University Assessment Committee (UAC)

Annual Assessment Inventory Submissions:

A Summary Presentation

Presented by

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&

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February 2012

Outline

- Background and Purpose

- Summary of Annual Assessment Inventory submissions from three iterations

- Looking Forward: October 2012 Annual Assessment *Inventory for AY2011-2012*

- Q&A

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Background and Purpose

Capacity and Preparatory Review Visiting Team Report (2007)

Recommendation: ***Programs*** *should complete the process of developing statements of assessable student learning outcomes, linking these to specific courses, assessing student achievement of these outcomes as graduating seniors, and using assessment results for continuous* ***program*** *improvement.*

Recommendation: Syllabi should include relevant ***program SLOs*** *as well as course SLOs*

WASC CPR Action Letter (2007)

a ***comprehensive*** *plan for providing support for academic assessment and institutional research and [when possible] a budgetary line item for academic assessment, to include faculty training and development;*

Background and Purpose

Steps to institutionalize assessment:

✓ Various faculty attended WASC assessment retreats

✓ SLOs continue to be added to the syllabi of more courses

✓ Program Learning Objectives are published in the catalog for some programs

✓ Director for Academic Assessment & Institutional Research position is created and filled

✓ UAC reactivated and focused on institutionalizing assessment of student learning
  – Broad campus representation
  – Regular meeting schedule established
  – Institutional Learning Outcomes (ILOs) established to provide linkages across campus and with the University's mission as we all move forward with program review, assessment efforts, and curriculum development.
  – Annual Assessment Progress Report Template crafted to establish a cycle for reporting plans, data collection, and closing the loop activities in order to annually track the status of assessment activities

✓ Web page launched to post assessment information

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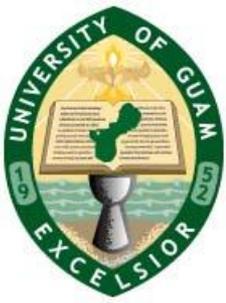
UOG Expected Student Learning Outcomes
*a.k.a. Institutional Learning Objectives (*ILOs*)*

December 2008

Some of the expected fundamental knowledge, skills, and values that the University of Guam student will have demonstrated upon completion of *any* degree are:

- ⊕ Mastery of critical thinking and problem solving
- ⊕ Mastery of quantitative analysis
- ⊕ Effective oral and written communication
- ⊕ Understanding and appreciation of culturally diverse people, ideas and values in a democratic context
- ⊕ Responsible use of knowledge, natural resources, and technology
- ⊕ An appreciation of the arts and sciences
- ⊕ An interest in personal development and lifelong learning

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Background and Purpose

2009 WASC Educational Effectiveness Review Visiting Team Report stated:

Enhancing Academic Quality

"A.1. Develop and **systematize** long term academic assessment plans, ensure that course syllabi include course and **program learning** outcomes and indicate how achievement of these will be measured, and document learning results and student achievement over time and program by program (CFR 2.3, 2.4, 2.6)."

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Background and Purpose Activities and Action

2008	2009	2010	2011
	UOG Assessment Guidebook released	First set of annual assessment progress reports were submitted for 12 month snapshot	April 2011:Programs submitted Annual Assessment Inventories to report on 12-month assessment activities
	TracDat Assessment Software procured	Annual assessment inventory vs progress report –> template revised	October 2011: Programs submitted annual assessment inventories to report on prior Academic Year assessment activities
	Statement published in the AY2010-2011 catalog regarding using student work as artifacts of assessment of student learning outcomes	Qualtrics online survey subscriptions procured as options for assessment tools	UAC submitted recommendation to Faculty Senate for the assessment section of the proposed undergraduate program review guidelines to utilize WASC rubrics
Faculty Development presentations and other mini workshops on assessment sponsored			

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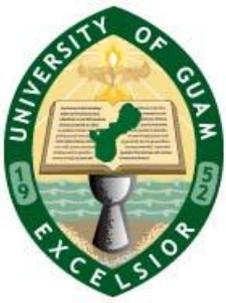
Summary Annual Assessment Inventory Submissions

Percent of Annual Assessment Inventory Submissions	Academic Level		
	Undergraduate (Total Number of Programs=35)	Graduate (Total Number of Programs=15)	Total (Total Number of Programs=50)
April 2010 (a 12-month snapshot)	63%	20%	50%
April 2011 (a 12-month snapshot)	74%	37%	62%
October 2011* (reporting on prior AY) Most rolled over April report	89% (+15%pts)	87% (+50%pts)	88% (+26%pts)

NOTE: In transitioning the submission of annual inventories from a 12-month reporting period to an academic year reporting period, programs were given the option to "rollover" their April 2011 submission to the October 2011 submission with the assumption that no material changes or assessment activities occurred between April 2011 and July 2011.

