plan are:

Objective (Intended Outcome) *More specifically, what is one thing you hope to achieve to help you meet your goal?*	Means of Assessment (Tools & Measures) *What will you do to collect data or evidence to show how well you have achieved the intended outcome?*	Criteria for Success *At what point will you know how well you have attained your intended outcome? What are your targets or thresholds? What do you hope to learn by this assessment?*	Anticipated Use of Results *How do you anticipate using the results to drive program improvement?*

Critical to good assessment is the determination of appropriate and adequate means of assessment, as well as criteria for success.

	Description	Purpose
Tools & Methods	Measure the success of each objective	Gather evidence related to the anticipated outcome of the objective
Criteria for Success	Define success for each objective	Provide useful information regarding the achievement of expected results or levels of performance

Means of Assessment and Data Collection

Good assessment uses multiple means of assessment for a given objective. **Direct** assessment is based on an analysis of data collected (for example, web analytics). **Indirect** assessment is based on an analysis of reported perceptions about outcomes (for example, satisfaction survey results). Direct assessment is preferable to indirect; therefore, it is suggested that each objective have at least one direct method of assessment.

It is helpful to determine a schedule for data collection at the time the assessment plan is created. **What** data will be collected; **where** the data will be collected; **when** the data will be collected; and **who** is responsible for collecting the data. Data can be collected as soon as it becomes available even if the analysis of the data will take place later in the year. If the same data are being collected in multiple years, collect the data at the same time each year to ensure its integrity and validity.

Only collect data that is useful and will provide information that can help to improve the program or service. Do not collect unnecessary data.

Assessment focuses on outcomes, not output. **Output** data will tell you how much/how many (e.g., numbers served or documents processed). **Outcome** data provide

more information that can be used to improve programs and services (e.g., increased skills or changed behavior or improved conditions or increased satisfaction or efficiency).

Criteria for Success

The criteria for success should have a specific target number that indicates the level of accomplishment. This can include a number or percentage of people, activities or items, a level of proficiency or a combination of the two. State the criteria in terms of reasonable percentages, percentiles, averages or other quantitative measures. For example,

- Students wait time for registration will **decrease 20%**

- At least **75% of the students** using the campus convenience store will report a level of satisfaction with the overall experience at a **3 (satisfactory)** or above on a 5 point scale

Tips for Completing Assessment Plans

Some helpful tips for completing assessment plans:

- Be realistic, not overly ambitious, in outlining your assessment plan.

- Involve all members of your staff in designing, implementing and carrying out the assessment process. Staff participation and ownership are key to the success of an administrative assessment plan.

- Avoid words such as "improve" or "enhance" in your goals and objectives unless you have a clear baseline and target for the change.

- Be sure that your goals and objectives are not tasks. It is very difficult to assess a task. Why is it important to you to complete a certain task? That is likely your objective!

- Answer the "thought questions" provided on the template. These questions have been designed to help you think through the assessment process—they will guide you.

- Be specific, e.g., what assessment data will you collect? How?

- Provide at least one direct measure for each objective being assessed.

- Write clearly and concisely. Do not use jargon or professional terms that someone outside your area of expertise will not understand.

- If you cannot specifically describe how the findings from your assessment activities can be used to improve your program, services or operations, you should reconsider your proposed means of assessment.

- Close the loop! If you collected baseline data in the previous year or otherwise did not bring your assessment activities to conclusion, i.e., showing the results of any modifications made, be sure to include this objective again in your plan.

Occasionally, an assessment plan may need to change mid-year due to changing circumstances. This notation and the rationale should be made clear in the assessment report submitted at the end of the year.

Simmons College of Kentucky Unit Assessment Planning Checklist

Ask these questions to help identify your unit's assessment needs:

1. **What objective are you seeking to assess?**

    Unit productivity / output

Level of Satisfaction

Unit efficiency

2. Why are you conducting the assessment?

To enhance management effectiveness / performance

To improve quality (e. g. reduce error rates)

To track progress over time

3. From whom will the data be collected?

Incoming Students

Current Students

Students who stopped or dropped out

Graduating students / recent graduates

Alumni

Employers

Faculty

Staff

Administrators

Parents

Other institutions

Professional associations / organizations

4. From what sources will the data be gathered?

In-house surveys

National surveys

Internal unit data (documents, memos, reports, etc.)

Focus groups

Others_____

5. How will the data be used?

To improve programs or services

To develop a proposal

To improve student outcomes

6. Data collection

Regular / recurring

One-time (special purpose)

Rubric for Evaluating Unit Assessment Practices

Assessment Elements	Not Developed	Developing	Acceptable	Superior
Unit Mission Statement	Does not exist	The mission statement describes the unit's core purpose or principal activities / functions	The mission statement clearly describes both the unit's core purpose and its principal activities / function	The mission statement clearly describes the unit's core purpose, its principal activities / functions, and acknowledges key stakeholders
Goals	No goals are provided	A general goal has been established	A measurable goal has been clearly articulated	2-3 measurable goals have been clearly articulated
Objectives for each goal	No key objectives are stated	Key objectives are stated, but they are not clear, they do not refer to end results, and do not focus on the institution's mission, strategic plan, or recipients / customers of the service	At least two objectives are provided that concern end results and are related to the institution's mission, strategic plan, or recipients / customers of the service	3-5 clear objectives are provided that focus on end results and are related to the institution's mission, strategic plan, or recipients / customers of the service

Assessment Methods	Little or no information is provided	Assessment measures are identified for some objectives. They do not necessarily yield clear, accurate information.	Assessment measures are clearly articulated for each objective. They match the objectives being measured and produce clear, accurate information.	Multiple assessment measures are clearly articulated for each objective. They match the objectives being measured and produce clear, accurate information.
Targets / Benchmarks	No targets or benchmarks are provided	Targets and bench marks are identified for some assessment measures	Each assessment measure has a target or benchmark that establishes a minimum performance standard	Targets and benchmarks have been developed for each measure that describes a minimum level of performance. At least one target is quantifiable.
Use of Assessment Results	There is no evidence that the assessment results are shard, discussed, or used to improve effectiveness	Assessment information is collected but the results are not shared, discussed, or used in a systematic fashion to improve effectiveness	Results are used to modify or improve programs, services, resource allocation, work processes, or assessment strategies	Results are used to improve programs, services, resource allocation, work processes, or assessment strategies. They are used to help establish new performance targets. Positive results are shared with others when applicable.

