

Handbook for the **Academic Assessment** **Program Coordinator**

Office of Institutional Effectiveness

August 2023

More info at: <https://srinfo.sulross.edu/ie/academic-assessment/>



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Academic Assessment Program Coordinator Role and Responsibilities

Your role, as academic program coordinator, is to be a change agent working with faculty to continue to offer better and better educational experiences for all students. Your work involves collaborating with faculty in degree programs to identify quality outcomes, measure student performance, and analyze assessment data to positively impact student learning.

The purpose of assessment is to answer questions, shape better policies, and make informed decisions-all designed to improve student success and strengthen institutional performance. The academic program coordinator inspires others to engage in this continuous cycle of improvement.

1. Work with the SACSCOC Faculty Liaison to keep the Curriculum Mapping in Nuventive up to date.
2. Throughout the year, work with faculty to implement the student learning outcomes in their courses and collect assessment data. (See Data Collection Form)
3. Using the collected assessment data, discuss with faculty what revisions or actions plans they suggest. The Nuventive report should be a group consensus and goal.
4. Complete the Nuventive report by May 31 each year.
5. Share the final Nuventive report with program faculty.
6. Attend the annual Peer Review in August.
7. Keep in communication with your department chair or dean regarding academic assessments issues for your program.
8. Attend professional development and assessment meetings.

Your service to Sul Ross State University is greatly appreciated.

Promoting Academic Assessment

Annual Peer Review

- Review peers' Academic Assessment Reports
- Selection of top exemplars
- Professional development event
- Peer Review Academic Assessment Rubric:
 - The "Results" are presented with precise detail (i.e. n sample size, disaggregation by rubric component, no grades used).
 - The "Annual Highlights" describes plans for continuous improvement in student learning.
 - There is a logical connection between the proposed actions in "Annual Highlights" and the stated Student Learning Outcome and Assessment Results.

Amazing Program Coordinators

- Annual award voted by all Program Coordinators
- Recognition of Program Coordinators who have been highly collaborative

Undergraduate and Graduate Academic Program Reviews

- Graduate reports have three written components:
 - Self-study
 - Out-of-state external review
 - Response to out of state external review
- Graduate reports are submitted to THECB by September 1
- Undergraduate reports have self-study only and are completed by September 1
- Recommendations from reports (addressing budgeting, staffing, etc.) are presented to the President's Executive Committee

Summary of Academic Assessment Reports

- Annual report published by Institutional Effectiveness
- Distributed to the President's Executive Committee and Academic Affairs

Importance of Academic Assessment Reports

SACSCOC 8.2

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 student learning outcomes for each of its educational programs.

The expectation is that the institution develops and assesses expected student learning outcomes. Expected student learning outcomes specify the knowledge, skills, values, and attitudes students are expected to attain in a program. Methods for assessing the extent to which students achieve these outcomes are appropriate to the nature of the discipline and consistent over time to enable the institution to evaluate cohorts of students who complete a program.

SACSCOC 6.2.a

For each of its educational programs, the institution justifies and documents the qualifications of its faculty members.

Using Evidence of Student Learning to Improve Higher Education

The purpose of assessment is to answer questions, shape better policies, and make better decisions—all designed to improve student success and strengthen institutional performance.

Designing Meaningful Institutional Assessment Plans: Putting It All Together

Without good quality learning outcomes, appropriate meaningful, valid, and reliable measures, and resulting data that are important, the field of assessing student learning falls short.

