

WOU Assessment Day

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9:00-9:20 Overview of 2021-22 Assessment at WOU

- Why are we doing assessment?
- Where are we with assessment?


9:20-10:00 Discussion: Where do we go from here?

10:00-11:00 Professional Learning Community meetings

11:00-12:30 Meeting time for Program Assessment discussions

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Why are we doing assessment?


Faculty Senate survey from Spring 2021

1. What are the questions that your department is trying to answer with your current assessment practices?

- Are our students learning what we think we are teaching them?
- Are we teaching our students the right things (skills, content, competencies, etc.)?
- Can we improve how we are teaching our students?

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Why are we doing assessment?


Faculty Senate survey from Spring 2021

2. What kind of information do you think the university is trying to gather with current assessment practices?

- “The university wants to know that programs are engaged in reflective continuous improvement efforts.”
- Are our students learning what we think we are teaching them?
- Are we teaching our students the right things (skills, content, competencies, etc.)?
- Can we improve how we are teaching our students?

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Where are we with assessment?

1. **Program Assessment** (annual): Are our students learning what we think we are teaching them?
 - Program Learning Outcomes
 - General Education Learning Outcomes
 - Honors Learning Outcomes
 - Graduate Learning Outcomes
2. **Program Review** (7-year cycle): Are we teaching the right things (skills, content, competencies, etc.)?
 - Assessment of PLOs is one part of Program Review
 - <https://wou.edu/academic-effectiveness/program-review-guide/>
 - When are we scheduled for Program Review?
 - <https://wou.edu/academic-effectiveness/guides-and-resources/>

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Assessment of Program Learning Outcomes

Course Goals	Program Learning Outcomes	Undergraduate (or Graduate) Learning Outcomes
<p>Course 101</p> <p>1. Demonstrate knowledge...</p> <p>2. Apply concepts...</p> <p>3. Critically evaluate...</p>	<p>1. Explain the fundamental...</p> <p>2. Apply appropriate methods...</p> <p>3. Identify and demonstrate knowledge of...</p>	<p>Quantitative Literacy</p> <p>Written Communication</p> <p>Inquiry and Analysis</p> <p>Integrative Learning</p> <p>Diversity and Global Learning</p>
<p>Course Goals database is 89% complete for Fall 2021!</p> <p>How can I check if my Course Goals are in the database?</p> <ul style="list-style-type: none"> • Course Goals database • https://wou.edu/include_files/iframe_apps/facultysenate/curriculum/forms/course_goals.php 		

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How are we doing with Program Assessment?


- 79% of Programs submitted 2019-20 Program Learning Outcomes Assessment Reports
- For the past two years, I used a rubric to assess our assessment practices
 - 11 categories with 3 levels

Category	Benchmark	Satisfactory	Exemplary
Data Source	Data is collected, but not at a consistent point in the program	Data collected includes work performed near the end of the academic program	Data is collected from a culminating experience shared by all students
	Data collection is post-hoc rather than planned	Sample is from student representing mode of expected performance	Sampling is random (for larger programs) or all majors are included (<10 grads per year)

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How are we doing with Program Assessment?

- 79% of Programs submitted 2019-20 Program Learning Outcomes Assessment Reports
- For the past two years, I used a rubric to assess our assessment practices
 - 11 categories with 3 levels
 - **Strengths** in our assessment practices:
 - Data Source: 2.5 out of 3
 - Means of Assessment: 2.0 out of 3
 - **Weaknesses** in our assessment practices:
 - Target Identification: 1.4 out of 3
- Showed improvement in 8 of 11 categories

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Where are we with assessment?

1. **Program Assessment** (annual): Are our students learning what we think we are teaching them?
 - Program Learning Outcomes
 - General Education Learning Outcomes
 - General Education PLC reviewed assignments submitted by 29 FYSEs to assess GELO Foundational Skills and Breadth of Knowledge
 - Context: 2.0
 - Evidence: 1.9
 - Analysis: 1.7
 - Conventions: 1.6
 - Revised rubric to improve data collection and analysis
 - Recommendations on “closing the loop”

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Where are we with assessment?

1. **Program Assessment** (annual): Are our students learning what we think we are teaching them?
 - Program Learning Outcomes
 - General Education Learning Outcomes
 - Honors Learning Outcomes
 - Developed their new Assessment Plan
 - Graduate Learning Outcomes
 - Created rubrics for each of the GLOs

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What's Planned for 2021-22?

