

# Communicating Progress: Developing and Documenting Evidence of Student Improvement General Education

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# Workshop Goals

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Upon completion of this workshop, participants will be able to:

1. Articulate the basic expectation of outcomes assessment
2. Draft quality reports based on detailed information provided on how to improve written outcomes assessment reports
3. Have their questions addressed regarding outcomes assessment.
4. Have their questions addressed regarding how the move to online instruction will impact this year's assessment reports.

# Assessment and Online Learning

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- ❖ Schedule for accreditation is still on track :
  - ❖ Off-site review in October.
  - ❖ On-site visit March 30 - April 1.
  
- ❖ Due date for submission of reports remains the same:
  - ❖ May 15 for department chairs
  - ❖ May 30 for auditors
  - ❖ June 15 for approval by deans.

# Preparing Assessment Report

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- ❖ Data is in from in the fall and will have to form the basis of this year's report.
- ❖ Spring data is problematic. Just do the best possible to collect something meaningful.
  - ❖ Most reports don't specify whether tests are in class or online.
  - ❖ Presentations can be recorded or delivered online.
  - ❖ Papers submitted electronically, etc.
- ❖ The impact of the shift in content delivery and assessment method should be explained in the report.

# SACSCOC Influence

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## STUDENT ACHIEVEMENT

8.2 The institution identified expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of seeking improvement based on analysis of the results in the areas below:

- a. Student learning outcomes for each of its educational programs
- b. Student learning outcomes for **collegiate-level general education competencies** of its undergraduate degree programs.
- c. Academic and student services that support student success.

# General Expectations

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Components of report:

- ❑ Mission
- ❑ Outcomes
- ❑ Methods
- ❑ Results
- ❑ Action Plan
- ❑ Evidence of Improvement

# General

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- ❑ General Education Outcomes
- ❑ Four to Five student learning outcomes for each course
  - ❑ One outcome for the component
  - ❑ Three to four based on the number of competencies assigned to the course
- ❑ No administrative outcomes
- ❑ All outcomes have one **direct** method

# General Education Matrix

Foundational Component Area	SCH	Core Objectives Required					
		CT	COM	EQS	TW	SR	PR
Communication	6	✓	✓		✓		✓
Courses in this category focus on developing ideas and expressing them clearly, considering the effect of the message, fostering understanding, and building the skills needed to communicate persuasively. Courses involve the command of oral, aural, written, and visual literacy skills that enable people to exchange messages appropriate to the subject, occasion, and audience.							
Mathematics	3	✓	✓	✓			
Courses in this category focus on quantitative literacy in logic, patterns, and relationships. Courses involve the understanding of key mathematical concepts and the application of appropriate quantitative tools to everyday experience.							
Life and Physical Sciences	6	✓	✓	✓	✓		
Courses in this category focus on describing, explaining, and predicting natural phenomena using the scientific method. Courses involve the understanding of interactions among natural phenomena and the implications of scientific principles on the physical world and on human experiences.							
Language, Philosophy & Culture	3	✓	✓			✓	✓
Courses in this category focus on how ideas, values, beliefs, and other aspects of culture express and affect human experience. Courses involve the exploration of ideas that foster aesthetic and intellectual creation in order to understand the human condition across cultures.							
Creative Arts	3	✓	✓		✓	✓	
Courses in this category focus on the appreciation and analysis of creative artifacts and works of the human imagination. Courses involve the synthesis and interpretation of artistic expression and enable critical, creative, and innovative communication about works of art.							
American History	6	✓	✓			✓	✓
Courses in this category focus on the consideration of past events and ideas relative to the United States, with the option of including Texas History for a portion of this component area. Courses involve the interaction among individuals, communities, states, the nation, and the world, considering how these interactions have contributed to the development of the United States and its global role.							
Government/Political Science	6	✓	✓			✓	✓
Courses in this category focus on consideration of the Constitution of the United States and the constitutions of the states, with special emphasis on that of Texas. Courses involve the analysis of governmental institutions, political behavior, civic engagement, and their political and philosophical foundations.							
Social and Behavioral Sciences	3	✓	✓	✓		✓	
Courses in this category focus on the application of empirical and scientific methods that contribute to the understanding of what makes us human. Courses involve the exploration of behavior and interactions among individuals, groups, institutions, and events, examining their impact on the individual, society, and culture.							
Component Area Option	6	Core Objectives must match corresponding Component Area					
Courses used to complete the Component Area Option must meet the definition and criteria specified in one or more of the foundational component areas above. The Core Objectives required in the corresponding foundational component area apply to each course used to fulfill the Component Area Option.							

# Details / Tips - Results

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## Provide understandable results

- ❖ Data are representative of all students
  - ❖ Are aggregated data provided for all course sections?
  - ❖ Are data disaggregated for various modes of delivery?
  - ❖ Are data disaggregated for various locations of delivery?
- ❖ Findings are accurately described in sufficient detail
  - ❖ Do numbers add up?
  - ❖ Does the statistical analysis makes sense?
  - ❖ Are findings appropriate based on description of method?
  - ❖ **Do findings provide enough information to indicate means for improvement?**

# Details / Tips - Results

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## Provide understandable results *(continued)*

- ❖ Illustrate achievement and change in student achievement
  - ❖ Have the targets been met?
  - ❖ How does aggregate data compare to prior years?
  - ❖ How does disaggregated data compare to aggregated data or other disaggregated data?
  
