Assessment

Continuous Improvement
Objectives

Assessment Process

- Learn the purpose
- Understand the process
- Promote dialogue with faculty, staff, and students
- Enter objectives
- Enter measures, targets, and findings
- Enter action plans and how to close the loop
The Purpose of...

assessment is to **INCREASE** quality.

evaluation is to **JUDGE** quality.

Too short and not enough leaves. C-

(http://www.pcrest2.com/LO/assessment/2.htm)
What is the purpose of assessment?

- Provides consistent, continual feedback
- Provides opportunities for revision
- Aligns activities around the mission
- Emphasis results or outcomes
- Quality learning environments
- See the whole experience
- Focus on the student
Glossary

- **Mission**: highest aims, intentions, and activities of the entity, purpose
- **Goals**: broad statement about desired ends
- **Objective**: active-verb description of a desired end result related to the entity mission – can be assessed!
- **Measure**: method to gauge achievement of desired result
- **Findings**: assessment results for comparison of actual vs. expected achievement level
- **Action Plan**: activity sequence designed to help entity better accomplish intended outcomes/objectives
- **Cycle**: span of time for a single assessment sequence

*(Glossary. WeaveOnline)*
What is Assessment?
Continuous Improvement

Mission Strategic Plan

- Frame Goals
- Define Objectives
- Devise Measures
- Assess Findings
- Improve Actions
Key Points & Questions

1. Frame **current** assessment practices
2. Assess what **matters** most to you
3. Take **simple** steps
4. Innovate based on **results**
5. Encourage the **scholarship** of...

What do you want to **know**?

How good is **good enough**?
UL Lafayette Guidelines

*Assess each objective at least twice in 5 yrs.

**At least one objective related to students

Students will demonstrate knowledge of core accounting disciplines: financial accounting

Generate external R&D funds that exceed the university allocation by an order of magnitude each FY

Provide more payroll self-service to Graduate Assistants
Current platform

The image shows a screenshot of the WEAVE online platform, which is a system for assessment and planning management. The platform is associated with the University of Louisiana at Lafayette. The screenshot includes a section titled "Local News," which contains a message indicating that there is no local news at this time. The WEAVE online news section has several bullet points, including:

- Commence: Join us in Converses™—our platform for peer communication, sharing best practices, and scholarly discussion and request membership in groups such as the WEAVE Assessment Group. Check out Resources > WEAVE Assessment for member-developed material, information for WEAVE Assessment Administrators, lists of member institutions, etc. Also see the Resources tab for Conviva materials such as Conviva Quick Start. Please request membership in Converses by emailing support.

- Updates: WEAVE is committed to putting improved features and functionality into your hands as quickly as possible. To accomplish that, we plan our updates on Sundays from 11am-1pm Eastern or weeknights from 6-11pm Eastern. Please be aware of these windows in your own planning.

- WEAVE Community: The WEAVE community continues to grow. We now have members in Alabama, Arizona, California, Colorado, Connecticut, Florida, Georgia, Hawaii, Illinois, Indiana, Iowa, Kansas, Kentucky, Louisiana, Maryland, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, Montana, Nebraska, New Jersey, New Mexico, New York, North Carolina, Ohio, Oklahoma, Oregon, Pennsylvania, Puerto Rico, South Carolina, Tennessee, Texas, Virginia, Washington, Washington - DC, West Virginia, Wisconsin, Guam, and the United Arab Emirates.
Mission / Purpose

The Undergraduate Program in English offers students a strong liberal arts experience, emphasizing reading, writing, speaking, and critical thinking skills within a global, multicultural context. Our mission is to provide all English majors with a thorough grounding in the analysis and interpretation of texts and to teach them the research skills essential to discovery and reasoned argument. Through options for deeper study in Literature, Language, and Culture, Creative Writing, and Professional Writing, students build on this groundwork. LCC students develop sophistication in literary and cultural analysis; creative writers hone craft and imagination; professional writers learn the advanced communication and design skills necessary to articulate issues and solve problems. Threaded through the program as a whole is the conviction we share with all our students: that language and discourse offer powerful means to discover meaning, to create new possibilities, and to take action in the world (adapted from Virginia Polytechnic Institute and State University, with permission).

The purpose of the English degree program is closely aligned with liberal arts, communications, and analysis goals of the institution.
Goals (two possibilities)

Assessment Summary

Select View

View Sections: ☑ Goals ☐ Outcomes/Objectives ☐ Measures & Findings

Goals

English does not use Goals as part of the Assessment process. To change this setting, please click on the 'Email Admin' link in the footer to inform your WEAVLonline Administrator of your Goal preference.

