LEARNING OUTCOMES ASSESSMENT REPORTING: WHERE DO WE GO FROM HERE?

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Academic Assessment Council
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GOALS/OUTCOMES

Goal: To develop shared understanding of effective assessment reporting practices and clarify process for 2014-15 assessment cycle.

– Identify trends in 2013-14 reporting
– Identify areas for improvement
– Review characteristics of good reporting
– Define next steps
TRENDS IN 2013-14 CYCLE
REPORTS SUBMITTED IN COMPLIANCE ASSIST

251
Average Number of Outcomes Per Program

- Undergraduate: 4
- Master’s/Doctorate: 3.8
- Certificate: 2.6
THE MAJORITY OF PROGRAMS ASSESSED HALF OR MORE OF THEIR OUTCOMES
PROGRAMS THAT REPORTED RESULTS AND ACTIONS TAKEN
N=251
### ACTIONS TAKEN FIELDS* (N=251)

<table>
<thead>
<tr>
<th>Category</th>
<th>No actions Taken **</th>
<th>No students</th>
<th>Faculty development</th>
<th>Course revisions</th>
<th>Student support</th>
<th>Curriculum revision</th>
<th>Extended cycle</th>
<th>Pedagogy</th>
<th>Assessment plan...</th>
<th>Assessment process</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program count</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
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<td>2</td>
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</tbody>
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* Programs selected on average 2 distinct Action taken categories.

** Only includes programs that selected no other fields.
THE 5 MOST COMMON REPORTING ISSUES

1. No comparison with results from previous cycle
2. No rationale for extended cycle
3. Incomplete fields
4. No benchmarking/ Desired results
5. No Action Taken for all outcomes several years in a row.
FACULTY DEVELOPMENT ACTIVITIES

<table>
<thead>
<tr>
<th>Activity</th>
<th>Number of events</th>
<th>Number of participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual</td>
<td>21</td>
<td>3</td>
</tr>
<tr>
<td>Program consultations</td>
<td>20</td>
<td>2</td>
</tr>
<tr>
<td>Workshops</td>
<td>17</td>
<td>2</td>
</tr>
<tr>
<td>Roundtables</td>
<td>18</td>
<td>4</td>
</tr>
</tbody>
</table>
WHAT IS A GOOD REPORT?
Effective Assessment Practices

• Focus on student learning
• Focus on improvement, not compliance
• Engage program faculty
• Are useful to the program
• Are sustainable
WHAT’S NEXT?
A TIMELINE FOR ANNUAL ASSESSMENT ACTIVITIES

EARLY FALL
- Review actions
- Ensure that actions get implemented
- Ensure assessment activities will take place

FALL/SPRING/SUMMER
- Carry out assessment
- Collect data

LATE SPRING/SUMMER
- Analyze and interpret results
- Compare with last year’s results, if applicable

SUMMER/EARLY FALL
- Share results with faculty
- Discuss progress on last year’s actions
- Identify new actions to be taken

SEPTEMBER 15TH
- Submit report in Compliance Assist

Corinne Nicolas-- October 2014
Reports are due

SEPTEMBER 15TH
Contacts and Resources

• TennTLC
  865-974-3807
• Office of Institutional Research and Assessment
  865-974-4373
• Office of the Provost:
  http://sacs.utk.edu/
FAQS SHEET

Q: WHERE SHOULD I GO TO ENTER RESULTS?
Q: I AM THE NEW ASSESSMENT PERSON FOR MY PROGRAM, WHERE DO I START?
Q: WHEN ARE REPORTS DUE?
Q: CAN WE USE COURSE GRADES?
Q: WHAT IF WE HAVE A SMALL NUMBER OF STUDENTS?
Q: CAN WE USE TEST GRADES?
Q: HOW DO WE DECIDE ON A SCALE FOR OUR PROGRAM RUBRIC?
Q: WHAT IS THE RIGHT SAMPLE SIZE?
Q: WHAT IS EVIDENCE OF IMPROVEMENT?
Q: DO WE HAVE TO USE A RUBRIC?