



INSTITUTIONAL IMPROVEMENT
Office of Academic Assessment

TWU Certificate Program 5-Year Trend Report
2013-2017

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Executive Summary

General Overview of TWU Certificate Programs

Texas Woman's University launched the implementation of student learning outcomes (SLOs) assessment of its certificate programs in spring 2013 (refer to Appendix A). The reporting cycle for TWU certificate programs aligns with the calendar year. Therefore, an annual reporting cycle consists of student performance data collected during spring, summer, and fall semesters of the calendar year. *Academic Institutional Improvement Reports-Certificate Programs (AIIRs-CPs)* and corresponding *Trend Analyses-Certificate Programs* are submitted annually in mid-March of the next calendar year. The *Office of Academic Assessment* provides oversight and documents progress on certificate program SLOs assessment in a report that conveys trends in student learning performance over time.

Student performance data represent the percentage of students assessed that achieved a set “criterion for success” on each assessment measure. A minimum of two assessment measures are required for each program student learning outcome. The criterion for success represents the *minimal acceptable* level of individual student performance on the selected assessment measure.

TWU offers three types of certificate programs:

- Undergraduate certificate programs
- Post-Baccalaureate certificate programs
- Post-Master’s certificate programs

Following the first year of implementation of certificate program SLOs assessment, the *Office of Academic Assessment* published a single institutional-level report, providing data analyses of the first year of implementation. Following the first year of implementation, a decision was made to publish subsequent annual reports once several years of student SLOs performance data were available to analyze trends over time.

Presently, three levels of analyses are conducted:

- Institution-Wide by College
- College by Academic Unit
- Academic Unit by Certificate Program

In general, TWU certificate programs have low student enrollment numbers. In fact, it is not unusual for a certificate program to have no students enrolled/assessed within a single reporting period. In tandem with low student enrollment, it is statistically unreasonable to require certificate program faculty to initiate an “action for improvement” given a small *N*-value. And, while annual assessment reports are required for each certificate program, some programs have little to no student performance data to report. Consequently, TWU has implemented the following “guideline” for analysis and interpretation of certificate program student performance data:

Once an aggregate of 20 certificate program completers is attained, the cumulative SLOs assessment data will be analyzed and interpreted; and, appropriate actions for improvement will be implemented to improve student learning.

Certificate program student learning outcomes assessment at TWU is based on what students will be able to do at the end of the program (exit competencies); therefore, program assessment occurs toward the end of the final semester of coursework associated with the certificate program. Annual student performance data reported represent the percentage of students assessed that achieved a set criterion for success for each SLO program assessment measure. Currently, only a single program SLO is required for certificate programs (with a minimum of two assessment measures per SLO), although program faculty may choose to add and assess additional SLOs.

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Descriptive Statistics

Number and Types of Certificate Programs. TWU offers two types of graduate certificate programs and one type of undergraduate certificate program, as previously described. The number and types of these certificate programs are provided in the table below. The number of undergraduate certificate programs offered at TWU is much lower than that of the graduate programs. Perhaps this is due to students desiring to complete their undergraduate degrees, rather than taking extra hours to obtain a certificate as well. Furthermore, there is a limit on number of SCHs that a student can accumulate in Texas before incurring an increase in SCH cost, which may also play a role in explaining the lower number of undergraduate certificate programs. However, the *Office of Academic Assessment* does not have data to back that supposition. There has been a minor fluctuation in the number of certificate programs by type; but overall, no major changes are noted. Anecdotally, some programs have been terminated by the academic unit because either no students ever enrolled or enrollments in certificate programs were very low.

Year	Undergraduate Certificate Programs	Post-Bacc Certificate Programs	Post-Master's Certificate Programs	Total
2013	4	16	11	31
2014	7	16	10	33
2015	5	12	11	28
2016	5	12	11	28
2017	4	15	11	30

Number of Students Assessed. TWU requires all certificate-seeking students to be assessed toward the end of the program of study on SLOs assessment measures indicated within the certificate program assessment plan. The number of students enrolled in TWU certificate programs is typically quite small across the university. Additionally, the number of students assessed will vary due to several factors; thus, not allowing for an accurate overall student count per academic year. However, the number of students assessed (*Ns*) on a given SLOs assessment measure for each certificate program is provided in the table below respective performance charts.

Student Learning Outcomes Performance Trend – Institutional Level

Institution-wide, certificate program student performance on student learning outcomes assessment documents a positive direction in student learning performance over time. The table below illustrates the institution-wide annual average percentage of certificate program students assessed that achieved the set criterion for success.

Year	TWU Average
2013	87.01%
2014	83.38%
2015	84.39%
2016	90.31%
2017	94.00%
Overall	87.82%

The 2013 initial report contained only a single semester of student performance data with seven programs reporting. The noted 2014 decrease in the TWU overall average of student performance was likely due to one or more of the following factors:

- 2014 represented the first full reporting cycle
- Four times the number of programs reported data in 2014
- The number of students assessed increased due to quadrupling the number of certificate programs reporting

Academic Assessment – TWU Certificate Program 5-Year Trend Report [2013 – 2017]

The current performance trend is promising with 10% improvement in student performance from 2015 through 2017; however, due to the low overall number of students assessed in any given year and the low number of certificate programs, the trend is tentative at best. Additional years of performance data will provide a more accurate depiction of whether TWU is improving in student learning performance consistently over the years.

The *Office of Academic Assessment* offers its thanks and gratitude to all administrators, program coordinators, and faculty for conducting Academic Institutional Improvement (II) program assessment with the intended goal of continuous improvement in student learning performance over time. Without this effort, we can only speculate how well TWU students might be performing.

Performance Charts

The TWU Certificate Program 5-Year Trend Report [2013-2017] provides *Academic Institutional Improvement* SLOs performance data across the first five certificate program reporting cycles. Academic units (faculty/administrators) had the opportunity to write a brief summaries for the first four reporting cycles (through the 2016 cycle). Those summaries are found at the bottom of each chart page.

Trend analyses are presented and organized according to three designated levels shown below:

- Institution-Wide by College
- College by Academic Unit
- Academic Unit by Certificate Program

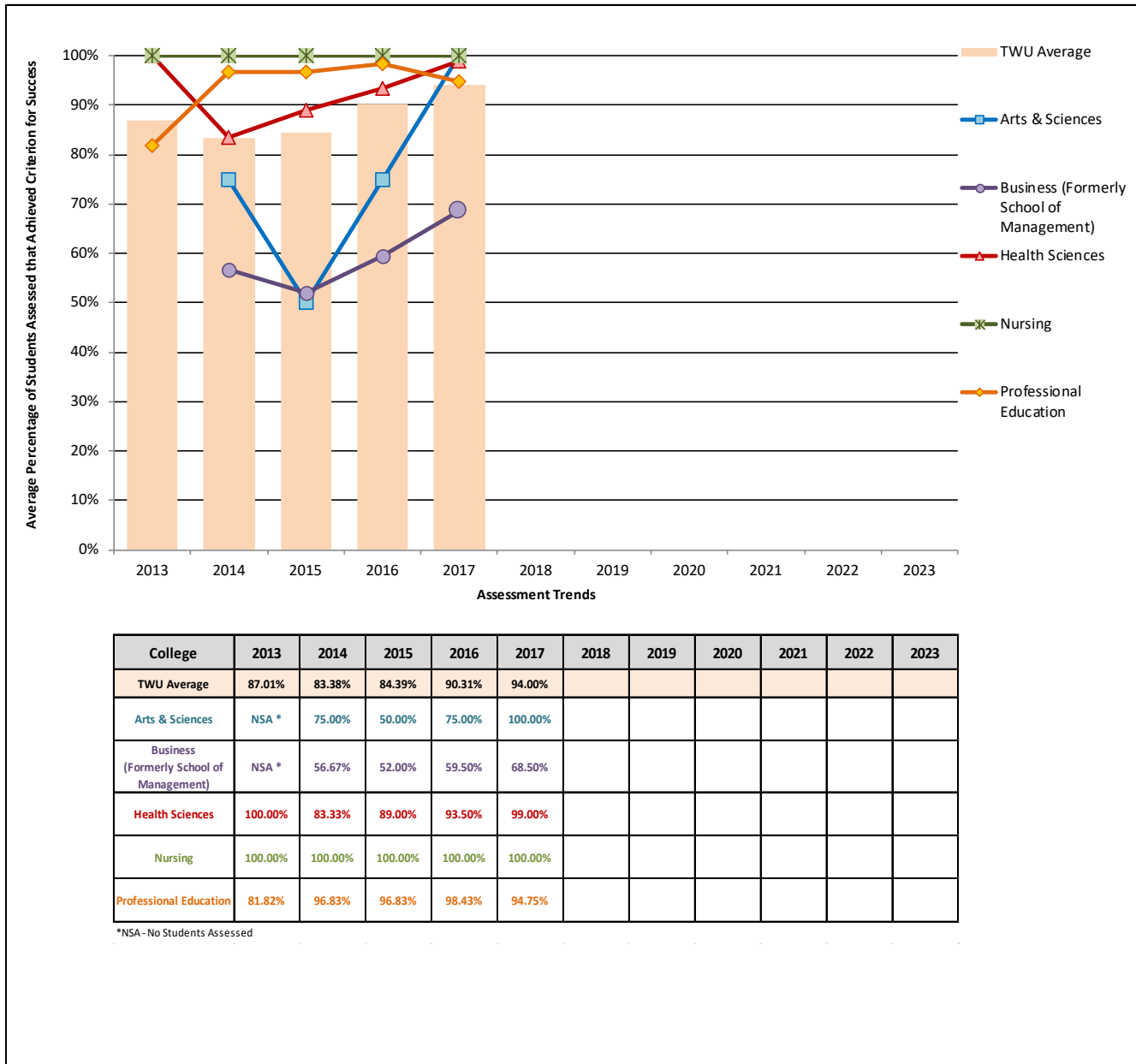
Future Academic Assessment Degree Program Trend Reports

Future TWU Academic Assessment degree program trend reports will be issued on an annual basis. Summaries of student performance trends will be updated on a three-year cycle from this point forward and will be required.

The *Office of Academic Assessment* welcomes any comments, feedback, and/or recommendations to Terry Senne, Director of Academic Assessment at tsenne@twu.edu.

