

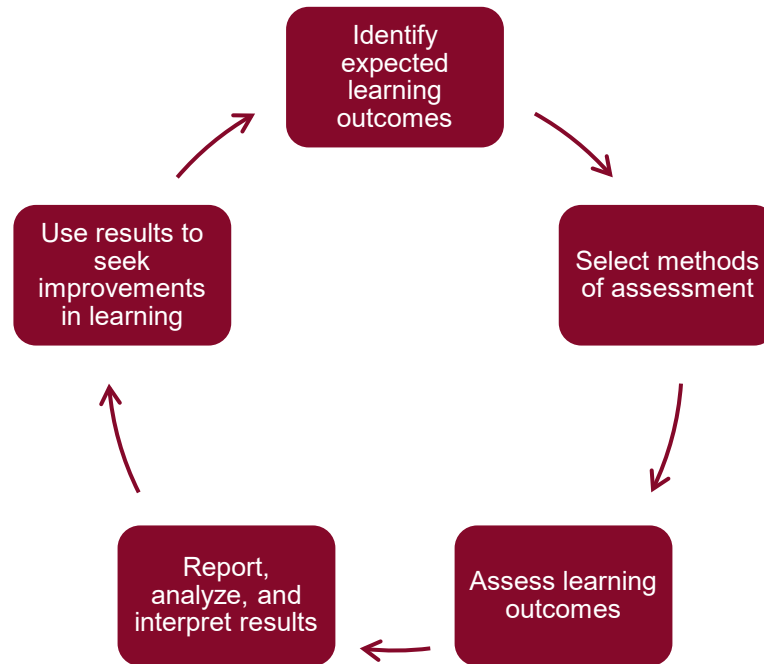


ACADEMIC ASSESSMENT
& ACCREDITATION
TEXAS WOMAN'S UNIVERSITY

Guidelines for Preparing Academic Assessment Reports for Certificate Programs

Introduction to Academic Assessment Reporting

These guidelines are intended to help you prepare your annual assessment report. Academic assessment at TWU follows the cycle of assessment (depicted below) to seek continuous improvement in student learning outcomes.



Assessment Cycle

Each academic degree program and academic certificate program at TWU has an assessment plan and reports assessment results annually. Each program's Academic Assessment Report documents the results of its assessment measures for each SLO relative to the identified criterion for success and program goal. Results include summary data and, in some cases, disaggregated data. Each report also should document analysis and interpretation of the results for each SLO as well as a description of actions that will be implemented moving forward to seek further improvement in student learning based on the analysis of results.

Reporting Reminders for Certificate Programs

- The reporting cycle for certificate programs follows the calendar year, and annual reports are submitted in Spring. Summary data reported will include the previous years' Spring, Summer, and Fall assessment data.
- Certificate program coordinators will be expected to submit an annual Certificate Program Assessment Report based on their documented assessment plan, whether or not there are data to report (students completing the certificate program) in order to provide yearly documentation of seeking improvement for the outcomes of educational programs. If no students were assessed, please follow the instructions for Table 1 below to enter N = 0 and select "NA" in the field provided for the percentage of students that achieved the criterion for success.
- Some certificate programs are embedded within academic degree programs. When this occurs, there may be students that can be classified in one of three ways—
 1. Students who are completing both the academic degree program and the certificate program.
 2. Students who are completing the certificate program only.
 3. Students who are completing the academic degree program only.

Summary data should be reported for #1 and #2 above to ensure that all certificate program students are included within the summary data reported for the certificate program.

Report Template

The current reporting cycle's report template for each certificate program can be located in the program's folder within the Academic Assessment Portal. The template will be pre-populated with information from the certificate program's assessment plan. A new template will be provided for each year.

The following information will guide you through completing each section of your annual report.

Table 1: SLO, Assessment Measures, Summary Data, and Target Indicators Table

Use Table 1 to record the results of your assessment measures. Information about the SLO, assessment measures, criteria for success, and realistic program goals will be pre-populated from your assessment plan.

- A. Enter the Summary Data for each Assessment Measure. Provide both the number of students assessed (N=) and the percentage of students who achieved the criterion for success (%).

- B. Provide any updates you are making to the SLO, AMs, Criteria for Success, and Realistic Program Goals in the red fields marked "Updated." If you make updates here, you should also provide an updated assessment plan to the Office of Academic Assessment and Accreditation. Contact academicassessment@twu.edu for more information about how to submit an updated assessment plan.