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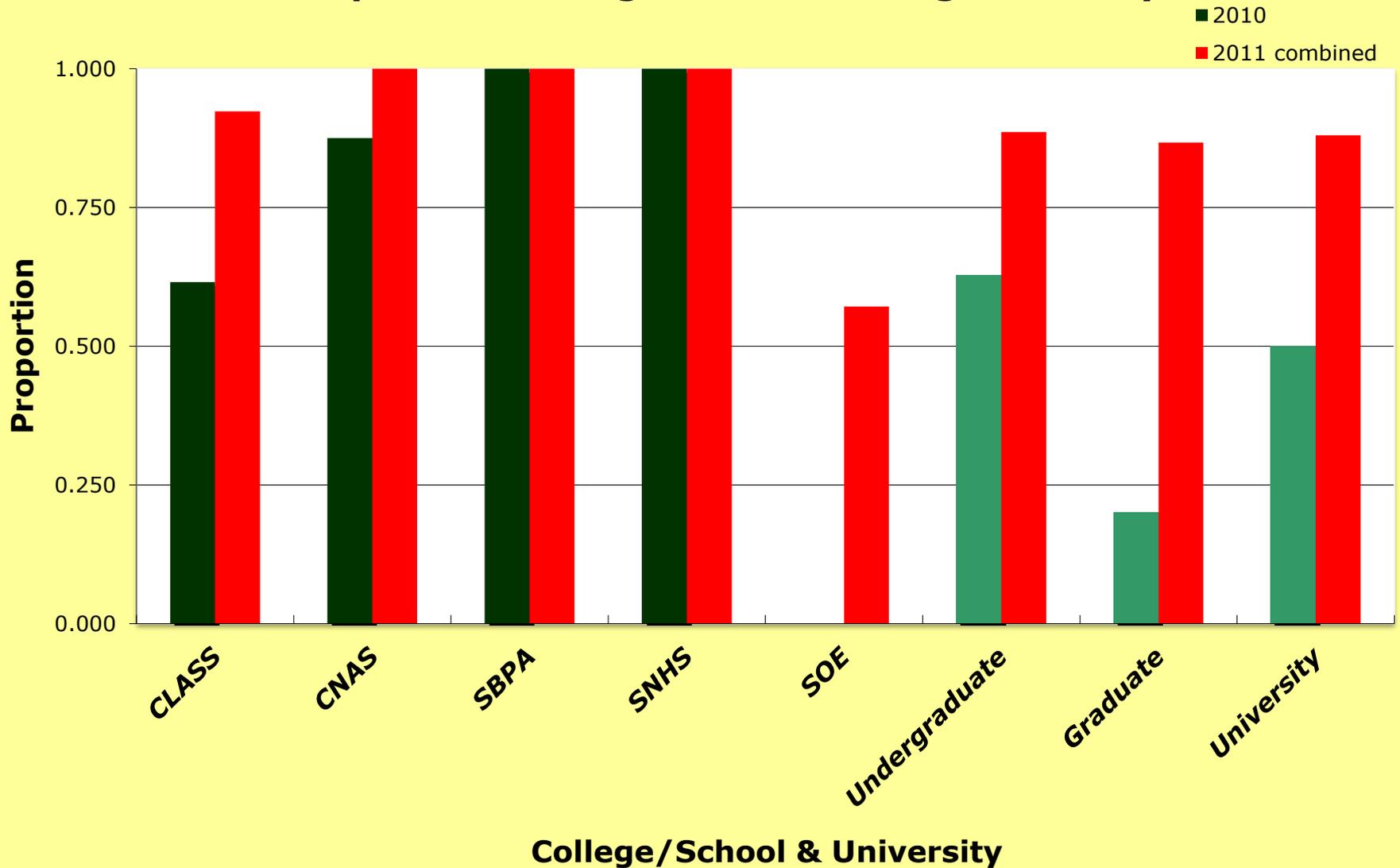# Submissions by College/School and Program Academic Level: 3-Year Comparison

