

Examples of Assessment Process

Example 1:

Who is conducting assessment? What are they doing?

The assessment process is conducted by college faculty and staff. In particular Dean's Office operations assessment is conducted by Dean's Office Staff and Associate Deans in the areas of Research Support, Faculty Affairs, IT, Marketing/Communication, HR, Budget, Undergraduate Services, Graduate Services, Classroom Scheduling, Curriculum Support, Facilities, and Office Management/Reception. Department Chairs, Staff, and Faculty collect and share data where necessary. Additionally, other institutional sources and outside institutions may provide data.

What do you want to assess (what are your outcomes)? How do you plan to assess it (strategies, tools, measures)?

The primary areas of assessment (outcomes) are: Information & Technology Services, Dean's Office area/unit services, and Undergraduate and Graduate advising.

These areas are assessed through a variety of strategies and tools. IT Services are measured through user surveys, and internal productivity/efficiency tracking. Dean's Office Service is measured through faculty and staff surveys, and internal productivity tracking/reports. Undergraduate and Graduate advising is measured through surveys and internal productivity tracking/reporting.

How will you review and analyze the data?

Data is reviewed and analyzed by faculty/administrators/staff in each of the respective areas. Reports are provided to the Assessment Coordinators who perform additional analysis and review to then synthesize the plans/results reports.

How are you going to use the assessment results to improve your program/unit? How will you communicate the results to other faculty or staff members?

With the completion of each cycle assessment coordinators will analyze results/plans to identify potential items for change/improvement. These items will then be shared with area leaders and Dean's Office administrators to further identify opportunities for improvement and to decide which (if any) changes should be made.

Results will be communicated to other faculty/staff through electronic reporting/email, and in person/phone conversation.

Example 2:

Who is conducting assessment? What are they doing?

All three AT Program faculty are included in the IE assessment process. There are direct and indirect measures for each outcome and each faculty member is responsible to understand, carry-out, and measure their assigned outcomes or measures. Information is gathered year-round. The months when the measurement occurs are included in each measure.

What do you want to assess (what are your outcomes)? How do you plan to assess it (strategies, tools, measures)?

The AT Program assessment plan attempts to meet the requirements of two groups; the Commission on Accreditation of Athletic Training Education (CAATE), and the Institutional Effectiveness (IE). CAATE requires that the AT Program assesses all aspects of program quality. The assessments must include, but are not limited to; assessments of faculty, clinical sites, clinical preceptors and

student learning. The assessment of student learning is included in the Institutional Effectiveness plan outlined here. The assessment of faculty, clinical sites and clinical preceptors is articulated in a separate document.

The largest indicator of student learning is the assessment of the 8 content areas set forth by the 5th Edition Athletic Training Education Competencies. All students must be rated as competent in the specific knowledge, skills and abilities (KSAs) and proficient with the Clinical Integration Proficiencies (CIPs) or they do not proceed through the program. Because the AT Program uses a "mastery learning" curriculum, students may repeat the KSA and/or CIP with their preceptor until they are judged competent/proficient.

How will you review and analyze the data?

To make the assessment plan more informative to the AT Program and the IE community, we have additional measures that examine how many students repeat practical examinations (KSA content) and how many students do not matriculate through the program because they are not meeting the benchmarks. We also included outcomes related to communication and critical thinking.

What do you want to assess (what are your outcomes)? How do you plan to assess it (strategies, tools, measures)?

At the conclusion of the results from the prior year, the faculty meet to discuss changes that should occur for the subsequent cycle and design/revise instruments as needed. In addition, the AT Program also completes an Annual Report for the CAATE. This report is usually due electronically by October.

Example 3:

Who is conducting assessment? What are they doing?

The program assessment will primarily be conducted by the Program Director, with input and assistance from faculty associated with the Clinical M.A. program and the Chairman of the Psychology Department. The Program Director will administer assessment measures during the final semester for graduating students, compile data, compute the results and prepare them for submission. The supporting faculty will review the results and provide input regarding accuracy and strategy for presentation.

What do you want to assess (what are your outcomes)? How do you plan to assess it (strategies, tools, measures)?