Student Learning Outcome (SLO)	Assessment Measures (AMs)	Summary Data [Report the <u>total number of students assessed per each Assessment Measure</u> . Then, list the percentage of students assessed that <u>achieved the set criterion for success</u> .]	Target Indicators	
			Criterion for Success	Realistic Program Goal
SLO 1: Design health programming that considers social, cultural, and economic factors of health and disease within global contexts. Updated SLO 1: Enter text here	AM 1: Global Health Promotion Strategy Presentation Updated AM1: Enter text here <div style="border: 1px solid red; padding: 2px; display: inline-block;">B</div>	(N=6) 83% <div style="border: 1px solid red; padding: 2px; display: inline-block;">A</div>	A score of 3 out of 5. Updated Criteria for Success: Enter text here	80% Updated Realistic Program Goal: Enter text here
	AM 2: Global Health Project Needs Assessment Programming Plan Promotion Plan Evaluation Plan Budget Updated AM2: Enter text here	(N=5) 80%	An overall score of 3 out of 5. Updated Criteria for Success: Enter text here.	90% Updated Realistic Program Goal: Enter text here

Table 2: Disaggregated Assessment Category/Sub-Category Data Table

Table 2 is an optional but encouraged section of the assessment report. Whereas Table 1 asks you to provide a *summary percentage* for assessment results, Table 2 can be used to report the results *by category or sub-category*. Reporting data in this way is a best practice for assessment and can inform your analysis, interpretation, and actions for improvement. “Drilling down” to this level of analysis provides additional insight that can be used to target appropriate changes that can be implemented to seek improvement in student learning.

Note: You may edit Table 2 to add additional rows if you have more categories of data to report than the template shows.

- A. *Will you enter additional category/sub-category data in Table 2?* – Select “Yes” if you choose to enter data into the Table or “No” if you do not.
- B. *Insert name of assessment measure* – Because Table 2 is optional, no information from your assessment plan will be pre-populated. Enter the name of each assessment measure for which you will provide disaggregated data.
- C. *List category here* – Enter the name of each category or sub-category for which you will provide data.
 Examples of categories you might report here include scoring levels, rubric criteria, test sections or subscales, course sections, delivery methods (online/face-to-face), locations (Denton/Dallas/Houston), program tracks, or other student demographics.
- D. *Categorical Data* – Provide the percentage of students who achieved the criterion for success (%) for each category.
- E. *Realistic Program Goal* – Enter the Realistic Program Goal for the applicable Assessment Measure. This information can be located in Table 1.

SLO/Assessment	Assessment Categories/Sub-Categories	Categorical Data	Realistic Program Goal
1.1	SLO 1/Assessment 1 – [Insert name of assessment measure 1.]	N =	%
	A. [List category here.]		
	B.		

	C.		
	D.		
	E.	D	E
1.2	SLO 1/Assessment 2 – Global Health Project	B	N = 5
	A. Needs Assessment	C	100%
	B. Programming Plan		100%
	C. Promotion Plan		100%
	D. Evaluation Plan		80%
	E. Budget		100%

Table 3: Analysis & Interpretation of Results

Use Table 3 to document a detailed analysis and interpretation of results for the certificate program SLO assessed during the reporting cycle. Analyzing and interpreting the results is a critical step towards understanding how the results can be used to seek improvements in student learning. We want to show that we are engaging in the cycle of assessing student learning, taking actions to seek improvement of learning, and then assessing again to see what impact our actions had on student learning.

Use the Analysis & Interpretation space to connect this year's results with the results from the last time the SLO was assessed and to provide follow-up comments on actions you recommended in the last report. It will be helpful to refer to assessment reports and to the certificate program's Trend Analysis.

Note: Faculty analyzing results are encouraged to think critically about sample sizes, which for certificate programs can be quite small. It's fine in this section to talk about what the results tentatively imply and/or to explain how sample sizes might account for erratic patterns in year-to-year data. It is also fine to "bank" results from very small programs over several years before making firm decisions about changes to implement, as long as you talk about your rationale here.

Space is provided to include analysis and interpretation for the certificate program's SLO. The SLO will be pre-populated from your assessment plan.

- A. *Results Analysis – Strengths* – Describe areas of strength identified through assessment. This could include commenting on whether results met the program goal overall, commenting on any sub-categories (from Table 2) that met the program goal, or comparing this year’s results to prior results.
- B. *Results Analysis – Weaknesses* – Describe areas of weakness identified through assessment. This could include commenting on a program goal that was not met, commenting on any sub-categories (from Table 2) that did not meet the program goal or showed weaker results relative to other sub-categories, or comparing this year’s results to prior results.
- C. *Interpretation* – Discuss factors that you believe impacted student learning. Reflect on any interventions you previously proposed (the prior cycle’s Actions for Improvement [AFI]). Describe if those actions were implemented and what impact they may have had on results.