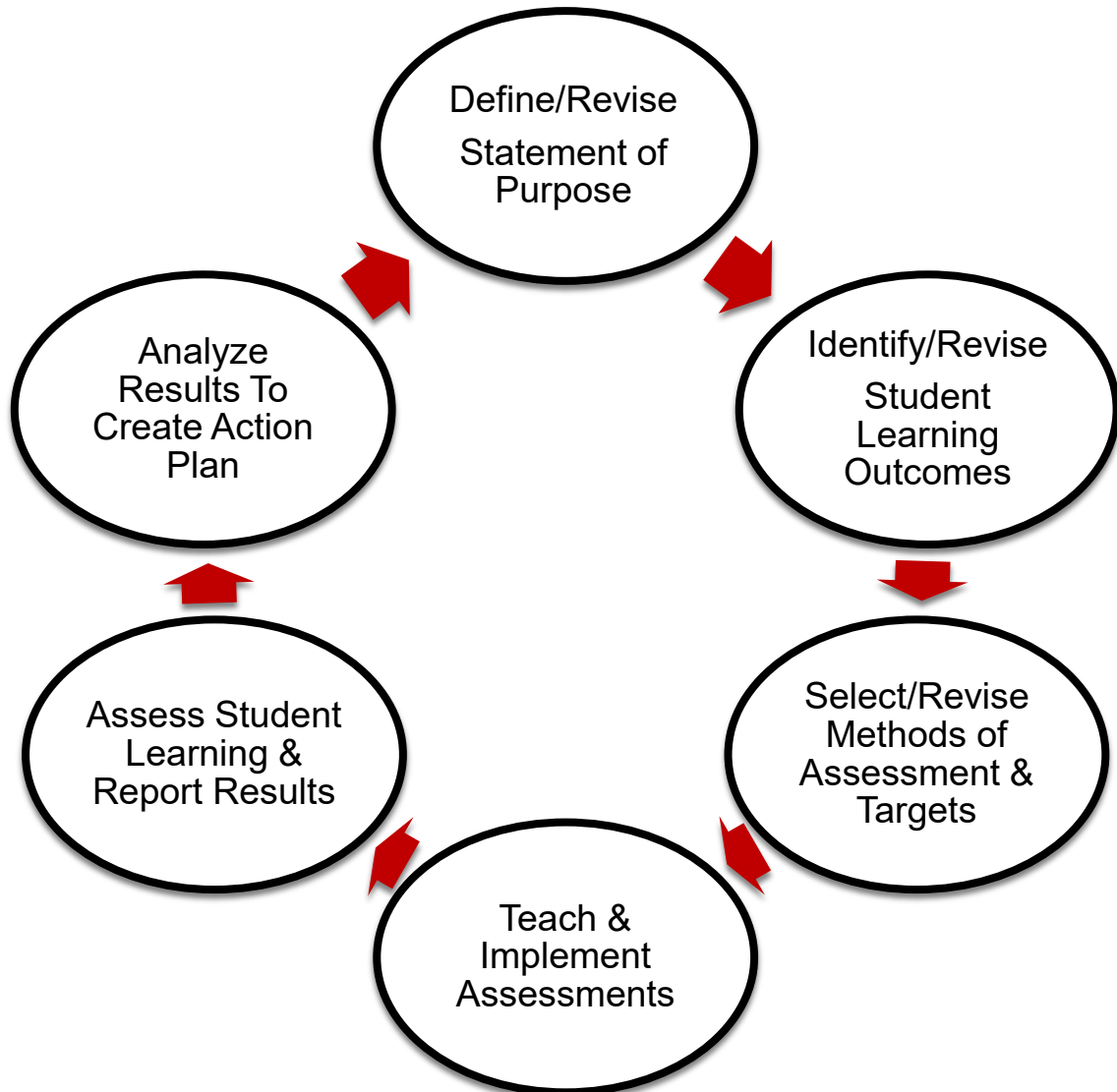
Shaping the College Curriculum: Academic Plans in Context

Assessing student learning outcomes improves a vehicle for faculty dialogue to improve course planning, program planning, and teaching.

Faculty Handbook 4.01

Department chairs shall assign faculty members to serve as Program Coordinators for each academic degree program. These coordinators are responsible for leading the degree program, and they must be competent and qualified senior academics.

The Sul Ross Academic Assessment Process



This six-step cycle promotes continuous improvement.

Curriculum Mapping Matrix: Focused Assessment

A Curriculum Map charts a course for student learning. A curriculum map shows where within a curriculum student learning outcomes are taught and assessed and can be used to ensure that alignment exists between the expected learning outcomes and what is taught in a curriculum.

Curriculum Mapping of degree plans supports assessment data collection.

Example: Puppet Arts

Student Learning Outcomes	Course PUP 3303	Course PUP 3314	Course PUP 4112	Course PUP 3809
SLO1 Students design a simple story board	I	R	R	A
SLO2 Students will compare puppets across cultures	I	R	A	
SLO3 Students will apply puppetry strategies	I	R	R	A
SLO4 Students will design original puppets		I	R	A

Bloom's Taxonomy Verbs

I = Introduced
R = Reinforced
A = Assessed

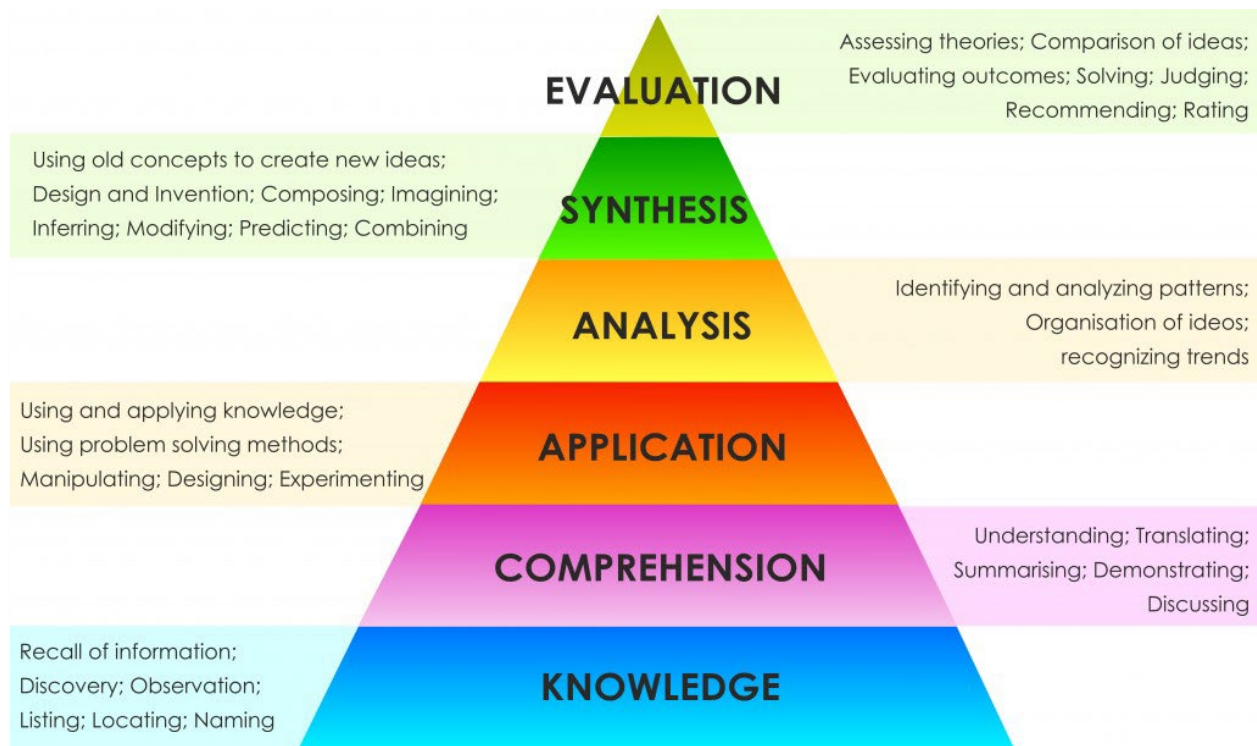
Importance of Student Learning Outcomes (SLOs)