Submissions by College/School and Program Academic Level: 3-Year Comparison			
Undergraduate Programs	**Apr-2010**	**Apr-2011**	**Oct-2011**
CLASS	62%	77%	92%
CNAS	88%	100%	100%
SBPA	100%	100%	100%
SNHS	100%	100%	100%
SOE	0%	13%	50%
Graduate Programs	**Apr-2010**	**Apr-2011**	**Oct-2011**
CLASS	25%	75%	100%
CNAS	0%	0%	0%
SBPA	100%	100%	100%
SOE	0%	0%	100%

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Proportion of Programs Submitting Inventory

Legend:
- 2010
- 2011 combined

Y-axis: **Proportion** (0.000, 0.250, 0.500, 0.750, 1.000)

X-axis: **College/School & University** (CLASS, CNAS, SBPA, SNHS, SOE, Undergraduate, Graduate, University)

Based on actions or activities over the past twelve months, which phase of the Assessment Cycle does this inventory cover?

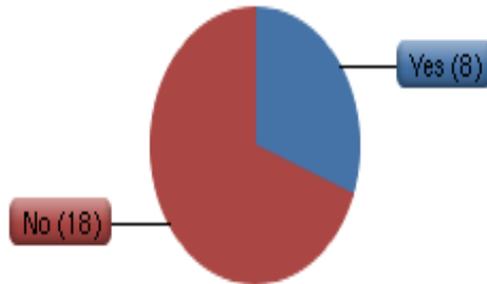| #	Assessment Cycle Phase	Undergraduate Program Response	Graduate Program Response
1	**Preparation:** Establishing/Revising Program Learning Objectives (PLOs) and Student Learning Outcomes (SLOs) that relate or link to the University of Guam's Institutional Expected Learning Outcomes (ILOs)	7	4
2	**Design Assessment Plan:** Articulating goals, developing clear and measurable outcomes, evidence, criteria, standards, and identifying tools to assess student learning	8	4
3	**Data Collection:** Collect evidence of student achievement as outlined in program's assessment plan	**22**	**6**
4	**Assessment:** Analyze and report on the student learning outcomes evidence that was collected.	16	4
5	**Closing the Loop:** make recommendations for action to improve or sustain student learning	12	4
6	None Specified	3	7