- ❖ Relate findings to student achievement
  - ❖ Do findings focus on what students have achieved?
  - ❖ Do findings indicate student attainment of the outcome?
  - ❖ Do findings provide indicators for improvement?

# Example-results

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During the spring 2018 semester, 729 undergraduate students in PSY 1300 answered the essay question to assess students' knowledge and application of social and psychological concepts and theories to explain people's behavior. 85% of the students met expectations. This percentage of students (85%) is an improvement over 2017 when 83% of the students met expectations.

# Example - results

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During the spring 2018 semester, 729 undergraduate students in PSY 1300 answered the essay question to assess students' knowledge and application of social and psychological concepts and theories to explain people's behavior. 620 students (85%) of the students met expectations. This percentage of students (85%) is an improvement over 2017 when 83% of the students met expectations.

This exceeds our goal of 75% met or exceeded expectations for this outcome.

Online Section: We also examined separately the performance of our online PSY 1300 section (spring 2018, section 260). 24 students from this section completed the essay question. A random sample of 10 students was scored. In 2018, 80% of the students met expectations; in 2017, 100% of the students met expectations.

# Details / Tips - Improvements

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## Describe improvements in student learning

- ❖ Describe where previous plans lead to improvement in student learning
  - ❖ Which results showed improvements in student learning?
    - ❖ Did results meet targets that had not previously been met?
    - ❖ Did results improve from prior years even if targets weren't met?
  - ❖ Is the improvement verified in the results?
  - ❖ Have data been provided to substantiate improvements?
  - ❖ How do improvements relate to the implementation of previous action plans?

*NOTE: Do not describe results that do not show improvement in this section.*

# Example – evidence of improvement

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We assessed the learning outcomes below for the first time during the spring 2014 semester. We assessed them again in 2015, in 2016, in 2017, and in the current year, 2017-2018. In making year-to-year comparisons, we have found steady improvement across the learning outcomes.

# Example – evidence of improvement

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We assessed the learning outcomes below for the first time during the spring 2014 semester. We assessed them again in 2015, in 2016, in 2017, and in the current year, 2017-2018. In making year-to-year comparisons, we have found steady improvement across the learning outcomes. In comparing the current year, 2017-2018 with the 2016-2017 face-to-face sections, we found improvement on three of the five learning outcomes:

Social and Behavioral Science Component (LO 1), Communication (LO 3), Empirical and Quantitative Skills (LO 4). In comparing the 2017-2018 with the 2016-2017 online section, we found improvement on two of the five learning outcomes: Critical Thinking (LO 2), Empirical and Quantitative Skills (LO 4). Specific improvements from 2016-2017 to 2017-2018 are reported in bold and italicized in each of the results sections below.

# Example – evidence of improvement

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We assessed the learning outcomes below for the first time during the spring 2014 semester. We assessed them again in 2015, in 2016, in 2017, and in the current year, 2017-2018. In making year-to-year comparisons, we have found steady improvement across the learning outcomes. In comparing the current year, 2017-2018 with the 2016-2017 face-to-face sections, we found improvement on three of the five learning outcomes:

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**Comments: Doesn't include analysis of why this increase occurred, such as tying improvements back to an action plan (Closing the loop). ;Would also like to see data included in this area, i.e. % of increase in attainment.**

# Details / Tips – Action Plans

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## Suggest viable action plans

- ❖ Describe the outcome and method where learning could be improved
  - ❖ Which results show little or no improvement?
  - ❖ Which results show improvement but more improvement could be gained?
- ❖ Clearly outline plan for improving student achievement
  - ❖ What actions are reasonable based on the findings?
  - ❖ What will be implemented? (who, how, what, when)
  - ❖ Are actions feasible and realistic?
  - ❖ How are the planned actions likely to improve student learning?

# Example-action Plan

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Instructors will focus on methods to improve students aptitude and preparation for exams. All other courses will continue with current methods of instruction as goals have been met.

# Example – action plan

The Department's action plan for the 2017-2018 academic year will focus on making improvements in the two outcomes on which fewer than 70% of our students in the face-to-face sections met expectations. These are Outcome 2 (Critical Thinking: Students will demonstrate creative thinking; innovation; inquiry; and analysis, evaluation, and synthesis of information) and Outcome 4 (Empirical and Quantitative Skills: Students will manipulate and analyze numerical data or observable facts resulting in informed conclusions). It is important to note, however, that our online section performed well on these two learning objectives. During the 2018 fall semester, we will work with course instructors to develop more sustained coverage of the critical thinking skills (LO 2) and empirical and quantitative skills (LO 4) for our students. For the 1300 (Introduction to Psychology) course, learning outcomes 2 and 4 are both directly relevant to "Thinking Critically with Psychological Science", which is the title of the first chapter in the frequently-used Myer's introductory psychology textbook. This text and others used in various sections of the course cover basic research methods (including experimentation and correlation) and basic statistical reasoning (including statistical concepts and conclusions that may be drawn from research findings). Increased and more sustained coverage of these basic topics should help our students' develop these skills to a higher level.

# Details / Tips - General

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Draft clean, readable report

## ❖ Consider reader

- ❖ Avoid acronyms
- ❖ Label courses
- ❖ Summarize information
- ❖ Avoid providing too little or too much information
- ❖ Organize information

## ❖ Proofread

- ❖ Include complete sentences

Questions ??????

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