ASSESSMENT REPORTS

Assessment reports are submitted June 1 each year. The assessment report provides the results of the unit's assessment activities during the year and the ways the results are being used to improve the programs, services or operations of the unit.

The assessment report including all appendices must be submitted in one Word or PDF document. The Office of the Institutional Effectiveness will provide assistance in preparing a single PDF document, if needed.

In their assessment reports units provide what they learned by conducting assessment activities and how they will use this information for improvement. Specifically, units are expected to provide a summary of the results of their assessment activities, to analyze and draw conclusions from these results, to outline specific ways the results will be used for improvement, to specify modifications that are being made based on these results and the intended outcome of these modifications, along with any budget or resource implications for the modification.

A template pre-populated with a unit's assessment plan is provided for the assessment report. (See Appendix B.) For the assessment report, a unit simply adds two columns to its assessment plan:

Assessment Results & Analysis of Assessment Data Collected

What data did you collect?

What did you learn from analyzing it?

What conclusions did you draw?

Use of Results to Improve Program (Modifications Made)

What have you done or are you going to do differently based on what you found? What do you expect to change?

How/when will you know if the modification was effective?

Consequently, an assessment report can only be as good as the assessment plan on which it is built. "Closing the loop," by showing how the assessment results were used for improvement, is a critical component of the assessment report. Remember, an annual cycle is only one ring of a spiral of continuous improvement.

Data Presentation

In the assessment report, provide a summary or highlights of the data collected. Provide the complete results in the appendices in a format that facilitates its use. Be sure to indicate in the report where in the appendices the supporting data may be found. Graphs, tables and charts may be helpful in presenting results.

Data Analysis and Interpretation

Clearly state whether the program objectives (intended outcomes) were achieved at the established performance level.

In analyzing the data, consider questions such as:

- Are there patterns in the data?
- Were the targets met?
- Are the results of sufficient quantity?
- Could the results be improved?

To interpret or make meaning of the data, consider how the results apply to the intended outcome (the objective). Draw conclusions from the data.

• What was the significance of the data for the program or service?

• Why was the target met or not met?

•What impact do these results have on the unit?

• How can this information be used to improve the unit's program or service?

Improvement Plan

The results of the assessment should be used to develop an action plan to improve the program or service provided or to facilitate the achievement of the objective if the criteria for success were not met. What change or modification can be made to positively impact the outcome? Changes do not have to be extreme or on a large scale. Changes may reflect changes to the program or service, changes to processes or changes to the assessment plan. Changes must be tied to the assessment results.

If changes have already been implemented, what was the outcome? If changes will be implemented in the following year, be sure to include this objective in next year's assessment plan.

Tips for Completing Assessment Reports

Some helpful tips for completing assessment reports:

• Take time to complete a realistic and measurable assessment plan.

• Follow your plan and collect data throughout the year. Assessment cannot be conducted as you write your report.

• Answer the "thought questions" provided on the template. These questions have been designed to help you think through the assessment process—they will guide you.

• Be specific, e.g., what assessment data did you collect? Provide the data in the appendices in a format that is easily understandable and clearly linked to the objective.

• Summarize the data in the narrative section of the report and cite the location of the data in the appendices.

• "Show me, don't tell me." Ways of showing include providing frequencies, percentages and graphs.

• If the data is qualitative (focus groups, interviews, open-ended questions), count positive versus negative responses or count the number of times a subject was mentioned or give a representative quote.

• Don't be afraid to admit that you didn't make your target, or to adjust it in the light of new information. Assessment is about continuous improvement.

• Write clearly and concisely. Do not provide extraneous information. Do not use jargon or professional terms that someone outside your area of expertise will not understand.

• As you write your report begin to think about how your proposed modifications will inform your objectives for next year. Remember, assessment is a spiral and you are just completing one ring in the spiral.

Course Learning Outcome Examples:

ACTION VERB *(performance)*	LEARNING STATEMENT *(the learning)*	CRITERION *(the conditions of the performance of demonstration)*
Students will apply…	…theory and principles for the diagnosis, repair, and maintenance…	…of power train components.
Students will explain…	…how cellular organelles support homeostasis…	…in the human body.
Students will analyze…	…the role of storytelling…	…in personal and community leadership.
Students will apply…	…health and safety principles…	…to environments and practices for young children.
Students will meet…	…the minimum training requirements…	…for a federal wildlands firefighter.
Students will analyze…	…global economic and environmental factors…	…in terms of their effects on people and communities.
Students will compose…	…college-level writing…	…with a clear purpose in a form appropriate to intended audiences.

Students will be able to model and solve…	…simple real-life problems…	…algebraically.
Students will demonstrate critical thinking…	…in analyzing and evaluating the concepts and theories…	…of physical anthropology.
Students will apply…	…basic concepts and terminology…	…of poetry, drama, literature, and literary analysis for the purpose of discussing and analyzing literature with understanding and appreciation.
Student will be able to demonstrate…	…the application…	…of various hand tools and fasteners.

Action Words for Writing Student Learning Outcomes

Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
define	describe	apply	analyze	arrange	appraise
list	discuss	demonstrate	appraise	assemble	assess
name	explain	dramatize	calculate	collect	choose
recall	express	employ	categorize	compose	compare
record	depict	illustrate	criticize	construct	estimate
relate	locate	interpret	debate	create	evaluate
underline	recognize	operate	diagram	design	judge

label	report	practice	differentiate	formulate	measure
quote	restate	schedule	distinguish	manage	rate
locate	review	sketch	examine	organize	revise
match	translate	use	experiment	plan	score
cite			inspect	prepare	select
reproduce			question	propose	value
identify			relate	combine	defend
state			solve	integrate	justify
			test		
			classify		

Program Outcome Checklist

	Aligned with Mission	Written from a Student Perspective	Measurable	Linked to a specific task	Supported by a metric
Is program outcome # 1…					
Is program outcome # 2…					

Is program outcome # 3…					

Elements of Outcomes:

Objective	Outcomes (results)	Procedures or Strategies (activities)	Methods / Measures (data collection)	Criteria (quality indicators)	Standard (Success Criteria)
An objective of this class is to…	As a result of this, students will be able to…	To meet this outcome, students will,,,	To assess this outcome, faculty will…	Indicators of quality include…	As a sign of success, the target will be…
EXAMPLE Enhance student communication skills	*EXAMPLE* Speak clearly and effectively in presenting information, explaining ideas, and discussing issues	*EXAMPLE* Give an oral presentation during class on a relevant topic	*EXAMPLE* Evaluate the oral presentation with a standard rubric using a 1 (low) to 5 (high) scale	*EXAMPLE* --precision of language -comprehension of material --logic of arguments --effective response to questions	*EXAMPLE* 80% of students will achieve at least a 3