Why?

- Communicates instructional intent: included in syllabi
- Supports accreditation and evaluation
- May be used in promotion and marketing of program

How?

- Clearly describes and defines expected abilities, knowledge, values and attitudes of the graduates of the program
- Simply stated
- Stated so that two or more measures can be used to assess each SLO
- Reflects KEY results of the program. There may be other outcomes, but the SLOs reported should be KEY.
- See below: include Action Verbs from Bloom's Taxonomy when creating SLOs



Examples of Student Learning Outcomes

STRONG

Example 1 from Bicycle Design and Fabrication:

Students will write research papers on key topics in bicycle fabrication.

(one goal)

WEAK

Example 2 from Underwater Basket Weaving:

Students will demonstrate knowledge of basket weaving fundamentals with competency in conducting oral presentations.

(combines two separate goals-underwater basket weaving fundamentals and oral presentations- instead of one)

Example 3 from Puppet Arts:

Students will demonstrate proficiency in puppet arts including artistry, acting, storytelling, video production, and other areas.

(is not simply stated/ includes too many elements to measure in one SLO)

Importance of Assessment Methods

How?

- Outcomes desired of students' achievement at the end of their tenure are built into course work all along the way (Kuh, 2014). Curriculum mapping tracks when assessments are administered.
- Methods include exams, assignments, case studies, papers, internship reports, portfolios, surveys, presentations
- Assessments directly linked to the Student Learning Outcome
- Assessments assigned to one or more courses.
- Assessments have a set target of proficiency
- SACSCOC does not accept any target under 70% nor letter grades.
- Measure helps to identify what to improve
- Assessment is relatively effective and efficient to administer and collect

Assessment Methods Template

At *(time)*, the students in *(course)* will *(describe activity)*. Using *(rubric)*, faculty will set a target *(percentage, points, etc.)*

Examples of Assessment Methods

STRONG

Example 1 from Bicycle Design and Fabrication:

At the end of the semester, students in Bicycle Design 3302 will select a research topic and write a literature review. 80% of the students will score 8 points or higher on the three components of the scoring rubric.

(range is 0 to 4/ total points 12)

WEAK

Example 2 from Underwater Basket Weaving:

Faculty will evaluate students using 10 embedded questions on the final exam in Underwater Basket Weaving 3502. Students must score 10 questions correct to be rated "exceeded expectations," 7-9 questions to be rated "met expectations," and 6 or fewer questions to be rated "failed to meet expectations." We expect 70% of our students will meet or exceed this target.

(overly complex: in large classes this may not be efficient to measure)

Example 3 from Puppet Arts:

Faculty will report scores for all discussion boards and assignments for courses Puppet 3301, 3302, and 3314. We expect 80% of our students will receive a B or higher.

(only one assessment should be used for each measure. Letter grades are not accepted by SACSCOC)

Importance of Results

How?

- Addresses outcomes
- Relates to methods
- Provides indicators of improvement (where do you go with a statement: “The class average on the exam was 90 %”?)
- Demonstrates evidence of student performance
- Indicates achievement of target (SACSCOC does accept Target Not Met)
- Collaboration with faculty teaching the program is essential
- Always includes the number of students assessed. N =?

Results Template

In (*time*), students were assessed using (*a tool*). The faculty found _____.
Thus % of the students _____. Areas of strengths or weaknesses
identified (*met or exceeded expectations*). N =

Examples of Results

STRONG

Example 1 from Bicycle Design and Fabrication:

In fall semester 2021, 10 students completed the literature review assignment. Faculty found: 6 students earned 7 points, 2 students earned 8 points, and 2 students earned 11 points (on the 12 points rubric). Thus 40% of the students met the target. The lowest rating (2.3) was for following the APA format. The highest rating (3.8) was for following the quality of references selected. N = 10.

(This contains specific data)

WEAK

Example 2 from Underwater Basket Weaving:

The class average for the semester in Basket Weaving 3310 was 90% on all assignments.

