SJU ASSESSMENT WORKSHOP
2017
Procedures, Processes, Problems, & Picayunes

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Assessment Reminder (why do it?)

• **Goals of Carrying Out Assessment**

  • **Accreditation from Middle States** (Middle States Commission on Higher Education)
    - We need to demonstrate that students at graduation have achieved appropriate higher education goals.
      - Oral & written communication, scientific & quantitative reasoning, critical analysis & reasoning, technological competence, and information literacy.

  • Improving our teaching and our courses to insure that the expected learning takes place.
Meet the Exemplars: How is assessment being done by those programs who consistently end up on the exemplary report list?

• How to do a ”great” job on the Assessment Report of your Student Learning Outcomes (SLOs)

1. Most Important: Plan ahead!
   • Committee vs. individual faculty member
   • Before semester begins to incorporate planned assessment measures into syllabus (if needed)
   • Direct measures: want as objective a measure as possible. (One reason why final grades are not ideal measures.)
2. **Helpful and Necessary Components of SLO report**

- Each SLO must address **specific Objective(s)** that were derived from specific program goals. These objectives should be clearly identified.

- **Expectations** for the measure: Should be fair, logical, and understandable to others. Best reports explain the rationale for why expected 60% or 80% or 100% or whatever.

- **Expectations** are crucial for deciding what to do with results. If did not meet expectations -why not? If did meet expectations, were they appropriate for the measure/assignment?
Expected Outcome: ← No expectations provided

Assessment Result: Approximately seventy-four percent (74.19%) of students were accomplished (3 or greater) in writing a clear, organized paper utilizing APA format. Two of the 31 did not submit a research project. Eight (8) of the 31 students did not perform well.

Question 2: Find the value of $x$ for which the series converges. Find the sum of the series for those values of $x$. \[ \sum_{n=1}^{\infty} (x - 7)^n \]

Direct Measure #1: Midterm II

Expectations for student performance: 75% or more of the students will earn 70% or better on the problem that involved the assessment objective.

Assessment Result: 10/24 (42%) of the students scored 70% or more on a 10 point problem. 3/24 scored 10/10; 11/24 scored less than or equal to 50%

Expected Outcome: The desired outcome was for students, in their end-of-semester response, to distinguish a work's formal components, technical components, and expressive components (i.e., those that relate to the meaning and impact of the work). We generally do not expect students' initial responses to distinguish these three types of components very well. For their final response, we expect that about 75% of students will be in the 4–5 range in their ability to distinguish and describe the three types of components mentioned above.
2. **Helpful and Necessary Components of SLO report**

- **Results** should be provided with specific values. Most helpful to be shown in tables rather than a list within a paragraph. *With the rubric!*

<table>
<thead>
<tr>
<th>Assessment Result:</th>
<th>Midterm 1&lt;sup&gt;st&lt;/sup&gt; question: 29/94 (31%)</th>
<th>2&lt;sup&gt;nd&lt;/sup&gt; question: 93/94 (99%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sections 1 &amp; 2:</td>
<td>Final 1&lt;sup&gt;st&lt;/sup&gt; question: 77/89 (87%)</td>
<td>2&lt;sup&gt;nd&lt;/sup&gt; question: 85/89 (96%)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Achievement Levels</th>
<th>Percentages</th>
<th>Number of Posts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unacceptable (0)</td>
<td>0.65</td>
<td>1</td>
</tr>
<tr>
<td>Beginning (1)</td>
<td>0.00</td>
<td>0</td>
</tr>
<tr>
<td>Developing (2)</td>
<td>1.29</td>
<td>2</td>
</tr>
<tr>
<td>Accomplished (3)</td>
<td>21.29</td>
<td>33</td>
</tr>
<tr>
<td>Exemplary (4)</td>
<td>76.77</td>
<td>119</td>
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<tr>
<td></td>
<td>100.00</td>
<td>155</td>
</tr>
</tbody>
</table>
2. **Helpful and Necessary Components of SLO report**

   - Evidence that a **discussion** about the findings occurred.
     - Some reports mention possible actions without indicating the whether a committee-wide or faculty-wide discussion took place.
   - **“Resources”** needed to advance/improve student understanding or performance should be thought of in a general way. People’s effort and time should be considered, along with possible funding issues.
ALL Assessment Reports are Assessed by both PAC (in CAS) & IEC

3. SLO report are read!

- PAC assesses reports for their outcomes. What resources might be needed based on how well met objectives? PAC results go to Dean’s office.
- IEC assesses reports for their quality (for improving SLOs in future)
- Associate Deans assess reports (from annual reports from Chairs) to summarize results and resources for Dean