Method Selection

Method	Description	Gain insight	Change practices	Measure Effects	Difficulty
Assignment	Assigned tasks that require student engagement and a final tangible product	**X**		**X**	medium
Exam	A systematic set of questions designed to assess student learning	**X**		**X**	medium
Portfolio	A collection of student work created for the purpose of demonstrating their learning or showcasing their best work.	**X**		**X**	high

Assignment Types by Purpose

Purpose	Essay	Research Paper	Oral Present.	Project	Case Study	Lab	Group
Demonstrate / develop writing skills	X	X		X	X		
Demonstrate / develop oral skills			X				X
Demonstrate / develop critical thinking skills	X	X		X	X		X
Application of Knowledge		X		X		X	
Demonstrate depth of knowledge		X		X	X	X	
Information synthesis	X	X	X	X	X		X

Evaluation of knowledge	X	X		X		X	X

Taxonomic Schemes: Action Verbs and Types of Learning

Cognitive Learning	Examples of Action Verbs
Knowledge—to recall or remember facts without necessarily understanding them	Articulate, define, indicate, name, order, recognize, recall, reproduce, list, tell, describe, identify, show, label, tabulate, quote
Comprehension—to understand and interpret learned information	Classify, describe, discuss, explain, express, interpret, contrast, associate, differentiate, extend, translate, review, suggest, restate
Application—to put ideas and concepts to work in solving problems	Apply, compute, give examples, investigate, experiment, solve, choose, predict, translate, employ, operate, practice, schedule
Analysis—to break information into its components to see interrelationships	Analyze, appraise, calculate, categorize, compare, contrast, criticize, differentiate, distinguish, examine, investigate, interpret, validate
Synthesis—to use creatively to compose and design something original	Arrange, assemble, collect, compose, construct, create, design, formulate, manage, organize, plan, prepare, propose, set up
Evaluation—to judge the value of information based on established criteria	Appraise, assess, defend, judge, predict, rate, support, evaluate, recommend, convince, conclude, compare, summarize
Affective Learning	Appreciate, accept, attempt, challenge, defend, dispute, join, judge, praise, question, share, support

Examples of Changes that *May Be* Implemented as a Result of Assessment

Changes to the Assessment Plan	• revision of intended learning outcomes • revision of measurement approaches • changes in data collection methods • changes in targets / standards • changes in the sampling
Changes to the Curriculum	• changes in teaching techniques • revision of prerequisites • revision of course sequence • revision of course content • addition of courses • deletion of courses
Changes to Academic Processes	• revision of admissions criteria • revision of advising standards or processes • improvements in technology • changes in personnel • changes in frequency or scheduling of course offering

Closing the Loop

"Closing the Loop" is the last phase in the assessment cycle and involves making decisions about how to respond to your program's shortcomings that have been identified through assessment data. Moreover, it is a dynamic process that involves shared feedback and collaborative reflection on the part of the faculty or staff in the program. This begins first with making faculty and administration aware of assessment findings and then organizing discussions around how to make improvements.

Disseminating assessment findings is the first step. This may be accomplished through emails, newsletters, department meetings, executive staff meetings, and departmental retreats. Once this has been accomplished then the constituencies must decide what changes are needed and how they are going to make them. The most common types of changes often relate to the assessment plan, the program's curriculum, and/or the academic process.

When making plans for modifications, remember that changes should be manageable in terms of available time and resources. IT is important not to make too many changes at once because it will be difficult to manage. Limit modifications to, at most, two per year depending on their magnitude. Finally, remember that improvements are generally gradual and cumulative in nature rather than all of a sudden, so don't get discouraged if they do not happen right away.

Glossary of Assessment Terminology

Accountability: set of initiatives others take to monitor the results of our actions, and to penalize or reward us based on the outcomes.

Administrative outcomes: operational and specific statements derived from a unit's core functions that describe the desired quality of key services within an administrative unit and define exactly what the services should promote.

Administrative unit operations: refers to the assessments based on objectives within administrative units that enhance areas of the university in support of student programs and services.

Administrative unit strategic goal: broad and generalized statement of action that assists in meeting the mission of the administrative unit and university. Often refers to a long-term time frame.

Administrative unit strategic objective: specific statement referring to a short-term time frame and that aligns to the goal.

Administrative unit strategic outcome: describes a change in students that results from a provided learning experience.

Alignment: process of assuring that learning outcomes, curriculum and instruction, and assessment all support and match each other. (The Higher Education Academy)

Anchors: samples of student work collected to provide examples that indicate different levels from a scoring rubric.

Annual update: A brief report from each academic program based on its assessment plan and submitted annually, which outlines how evidence was used to improve student learning outcomes through curricular and/or other changes or to document that no changes were needed.

Archival/Peer records: Biographical, academic, or other file data available from the college or other agencies and institutions.

Assessment: (1) A method for analyzing and describing student learning outcomes or program achievement of objectives. Many assessments are not tests. For students, a reading miscue analysis is an assessment, a direct observation of student behavior can be an assessment, and a student conference can be an assessment. For programs, a senior exit interview can be an assessment, and an employer survey of satisfaction with graduates can be an assessment. Good assessment requires feedback to those who are being assessed so that they can use that information to make improvements. A good assessment program requires using a variety of assessment instruments each one designed to discover unique aspects of student learning outcomes and achievement of program objectives.

Assessment: (2) systematic collection, review, and use of information about educational programs undertaken for the purpose of improving student learning and development. (Marchese)

Assessment for accountability: Assessment of some unit (could be a program, department, college or entire institution) to satisfy stakeholders external to the unit itself. Results are summative and are often compared across units. For example, to retain state approval, the achievement of a 90 percent pass rate or better on teacher certification tests by graduates of a school of education.

Assessment for improvement: Assessment that feeds directly, and often immediately, back into revising the course, program or institution to improve student learning results.

Assessment of individuals: Uses the individual student, and his/her learning, as the level of analysis. Can be quantitative or qualitative, formative or summative, standards- based, or value added, and used for improvement. Would need to be aggregated if used for accountability purposes. Examples: improvement in student knowledge of a subject during a single course; improved ability of a student to build cogent arguments over the course of an undergraduate career.