(This does not provide data to improve instruction)

Example 3 from Puppet Arts:

Students were very successful in the completion of their projects.

(No data are provided/no students numbers are provided)

Importance of Annual Highlights and Action Plan

Why?

Evidence of improvement from previous cycle:

- Celebrate improvements in student learning
- Guides continuous improvement
- Central to program improvement
- Based on the findings in the results

Action Plan is important for future improvement:

- Proposes curriculum enhancements
- Introduces new instructional strategies
- Avoids continuation of same practices
- Promotes meaningful conversation among colleagues
- May aid in promotional efforts
- Enhances effectiveness of program
- Feasible considering time and resources

How?

- Evidence of Improvement from previous assessment cycle in Nuventive
- Avoid internal concerns that should be addressed at the department level
- Focus on gains
- If no improvements were noted, describe faculty discussions to achieve success in the future

Action Plan Template

Between 3 to 5 sentences:

- Based on the results, the faculty plan to (modify, add, delete).
- Briefly describe actions to be taken, including when and where to improve students' ability to (do what: understand, apply, analyze specific knowledge, skills, attitudes)

Examples of Annual Highlights Action Plans

STRONG

Example 1 from Bicycle Design and Fabrication:

Based on the results, the faculty plan to schedule a research librarian to give a presentation in class on the APA format, since students performed the lowest on that component of the scoring rubric. Faculty also will post exemplars of literature reviews on the course Blackboard site, so students will have models to follow. During the semester, students will be required to bring in one of the references for the literature review and show how they recorded the reference in APA format.

WEAK

Example 2 from Underwater Basket Weaving:

Based on the results, the faculty plan to continue providing evidence-based resources and explanations in class.

(More detail is needed. How does this relate to the results, and what specifically will faculty be doing?)

Example 3 from Puppet Arts:

The results are positive, and faculty plan to continue with their current methods.

(SACSCOC promotes continuous improvement and innovation; this isn't exhibited.)

Importance of Budget Considerations

This is a new and optional section added to the Academic Assessment Plan reporting to facilitate budget requests based on documented needs.

This section is optional. If you do use it, describe the resource request and include a numeric cost...and then use this to your advantage when requesting budgets in your departments and colleges for the next fiscal year.

Using the Nuventive Platform to Report Annual Academic Assessment Progress

The Assessment Reports are housed in the Nuventive Platform.

1. Log in with your SRSU credentials at <https://solutions.nuventive.com/>
2. You will find a display of your Program.
 - a. If you have more than one program, click the “drop down” button located to the right of the featured program name to access other programs.

Program - SAMPLE

Student Learning Outcome	Assessment Methods	Results	Curriculum Map
Our First Training Outcome	✓	✓	✗
Second Learning Outcome	✗	✗	✓
Short Name	✓	✓	✗

Annual Highlights Entered ✓

Budget Considerations Entered ✓

Nuventive Improve Analytics

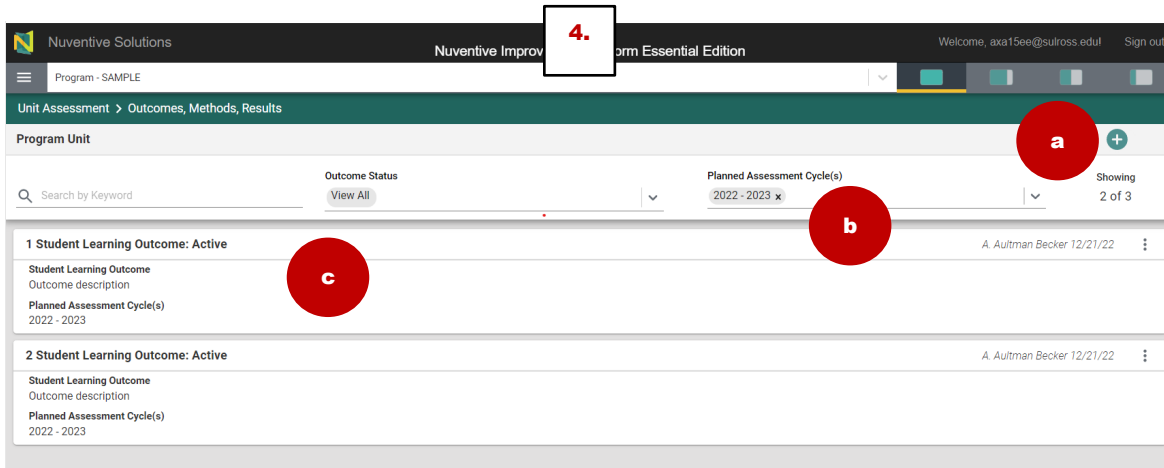
3. To use Nuventive to add **Student Learning Outcomes**:
 - a. Click the menu on the left and choose Unit Assessment.
 - b. Then, Outcome, Methods, Results; Annual Highlights and Budget Considerations; Reviews and Comments will appear.