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Institution-Wide by College

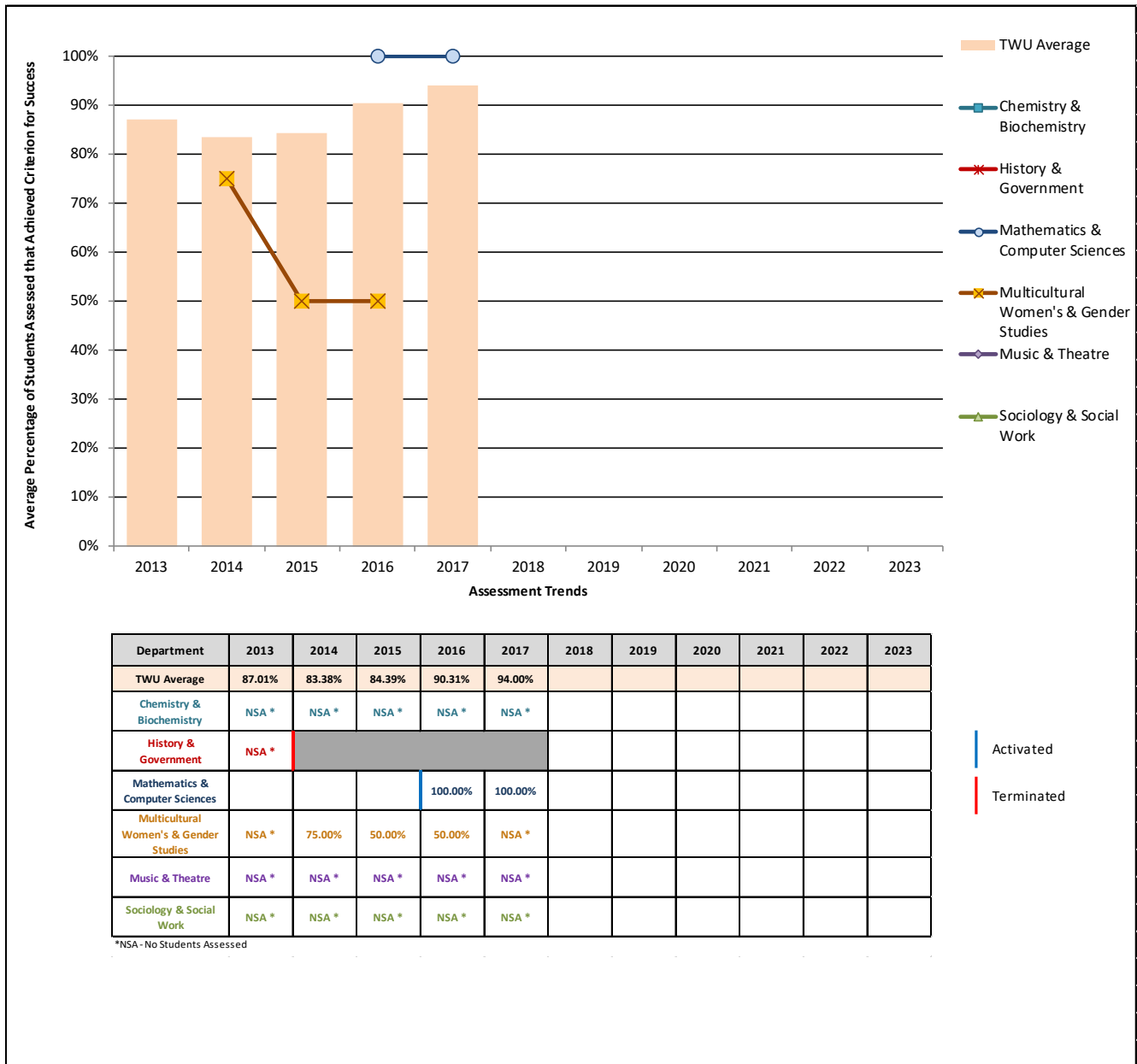


Summary

This chart shows the overall average percentage of students assessed that achieved the criterion for success by college across Texas Woman's University over the last four years. There is a great deal of variation specific to number of certificate programs housed within the academic units of each college that should be taken into consideration when reviewing the performance data fluctuations over time. Subsequent charts provide additional detail and explanation of student performance data by college and academic unit. The low number of students enrolled in the certificate programs most likely plays a role in the how these data may be interpreted.

Academic Assessment – TWU Certificate Program 5-Year Trend Report [2013 – 2017]

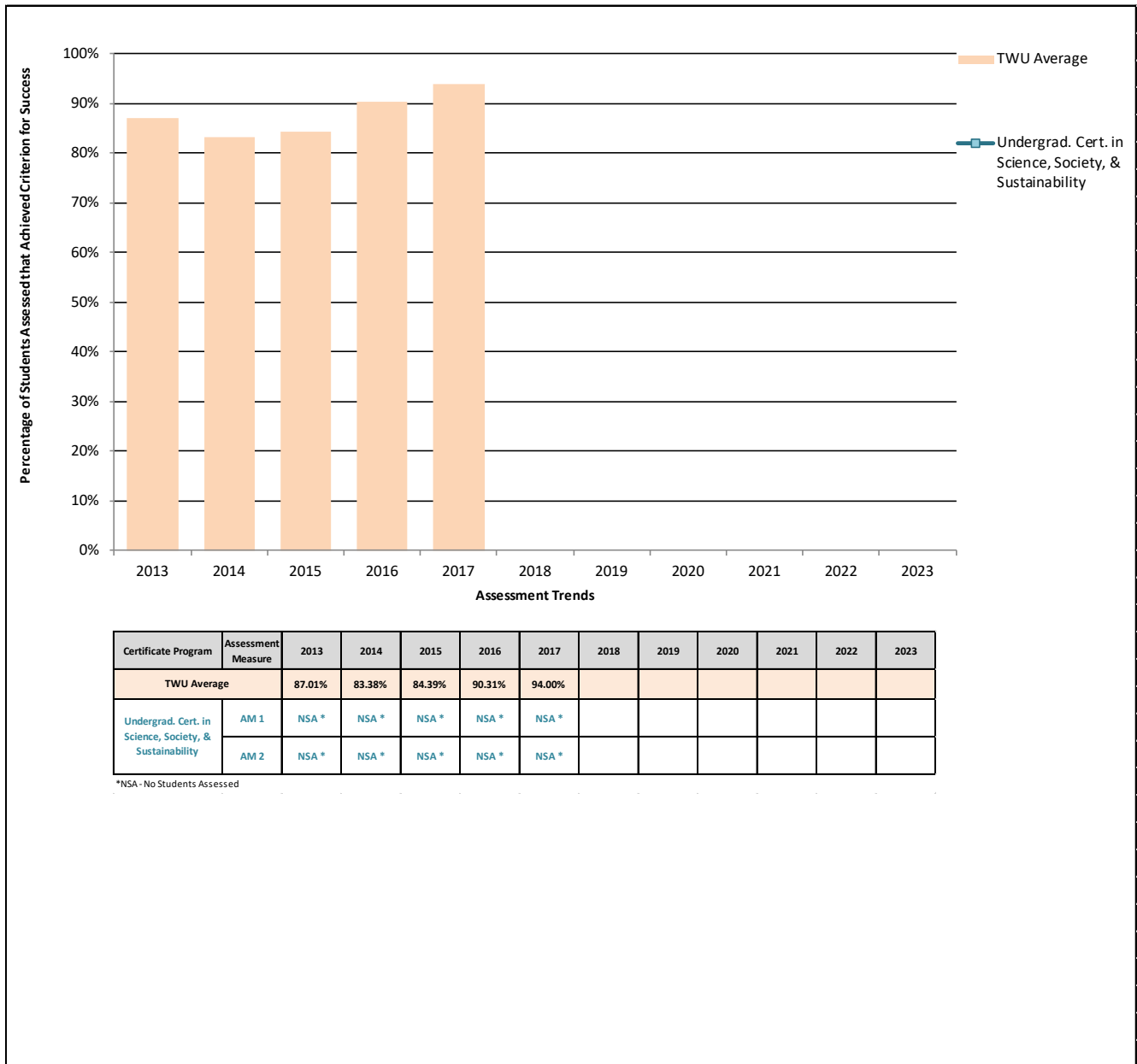
College of Arts & Sciences – by Academic Unit



Summary

Academic Assessment – TWU Certificate Program 5-Year Trend Report [2013 – 2017]

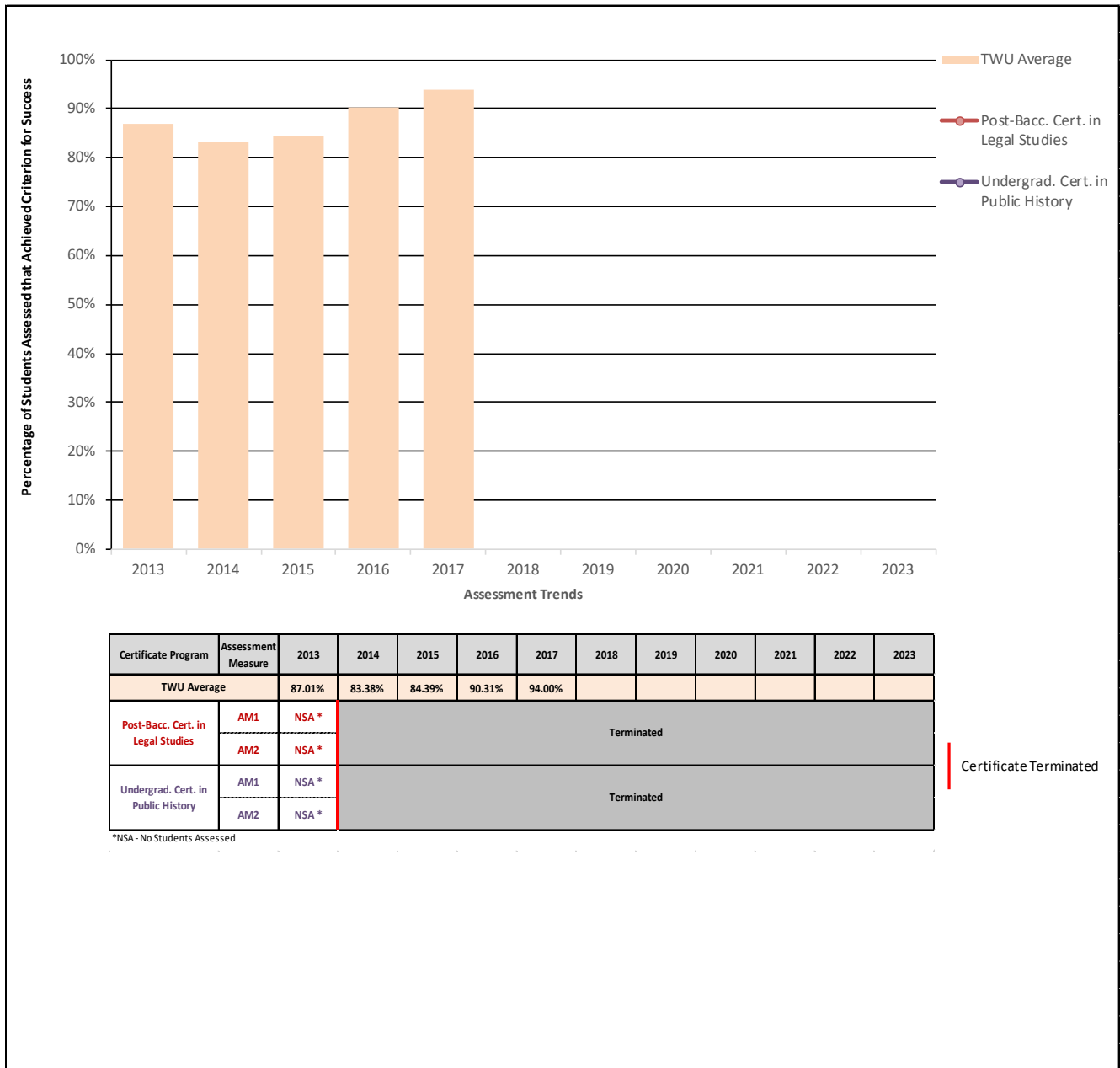
Department of Chemistry & Biochemistry – by Certificate Program



