

# **Program Assessment for New Program Coordinators AY 2023-2024**

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## **Institutional Effectiveness**

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**Improvement Through Insight**



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# Objectives

- What is assessment
- Why we do assessment
- Components of assessment
- Completing the assessment report
- Weave
- Assessment resources

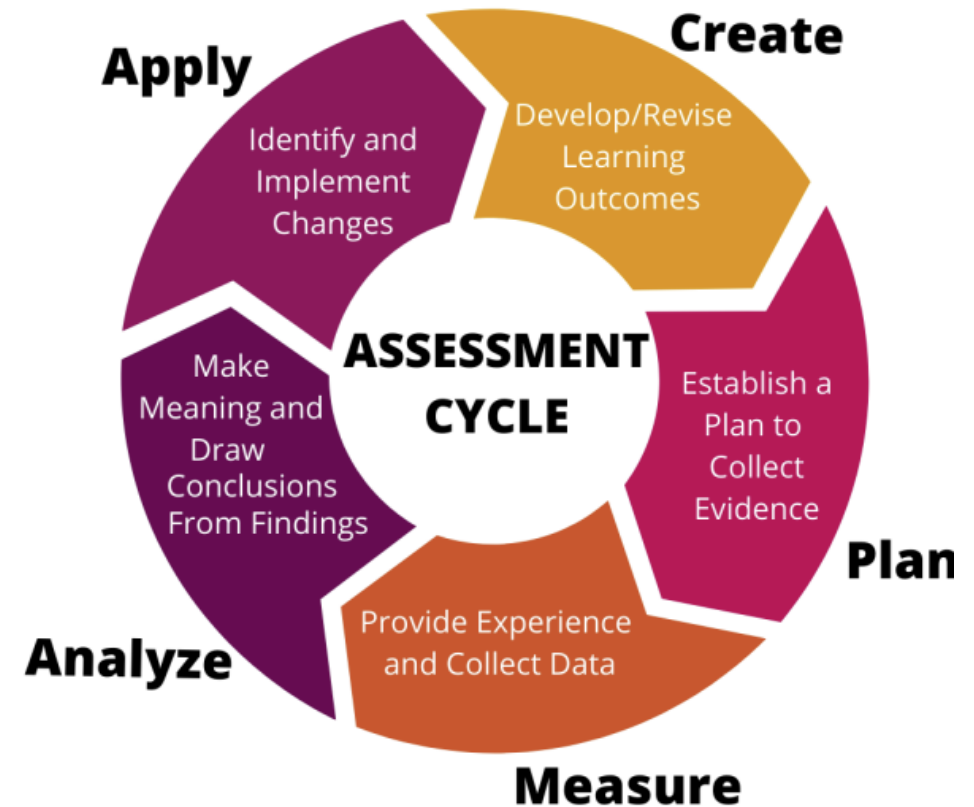


# What is assessment?

"Assessment is the systematic collection of information about student learning ... in order to inform decisions that affect student learning."

1. Setting Goals
2. Gathering Information
3. Enacting Change
4. Reflection

(Walvoord, 2010)



(Knutson, University of North Dakota)



# Why do we use assessment?

- To know that students are learning what we want them to.
  - Not necessarily reflected in grades.
- For our stakeholders.
- For institutional accreditation.
  - SACSCOC

(Banta, 2004; Banta, 2011; Rogers, 2003; Walvoord, 2010)



# SACSCOC Standard 8.2.a

*The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of seeking improvement based on analysis of the results in:*

- a. Student learning outcomes for each of its educational programs.*

# SACSCOC Standard 8.2.a

Effective institutions focus on continuous improvement for educational programs.



# Assessment Components

- Outcomes
- Measures
- Targets
- Findings
- Analysis
- Action Plans
- Closing the Loop



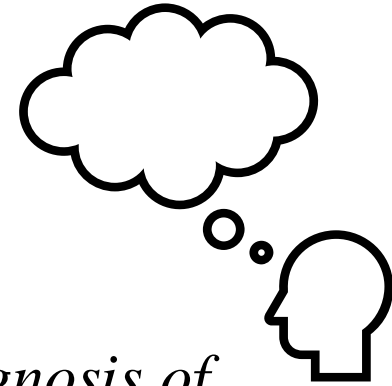


# Student Learning Outcomes (SLOs)

- What you want students to be able to do upon completing your program.
- Format: "Students will be able to ..."

*Example:*

- *Students will demonstrate competence in assessment and diagnosis of mental disorders and interpersonal and intrapersonal issues.*
- *Students will apply legal and ethical principles to clinical practice.*



# Student Learning Outcomes (SLOs)

For the assessment report...