Unit Assessment

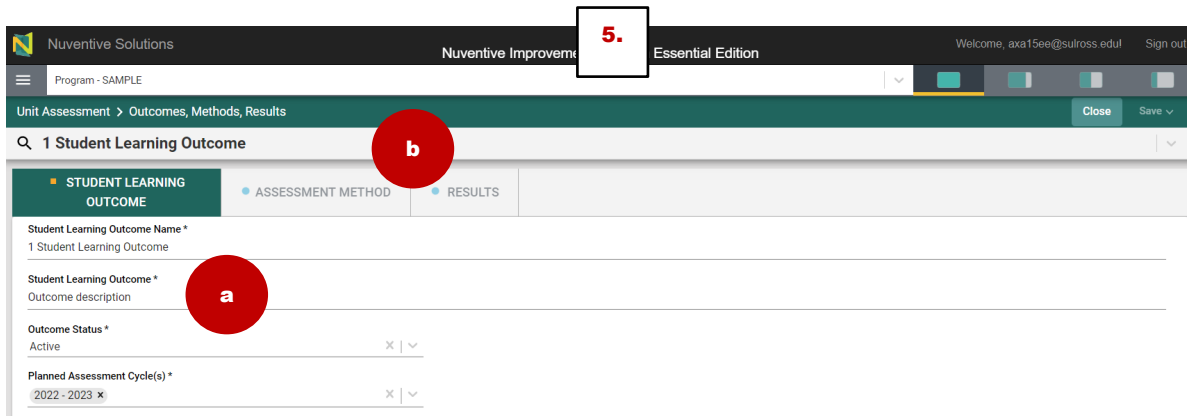
View All

Modified: 12/21/2022, A. Aultman Becker

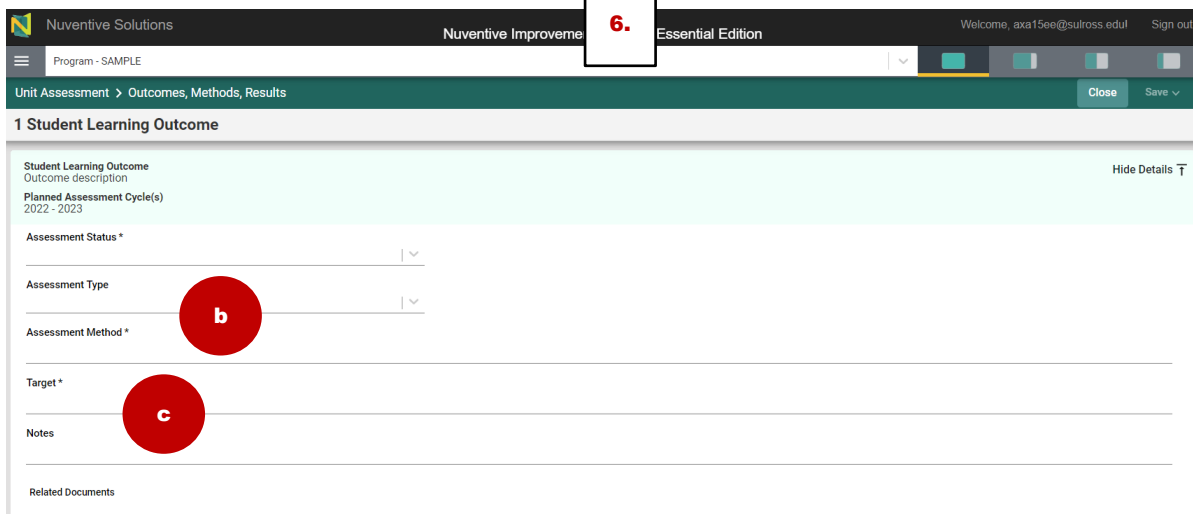
4. In Outcomes, Methods, Results, you can view all SLOs. SLOs should be added already for your program.
 - a. To add more, you can click the Plus Sign on the right side.
 - b. You can change the Planned Assessment Cycle if you want to look back on previous SLO cycles.
 - c. Double click on the SLO card you want to view or add Methods or Results.



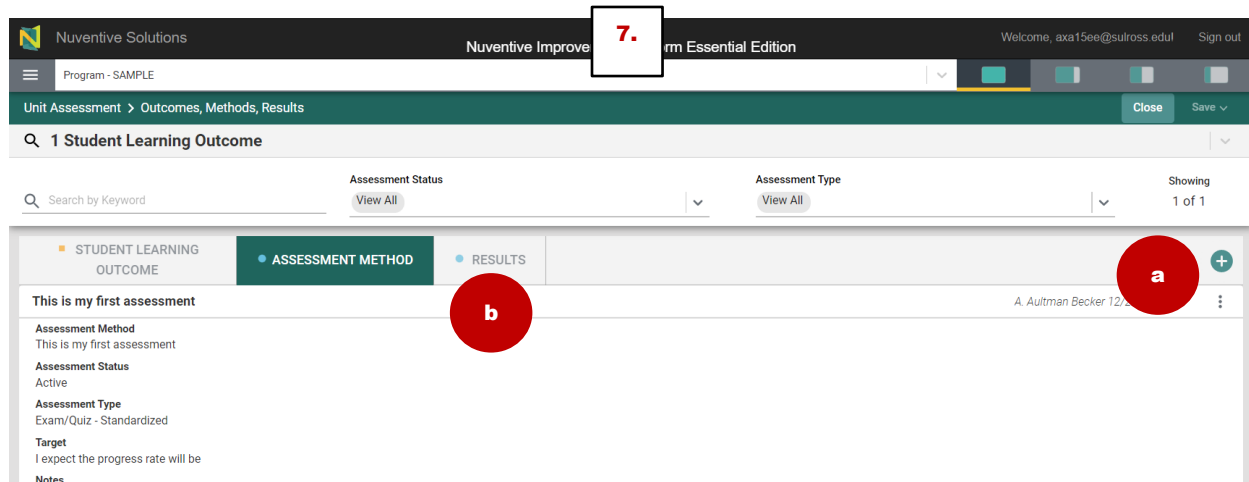
5. In each SLO card, you can:
 - a. View or edit SLO Name, SLO Outcome, Outcome Status, or Planned Cycle.
 - b. Navigate to Assessment Method or Results tabs.