Assessment of institutions: Uses the institution as the level of analysis. Can be quantitative or qualitative, formative or summative, standards-based or value added, and used for improvement or for accountability. Ideally institution-wide goals and objectives would serve as a basis for the assessment. Example: how well students across the institution can work in multi-cultural teams as sophomores and seniors.

Assessment of programs: Uses the department or program as the level of analysis. Can be quantitative or qualitative, formative or summative, standards- based or value added, and used for improvement or for accountability. Ideally program goals and objectives would serve as a basis for the assessment. Example: how sophisticated a close reading of texts senior English majors can accomplish (if used to determine value added, would be compared to the ability of newly declared majors).

Assessment plan: A document that outlines the student learning outcomes and program objectives, the direct and indirect assessment methods used to demonstrate the attainment of each outcome/objective, a brief explanation of the assessment methods, an indication of which outcome(s)/objectives is/are addressed by each method, the intervals at which evidence is collected and reviewed, and the individual(s) responsible for the collection/review of evidence.

Assessment system: comprehensive and integrated set of assessment measures that provides information for use in monitoring student learning outcomes and managing and improving academic programs, student development, and administrative unit operations to promote continuous improvement, enhance institutional effectiveness, and ensure accountability.

Authentic assessment(s) (1): real-world activities that professionals in the discipline may encounter. Assessment can be conducted at fieldwork sites in which students work with clients or address problems. (Allen)

Authentic assessment (2): An assessment that measures a student's ability to perform a ―real world‖ task in the way professionals in the field would perform it. An authentic writing task might arise if students had been reading about nutrition and decided to ask the school to provide healthy snacks rather than candy machines; their writing would be assessed in terms of the response it received from the principal and/or school board. An authentic reading task would require assessing a student's understanding of a book he or she had selected to read without any suggestions or restrictions by the teacher. Opportunities for truly authentic assessment do not occur regularly in most classrooms.

Authentic performance assessment: Since regular opportunities for truly authentic tasks come infrequently in most classrooms, this term generally indicates an evaluation of a student's ability to perform a complex task that is common in the classroom. An authentic performance assessment in a science class would occur when a student is asked to perform an experiment and write a lab report; an authentic writing performance assessment would occur when a student generated a topic, created multiple drafts, sought outside opinions and editorial assistance, and published his or her paper in a classroom magazine or web page. Taking a test over science terms or labeling the parts of a sentence would not be authentic performance assessment. Writing an essay in a limited amount of time in response to a prompt is not an authentic writing assessment either because these circumstances do not match the way writing is usually produced outside of school.

Backload (--ed, --ing): Amount of effort required after the data collection.

Behavioral observations: Measuring the frequency, duration, topology, etc. of student actions, usually in a natural setting with non-interactive methods, for example, formal or informal observations of a classroom. Observations are most often made by an individual and can be augmented by audio or videotape.

Benchmarking: the process of comparing institutions' information and assessment results with other institutions, often their peers. (Suskie)

Competency (1): Level at which performance is acceptable.

Competency (2): A group of characteristics, native or acquired, which indicate an individual's ability to acquire skills in a given area.

Confounded: The situation in which the effect of a controlled variable is inextricably mixed with that of another, uncontrolled variable.

Convergent validity: General agreement among ratings, gathered independently of one another, where measures should be theoretically related.

Commercial, norm-referenced, standardized exams: Group administered, mostly or entirely multiple-choice, "objective" tests in one or more curricular areas. Scores are based on comparison with a reference or norm group. Typically must be purchased from a private vendor.

Constructed-response: assessment method that requires students to construct a tangible product or perform a demonstration to show what they know and are able to do.

Course embedded assessments (1): assessments generated from assignments already in place in the classroom. (Palomba & Banta)

Course-embedded assessment (2): Course-embedded assessment refers to techniques that can be utilized within the context of a classroom (one class period, several or over the duration of the course) to assess students' learning, as individuals and in groups. When used in conjunction with other assessment tools, course embedded assessment can provide valuable information at specific points of a program.

For example, faculty members teaching multiple sections of an introductory course might include a common pre-test to determine student knowledge, skills and dispositions in a particular field at program admission. There are literally hundreds of classroom assessment techniques, limited only by the instructor's imagination (see also embedded assessment).

Course objectives: similar to goals but express the intended content to be covered in a course. They are used to describe specific behaviors that the student should exhibit. (Palomba & Banta)

Criterion-referenced: Criterion-referenced tests determine what test-takers can do and what they know, not how they compare to others. Criterion-referenced tests report on how well students are doing relative to a predetermined performance level on a specified set of educational goals or outcomes included in the curriculum. For example, student scores on tests as indicators of student performance on standardized exams.

Curriculum mapping: matrix used to indicate where student learning outcomes are covered in each course. Level of instructional emphasis or assessment of where the student learning outcome takes place may also be indicated.

Direct measures: assessment that requires students to demonstrate their achievement directly from their work. (Allen)

Embedded assessment: A means of gathering information about student learning that is built into and a natural part of the teaching learning process. Often used for assessment purposes in classroom assignments that are evaluated to assign students a grade. Can assess individual student performance or aggregate the information to provide information about the course or program; can be formative or summative, quantitative or qualitative. Example: as part of a course, expecting each senior to complete a research paper that is graded for content and style, but is also assessed for advanced ability to locate and evaluate Web-based information (as part of a college-wide outcome to demonstrate information literacy).

E-portfolio (electronic portfolio): An electronic format of a collection of work developed across varied contexts over time. The e-portfolio can advance learning by providing students and/or faculty with a way to organize, archive and display pieces of work. The electronic format allows faculty and other professionals to evaluate student portfolios using technology, which may include the Internet, CD-ROM, video, animation or audio. Electronic portfolios are becoming a popular alternative to traditional paper- based portfolios because they offer practitioners and peers the opportunity to review, communicate and assess portfolios in an asynchronous manner (see also portfolios also called course-embedded assessment).

Evaluation (1): Depending on the context, evaluation may mean either assessment or test. Many test manufacturers and teachers use these three terms interchangeably which means you have to pay close attention to how the terms are being used and why they are being used that way. For instance, tests that do not provide any immediate, helpful feedback to students and teachers

should never be called ―assessments,‖ but many testing companies and some administrators use this term to describe tests that return only score numbers to students and/or teachers (Palomba & Banta).

Evaluation (2): When used for most educational settings, evaluation means to measure, compare, and judge the quality of student work, schools, or specific educational programs.

