

Assessment Workshop #4: Reporting Results

Purpose of assessment: To provide **useful** feedback to benchmark and improve

Values: **Useful**, timely, efficient, feasible; meets internal/external needs; sustained by faculty; continuously improved

Process:

- Define what you intend students to gain as a result of the program
- Determine the degree to which students attain what you intended
- Determine the impact of program activities on student development
- Document and **use** evidence for improvement

SLOs (Workshop #1)
Assessment Plans (Workshop #2)
Curriculum Maps (Workshop #3)
Reporting Results (Workshop #4)

Goal: To develop a culture of learning

- Students and faculty are aware of the intended outcomes of their program(s)
- Students and faculty clearly see how their actions and activities contribute towards those outcomes
- Students and faculty use feedback to improve attainment of outcomes
- Assessment is intellectually stimulating, sustainable, and **useful**

Online assessment forms: <https://drive.google.com>

Upcoming Deadlines: **May 15 = Curriculum Maps** **July 1 = Results from 2013-14 assessment activities**

Questions, Advice, Help: thiessenbradleya@sau.edu Ambrose Hall 430 x6160

Status (as of 4/11/14): Out of 73 major degree and certificate programs

SLOs	48 programs meet all expectations	19	6 (95% participation)
Plans	30	25 meet some expectations	18 (77% participation)
Maps	16	19	Not meeting expectations = 38 (due May 15)
Results	2		71 (due July 1)

Improvements (as of 4/11/14):

SLOs: 66 (90%) have student-focused SLOs (not "students will be encouraged to...")
58 (79%) have appropriate SLOs (represent breadth/depth of degree)
53 (73%) have measurable SLOs (specific enough to be assessed)
(Limit the frequency of SLO revisions)

Plans: 51 (70%) have at least one direct measure per SLO
43 (59%) have provided some assurance of quality
41 (56%) have schedules that will assess each SLO twice every 5 years
40 (55%) have at least two assessments per SLO

26 of our 73 programs (36%) are meeting all our expectations for SLOs and assessment plans

Reporting Results

Your **SLOs** define what you intended students to gain as a result of your program

Your **PLAN** allows you to determine the degree to which students attain what you intended

Your **MAP** allows you to investigate the impact of program activities on student development

Your **RESULTS** allow you to document attainment of outcomes, highlight successes, and plan improvements

Keep the results section brief

Report results in relation to the SLO

Report results in the format that is most useful for your program

You do not need to keep samples of student work, but they may be useful for calibration (anchors)

You will want to keep raw scores, if possible, for future comparisons

Successes to highlight: Better alignment of curriculum & outcomes

Creation of rubrics

High levels of student attainment

Development of criteria

Assessment Results	Program:
Paste assessment results here.	
Note that you can choose to send assessment results in another format via email.	

Possible outline of assessment results report:

1. Goal: To determine the level at which students were able to... (SLO)

2. Methodology

What assessment instrument/method was used

Who was assessed (type(s) of students, sample size, response rate)

When the assessment was administered

How the assessment was scored (include copy of rubric, if applicable)

3. Summary of results

How many students met your expectations? How many students scored in each category on the rubric?

Relative strengths/weaknesses; Differences among different types of students (majors vs non-majors)

Do you notice any trends? Consider prior findings and synthesize results from multiple assessments

Can you attribute student performance to any particular aspect of your program?

Do not identify individual students

4. Address the goal. At what level are students able to attain your SLO? (interpret your results)

5. Intended or recommended use(s) of assessment results

Based on our findings...

Curriculum-related (modify curriculum/pedagogy, prerequisites, course sequence)

Resource-related (train faculty, add instructional resources)

Process-related (revise admissions criteria, advising processes)

6. Evaluation of assessment process

Did the assessment provide useful data? How can the assessment be improved?

Does the SLO represent what's important to faculty within the program? Is the SLO clear?

Would you like to do some follow-up assessment on this SLO?

Another possible outline of assessment results report:

1. How do your faculty define a "successful" student on this SLO (in relation to the assessment method used)?

2. How satisfied are you with your evidence of student success?

3. What are you going to do about unsatisfactory results?

Results are meant to improve student learning and inform planning

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Status (as of 4/11/14): 73 major degree and certificate programs

SLOs: 69 programs (95%) have entered SLOs

Plans: 56 programs (77%) have entered assessment plans

Maps: 35 programs (48%) have at least started entering curriculum maps

Quality (as of 4/11/14): 73 major degree and certificate programs

SLOs: 48 programs (66%) have SLOs that meet all our institutional expectations

19 programs (26%) have SLOs that meet some of our institutional expectations

6 programs (8%) do not have SLOs that meet our institutional expectations

Improvements needed: 66 (90%) have student-focused SLOs (not "students will be encouraged to...")

58 (79%) have appropriate SLOs (represent breadth/depth of degree)

53 (73%) have measurable SLOs (specific enough to be assessed)

Plans: 30 programs (41%) have assessment plans that meet all our institutional expectations

25 programs (34%) have assessment plans that meet some of our institutional expectations

18 programs (25%) do not have assessment plans that meet our institutional expectations

Improvements needed: 51 (70%) have at least one direct measure per SLO

43 (59%) have provided some assurance of quality

41 (56%) have schedules that will assess each SLO twice every 5 years

40 (55%) have at least two assessments per SLO

26 of our 73 programs (36%) are meeting all our expectations for SLOs and assessment plans