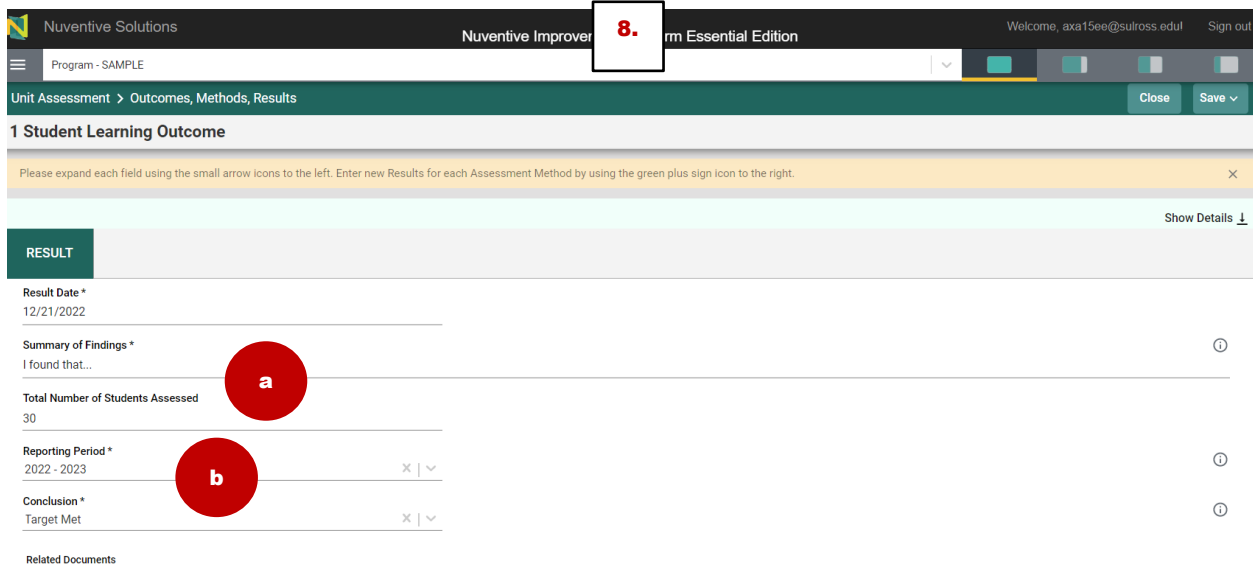
6. In the **Assessment Method** tab:
 - a. If no Assessment is added, add an Assessment by clicking the Plus Sign on the right side (not pictured).
 - b. Use the drop-down arrows to describe the Assessment Status and Type.
 - c. Fill in the Method, Target, and any notes you want. Click Save at the top right.



7. After saving, you can view your Assessment Method for this SLO.
 - a. If you wish, add more methods by clicking the Plus sign on the top right side.
 - b. To add Results, click the Results tab.

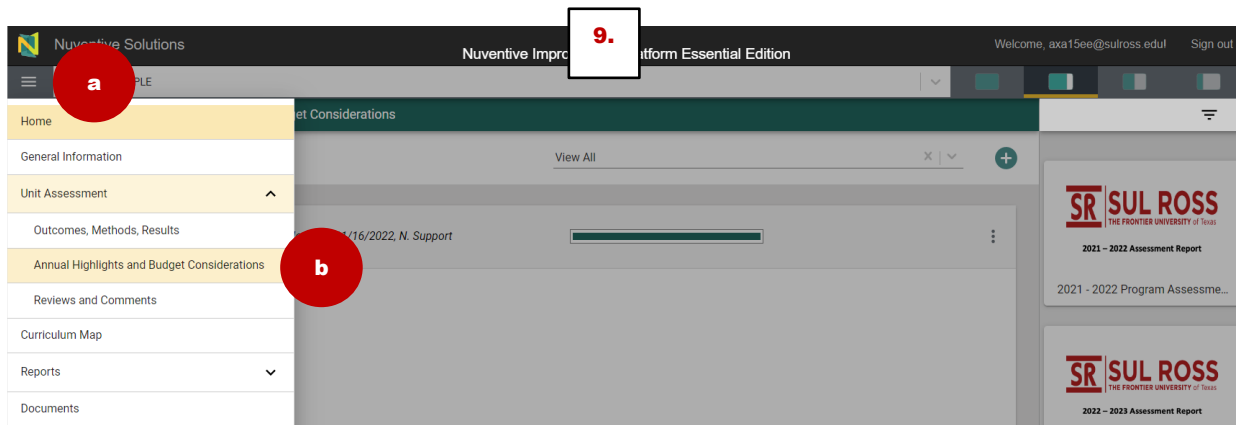


8. In the **Results** tab:
 - a. Add the summary of your findings and number of students assessed.
 - b. Use the drop-down menu to choose the Reporting Period and Conclusion.