Evaluation (3): A value judgment about the results of assessment data. For example, evaluation of student learning requires that educators compare student performance to a standard to determine how the student measures up. Depending on the result, decisions are made regarding whether and how to improve student performance.

Exit and other interviews: Asking individuals to share their perceptions of their own attitudes and/or behaviors or those of others, evaluating student reports of their attitudes and/or behaviors in a face-to-face-dialogue.

External Assessment: Use of criteria (rubric) or an instrument developed by an individual or organization external to the one being assessed.

External examiner: Using an expert in the field from outside your program, usually from a similar program at another institution to conduct, evaluate, or supplement assessment of your students. Information can be obtained from external evaluators using many methods including surveys, interviews, etc.

External validity: External validity refers to the extent to which the results of a study are generalizable or transferable to other settings. Generalizability is the extent to which assessment findings and conclusions from a study conducted on a sample population can be applied to the population at large. Transferability is the ability to apply the findings in one context to another similar context.

Fairness (1): Assessment or test that provides an even playing field for all students. Absolute fairness is an impossible goal because all tests privilege some test takers over others; standardized tests provide one kind of fairness while performance tests provide another. The highest degree of fairness can be achieved when students can demonstrate their understanding in a variety of ways.

Fairness (2): Teachers, students, parents and administrators agree that the instrument has validity, reliability, and authenticity, and they therefore have confidence in the instrument and its results.

Focus groups: Typically conducted with 7-12 individuals who share certain characteristics that are related to a particular topic, area or assessment question. Group discussions are conducted by a trained moderator with participants to identify trends/patterns in perceptions. The moderator's purpose is to provide direction and set the tone for the group discussion, encourage active participation from all group members, and manage time. Moderators must not allow their own biases to enter, verbally or nonverbally. Careful and systematic analysis of the discussions provides information that can be used to assess and/or improve the desired outcome.

Follow-up report: A report requested by the Academic Planning Council (APC) following program review to address specific issue(s)/concern(s) that result from the Council's examination review of program review documents. The report is submitted within the time frame identified by the Council prior to the program's full review by the APC.

Forced-choice: The respondent only has a choice among given responses (e.g., very poor, poor, fair, good, very good).

Formative assessment (1): assessing student learning over time; provides valuable information about how well students are progressing towards an institution's or program's expectations. (Maki)

Formative assessment (2): The gathering of information about student learning during the progression of a course or program and usually repeatedly-to improve the learning of those students. Assessment feedback is short term in duration. Example: reading the first lab reports of a class to assess whether some or all students in the group need a lesson on how to make them succinct and informative.

Frontload (--ed, --ing): Amount of effort required in the early stage of assessment method development or data collection.

Generalization (generalizability): The extent to which assessment findings and conclusions from a study conducted on a sample population can be applied to the population at large.

Goal-free evaluation: Goal-free evaluation focuses on actual outcomes rather than intended program outcomes. Evaluation is done without prior knowledge of the goals of the program.

High stakes test: A test whose results have important, direct consequences for examinees, program, or institutions tested.

"High stakes" use of assessment: The decision to use the results of assessment to set a hurdle that needs to be cleared for completing a program of study, receiving certification, or moving to the next level. Most often the assessment so used is externally developed, based on set standards, carried out in a secure testing situation, and administered at a single point in time. Examples: at the secondary school level, statewide exams required for graduation; in postgraduate education, the bar exam.

Indirect assessment of learning: Gathers reflection about the learning or secondary evidence of its existence. Example: a student survey about whether a course or program helped develop a greater sensitivity to issues of diversity.

Indirect measures: assessments of student learning that are based on opinion, often the students. (Allen)

Institutional effectiveness: documented process of measuring how well an institution is achieving its mission and addressing its strategic plan for the purpose of continuous improvement of student learning, student development, and administrative unit operations.

Institutional portfolios: Institutional portfolios provide a means of assessing the impact of the entire educational experience on student learning. They can be used to drive internal improvement and external accountability. Like student portfolios, they allow for internal improvement and external accountability, but on the level of the whole institution (see also portfolios).

Inter-rater reliability: The degree to which different raters/observers give consistent estimates of the same phenomenon.

Internal validity: Internal validity refers to (1) the rigor with which the study was conducted (e.g., the study's design, the care taken to conduct measurements, and decisions concerning what was and wasn't measured) and (2) the extent to which the designers of a study have taken into account alternative explanations for any causal relationships they explore.

Local assessment: Means and methods that are developed by an institution's faculty based on their teaching approaches, students, and learning goals. Is an antonym for ―external assessment.‖ Example: one college's use of nursing students' writing about the ―universal precautions‖ at multiple points in their undergraduate program as an assessment of the development of writing competence.

Locally developed exams: Objective and/or subjective tests designed by faculty of the program or course sequence being evaluated.

Longitudinal studies: Data collected from the same population at different points in time.

Metric: what is being assessed.

Norm (--ative): A performance standard that is established by a reference group and that describes average or typical performance. Usually norms are determined by testing a representative group and then calculating the group's test performance.

Norm-reference: A norm-referenced test is one designed to highlight achievement differences between and among students to produce a dependable rank order of students across a continuum of achievement from high achievers to low achievers.

Objective: planned or intended outcome.

Observer effect: The degree to which the assessment results are affected by the presence of an observer.

Open-ended: Assessment questions that are designed to permit spontaneous and unguided responses.

Operational (--ize): Defining a term or object so that it can be measured. Generally states the operations or procedures used that distinguish it from others.

Oral examination : An assessment of student knowledge levels through a face-to-face dialogue between the student and examiner-usually faculty.

Performance appraisals: A competency-based method whereby abilities are measured in most direct, real-world approach. Systematic measurement of overt demonstration of acquired skills.

Performance assessment (1): A method for assessing how well students use their knowledge and skills in order to do something. Music students performing a new piece of music before a panel of judges are undergoing performance assessment; students who are expected to demonstrate an understanding of basic grammar, spelling, and organizational skills while writing a paper are undergoing performance assessment; business students asked to write a proposal to solve a problem presented in a case study are undergoing performance assessment.

Performance assessment (2): process of using student activities or products, as opposed to tests or surveys, to evaluate students' knowledge, skills, and development. (Palomba & Banta)

Performance criteria: can be defined in terms of ―learning outcomes statements‖ which describe, using action verbs, student learning or behavior rather than teacher behavior; and describe an intended outcome rather than subject matter coverage. (Palomba & Banta)

Portfolios: Collections of multiple student work samples usually compiled over time and rated using rubrics. The design of a portfolio is dependent upon how the scoring results are going to be used.