Summary

Academic Assessment – TWU Certificate Program 5-Year Trend Report [2013 – 2017]

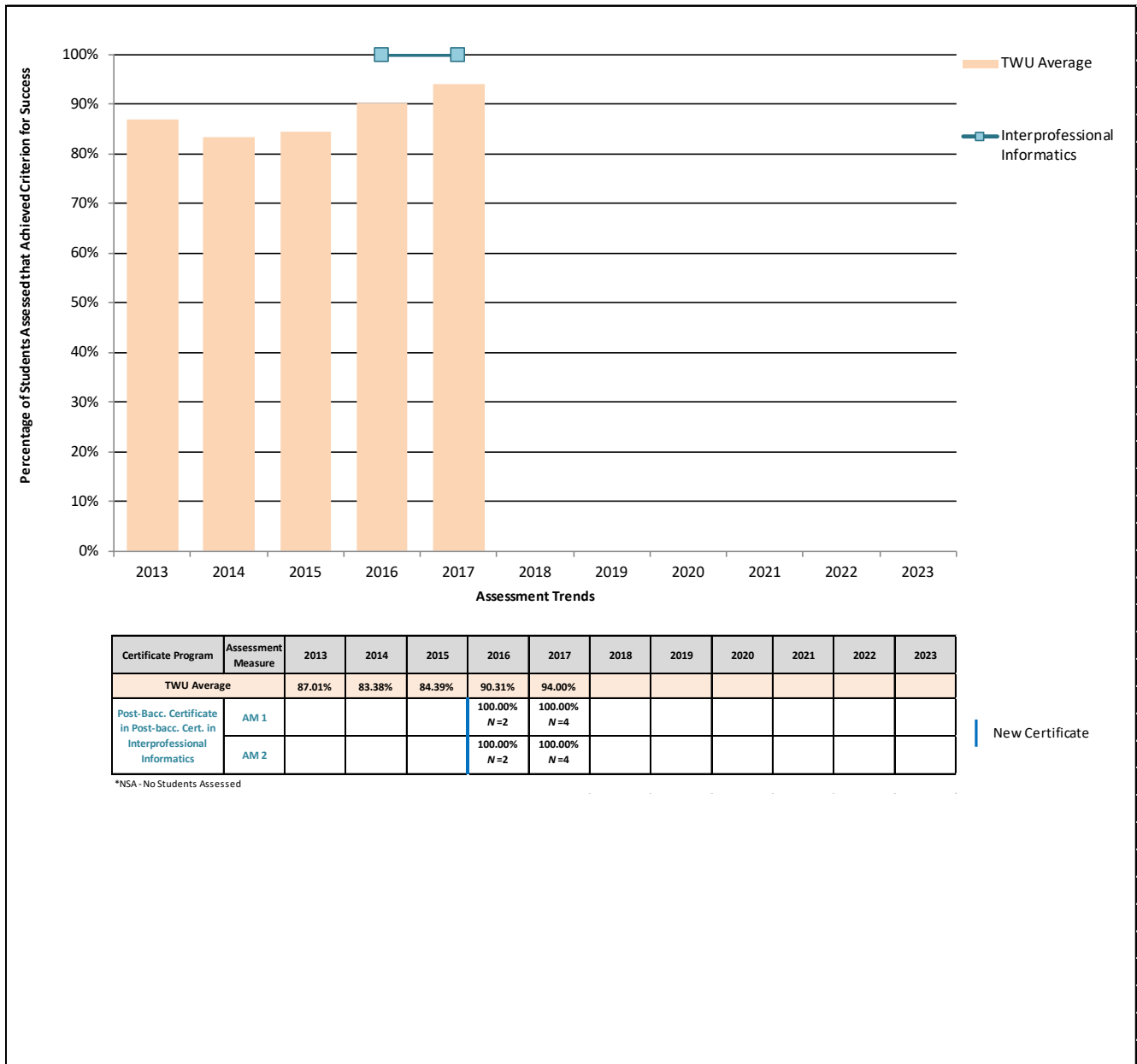
Department of History & Government – by Certificate Program



Summary

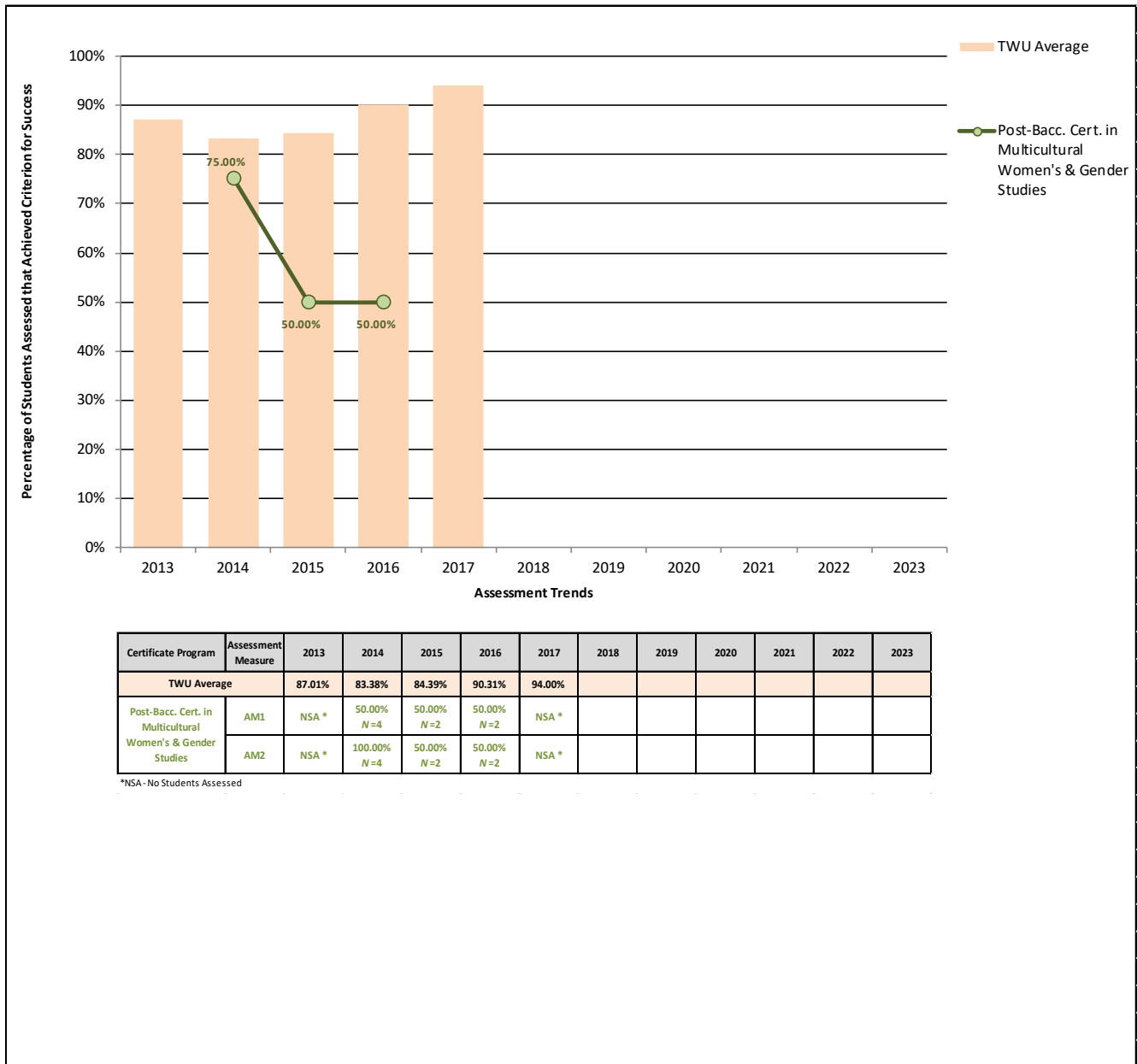
Academic Assessment – TWU Certificate Program 5-Year Trend Report [2013 – 2017]

Department of Mathematics & Computer Science – by Certificate Program



Summary

Academic Assessment – TWU Certificate Program 5-Year Trend Report [2013 – 2017]
Department of Multicultural Women’s & Gender Studies – by Certificate Program