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2010 & 2011 Undergraduate <u>PROGRAM</u> Assessment ('UOG Assessment Health')
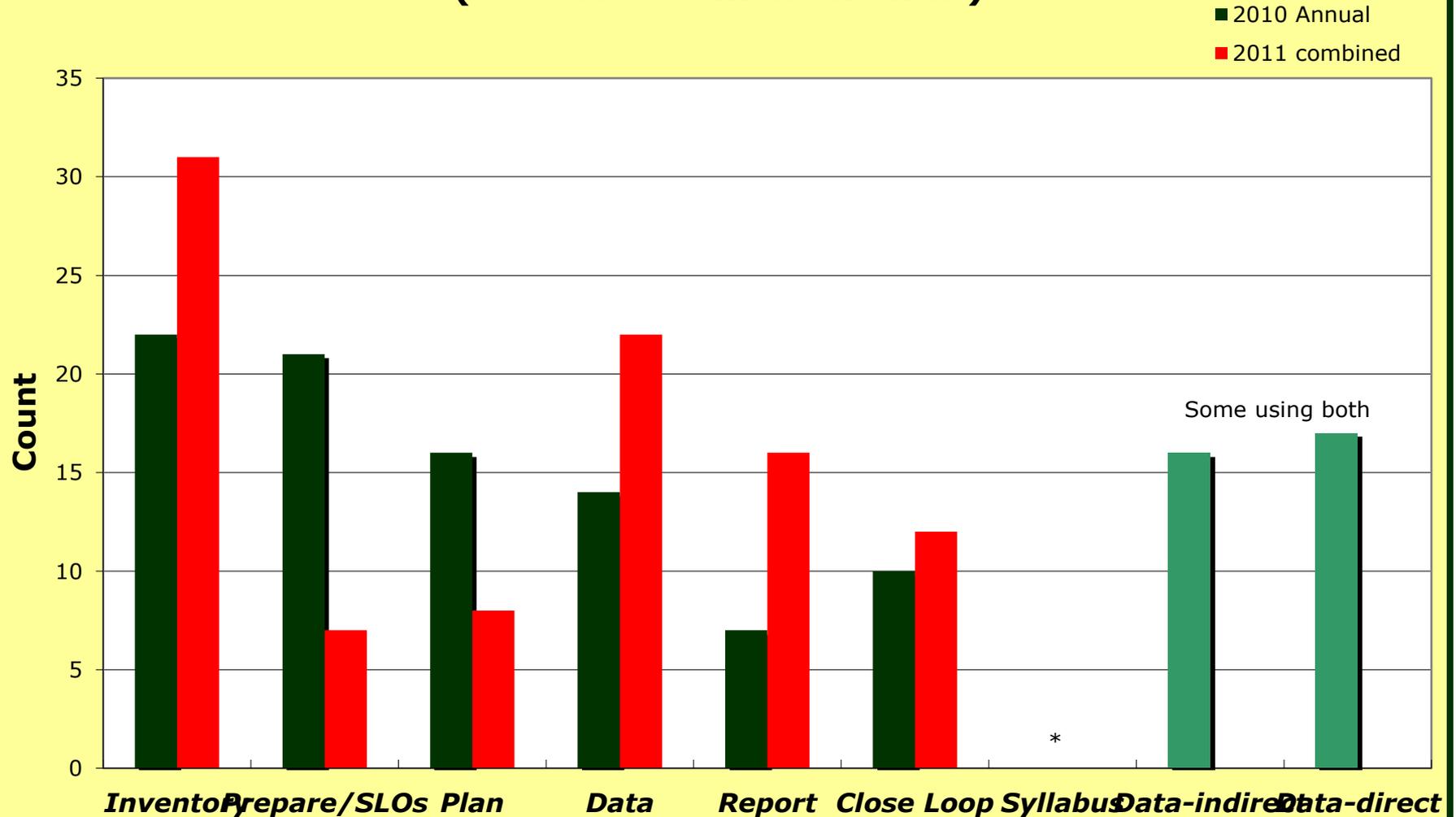
Was the Program's Assessment Plan created or revised over the past twelve months?

Undergraduate Programs

Yes (8)
No (18)

Graduate Programs

Yes (2)
No (8)

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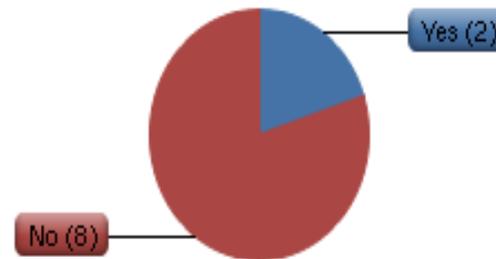
What assessment tool(s) were used to measure student learning? (Undergraduate Programs)

Answer	Bar	Response	%
Student self-reflection of their learning gains		1	4%
portfolio		2	8%
Student Peer Review		3	12%
Employer Survey		3	12%
Student/Senior/Exit Survey		6	23%
Standardized Test		6	23%
project		9	35%
course embedded questions		9	35%
Direct Observation		9	35%
rubrics		9	35%
Other:		13	50%
pre/post tests		13	50%

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Standardized Tests and Other Tools
Undergraduate Programs

| Standardized Tests:	Other Tools:
Certified Health Education Specialist and American College of Sports Medicine Exam	Field trips and internships
Combrehensive Business Exam	SPECIAL TEACHING/ASSESSING SESSIONS
Praxis II (0354): Special Education.	Checklists
Standardized American Chemical Society Exam	Background Knowledge Probe
	journals, logbooks, role playing, ride along
	Minute papers, Guest Speaker papers, Role playing
	Evaluation of Student in Practtcum by Instructor (EF6)
	case study, group work, presentations
	Alumni Survey
	case studies, Day at Work

What assessment tool(s) were used to measure student learning? (Graduate Programs)