Program assessment: does not focus on an individual student. Rather, the emphasis is on what and how an educational program is contributing to the learning, growth and development of students as a group. Goals are broad statements that describe the long-term program targets or (University of Central Florida)

Program goals: broad statements that describe the long-term program targets or directions of development. Stated in broad terms what the program wants to accomplish (in student learning outcomes) or desires to become over the next several years. (University of Central Florida)

Program review: The administrative and peer review of academic programs conducted on an five to eight-year cycle, the results of which are reported to the Cabinet and the Board of Trustees. This review includes a comprehensive analysis of the structure, processes, and outcomes of the program. The outcomes reported in the program reviews include program outcomes (e.g. costs, degrees awarded) as well as student learning outcomes (i.e. what students know and can do at the completion of the program

Qualitative methods of assessment: Methods that rely on descriptions rather than numbers. Examples: ethnographic field studies, logs, journals, participant observations, open-ended questions on interviews and surveys.

Quantitative methods of assessment: Methods that rely on numerical scores or ratings. Examples: surveys, inventories, institutional/departmental data, departmental/course-level exams (locally constructed, standardized, etc.)

Reliability: The extent to which an experiment, test or any measuring procedure yields the same result on repeated trials.

Rubric: scoring tool that provides the specific expectations for an assignment. Rubrics divide an assignment into the critical elements to be examined and provide detailed descriptions of what constitutes acceptable or unacceptable levels of performance for each of those elements.

    1. Holistic: rubric that measures the overall quality of an artifact, performance, or portfolio. (Krajcik, Czerniak, & Berger)

2. Analytic: rubric where criteria are broken down into critical elements, content/ coverage, of a performance.

Salience: A striking point or feature.

Selected-response: assessment method that requires students to select a response from a provided list or supply a brief answer. Examples: multiple choice, true/false, matching, or essay tests.

Simulations: A competency-based measure where a person's abilities are measured in a situation that approximates a "real world" setting. Simulation is primarily used when it is impractical to observe a person performing a task in a real world situation (e.g. on the job).

Stakeholder: Anyone who has a vested interest in the outcome of the program/project. In a high stakes standardized test (a graduation requirement, for example), when students' scores are aggregated and published in the paper by school, the stakeholders include students, teachers, parents, school and district administrators, lawmakers (including the governor), and even real estate agents. It is always interesting to note which stakeholders seem to have the most at risk and which stakeholders seem to have the most power; these groups are seldom the same.

Standard: The performance level associated with a particular rating or grade on a test. For instance, 90% may be the standard for an A in a particular course; on a standardized test, a cutting score or cut point is used to determine the difference between one standard and the next.

Standard-based assessment: A standard-based assessment assesses learner achievement in relation to set standards.

Standardized test (1): This kind of test (sometimes called ―norm-referenced‖) is used to measure the performance of a group against that of a larger group. Standardized tests are often used in large-scale assessment projects, where the overall results of the group are more important than specific data on each individual client. Standardized tests are not authentic. They are most useful for reporting summative information, and are least useful for classroom diagnosis and formative purposes.

Standardized test (2): assessment where conditions of administration and scoring are constant. A well-designed standardized test will have a set of procedures for administration that can be implemented by all users. A standard set of introductory comments and directions are developed and used by all test takers. (Palomba & Banta)

Standards: Widely recognized models of excellence; term commonly used to describe achievement goals. Standards are always prescriptive because they tell us what "should be"

Status report: A description of the implementation of the plan's assessment methods, the findings (evidence) from assessment methods, how the findings were used in decisions to maintain or improve student learning (academic programs) or unit outcomes (support units), the results of previous changes to improve outcomes, and the need for additional information and/or resources to implement an approved assessment plan or gather additional evidence.

Student development: refers to the assessments within our division of student affairs and other administrative units that promote out-of-class student learning, growth, and development outcomes through structured programs and services.

Student learning: refers to the measureable outcomes of what students should know and are able to do as a result of their course work and educational experiences at our institution.

Student learning outcomes: measurable statements of what students should know and be able to do as a result of their course work and educational experiences at an institution or in a program of study. (Maki)

Summative assessment: assessment of student learning at the end of a program or course of study; provides information about patterns of student achievement without institutional or programmatic opportunity to improve students' achievement and without student opportunity to reflect on how to improve and demonstrate that improvement. (Maki)

Taxonomic schemes: a hierarchical structure of data arranged in a classification system.

Test: A formal assessment of student achievement. Teacher made tests can take many forms; external tests are always standardized. A portfolio can be used as a test, as can a project or exhibition.

Third party: Person(s) other than those directly involved in the educational process (e.g., employers, parents, consultants).

Topology: Mapping of the relationships among subjects.

Triangulate (triangulation) (1): The use of a combination of assessment methods in a study. An example of triangulation would be an assessment that incorporated surveys, interviews, and observations.

Triangulation (2): collection of data from multiple measures in order to show consistency of results. (Allen)

Utility (1): Usefulness of assessment results.

Utility (2): The relative value of an outcome with respect to a set of other possible outcomes. Hence test utility refers to an evaluation, often in cost-benefit form, of the relative value of using a test vs. not using it, of using a test in one manner vs. another, or of using one test vs. another test.

Validity: Validity refers to the degree to which a study accurately reflects or assesses the specific concept that the researcher is attempting to measure. Validity has three components: ***relevance*** - the option measures your educational objective as directly as possible ***accuracy*** - the option measures your educational objective as precisely as possible ***utility*** - the option provides formative and summative results with clear implications for educational program evaluation and improvement

Value-added assessment strategy: assessment perspective that gathers longitudinal data, both quantitative and qualitative information, with the intent of examining the impact of the university on student learning. (Suskie)

Variable (variability): Observable characteristics that vary among individuals responses.

Written surveys/questionnaires: Asking individuals to share their perceptions about the study target-e.g. their own or others skills/attitudes/behavior, or program/course qualities and attributes.

##################### ###

References

Allen, M. J. (2004). Assessing academic programs in higher education. Bolton, MA:

Anker.

Frye, S. (1999). Assessment, accountability, and student learning outcomes.