- 4 SLOs are required for programs.
- 2 SLOs are required for minors and certificates.
- If you are completing a report for multiple emphasis areas, each emphasis should have an additional SLO.

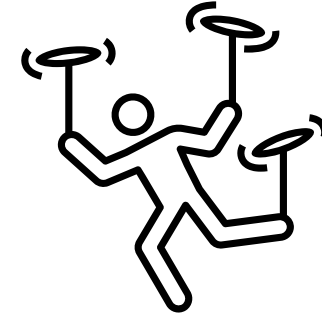


# Measures

- The tools used to determine if the outcomes were met.
- The evidence and methods used to determine achievement.
- *Direct or Indirect*



# Direct Measures



- Directly evaluate student work
- Student demonstrate what they know or can do

*Examples:*

*exams/exam questions, papers, presentations, performances, standardized tests, licensure exams, portfolios, internship evaluations*

- Overall course grades cannot be used as measures!

(Lowery, 2018; Rogers, 2003)

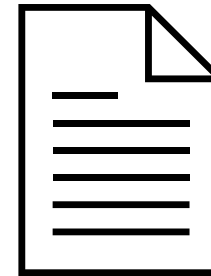
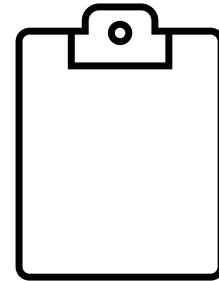


# Indirect Measures

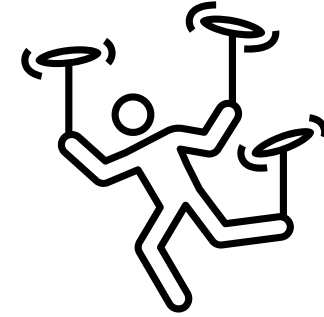
- Proxy signs that students are learning
- A reflection on student learning

*Examples:*

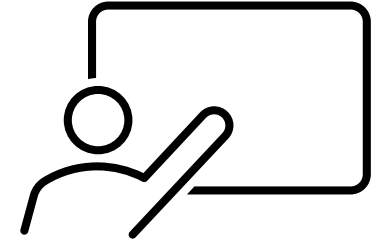
*Surveys, interviews*



# Measures



For the assessment report...

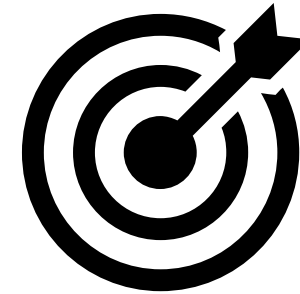


- Programs need 2 measures per SLO.
  - At least 1 *direct* measure per SLO.
- Certificates/minors need 1 *direct* measure per SLO.



# Targets

- Also called a benchmark, standard, criteria, or goal
- Clear, specific, and meaningful goals

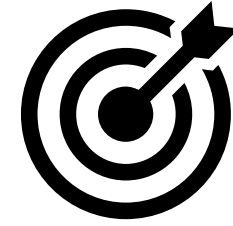


*Example:*

*70% of students enrolled in CLS 301 will earn a "satisfactory" (3/5) or greater on the category of the rubric that evaluates critical analysis skills*



# Targets

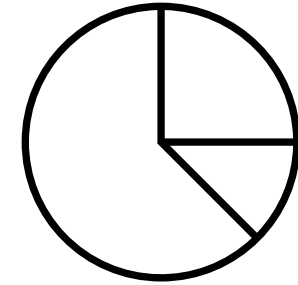
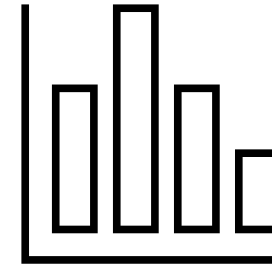


- Each measure needs at least 1 target.





# Findings



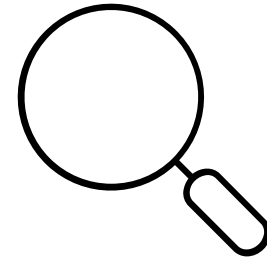
- The results
- Each measure should have findings\*
- Should mirror the targets in language
- Should include sample size, location/mode-of-delivery (if applicable), and semester(s) data are from

*Example:*

*80% (20/25) of students enrolled in CLS 301 (Spring 2022, online) earned a "satisfactory" (3/5) or greater on the category of the rubric that evaluates critical analysis skills.*



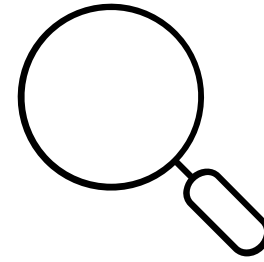
# Analysis of the Findings



- A reflection on the findings within/for the criteria set for success
- Did students meet the target?
- If not met... What can be done to improve student learning?
- If met... What actions led to students meeting the target? What challenges remain? Do new targets or measures need to be chosen?