We will be assessing four outcomes:

(1) *Graduates of the program will be highly knowledgeable in the eight content areas and work behaviors required by the licensing board for Licensed Mental Health Counselors.* This outcome will be assessed with a standardized Exit Exam during the students' final semester in the program. The exam provides national norms. The program will produce graduates who score one-half standard deviation above the national averages for each of the eight areas on the exam.

(2) *Graduates of the program will demonstrate high levels of professional competence in the field.* This outcome will be assessed with Student Evaluation Forms that are completed by clinical supervisors at the end of internship. The ratings across several competency areas will average between Good and Excellent (greater than or equal to 4.50 on a 5 point scale).

(3) *Graduates of the program will be satisfied with the adequacy of their training.* This outcome will be assessed through an anonymous Student Exit Survey completed at the end of the last semester of the program. Average student ratings will be somewhere between Good and Excellent (3.75 on a 5 point

scale).

(4) Alumni of the program will be employed in the field or enrolled in a doctoral training program, and they will be licensed or prepared to gain licensure as a mental health counselor. This outcome will be assessed with an Alumni Survey. At least 75% of alumni will be employed in the field or in a doctoral program, and at least 60% will be licensed.

How will you review and analyze the data?

The data will be analyzed by computing means for all measures as specified in the assessment plan, and comparing the computed means with the specified performance targets. The data will then be presented in a program faculty meeting where we will review areas of strengths (i.e., outcomes for which we met or exceeded our performance targets) and discuss ways in which we can maintain excellence in those areas. We also will review areas of weakness (i.e., outcomes for which we did not meet our performance targets) and troubleshoot ways in which we can improve the program to address the shortfalls.

How are you going to use the assessment results to improve your program/unit? How will you communicate the results to other faculty or staff members?

For example, we typically consider the following possibilities to address relative weaknesses and make changes as necessary to improve the program and/or assessment strategies:

- (1) reliability and validity of the results - assess extraneous variables that may influence results
- (2) course content/delivery - assess extent to which relevant courses contain necessary information and consider adding/deleting content; explore options for delivering information more effectively
- (3) faculty teaching assignments - assess extent to which faculty interests/expertise align well with course assignments
- (4) practicum/internship placements- assess quality of community placements in terms of both clinical training opportunities made available and level of supervision provided
- (5) admissions - assess our recruitment and admission processes to ensure that our incoming students have the preparation and academic goals that are a good fit with our program

The measures we use are sufficient for monitoring changes in our performance targets by examining results over time, particularly with regard to the effectiveness of changes we make in consideration of the areas outlined above (e.g., course content/delivery changes). When appropriate, we will add new measures.

Following the program faculty's thorough review, we will share our assessment results with the Department Chair and broadly communicate the results in a meeting of the entire faculty, when all program assessments are reviewed.

Example 4:

Who is conducting assessment? What are they doing?

Four faculty members (may change from one semester to another) are involved in data collection process from four core courses designed for the major. These faculty members are listed in Participants Section.

What do you want to assess (what are your outcomes)? How do you plan to assess it (strategies, tools, measures)?

Assessment consists of eight outcome goals with two specific measures for each goal. These goals and measures are explicitly stated here in outcomes and measures section.

How will you review and analyze the data?

Data are collected using a combination of scores in embedded exam questions, written project reports, oral presentations, and standardized national exam (all statistics majors are required to take Society of Actuaries Exam on Probability (SOA Exam P) and their scores are used for assessment). There are several faculty that constitute the panels that prepare embedded exam questions and there are individual instructors that allow data to be collected from their courses in whatever way the course instructors feel appropriate to assess measures related to his/her course.

How are you going to use the assessment results to improve your program/unit? How will you communicate the results to other faculty or staff members?

Assessment plans and results are discussed in a department meeting of all faculty and suggestions for improvement are incorporated in plans. Data are reviewed and analyzed to see if there is any improvement when compared with data obtained from previous semesters. Assessment results are often used by instructors to identify such factors as teaching strategy, assignment and exam methods, overall course attendance, grading policy, etc., that may lead to an improvement of student learning.