Retrieved May 20, 2008, for the Western Washington University Web Site:

http://www.ac.wwu.edu/~dialogue/issue2.html

Krajcik, J., Czerniak, C., & Berger, C. (2003). Teaching children science: A project based

approach. Retrieved May 20, 2008, from the McGraw Hill: Online

Learning Center Web Site:

http://highered.mcgraw-hill.com/sites/0072486740/student_view0/key_terms.html

Maki, P. (2004). Assessing for learning: Building a sustainable commitment across the

institution. Sterling, VA: Sterling.

Marchese, T. J. (1987). Third down, ten years to go. AAHE Bulletin, 40, 3-8.

Nichols, J. (2005). The administrative unit assessment handbook: Measuring student

support services and administrative objectives. Retrieved February 3, 2008 from

the University of Central Florida Web Site:

http://iaaweb.ucf.edu/oeas/adm_assess_handbook.pdf

Palomba, C. A., & Banta, T. W. (1999). Assessment essentials: Planning, implemented,

and improving assessment in higher education. San Francisco. Jossey Bass.

Stevens, D.D. & Levi, A. J. (2005). Introduction to rubrics: An assessment tool to save

grading time, convey effective feedback and promote student learning. Sterling,

VA: Stylus.

Suskie, L. (2004). Assessing student learning: A common sense guide. San Francisco,

CA: Josey-Bass.

The Higher Education Academy (2008). Constructive alignment and why it is important

to the learning process. Retrieved May 20, 2008, from The Higher Education

Academy Web Site: http://www.engsc.ac.uk/er/theory/constructive_alignment.asp

University of Central Florida (UCF). Program assessment handbook: Guidelines for

planning and implementing quality enhancing efforts of program and student

learning outcomes. Retrieved February 3, 2008 from University of Central

Florida Web Site: http://iaaweb.ucf.edu/assessment/support/acad_assess_handbook.pdf

APPENDIX A
SIMMONS COLLEGE OF KENTUCKY ASSESSMENT PLAN

PLANS ARE TO BE SUBMITTED BY AUGUST 1.
PLEASE EMAIL YOUR INITIAL PLAN IN A WORD DOCUMENT TO KEN JOBST AT KJOBST@SIMMONSCOLLEGEKY.EDU.

Unit		Division		Submitted by		Date	

Unit Mission Statement:

CELLS WILL EXPAND AS YOU TYPE OR PASTE TEXT. COPY AND PASTE OR INSERT ROWS (OR DELETE ROWS) TO ADJUST THE NUMBER OF GOALS/OBJECTIVES.

GOAL #1 What do you hope to achieve?

#	Objective (Intended Outcome) *More specifically, what is one thing you hope to achieve to help you meet your goal?*	Means of Assessment (Tools & Measures) *What will you do to collect data or evidence to show how well you have achieved the intended outcome?*	Criteria for Success *At what point will you know how well you have attained your intended outcome? What are your targets or thresholds? What do you hope to learn by this assessment?*	Anticipated Use of Results *How do you anticipate the results will drive program improvement?*
1 A				
1 B				
1 C				

GOAL #2 What do you hope to achieve?

#	Objective (Intended Outcome) *More specifically, what is one thing you hope to achieve to help you meet your goal?*	Means of Assessment (Tools & Measures) *What will you do to collect data or evidence to show how well you have achieved the intended outcome?*	Criteria for Success *At what point will you know how well you have attained your intended outcome? What are your targets or thresholds? What do you hope to learn by this assessment?*	Anticipated Use of Results *How do you anticipate the results will drive program improvement?*
2 A				
2B				

#				
2C				

GOAL #3 What do you hope to achieve?

#	Objective (Intended Outcome) *More specifically, what is one thing you hope to achieve to help you meet your goal?*	Means of Assessment (Tools & Measures) *What will you do to collect data or evidence to show how well you have achieved the intended outcome?*	Criteria for Success *At what point will you know how well you have attained your intended outcome? What are your targets or thresholds? What do you hope to learn by this assessment?*	Anticipated Use of Results *How do you anticipate the results will drive program improvement?*
3 A				
3 B				
3 C				

APPENDIX B
SIMMONS COLLEGE OF KENTUCKY ASSESSMENT REPORT
REPORTS ARE TO BE SUBMITTED BY JUNE 1

Un it		Divisi on		Submitte d by		Dat e	

Unit Mission Statement	

**** Shaded areas represent plan (September); Clear areas submitted as part of assessment report (May) ****

48

GOAL #1 What do you hope to achieve?

#	Objective (Intended Outcome) *More specifically, what is one thing you hope to achieve to help you meet your goal?*	Means of Assessment (Tools & Measures) *What will you do to collect data or evidence to show how well you have achieved the intended outcome?*	Criteria for Success *At what point will you know how well you have attained your intended outcome? What are your targets or thresholds? What do you hope to learn by this assessment?*	Analysis of Assessment Data Collected *What data did you collect? What did you learn from analyzing it? What conclusions did you draw? Include and cite specific assessment data.*	Use of Results to Improve Program *What have you done or are you going to do differently based on what you found? What do you expect to change? When will you know if the change was effective?*
1 A					
1 B					
1 C					

GOAL #2 What do you hope to achieve?

#	Objective (Intended Outcome) *More specifically, what is one thing you hope to achieve to help you meet your goal?*	Means of Assessment (Tools & Measures) *What will you do to collect data or evidence to show how well you have achieved the intended outcome?*	Criteria for Success *At what point will you know how well you have attained your intended outcome? What are your targets or thresholds? What do you hope to learn by this assessment?*	Analysis of Assessment Data Collected *What data did you collect? What did you learn from analyzing it? What conclusions did you draw? Include and cite specific assessment data.*	Use of Results to Improve Program *What have you done or are you going to do differently based on what you found? What do you expect to change? When will you know if the change was effective?*
2 A					
2 B					
2 C					

GOAL #3 What do you hope to achieve?

#	Objective (Intended Outcome) *More specifically, what is one thing you hope to achieve to help you meet your goal?*	Means of Assessment (Tools & Measures) *What will you do to collect data or evidence to show how well you have achieved the intended outcome?*	Criteria for Success *At what point will you know how well you have attained your intended outcome? What are your targets or thresholds? What do you hope to learn by this assessment?*	Analysis of Assessment Data Collected *What data did you collect? What did you learn from analyzing it? What conclusions did you draw? Include and cite specific assessment data.*	Use of Results to Improve Program *What have you done or are you going to do differently based on what you found? What do you expect to change? When will you know if the change was effective?*
3 A					
3 B					
3 C					

APPENDICES List all documentation provided in support of this report.
PLEASE SUBMIT THIS REPORT AND ALL APPENDICES IN ONE PDF DOCUMENT.