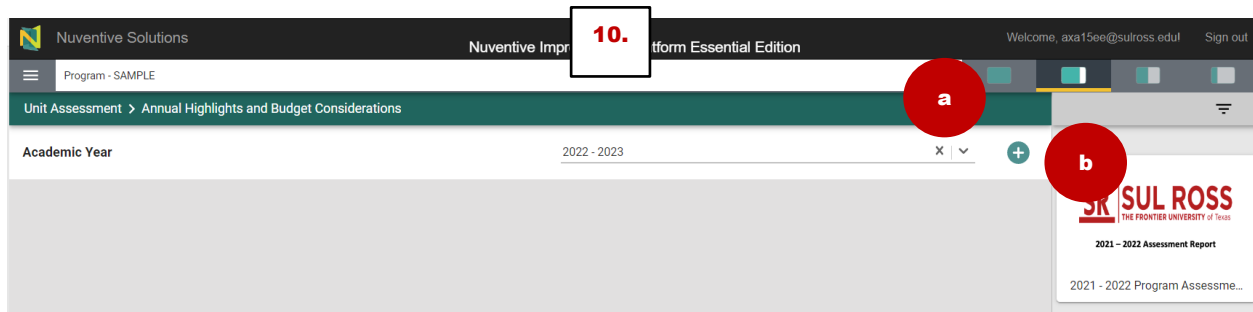
9. To add Annual Highlights and Budget Considerations:

- a. Go back to the main menu at the top.
- b. Choose Annual Highlights and Budget Considerations.



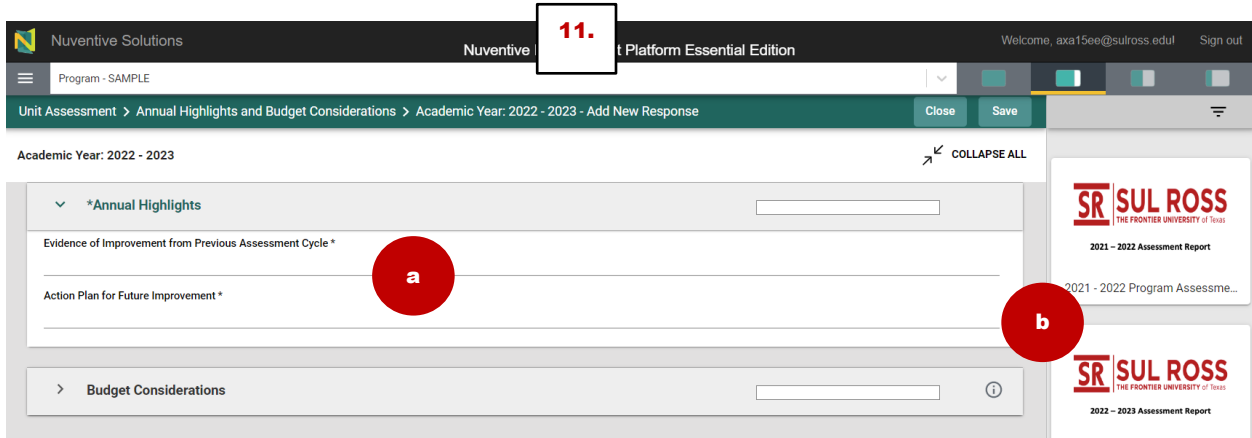
10. In the Annual Highlights and Budget Considerations area:

- a. Choose the correct Academic Year.
- b. Click on the Plus sign to add Highlights.



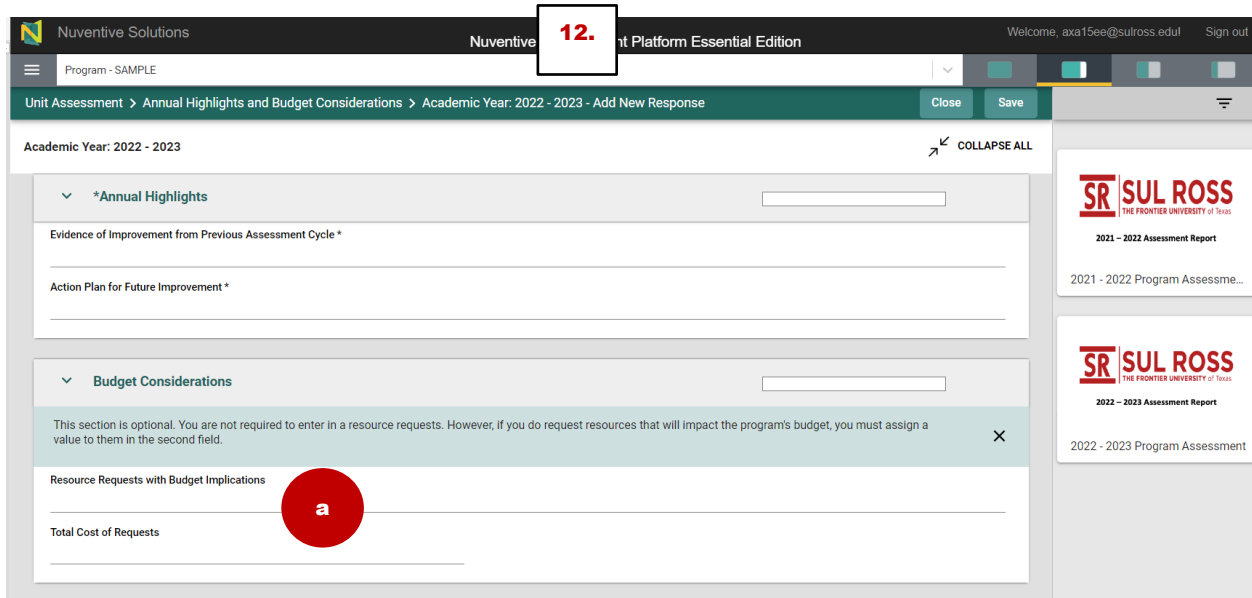
11. Then, click into Annual Highlights to add:

- a. Evidence of Improvement from Previous Cycle and Action Plan for Future Improvement (just type on the lines).
- b. Notice you can click on and open previous reports on the right.



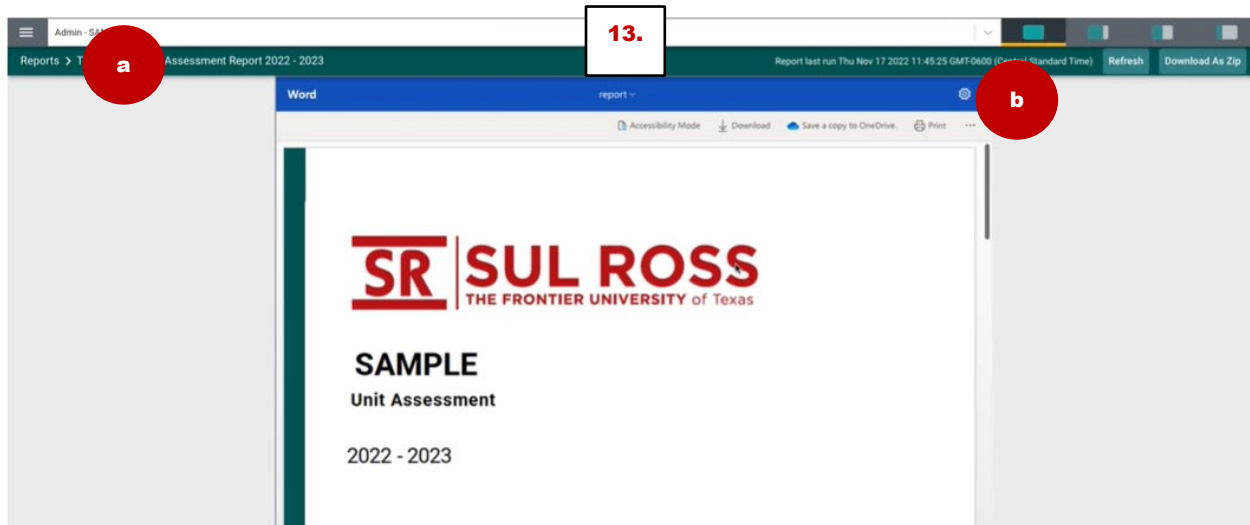
12. If you would like to enter optional **Budget Considerations**, click into the area and add:

- a. Resource Requests with Budget Implications and Total Cost of Requests (just type on the lines).



13. **Printing** your two-column report:

- a. Click on the report on the right side of the Annual Highlights and Budget Considerations OR choose Reports under the left main menu.
- b. Your report will open as a read-only Word document, but you can download as a Zip file or regular or save to OneDrive or print.



14. Other Features under the main menu on the left:

- a. Reviews and Comments: possible future use for THECB Graduate Program Assessment or others.
- b. Curriculum Map: coming soon.
- c. Reports: Same reports you'll see in the Annual Highlights and Budget Considerations areas, plus if you click on Document Library, you'll see your Archived Reports 2017-2022.
- d. Documents: you can upload your documents here, or there may be guides uploaded for you.

Terminology

Assessment Measures

a wide variety of methods or tools to evaluate, measure, and document student learning.

Closing the Loop

the cyclical process beginning with student learning outcomes, followed by assessment, and identifying areas or strengths and weaknesses to address in the future.

Curriculum Mapping

process used to track in which courses concepts have been introduced, reinforced, and assessed.

Marketable Skills

any skill that can be added to your resume to boost the chances of employment.

Scoring Rubrics

a scoring guide used to evaluate the quality of students' constructed responses. It is valuable for the teacher to maintain objectivity in grading, and it is valuable for the students to understand what the standards of performance for an assignment are.

Student Learning Outcomes

statement that specifies what students will know, be able to do or be able to demonstrate upon completing a program.

Targets

the desired academic performance teachers want students to achieve. SACSCOC does not expect all targets to be met. What matters is how the results are used to increase student performance in the future.

Support

Technical Support with Nuventive Platform

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