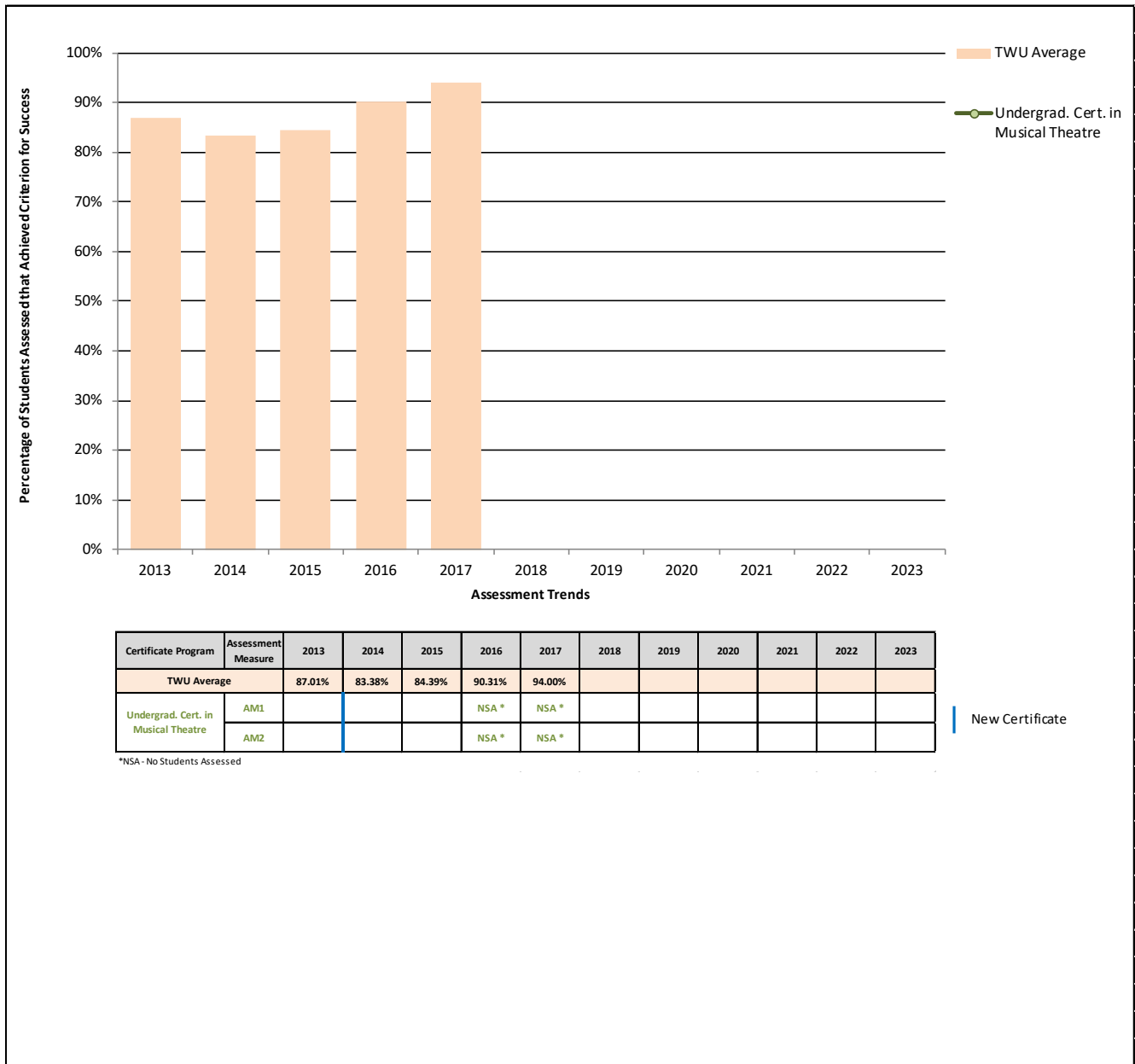


Summary

A total of eight certificate students were assessed during the period 2013-2016. Overall, student self-assessment of their ability to apply concepts in multicultural women’s and gender studies to concrete problems and issues matches our assessment of their written work. While we are discussing within the program various improvement actions to increase the overall percentage of students demonstrating excellent skills in applying concepts from the field to concrete issues, we do not as yet have enough data to draw definitive conclusions about what and/or how to adjust.

Academic Assessment – TWU Certificate Program 5-Year Trend Report [2013 – 2017]

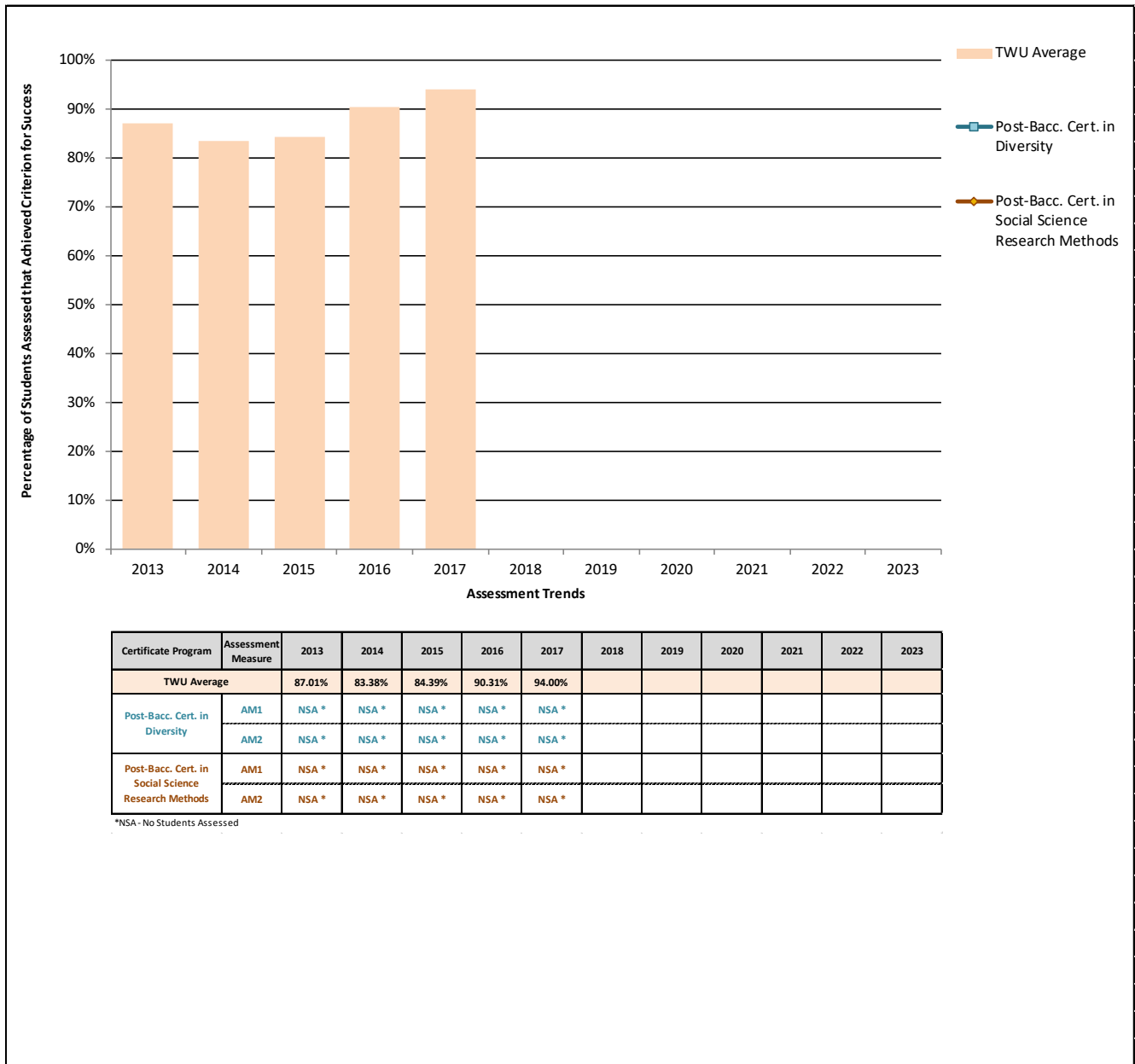
Department of Music & Theatre – by Certificate Program



Summary

Academic Assessment – TWU Certificate Program 5-Year Trend Report [2013 – 2017]

Department of Sociology & Social Work – by Certificate Program

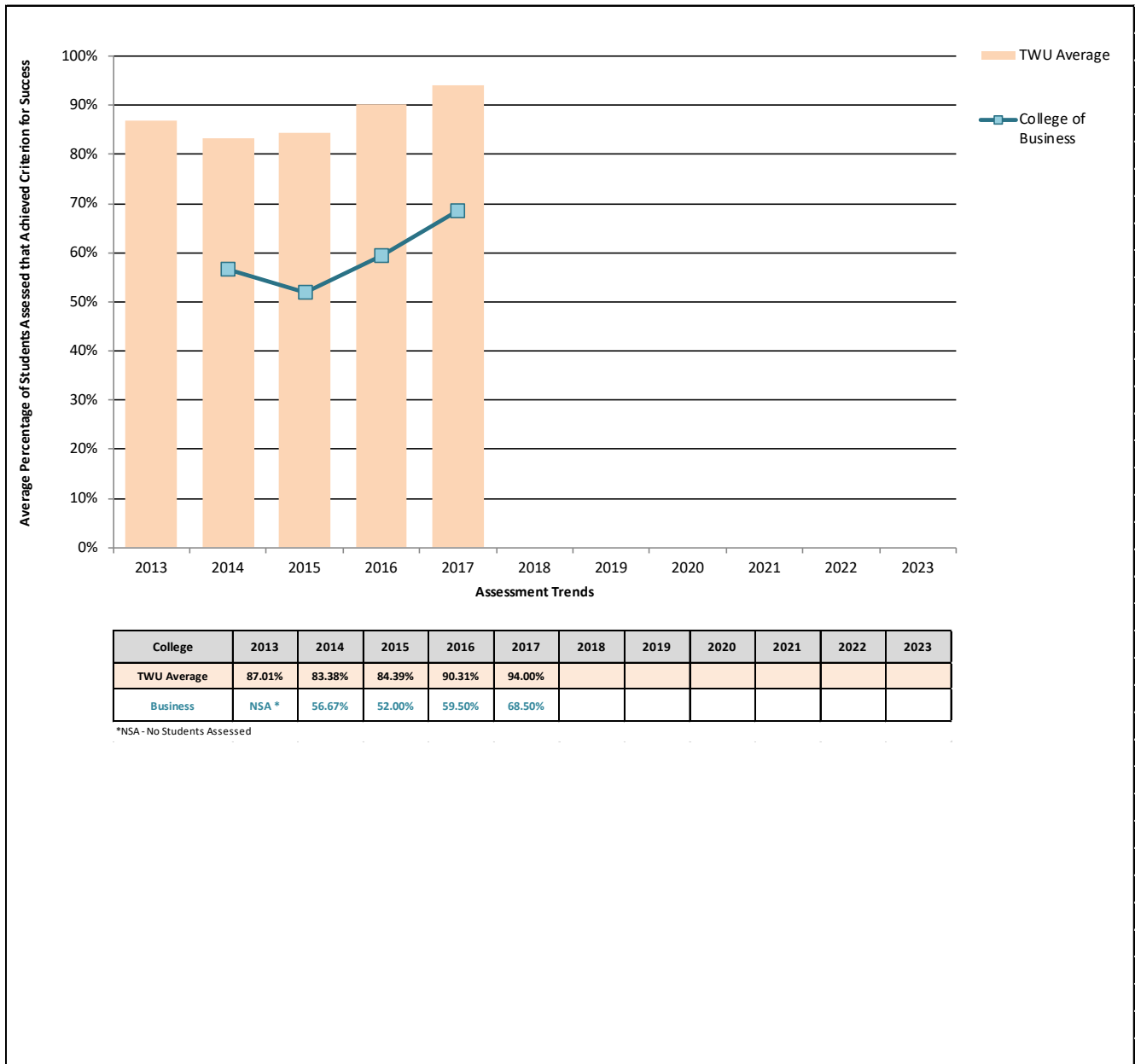


Summary

To date, no students were assessed/enrolled in the certificate program.