- Complete our Course Goals database for all courses taught in 2021-22
- 100% completion of 2020-21 Program Learning Outcome Assessment Reports
 - Deadline: Oct. 31, 2021
 - Zoom sessions for concerns, thoughts, questions and complaints
 - Tuesday, Oct. 5th, 2:00 – 3:00 pm
 - Wednesday, Oct. 13th, 1:00 – 2:00 pm
 - Thursday, Oct. 21th, 3:00 – 4:00 pm
 - Tuesday, Oct. 26th, 10:00 – 11:00 am
 - Friday, Oct. 29th, 11:00 am – 12:00 pm

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Faculty Senate Survey: Good, Bad, and Ugly

- What assessment questions are of most interest to your department?
 - Are our students learning what we think we are teaching them?
 - Are we teaching our students the right things (skills, content, competencies, etc.)?
 - Can we improve how we are teaching our students?
- 88% of respondents somewhat agreed or strongly agreed with the statement that “Our program faculty feel that our Program Learning Outcomes reflect what we teach in the classroom.”
- 84% of respondents somewhat agreed or strongly agreed with the statement that “Our program faculty use assessment data about student learning to make changes to our curriculum.”

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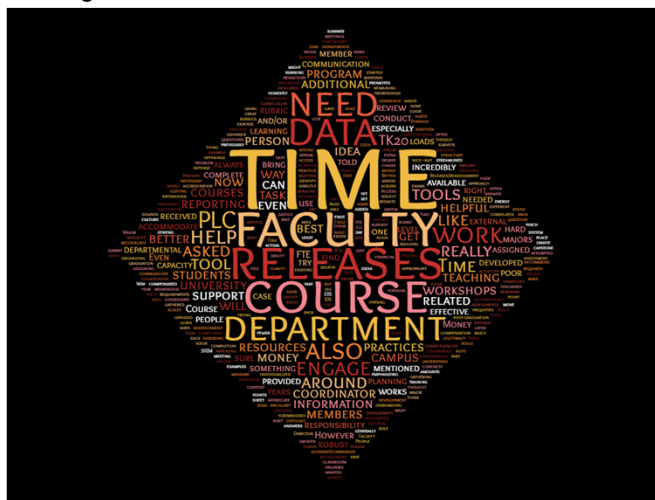
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Faculty Senate Survey: Good, Bad, and Ugly


- What resources (e.g. time, money, tools) are needed within your unit to support doing assessment?



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Faculty Senate Survey: Good, Bad, and Ugly

- What resources (e.g. time, money, tools) are needed within your unit to support doing assessment?
 - Faculty feel overburdened
 - Faculty feel like they need time (course releases) and more resources
- What kind of information do you think the university is trying to gather with current assessment practices?
 - 44% of respondents emphasized that fulfilling accreditation requirements was the main purpose or that the purpose was unclear

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Faculty Senate Survey: Good, Bad, and Ugly


- What has been your experience working with TK20?



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Faculty Senate Survey: Good, Bad, and Ugly

- What has been your experience working with TK20?
 - Clunky, unnecessary barrier to submitting assessment reports.
- Breakdown in communication
 - “I trust my colleagues in assessing their areas of expertise. The cookie-cutter model from the admin doesn't work for everyone.”
 - “I feel that our program already have rigor assessment process and doing another set of assessments for the university is additional work for us.”
 - “I'd like a clearer differentiation between the hoops jumped and boxes checked for admins and the real, helpful assessment that will strengthen my program.”

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Questions for Discussion

- **How could Program Learning Outcome assessment be restructured to make the system less burdensome?**
 - 52% of respondents somewhat agreed or strongly agreed with the statement that “Instead of annual program assessment reports and a 7-year program review, I would find it more helpful to engage in a process that includes both learning outcome assessment and program review on a 3- or 4-year cycle.”
 - Build common structure for all programs around AES?
- **How could the oversight of assessment on campus be restructured to increase faculty buy-in?**
 - Assessment of student learning should be faculty-driven and, if done well, faculty should find it rewarding. Would having a faculty run PLC that reviews annual PLO reports be an improvement?
- **What specific assessment training would be helpful?**

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