1.

2.

3.

4.

5.

6.

Standards for Programs at Simmons College of Kentucky

1.   **Program Overview**

    1.1.   <u>Program Background, Mission, and Goals</u>

        The program provides an executive summary that includes a brief program history and notable achievements; a clearly defined, comprehensive mission that includes measurable goals.

    1.2.   <u>Institutional Mission Reference</u>

        The program's mission and goals are consistent with the mission of the college, including, where applicable, strategic initiatives.

    1.3.   <u>Qualified Academic Program Coordinator</u>

        The program has a designated coordinator who has responsibility for curriculum development and review and is academically qualified in the field.

2.   **Curriculum & Assessment**

    2.1.   <u>Curriculum Analysis</u>

        Program provides a rigorous curriculum that is progressively more advanced, includes knowledge of the literature of the discipline, and ensures student engagement in appropriate learning opportunities.

    2.2.   <u>Assessment Analysis</u>

        The program has clearly stated learning objectives; provides a map of courses (or appropriate activities) where learning outcomes are assessed; utilizes rigorous methods of measurement; and documents analysis of assessment and resulting changes and improvements.

2.3.   Learning Environment

The program engages in consistently rigorous levels of instruction that include an appropriate level of student-centered, active learning experiences.

2.4.   Continuous Improvement

The program engages in periodic self-review, has established evaluation procedures, and shows evidence of improvements based on these processes.

3.   Academic Support

3.1.   Advising Program

The program has dedicated advisors and written practices for ensuring a consistently high level of advising for all students.

3.2.   Tracking

The program tracks the progress of all its students and has in place remedies where necessary to ensure progression and completion.

3.3.   Effectiveness of Support

The program routinely evaluates the effectiveness of its support services, including advising, and makes appropriate adjustments necessary to support student achievement.

4.   Student Achievement

4.1.   Enrollment & Retention

The program has an appropriate number of students to ensure viability and retains students at a sufficiently high rate to ensure viable completion numbers.

4.2.   Student Success

The program evaluates student achievement consistently through methods such as 3-year graduation averages; job placement; alumni satisfaction; engagement in service learning, or other means of demonstrating achievement.

5.   Faculty

5.1.   Faculty Qualifications

The program employs an adequate number of qualified faculty members who possess appropriate credentials in the discipline and / or a combination of educational and professional experience.

5.2.   Faculty Development

The program exhibits a climate of intellectual / professional curiosity and achievement (such as seminars, presentations, workshops, and so on).

5.3.   Faculty Evaluation

The program regularly evaluates the effectiveness of faculty with respect to departmental and institutional criteria including evaluation of teaching effectiveness, research (when applicable), other scholarship or creative activity, and service to the institution.

6.   Resources

6.1.   Library Resources

The program supports library resources adequate for a solid foundation in the discipline.

6.2.   Instructional Resources

The program provides resources, facilities, and equipment adequate to fulfill all instructional needs.

7.   Summative Analysis and Conclusion

The program provides a general, current analysis of the state of the program that shows documented achievement of the program goals, and an evidence-based identification of program strengths, weaknesses, opportunities, and threats.

8.   Signatures

The program review includes the signatures of the Department Chair, Academic VP, and Institutional Effectiveness VP.

Standard	Com-pliance	Partial Com-pliance	Non-Com-pliance	Notes
1.0 Program Overview				
1.1 Program Background, Mission, and Goals				
1.2 Institutional Mission Reference				
1.3 Qualified Academic Program Coordinator				
2.0 Curriculum & Assessment				
2.1 Curriculum Analysis				
2.2 Assessment Analysis				
2.3 Learning Environment				
2.4 Continuous Improvement				
3.0 Academic Support				
3.1 Advising Program				
3.2 Tracking				
3.3 Effectiveness of Support				
4.0 Student Achievement				
4.1 Enrollment & Retention				
4.2 Student Success				

5.0 Faculty				
5.1 Faculty Qualifications				
5.2 Faculty Development				
5.3 Faculty Evaluation				
6.0 Resources				
6.1 Library Resources				
6.2 Instructional Resources				
7.0 Summative Analysis & Conclusion				
8.0 Signatures				

(from WASC)

Components of the Self-Study Report

1. **Introduction / Context**

    Internal context

    External Context

    Brief History of the Program

    Program's Mission Statement

    Goals (What the program sets out to achieve)

    Outcomes (Specific results that should be observed if the goals are being met)

2. **Analysis of Evidence about Program Quality and Viability**

    A. **Program Quality**

Students

(Profile students in the program, from recruiting to career placement)

The Curriculum and Learning environment

Curriculum Flow chart

Comparison with peer programs

Measures of teaching effectiveness

Description of other learning experiences relevant to program goals (internships, study abroad, etc.) and breakdown of how many students participate in those experiences

Describe how the faculty's pedagogy responds to various learning modalities and student learning preferences

Student Learning and Success

Direct & Indirect assessments of student learning

Faculty

B. **Program Viability and Sustainability**

Demand for the Program

Allocation of Resources

Faculty

Student Support

Information and Technology Resources

Facilities

Staff

Financial Resources

3. **Summary Reflections**

Determine the program's strengths, weaknesses, opportunities, and threats.

4. **Future Goals and Planning for Improvement**

What are the program's goals for the next few years?

How will the program specifically addresses identified weaknesses?

How will the program build on existing strengths?

What internal improvements are possible with existing resources?

What improvements can only be addressed through additional resources?

Where can the formation of collaborations improve program quality?

The Program Review Findings and Recommendations Report

Generate a Memorandum of Understanding (MOU)

> Recommendations that the department is expected to fulfill by the next review
>
> Timeline & milestones
>
> Recommendations for resource allocation (top budget process)

Appendix F
Program Review Timeline

Fall

- Identify the faculty member who will write the program self-study using the Program Review Self-Study Guide

- Request assessment information required and meet with the Office of Institutional Effectiveness

- Identify two potential reviewers

January

- Finish self-study and synthesize information

- Submit the Program Review Self-Study to the VPAA and OIE for review prior to being sent to reviewers.

- Secure two reviewers to review self-study

February

- Send self-study to reviewers with the Program Review Evaluation Rubric

March 15

- Reviewers submit their report on the program self-study

April 15

- Faculty respond by writing goals and objectives to address program weaknesses cited by reviewers and send to the Office of Institutional Effectiveness

- Faculty complete Program Review Summary Report and submit it to VPAA and OIE.