Academic Assessment – TWU Certificate Program 5-Year Trend Report [2013 – 2017]

College of Business (Formerly School of Management) – by Academic Unit



Summary

Academic Assessment – TWU Certificate Program 5-Year Trend Report [2013 – 2017]

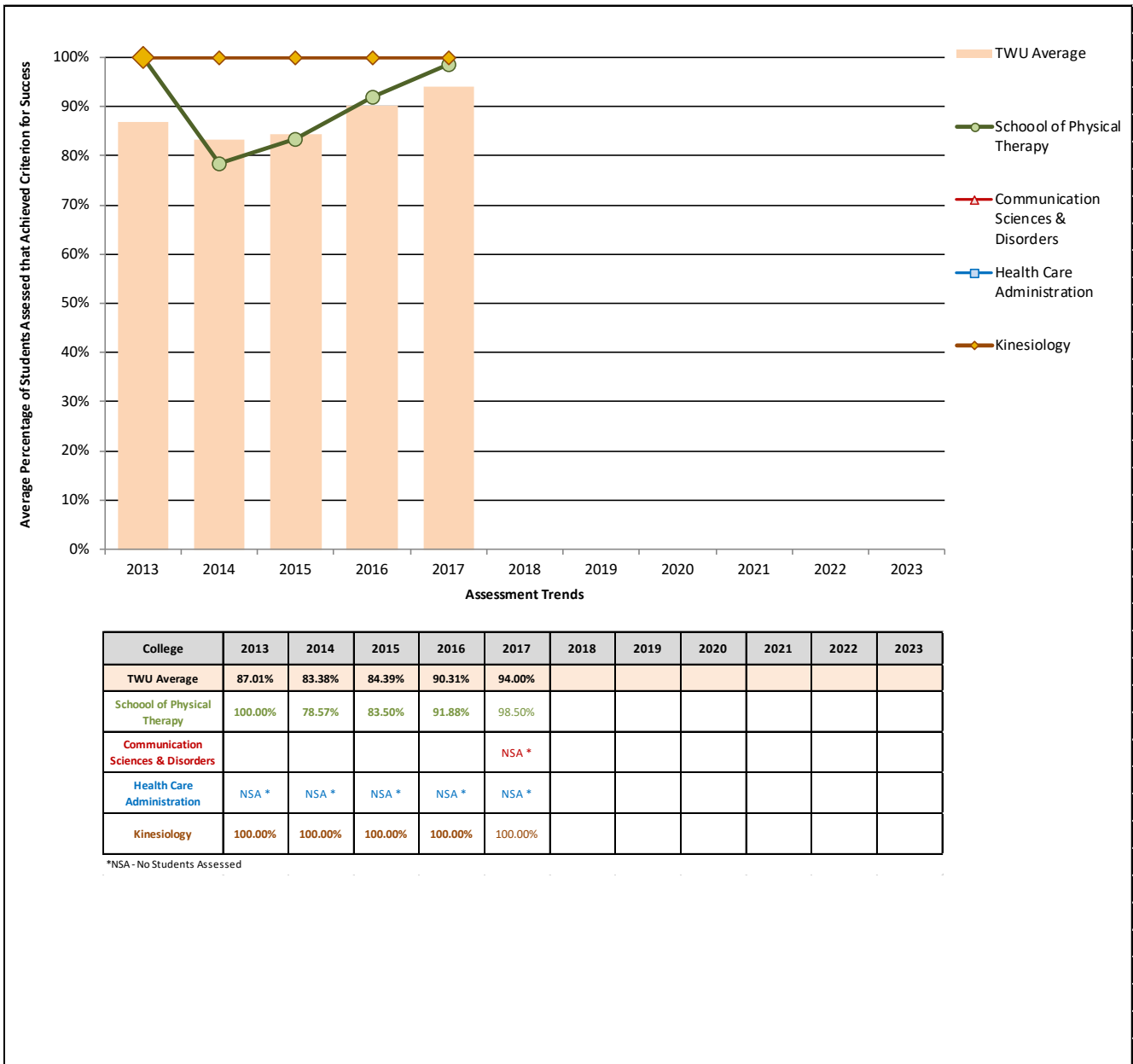
College of Business (Formerly School of Management) – by Certificate Program



Summary

Academic Assessment – TWU Certificate Program 5-Year Trend Report [2013 – 2017]

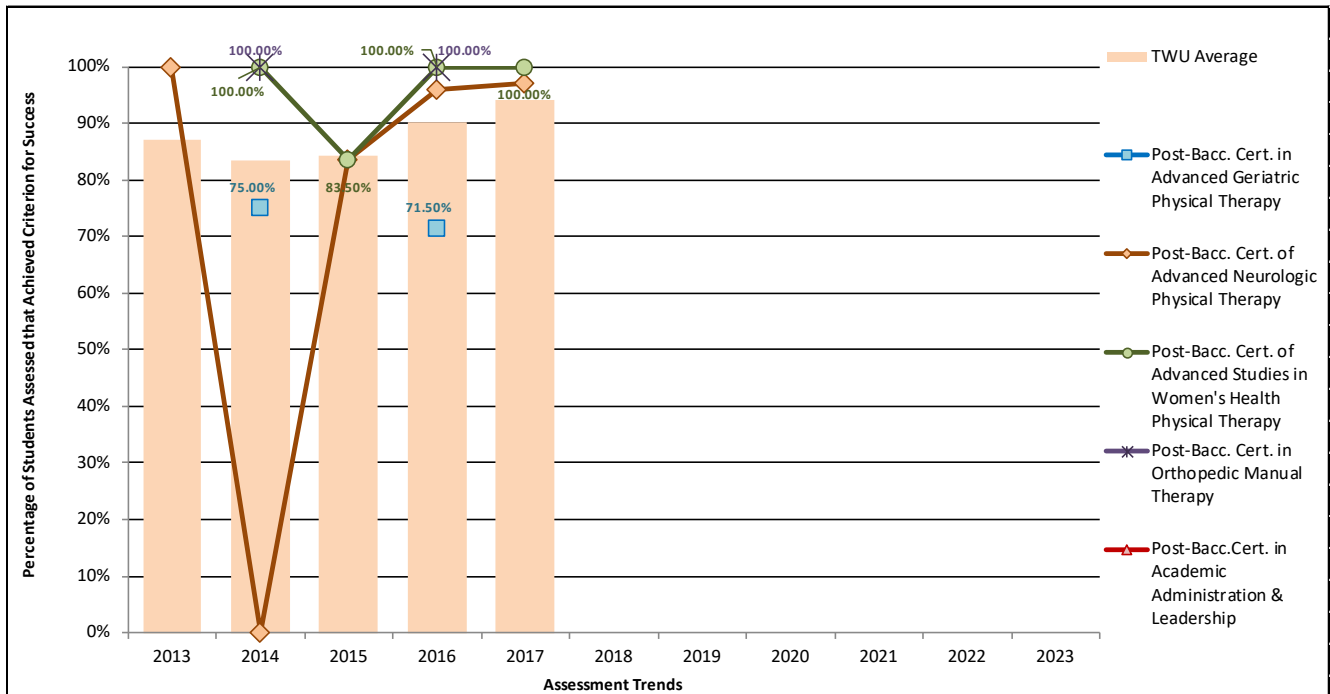
College of Health Sciences – by Academic Unit



Summary

Academic Assessment – TWU Certificate Program 5-Year Trend Report [2013 – 2017]

School of Physical Therapy – by Certificate Program



Certificate Program	Assessment Measure	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
TWU Average		87.01%	83.38%	84.39%	90.31%	94.00%						
Post-Bacc. Cert. in Advanced Geriatric Physical Therapy	AM1	NSA *	50.00% N=4	NSA *	43.00% N=7	NSA *						
	AM2	NSA *	100.00% N=4	NSA *	100.00% N=7	NSA *						
Post-Bacc. Cert. in Advanced Neurologic Physical Therapy	AM1	100.00% N=2	0.00% N=2	100.00% N=1	100.00% N=3	100.00% N=3						
	AM2	NSA *	NSA *	NSA *	92.00% N=3	94.00% N=2						
	AM3	NSA *	NSA *	67.00% N=3								
Post-Bacc. Cert. in Advanced Studies in Women's Health Physical Therapy	AM1	NSA *	100.00% N=7	100.00% N=3	100.00% N=6	100.00% N=5						
	AM2	NSA *	100.00% N=5	67.00% N=3	100.00% N=6	100.00% N=5						
Post-Bacc. Cert. in Orthopedic Manual Therapy	AM1	NSA *	100.00% N=11	NSA *	100.00% N=2							
	AM2	NSA *	100.00% N=11	NSA *	100.00% N=2							
Post-Bacc. Cert. in Physical Therapy Academic Administration & Leadership	AM1	NSA *										
	AM2	NSA *										

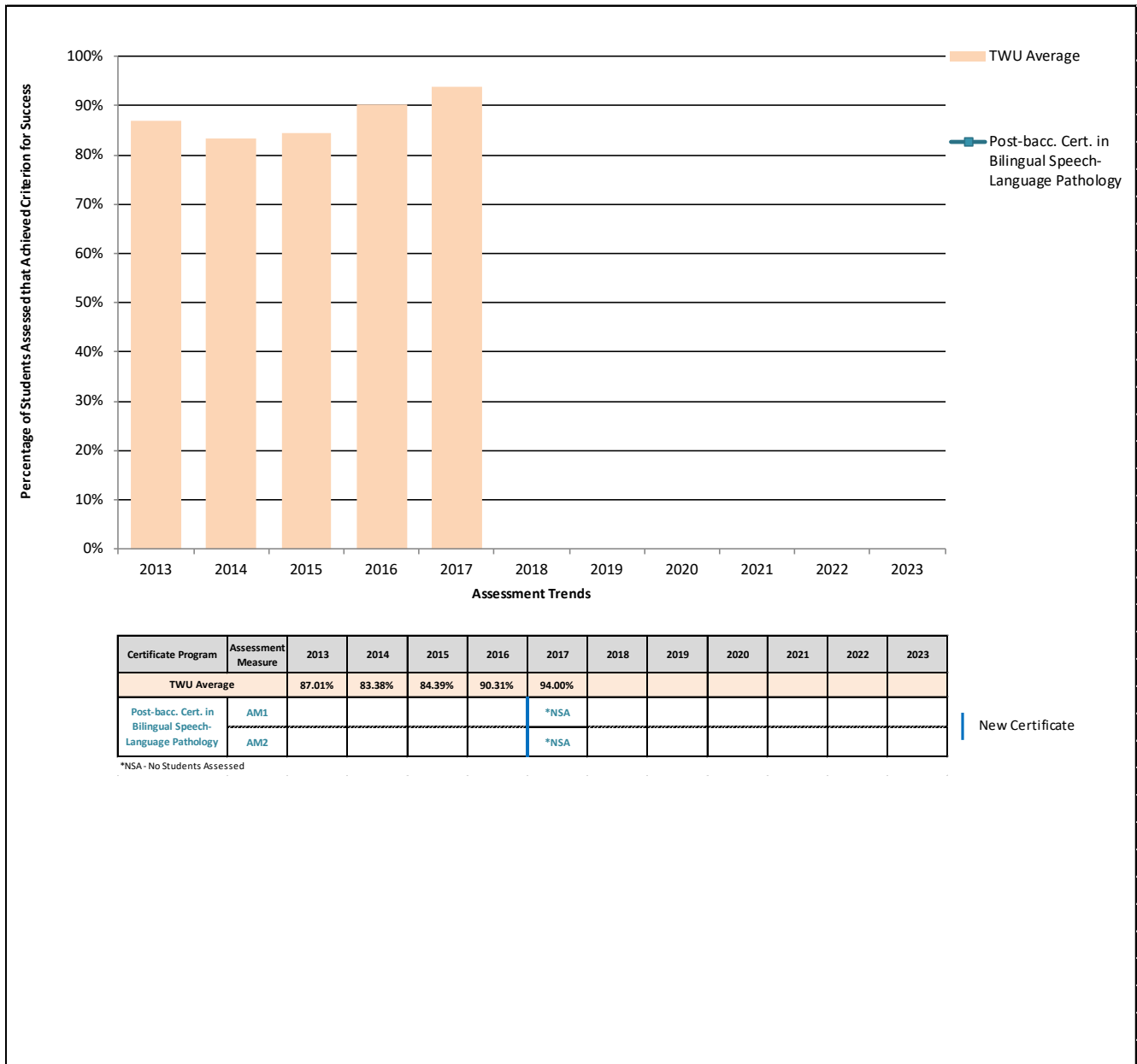
Certificate or AM Terminated

*NSA - No Students Assessed

Summary

Academic Assessment – TWU Certificate Program 5-Year Trend Report [2013 – 2017]