# Analysis of the Findings

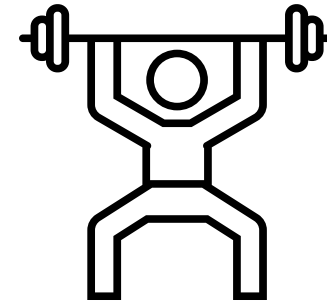


- Each finding should have an analysis.
- Stating "The target was met and no further action is needed" is NOT an acceptable analysis.



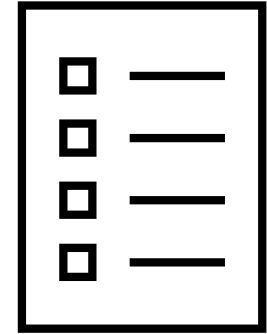
# Met/Not Met Targets

- It is acceptable to not meet a target.
- **The goal of assessment is continuous improvement.**
- Once a target has been sufficiently met, it is time to pick a new target.

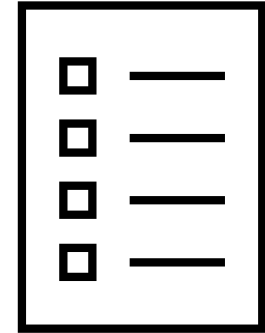


# Action Plans

- Formal, organized activity undertaken to help achieve the outcomes or improve the program/student learning.
- May include changes to the curriculum, policies, faculty development, planning/funding.

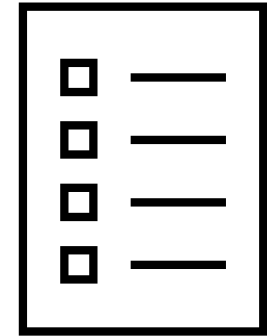


# Action Plans

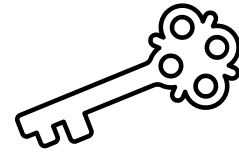


# Action Plans

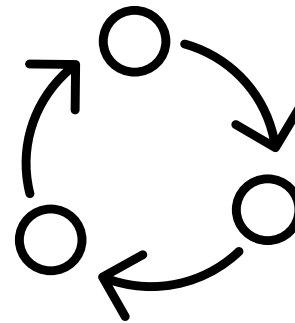
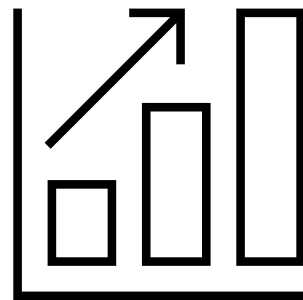
- An action plan is required every other year  
OR if a target is not met.



# Closing the Loop

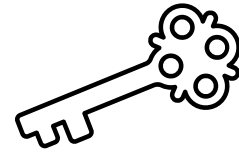


- A reflection on the action plans
- Was an action plan successful? Did the action plan lead to an improvement of student learning?
- Backed by data

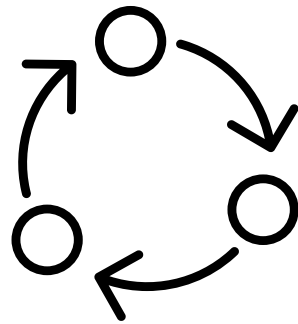




# Closing the Loop



- A closing the loop statement is required for every completed action plan.



# References

Banta, T. W. (2004). *Hallmarks of effective outcomes assessment*. Jossey-Bass.

Banta, T. W. (2011). *A bird's-eye view of assessment*. Jossey-Bass.

Lowery, K. (2018). Assessment showcase booklet 2018. [www.usm.edu/institutional-effectiveness/academicassessment.php](http://www.usm.edu/institutional-effectiveness/academicassessment.php)

Rogers, G. (2003). Do grades make the grade for program assessment. *Assessment Tips*.

Southern Association of Colleges and Schools Commission on Colleges. (2020). *Resource manual for the principles of accreditation: Foundations for quality enhancement* (3rd ed).

Suskie, L. (2009). *Assessing student learning: A common sense guide* (2nd ed.). Jossey-Bass.

Walvoord, B. E. (2010). *Assessment clear and simple: A practical guide for institutions, departments, and general education* (2nd ed.) Jossey-Bass.