<p style="text-align: center;">Student Learning Outcome [SLO(s) will populate from Table 1.]</p>	<p style="text-align: center;">Analysis & Interpretation</p> <p>[You should do three things in this section:</p> <ol style="list-style-type: none"> 1) Results Analysis – Strengths: Describe areas of strength identified through assessment. 2) Results Analysis – Weaknesses: Describe areas of weakness identified through assessment. 3) Interpretation: Discuss factors that you believe impacted student learning. Reflect on any interventions you previously proposed, if they were implemented, and what impact they may have had on results.]
<p>SLO 1:</p> <p>Design health programming that considers social, cultural, and economic factors of health and disease within global contexts.</p> <p>Updated SLO 1:</p> <p>It will populate from Table 1</p>	<p>This year’s results met the program goal on the Global Health Promotion Strategy Presentation and on 4 out of 5 of the rubric criteria for the Global Health Project. Students are doing a good job with developing their program plans and promotional strategies.</p> <p>The results also show that the program goal was not met for the Global Health Project assessment. In particular, students struggled more with the Evaluation Plan. Only 80% of students assessed scored a 3 or higher on the Evaluation Plan component of the rubric used for assessment.</p> <p>The evaluation component of the Global Health Project has historically been a more challenging part of the assignment for students, but this is the first year that results did not meet the program goal. Evaluation content is a part of HLTH 5473 Global Health Planning, the course in which this assessment is conducted. The faculty are considering whether the topic of evaluation needs to be introduced earlier in the sequence of courses for the certificate program in order to give students additional exposure outside of this one course.</p>

A-C

Table 4: Next Steps – Actions for Improvement

Use Table 4 to document the actions you will implement to seek further improvements in student learning. These actions should be informed by your analysis of results.

Note: It is fine to "bank" results from very small programs over several years before making firm decisions about changes to implement, as long as you talk about your rationale here. You can also, as your programmatic action, describe how you will collect additional data outside of the regular assessments if you need more or a different kind of information to confirm your interpretation of the data. For instance, based on results, you might decide to survey recent graduates to check whether your interpretation of the results is accurate.

Space is provided to include an Actions for Improvement for the certificate program SLO. The SLO will be pre-populated from your assessment plan.

- A. *Actions for Improvement* – Describe in detail one targeted action that will be implemented to seek improvement in student learning for each SLO assessed. Include who is responsible for implementing the action.

We encourage each program to go no longer than two years without implementing an action for improvement, even when the overall program goal is met.

- B. *Timeframe* – Describe when the action will be implemented.

- C. *Improvement Codes* – Select from the list of Improvement Codes the code that best corresponds to the action being proposed.

Actions that involve changes to curriculum or pedagogy are recommended because of their impact on student learning. For example, Curr-C, Ped-C, and CR.

Actions that involve changes to the assessment plan itself are sometimes necessary but should not be exclusively utilized across multiple cycles. For example, RA, Crit-C, and SLO-C.

"N/A" should only be used when the program did not have students to assess for the current cycle (i.e., no certificate completers that year or no students enrolled in the course in which the assessment was conducted)

"Wait" should not be used in multiple, consecutive years unless the program has documented a clear rationale for "banking" results from small programs before making decisions about changes to implement.

Student Learning Outcome [SLO(s) will populate from Table 1.]	Actions for Improvement [Drawing on your data analysis and interpretation in Table 3, describe in detail one targeted action that will be implemented to seek improvement in student learning for each SLO assessed. Please include who is responsible for implementing the action and when it will occur. We strongly recommend proposing no more than one action for improvement per SLO. That way, changes in performance data may be more likely attributable to the action that you took.]	Timeframe When will changes to improve student learning (actions for improvement) be implemented?	Improvement Codes Select the Improvement Code corresponding to the action being proposed– see last page for code definitions.
SLO 1: Design health programming that considers social, cultural, and economic factors of health and disease within global contexts. Updated SLO 1: It will populate from Table 1	In order to give students more exposure to evaluation concepts and methods earlier in their certificate program course sequence, the course instructor for HLTH 5083 Foundations of Global Health will add a unit on the topic of evaluation to this introductory course taken first in the certificate program course sequence. <div style="text-align: center; border: 1px solid red; width: 30px; height: 30px; margin: 0 auto; display: flex; align-items: center; justify-content: center;">A</div>	Fall 2024 <div style="text-align: center; border: 1px solid red; width: 30px; height: 30px; margin: 0 auto; display: flex; align-items: center; justify-content: center;">B</div>	CR <div style="text-align: center; border: 1px solid red; width: 30px; height: 30px; margin: 0 auto; display: flex; align-items: center; justify-content: center;">C</div>

Trend Analysis

A Trend Analysis for each certificate program is updated annually by the Office of Academic Assessment and Accreditation and provided within the program’s folder within the Academic Assessment Portal. The Trend Analysis serves as a snapshot of data and improvement actions taken to improve student learning over a period of years. It may be helpful to refer to the Trend Analysis document when analyzing and interpreting the current year’s assessment results. The Trend Analysis can also be used for disciplinary accreditation purposes and periodic program reviews.

Conclusion

We hope these guidelines have been helpful for preparing your certificate program assessment report. Please contact the Office of Academic Assessment & Accreditation academicassessment@twu.edu for assistance or reach out to Gray Scott, Direct of Academic Assessment & Accreditation grayscott@twu.edu.