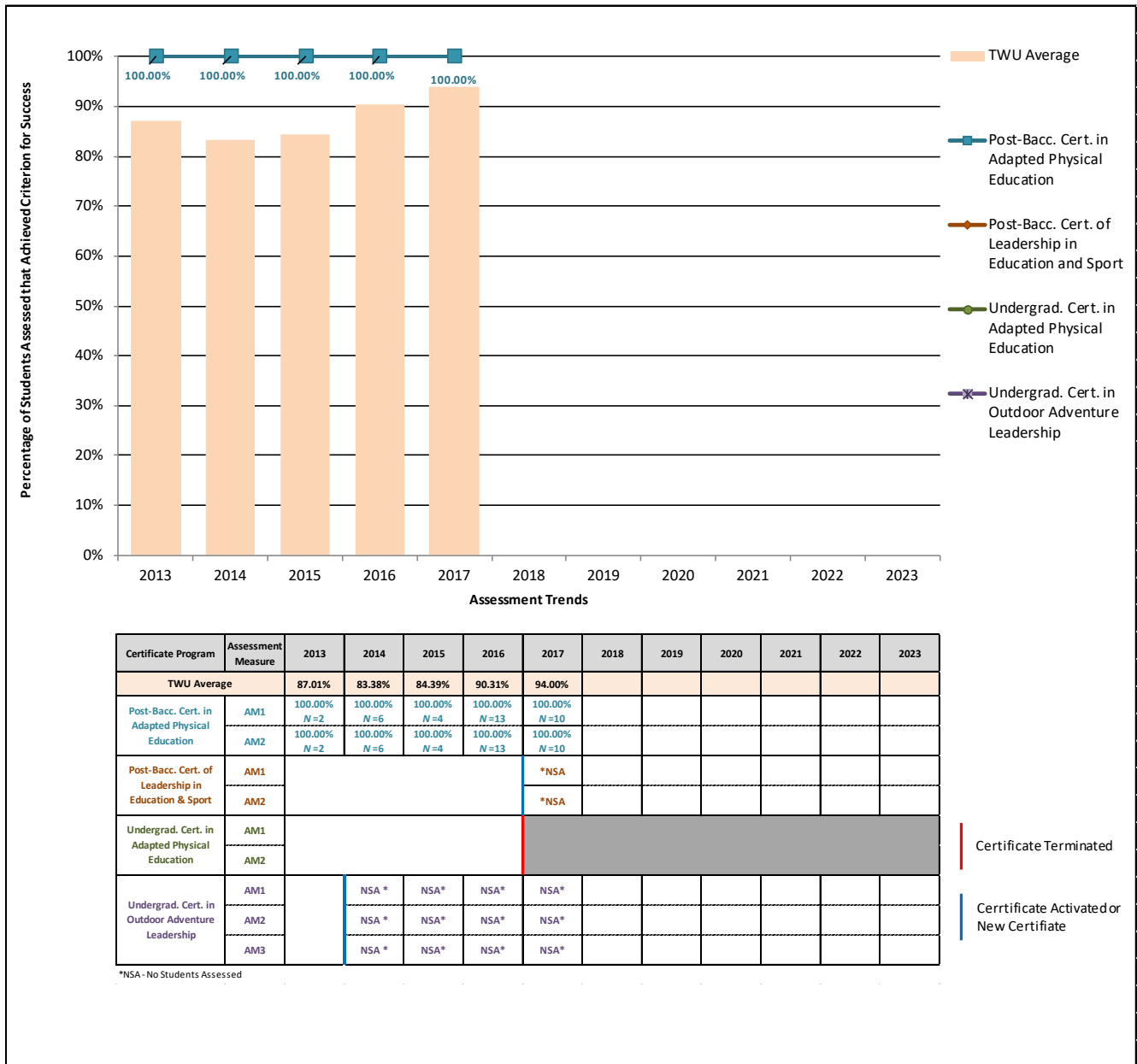
Department of Communication Science & Disorders – by Certificate Program



Summary

Academic Assessment – TWU Certificate Program 5-Year Trend Report [2013 – 2017]

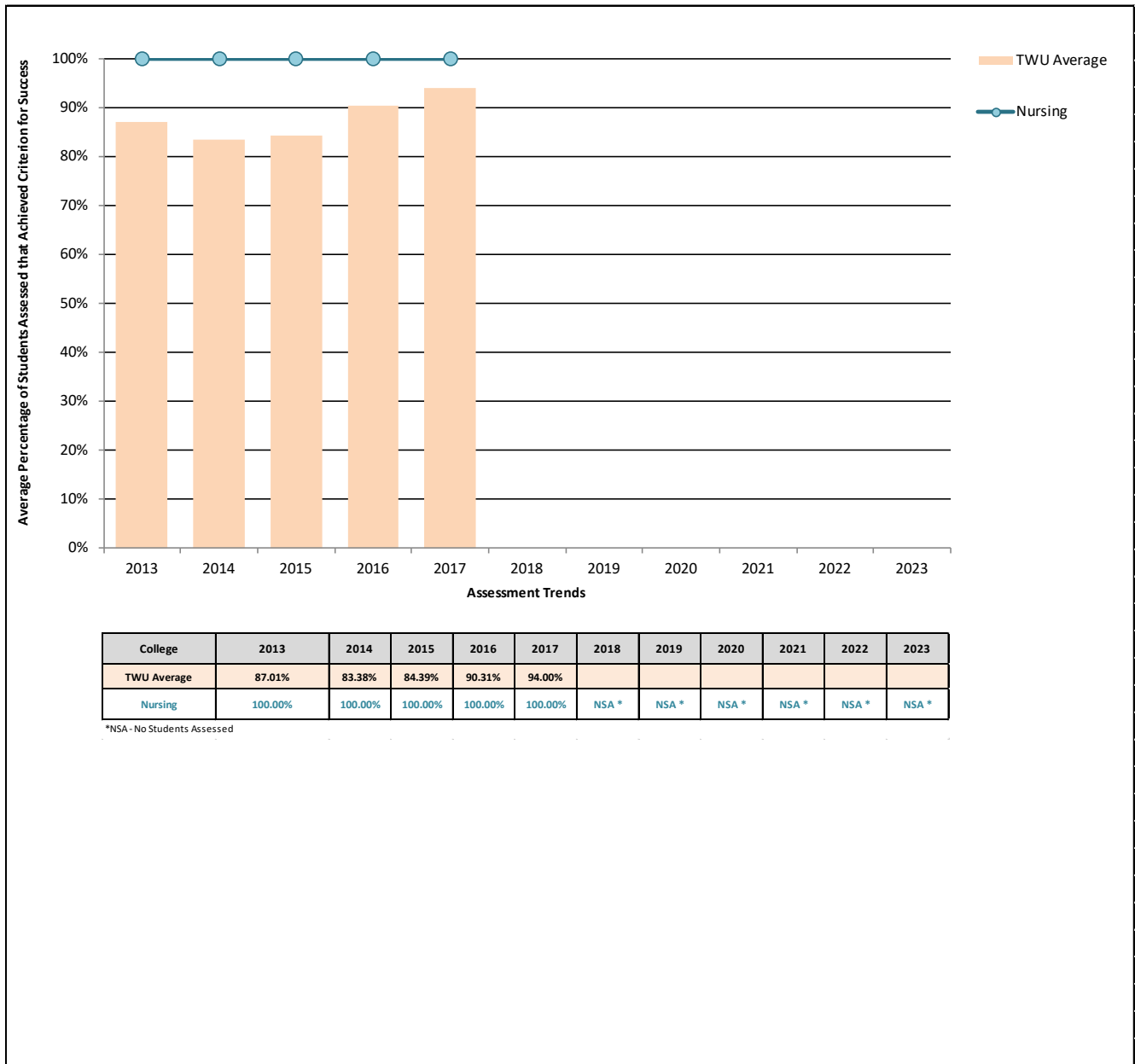
Department of Kinesiology – by Certificate Program



Summary

Academic Assessment – TWU Certificate Program 5-Year Trend Report [2013 – 2017]

