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Assessment Update - Academics

1 message

The Assessment Committee <tracdat@lssu.edu>

Fri, Jun 12, 2015 at 9:02 AM

To: LSSU Staff <lssustaff@lssu.edu>

There are great examples of courses in every school where assessment of student learning is being used effectively to impact student learning and achievement. However, if you, or your school, have any course or program assessment findings that have not been submitted for the spring 2014, fall 2014 or spring 2015, **please do so as soon as possible**. We hope to meet our S15 goals (e.g. to have 40% of the taught-courses document some action based on that assessment) before submitting our Project Summary Report to the HLC's Academy for the Assessment of Student Learning in September 2015. We appreciate and need your help in meeting our goals.

We know everyone on campus values student learning and wants LSSU to be a strong and effective university. **For faculty**, assignments that are already part of a course can be used for course assessment when there is a clear connection between the outcome and the assignment. For example, if a student presentation (paper and short presentation) is used as a graded course-end assignment, that assignment could be also used for assessment purposes as shown below:

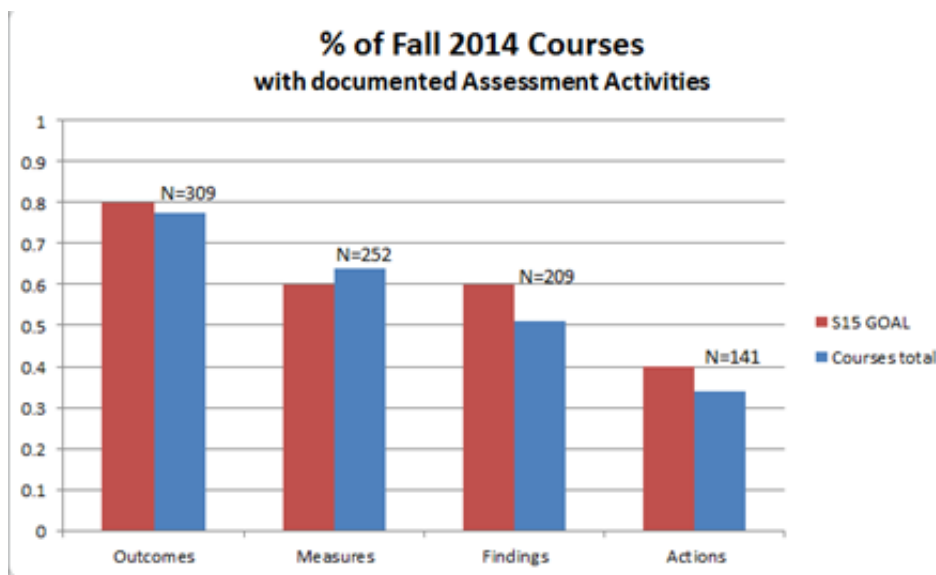
- a) Student Learning **Outcome** (what the student will know or be able to do): **by the end of the course the student will have developed a sufficient understanding of the topic to independently review relevant research, to understand and communicate that understanding of the selected area to others.** [Note: course-level Student Learning Outcomes should be the ones listed on the course syllabus, they can be entered on the first column of the attached assessment table or directly in Tracdat for the course.]
- b) The **Measures** (how we will know if they have met the goals listed in "a"): **the student will conduct independent research using primary sources into a selected topic, write an accurate and reflective summary, and make a 5 minute presentation on the topic to the class.** (The assignment guidelines can be attached along with the evaluation rubric or scoring sheet used to grade the presentation.) [Note: the measures are usually the things you use to grade the course (finals, papers, projects) and show success on the measure, these are entered in the second column of the table, or in Tracdat on the measures page. We suggest attaching the assignment guidelines and blank scoring rubric for the assignment as a 'related document' in Tracdat.]
- c) The **Findings** (the results from the measurement described -in step "b"): **In the spring semester 2015, student presentations and papers were evaluated using a simple scoring rubric 25 students all scored a 3 or higher on all categories, indicating that students met the overall outcome. However, on the writing component of the rubric, the majority of students scored the minimum acceptable level.** [Note: findings are entered in Tracdat on the Results/Findings page, or on the third column of the template. We also suggest attaching a summary of the rubric scores as a 'related document'.]
- d) The **Actions Taken** (what we are going to do about "c"): **Based on this initial finding we will add an early assignment focused on writing to both respond to this deficit and to provide an additional measure of student performance. If the pattern of weakness in this area continues then we may need to implement additional writing in a prerequisite course.** [Note: please document an 'action taken' for every finding in the fourth column of the template or on the 'action taken' page in Tracdat. When students do well and consistently meet our goals then the "action taken" could state the faculty reviewed the outcome and decided to not formally assess this

outcome again for three years. If the finding reveals an area to improve, describe what will be done next time the course is taught.]

Periodically we try to report on our progress in assessment activities using charts and reports. To represent the State of Assessment (as documented in March 2015) the Assessment Committee has prepared a summary on each of the areas listed below, please take a few minutes to review these updates.

- o [Course Assessment](#)
- o [General Education Assessment](#)
- o [Program Assessment](#)
- o [Program Review](#)

In the chart below, which is similar to many in the summary reports, we have counted the number of courses which were taught in the fall 2014 that have ANY assessment data documented at all in Tracdat. Remember, it isn't necessary that YOU put it in Tracdat, only that you help to get us the data needed to document your assessment activity. You might do this using a simple template to document the assessment – again, see the attachment for an example.



If a course has even one outcome statement it is included in the 309 courses shown in blue - most courses have multiple student learning outcomes. The y-axis presents the percentage of all courses represented by each category. The Assessment Committee has set a goal of having documentation in place by the spring 2015 for 80% of the courses we have taught, that is shown in red. In a given course if even one measure has been described for any of the outcomes then the course counts as having a measure and is included in the blue column of 252 courses.

If in a given course there has been a finding entered for any of the measures for any of the courses, then the course counts toward the total in Findings as part of the blue 209 courses. Finally, we have a goal to have 40% of courses document how they will use their findings in a meaningful action. If a course has documented any action for any of the findings using any of the measures for any of the outcomes, then the course counts toward the total with Findings, the 141 courses shown in blue.

Again, we need your help to document course assessment activities for the courses you taught and programs in your school. You can do this using the attached template, or enter the findings and actions

directly into Tracdat. Remember that documenting an "action taken" for each finding shows how we are using what we learn about student learning to improve the university, this may be to suggest a change to the assignment, to the survey we use, to change prerequisites, or when we conduct the assessment. The focus is on our commitment to improve student learning and achievement of the outcomes.

The Assessment Committee is comprised of 13 faculty members, 5 staff members and two students who are committed to helping the university achieve our institutional goals related to the strategic plan, student learning, and institutional effectiveness through meaningful assessment and action.

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The Shared Governance Assessment Committee

Supporting student learning and institutional effectiveness
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