Assessment Summary

Select View

View Sections: ☑ Goals ☐ Outcomes/Objectives ☐ Measures & Findings

Goals

Add

View this set of Goals: ☑ Active ☐ Hidden ☐ All

Goals have not yet been added.
Objectives & Measures

Assessment Summary

Cycle and Entity Selection:
2013-2014 (Current)  Advancement Services

Assessment Summary

Goals
Advancement Services does not use Goals as part of the Assessment process. To change this setting, please click on the 'Email Admin' link in the footer to inform your WEAVOnline Administrator of your Goal preference.

Outcomes/Objectives
(Numbers inside parentheses show related Goals. ✓ indicates Student Learning.)

1: Refine Millennium Database (Final) ✓
2: Populate Database with Email Addresses (Final) ✓
3: Quarterly Surveys (Final) ✓

Measures & Findings
(Numbers inside parentheses show related Outcomes/Objectives.) Toggle triangles to add/edit Target, Findings, or Action Plan.

1: Mailing Addresses (O:1) (Final) ✓
2: Email Addresses (O:2) (Final) ✓
3: Satisfaction of Service (O:3) (Final) ✓
Academic Planning and Faculty Development

Measures & Findings

Achievement Target: The criteria for success will be that 85% of papers in the sample meet or exceed the target level of 4 on the rubric’s 5-point scale in each of these areas:

- assignment parameters
- organization and development - structural integrity
- organization and development - reasoning & focus consistency
- language - contextual and audience appropriateness
- grammar and mechanics - observation of standard edited English
- miscellaneous areas particular to the assignment.

Measure: Research Paper, scored by a standard rubric
Outcome/Objective: Do effective research to integrate in writing

Add Finding (Current content uses 0 of 2,500,000 available characters)

Achievement Target:  ○ Met ○ Partially Met  ○ Not Met  (If less than Met, develop an action plan to improve future results.)
Established in Cycle:
Entry Status:  ○ Draft / In-progress  ○ Final
Action Plan Tracking

Assessment Summary - Add Action Plan

- Relationships
  - Add Relationships

Implementation Status: Planned

* Condensed Description: 128

Description: 0 of 20,000

Projected Completion Date: Enter a Date

Implementation Description: 500
Reporting

1: Select cycle
- 2011 - 2012 (Current)
- 2010 - 2011 (Previous)
- 2009 - 2010

2: Select a report
- Profile reports show data entity by entity.
- Full Assessment Reports
  - Detailed Assessment Report (DAR)
  - Assessment Data by Section (ADS)
- Audit Reports
  - Audit Report Profile
  - Outcomes/Objectives that Need Measures
  - Measures that Need Targets
  - Measures that Need Findings
  - Findings that Need Action Plans
- Data Entry Status (DES) Reports
  - DES Details, color-coded
  - DES Overview, statistics

3: Select report entities
- All entities to which I have access
- All entities through Level 7
- Only entities at Level 7
- Selected entities (see choices)

YOUR COLLEGE
- President, Office of the
- Institutional Research
- Campus
  - Demonstration/Repository
    - Campus Document Repository
    - Demonstration Entity
Detailed Assessment Report

Details for Action Plans Established This Cycle

**Offer faculty workshop on reflection**

Working with the Faculty Learning Community on Portfolios, we will offer a faculty workshop on reflection, incorporating the findings of the assessment committee and a range of examples. We will suggest pedagogical strategies that can be employed in a variety of courses.

- **Priority:** High
- **Target Date:** 08/2009
- faculty workdays in August
- **Responsible Person/Group:** Department Chair
- **Additional Resources Needed:** printing, boxed meals for working lunch
- **Budget Amount Requested:** $500

**Revise reflection prompts**

We will revise the reflection prompts to make it clearer to students what we expect, to scaffold the assignment more effectively, and to encourage more developed responses.

- **Priority:** High
- **Target Date:** 08/2009
- beginning of fall semester 2009
- **Responsible Person/Group:** Ned Miller

**Teach from examples**

We will reduce the number of reflection statements required and spend more classroom time teaching how to write in this genre. As part of this effort, we will provide examples and encourage revision.

- **Priority:** High
- **Target Date:** 09/2009
- concerted effort beginning fall semester 2009
- **Responsible Person/Group:** course coordinators and faculty for 200-level courses

**Analysis Answers**

What implications do these assessment results have for your program?

We have decided to make this the main topic for our pre-semester faculty retreat. That will give us the time to discuss anything that needs to be taken to the curriculum committee this fall.
Coming soon!
Resources

- *Introductory Faculty Training*. WeaveOnline.
Remember!
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