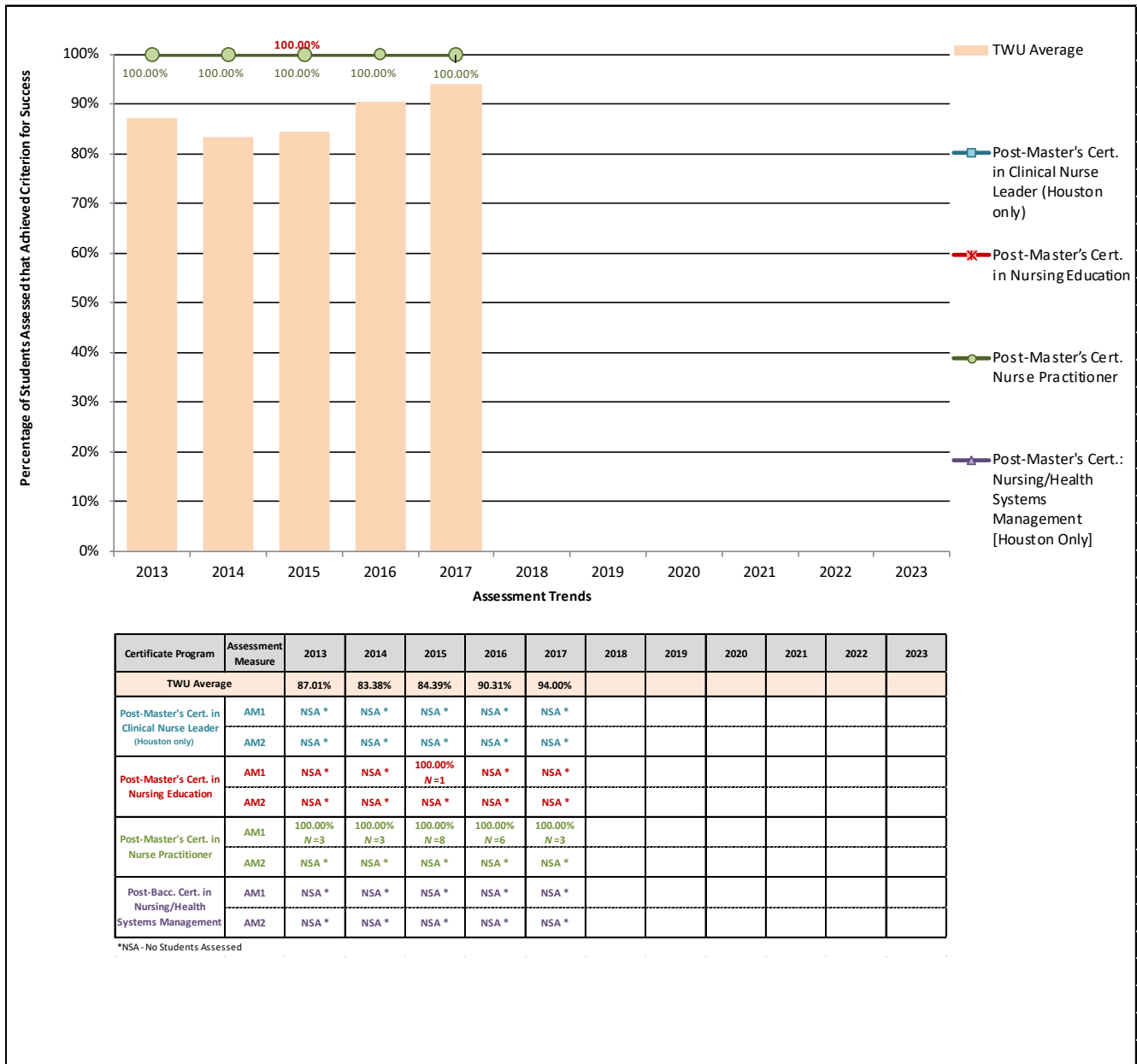
College of Nursing – by Academic Unit



Summary

Academic Assessment – TWU Certificate Program 5-Year Trend Report [2013 – 2017]

Nursing – by Certificate Program

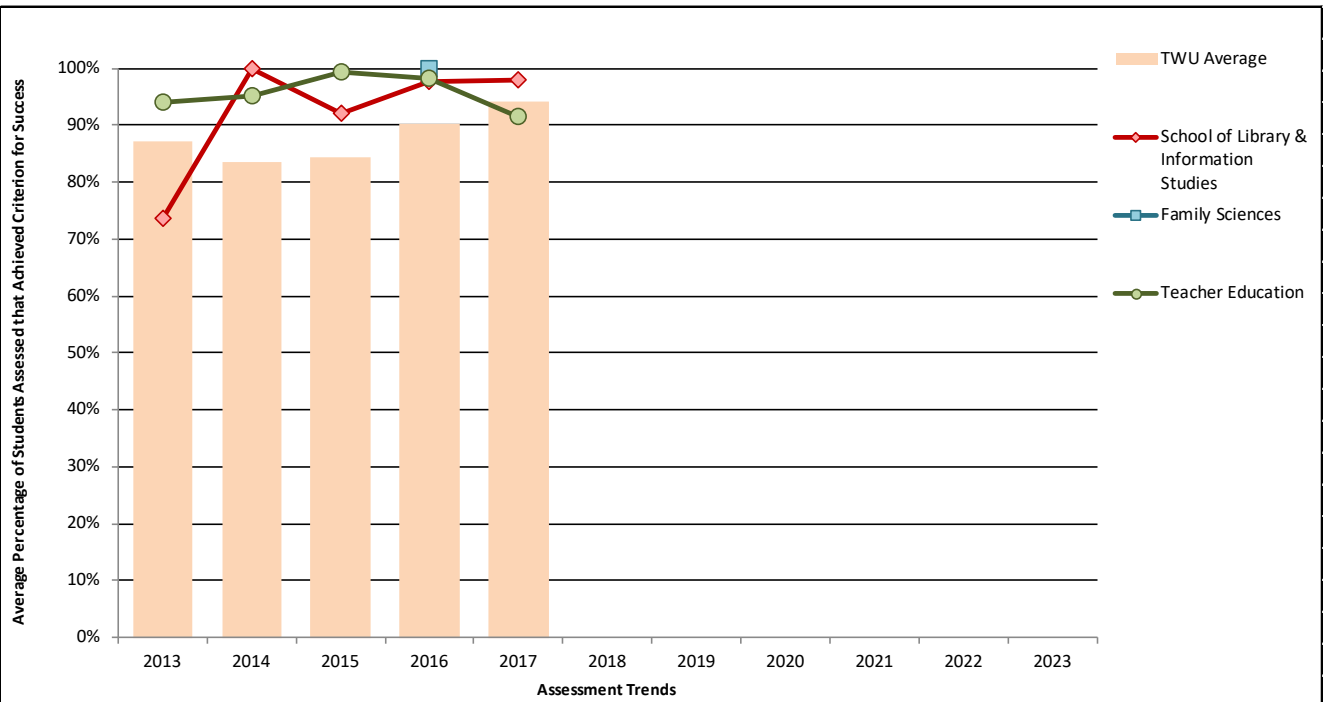


Summary

We reviewed the Post-Master's NP certificates Academic Institutional Improvement 4-Year Trend Report (2013 to 2016) and it appears that we have met the realistic target goals and the stretch target goals. We do not recommend any changes at this time.

Academic Assessment – TWU Certificate Program 5-Year Trend Report [2013 – 2017]

College of Professional Education – by Academic Unit



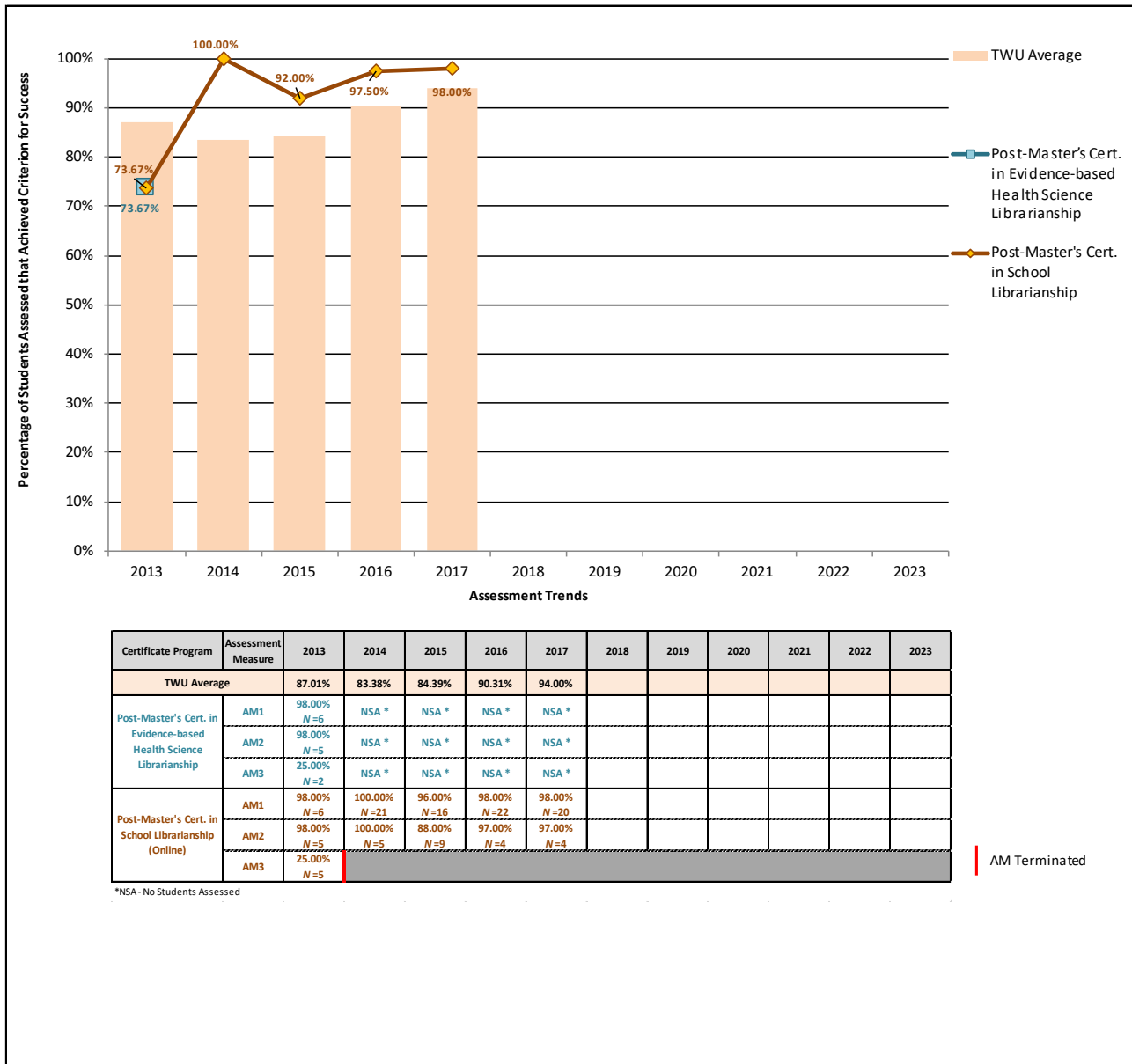
College	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
TWU Average	87.01%	83.38%	84.39%	90.31%	94.00%						
School of Library & Information Studies	73.67%	100.00%	92.00%	97.50%	98.00%						
Family Sciences	NSA *	NSA *	NSA *	100.00%	NSA *						
Teacher Education	94.04%	95.25%	99.25%	98.22%	91.50%						

*NSA - No Students Assessed

Summary

Academic Assessment – TWU Certificate Program 5-Year Trend Report [2013 – 2017]