# Assessment Components

- Outcomes
- Measures
- Targets
- Findings
- Analysis
- Action Plans
- Closing the Loop

But wait, there's  
more...



# Annual Assessment Report

- Program Description
- Outcomes
- Measures
- Targets

*Assessment Plan*

- Findings
- Analysis
- Action Plans
- Closing the Loop

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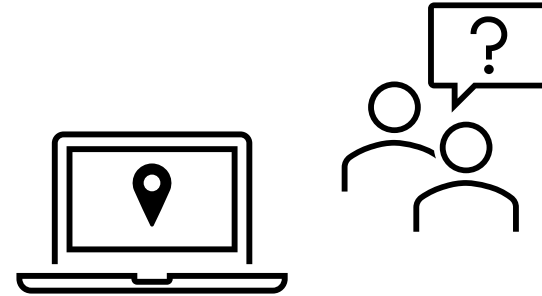
*Annual Program  
and Action Plan  
Analysis*

*Annual Reporting*



# Program Description

- Summary of the program
- Provides context to a reviewer
- Includes..
  - Mission/Purpose
  - The specific skills, knowledge, and career opportunities students gain from program
  - Number of hours required; how many hours are program specific, if applicable
  - Where the program is offered (Hattiesburg/Gulf Park/Online)
- May also include additional information such as: student status (part-time or full-time), how many years/semesters to degree, opportunities for graduate school, etc.



# Annual Action Plan Analysis document

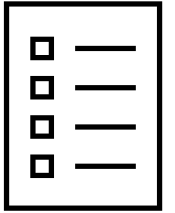
- An additional Word document to be included annually
- Includes overall current action plans, closing the loop, program analysis, and program review

*All programs, minors, and certificates should complete all sections of the document.*



# Annual Action Plan Analysis document:

## *Current Action Plans*

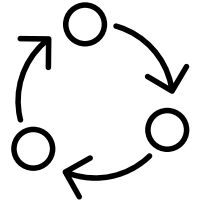


- An update on any action plans that are currently "In Progress" or "Ongoing."
- What actions have already been implemented? What actions are left to implement? When might the action plan be complete? Have any changes been noticed thus far?



# Annual Action Plan Analysis document:

## *Closing the Loop*



- Closing the loop statements for any action plans completed since the last report.
- Once an action plan has a closing the loop statement, it can be removed from next year's report.





# Annual Action Plan Analysis document: *Program-level Analysis*

- An overview of the strengths and weakness of students
- Any additional context that is needed such as program-wide changes
- Does NOT repeat information found in other sections!



# Annual Action Plan Analysis document:

## *Program Review*



- Enrollment and Graduation data for the past 3 years (from IR website)
- Includes every emphasis area (disaggregated)
- Includes an analysis of enrollment and graduation trends
- May include action plans related to enrollment/graduation rates
- Should refer to information sent in the HelioCampus screenshot (emailed January 2024)



# Annual Action Plan Analysis document: *Program Review*



**Active Program Name:** Click or tap here to enter text.

**Inactive Programs included in the analysis:** Click or tap here to enter text.

## **Graduates**

*Include all appropriate inactive programs.*

Number of graduates over the last three years (AY 21/22 – AY 23/24)	
Number of graduates over the last three years, reported 1 year ago (AY 20/21 – AY 22/23)	
Number of graduates over the last three years, reported 2 years ago (AY 19/20 – AY 21/22)	

## **Enrollment**

*Include all appropriate inactive programs.*

Number of students enrolled, fall 2023	
Number of students enrolled, fall 2022	
Number of students enrolled, fall 2021	



# IR Institutional Data

[https://www.usm.edu/institutional-research/institutional\\_data.php](https://www.usm.edu/institutional-research/institutional_data.php)

- Click on *Faculty and Staff Data Access* (USM log-in required).
- Once logged-in, scroll down to the *Program Review* tab and click to open.
- Click on *3-year program trends*.
- Use the sort functions on the left-hand side of the workbook to locate the data for a specific program.



# Weave

<https://app.weaveeducation.com/login>

- Click on the "Weave Log-In" link.
- Select "Access Weave using your institution's sign-on" near the bottom of the page.
- Enter "USM" in the abbreviation field and click "Continue."

You will automatically be signed-on if your credentials have been entered into Weave by the Assessment Coordinator.



# Resources – IE Website

General Assessment:

<https://www.usm.edu/institutional-effectiveness/assessment-1.php>

Academic Assessment:

<https://www.usm.edu/institutional-effectiveness/academicassessment.php>





# Institutional Effectiveness

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Improvement Through Insight