Tool	Graduate Program Response	Frequency Response
Student self-reflection of their learning gains		0
Student Peer Review		1
Employer Survey		1
Student/Senior/Exit Survey		3
pre/post tests		3
Direct Observation		3
Other:		3
portfolio		3
rubrics		4
Standardized Test		5
course embedded questions		5
project		6

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Standardized Tests and Other Tools
Graduate Programs

Standardized Test	Other Tools:
MBA-ETS Exam	MPA Qualifying Exam, MPA Oral Exam
Praxis II Reading Specialist (0300) exam	Field Experience, case studies
MSCP Comprehensive Written and Oral Examination	comprehensive personal and professional statement
Praxis II (0354): Special Education	

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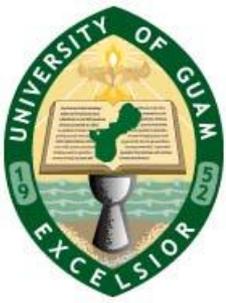
What is the status on the data collection phase?

Status	Undergraduate Program Response	Graduate Program Response
On-going	16	6
Completed	11	2

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Examples of Assessment Analysis: What did faculty find?

- ## Tropical Agriculture
  - AG PLO-1 (Technical Knowledge) More than 70% of student work exceeded the benchmark for acceptable levels of subject matter mastery achievement in this current analysis
  - SC-GE-1: Observe, describe, and interpret natural and experimental phenomena within the context of a scientific paradigm. From direct observations and reading of lab reports it was concluded that students did not meet the bench mark (70%) in this category.

- ## Accounting
  - The following are the proficiency data in the Accounting content area for Accounting graduates by semester:

Semester	Not Proficient	Basic	Proficient	Mastery
Spring 2008	14%	0%	71%	14%
Fall 2008	20%	30%	50%	0%
Spring 2009	0%	0%	67%	33%
Fall 2009	60%	0%	40%	0%
Spring 2010	12.50%	25.00%	62.50%	0.00%

Where scores required for Mastery is >=100%; Proficient is 83%-99%; Basic is 66%-82%; and Not Proficient is < 66%
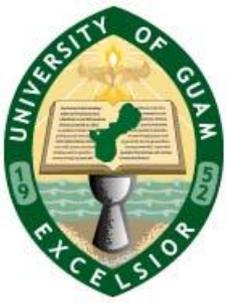
Examples of Assessment Analysis: What did faculty find?

- ## Nursing
  - N = 18, Cohort analysis shows:
  - Class Mean: 200 Level -8.83; 300 Level -9.25; 400 Level -9.0. Overall: Cultural competence M = 9.0;
  - Class Mean: 200 Level-9.0; 300 Level-9.22; 400 Level 9.1. Overall: Ethical/Legal M = 9.2 ;
  - 20 10 BSN graduates, NCLEX-RN -100% passed (N=23, 21 tested, 2 pending)
  - SLO Cultural Competence and Ethical Legal analysis demonstrated class mean and overall rating of greater than 8.0 and NCLEX-RN pass rate of 100%. Goals were met.
  - Implementation of a systematic outcome data input, analysis and reporting system to facilitate trending and decision making (e.g. LiveText) and staff position needed to assist in this efforts, Goals were not met.

- ## Elementary Education
  - Areas of strength: pedagogical knowledge; pedagogical content knowledge;   oral communication; accommodation of diversity; development of creativity and problem-solving skills; appreciation of arts and sciences; and research skills that include data processing and analysis.
  - Areas that need improvement: subject matter content knowledge; development of critical thinking, written communication