School of Library & Information Studies – by Certificate Program



Summary

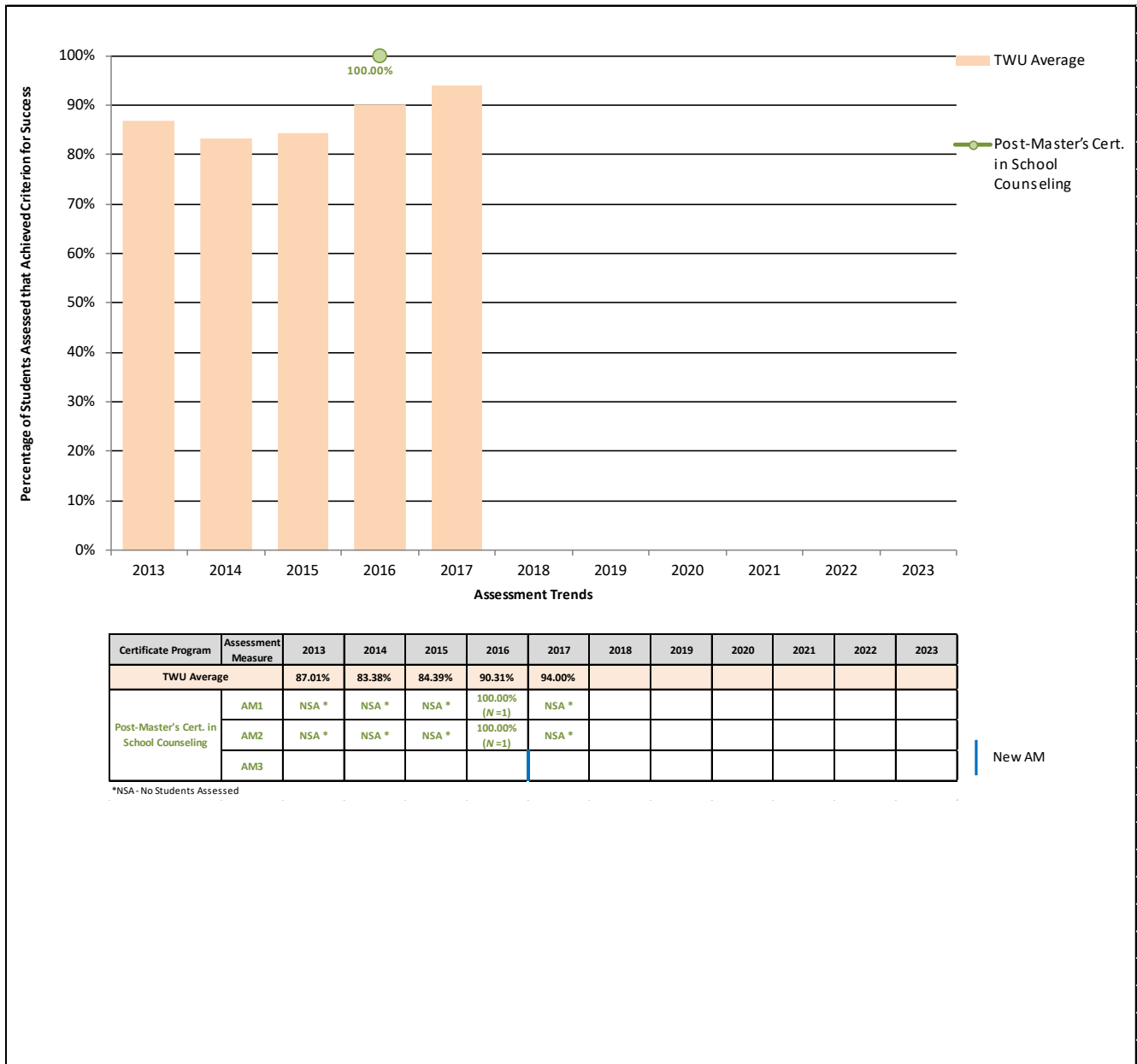
For the Post-Master's Certificate in School Librarianship program, student performance on both assessment measures was strong from 2014 to 2016, with slight variations from year to year. The significant improvement in student performance from 2013 to 2014 was due to a change in the assessment measures. Performance data for 2013 are not comparable to that of the following years because Assessment Measure 2 was revised and Assessment Measure 3 dropped for 2014. Assessment Measure 2 was revised again for 2016, so it is not comparable to that of 2014 and 2015. Trends in student performance will be evident moving forward.

Overall student performance since 2014 has been consistently higher than the TWU institutional average, and performance exceeded both the realistic and stretch program goals in most instances. The 2016 Action for Improvement of student performance is the revision of Assessment Measure 2 to achieve consistency in data collection. Data from 2016 provide the baseline for comparison with next year's results and for future planning.

For the Post-Master's Certificate in Evidence-based Health Science Librarianship program, no students have been assessed since 2013.

Academic Assessment – TWU Certificate Program 5-Year Trend Report [2013 – 2017]

Department of Family Sciences – by Certificate Program

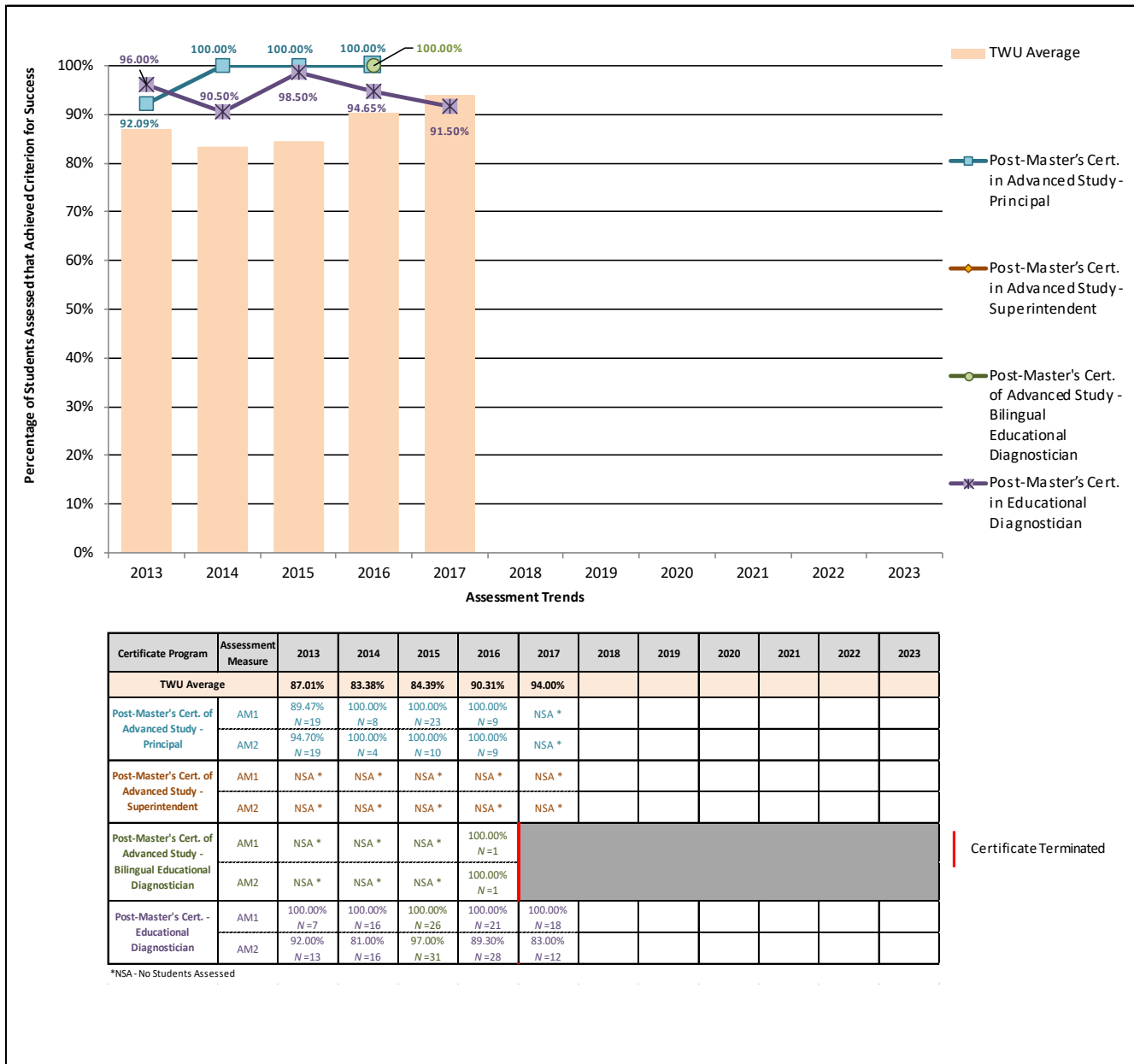


Summary

Only one student was enrolled/assessed in the Post-Master's Certificate in School Counseling Program to date. Therefore, no trends have been established at this time.

Academic Assessment – TWU Certificate Program 5-Year Trend Report [2013 – 2017]

Department of Teacher Education – by Certificate Program



Summary

The Department of Teacher Education has been able to meet or exceed its criterion for success and has exceeded the TWU institutional average for each of the last four years. Uneven enrollment numbers in our Principal and Educational Diagnostician certificate programs have impacted some of the percentages (e.g., in 2014, with only 16 students being assessed in the Educational Diagnostician program, a few not meeting the criterion dropped the average sharply). In particular, the Educational Diagnostician certificate program has maintained a high percentage of students achieving the criterion for success despite changes in faculty, a drop (and then increase) in enrollment, and changing state certification regulations. For this four-year reporting period, no students were enrolled or assessed in the Superintendent certificate program, and only one student was enrolled and assessed in the Bilingual Educational Diagnostician certificate program.

Appendix A

Timeline for Transition to Formalized & Systematic Certificate Program SLOs Assessment Implementation

Fall 2011	Spring 2012	Fall 2012	Spring 2013	Spring/Summer 2013	Fall 2013	Spring 2014	Fall 2014 – Spring 2015
<ul style="list-style-type: none"> ➤ Determine procedures for initiation of SLOs assessment of certificate programs ➤ Begin revision of TWU policies on graduate and UG certificate programs 	<ul style="list-style-type: none"> ➤ Continue revision of TWU certificate program policies ➤ Approval of revision of TWU Graduate certificate program policies 	<ul style="list-style-type: none"> ➤ Continue policy revision of SLOs assessment of UG certificate programs ➤ Development of certificate program Academic Institutional Improvement Assessment Plan (AIIAP) template 	<ul style="list-style-type: none"> ➤ Approval of revised TWU Undergraduate certificate program policy ➤ Develop and disseminate certificate program AIIAP template & <i>Guidelines for development...</i> 	<ul style="list-style-type: none"> ➤ April – official “roll-out” of <u>graduate</u> certificate program AIIAPs & implementation ➤ April-May-Conduct workshops/assist in development of certificate program AIIAPs if requested ➤ Certificate program faculty develop AIIAPs 	<ul style="list-style-type: none"> ➤ Certificate program coordinators submit AIIAPs to Director of Academic Assessment (DAA) by Sept. 2 ➤ Sept-Oct – Review & approval of certificate program AIIAPs by Director of Academic Assessment ➤ Initiate AIIAP assessments and data collection for tracking student performance on certificate program SLO(s) 	<ul style="list-style-type: none"> ☐ *Analyze, and interpret Summer/Fall 2013 SLO(s) data ☐ Formulate 1-2 programmatic or instructional data-driven changes to improve student learning specific to the SLO(s)* ☐ Certificate program coordinators submit first annual Academic Institutional Improvement Report (AIIR) to DAA by mid-March 2014 (tentative) ☐ Continue SLOs assessment & data collection 	<ul style="list-style-type: none"> ☐ *Certificate program faculty Implement programmatic or instructional changes based on SLO assessment data ☐ Continue SLOs assessment & data collection ☐ Track improvement in student learning after change implementation* ☐ Certificate program coordinators submit 2nd annual Academic Institutional Improvement Report (AIIR-CP) to DAA by mid-March 2015

***Note:** Certificate program faculty will not be expected to analyze data, interpret results, and implement 1-2 programmatic actions/changes until sufficient AIIAP data are available for a minimum of 20 certificate program students; although, an annual report (Academic Institutional Improvement Report-Certificate Program, AIIR-CP) will be submitted. This will ensure that data upon which changes will be implemented are reliable.