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- Psychology
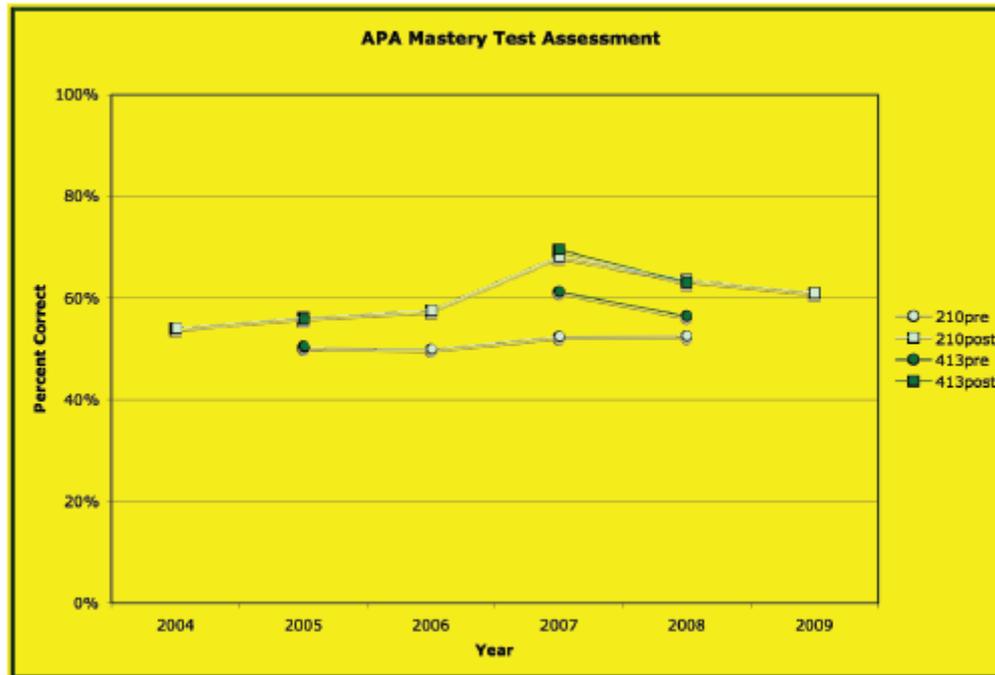
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Examples of Closing-the-Loop:
What did faculty do with their findings?

- ## Tropical Agriculture
  - SC-GE-1: Based on the outcome, it was felt that a take home lab kit will be used in future semesters. The lab kit experiments are more structured for data recording and reporting. The students will also gain experience in recording data over time. The customization of the kit is still in progress.

- ## Accounting
  - In response to the critical needs of the community and the gap in documenting local businesses/ entrepreneurs, we have (I) course projects on actual local organizations as opposed to hypothetical and/or off-island counterparts where deliverables are shared with these organizations to guide their decision-making and also with relevant policymakers; (2) case studies that have been developed. presented in an international conference and to be submitted for peer review in a business journal.

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Examples of Closing-the-Loop:
What did faculty do about their findings to improve their programs and student learning?

- **Nursing**
  - Will monitor SLO Critical Thinking and Communication with the use of rubrics for Critical Thinking (EF6b) in journal writing and Evaluation of Students in Clinical (EF6).

- **Elementary Education**
  - Inclusion of subject matter content in methods courses – implemented
  - Development of a preparation course for Praxis II which is a content-based licensure exam
  - Integration of strategy instruction on the development of critical thinking – implemented in the science methods course but not in other methods courses
  - More writing activities with corresponding rubrics

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- Psychology

Improvements in scientific writing. The Psychology Program's rubric-based longitudinal assessments of skills in scientific writing, formally launched in Fall 2004 and continued through Spring 2009, have documented reliable improvements in Psychology majors' writing, following enhancements in instruction in preparing APA Style-guided research reports (see Appendix 1).

The assessment begins with a pretest in PY210L, which majors take early, and culminates in a final posttest in PY413, which majors usually take in their final year. Students took pretests during the first week of a semester and completed the posttest near the end of the semester. The plots in Figure 2 indicate that performance improves within a semester and continues across courses. The positive trend across years, particularly the jump in 2007, suggests that instructional improvements (i.e., "closing the loop") have increased student performance. However, any effect of attrition cannot be accounted for in this analysis, lower performing students may drop the course and not complete the posttest. A program assessment coordinator would facilitate a more rigorous analysis.

Looking Forward: October 2012 Annual Assessment Inventory for AY2011-2012

- Deadline is October 1, 2012 *(to SVP, via Division Chair and Dean*
- *TracDat is available for documenting assessment which can also be used in lieu of submitting the Inventory Template*
- *UAC's focus when reporting on the assessment inventories will now shift to:*

    - *content/substance*
    - *demonstration of Program linkages to the ILOs and the Assessment Section of the Program Review requirements*

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Q & A

Questions?