

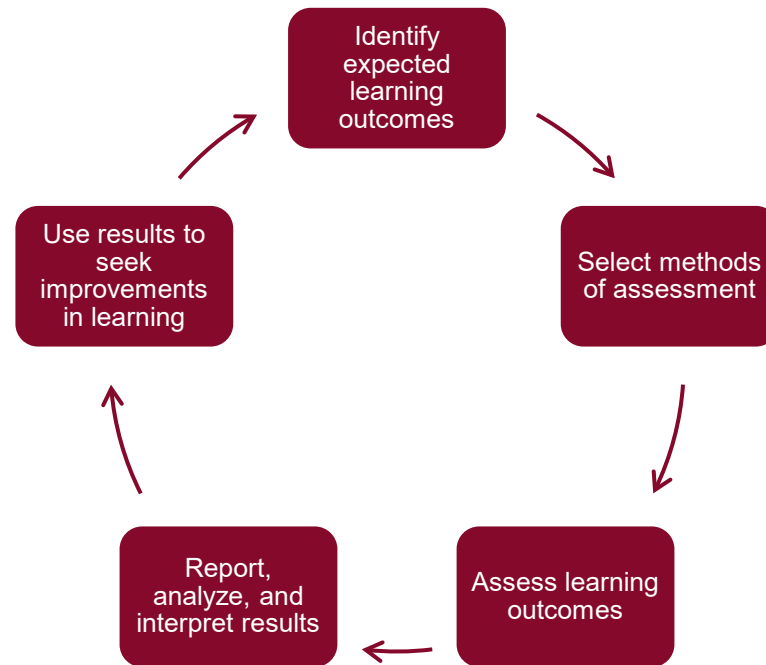


ACADEMIC ASSESSMENT
& ACCREDITATION
TEXAS WOMAN'S UNIVERSITY

Guidelines for Preparing Academic Assessment Plans

Introduction to Academic Assessment Planning

These guidelines are intended to help you prepare your assessment plan. 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 participates annually in assessment. Each program's assessment plan identifies expected outcomes, assessment measures, and criteria and goals for

student performance. The plan also documents overall alignment of the program and its learning outcomes with the institutional mission, department/program mission, and program curriculum.

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

Section I: Alignment of Department/Program Mission to the TWU Mission Statement

The TWU Mission statement drives the mission of each of the university's programs. Use this space to explicitly state how the department or program mission relates to the university mission.

- A. The TWU Mission statement appears at the top of the table.
- B. At a minimum, please include either your department or program mission, as applicable. If you choose to include multiple mission statements (such as program, department, and college/school), please label each clearly.
- C. To demonstrate alignment with the TWU mission statement, please cite or use language specifically from the TWU mission statement. You may choose to format this as either a bulleted list or a narrative description.

A	Texas Woman's University Mission		
	Texas Woman's University cultivates engaged leaders and global citizens by leveraging its historical strengths in health, liberal arts, and education and its standing as the nation's largest public university primarily for women. Committed to transformational learning, discovery, and service in an inclusive environment that embraces diversity, Texas Woman's inspires excellence and a pioneering spirit.		
B	Department/Program Mission [Insert Department/Program Mission below. You may also include a College and/or School Mission.]	Alignment of Department/Program Mission to Institutional Mission [Identify elements of the Institutional Mission that align with the Department/Program Mission below.]	C
	The mission of the Bachelor of Arts in Philosophy is to instill students with a knowledge of the philosophy discipline and to develop students as critical and reflective thinkers able to engage in inquiry and leadership around complex intellectual, ethical, and moral topics within their communities and the larger world.	<ul style="list-style-type: none">• The BA Philosophy program's foundation in the academic discipline of philosophy supports TWU's historical strength in the liberal arts• The BA Philosophy emphasizes transformational learning to develop students as critical and reflective thinkers• The BA Philosophy prepares students to engage in inquiry and leadership around complex intellectual, ethical, and moral topics as global citizens within a diverse community	

Section II: Alignment of Program Student Learning Outcomes to Department/Program Mission

The Department/Program mission provides direction for the program's student learning outcomes. Use this space to show how the program student learning outcomes directly align with the Department/Program mission.

- A. Insert the Department/Program Mission at the top of the table.
- B. On the left, enter the program's student learning outcomes (SLOs). A minimum of 3 SLOs is required for degree programs. A minimum of 1 SLO is required for certificate programs. Please contact academicassessment@twu.edu if you need a template with space for additional SLOs.

Note that a certificate program embedded within a degree program may choose to use or adapt for use an SLO from its associated degree program.

- C. To demonstrate alignment with the Department/Program mission, please cite or use language specifically from the mission statement. You may choose to format this as either a bulleted list or a narrative description.

A	Department/Program Mission	
	The mission of the Bachelor of Arts in Philosophy is to develop students as critical and reflective thinkers able to engage in inquiry and leadership around complex intellectual, ethical, and moral topics within their communities and the larger world.	
B	Program Student Learning Outcomes (SLOs)	Alignment of Program Student Learning Outcomes to Department/Program Mission
	<i>By the end of the academic program, students will be able to:</i>	
	<i>[Identify elements of the Department/Program Mission that align with the corresponding SLO.]</i>	
	SLO 1: Accurately distinguish major fields in philosophy.	<ul style="list-style-type: none"> Instill knowledge of the philosophy discipline
	SLO 2: Critically analyze philosophical questions and texts.	<ul style="list-style-type: none"> Develop students as critical and reflective thinkers
	SLO 3: Appropriately apply philosophical concepts and theories to intellectual, ethical, and moral topics relevant to modern society.	<ul style="list-style-type: none"> Able to engage in inquiry and leadership around complex intellectual, ethical, and moral topics within their communities and the larger world

C

More guidance for developing student learning outcomes can be located in the resource *Guidelines for Well-Written Student Learning Outcomes (SLOs)*.

Section III: Alignment of Program SLOs to the Curriculum

A curriculum map is a matrix that identifies which program courses or learning experiences address the program's student learning outcomes. Use Section III to demonstrate the alignment of the program's SLOs with its curriculum.

A. In both tables 3A and 3B, the program SLOs will auto-populate across the top row of the matrix based on your text entered into Section II.

B. To add courses to Column 1, include the course prefix number and course title in numerical order from lowest to highest.

In Table 3A, list each of the program's required courses (courses that all students must take) or learning experiences. For undergraduate programs, you may choose whether to include Core Curriculum courses if they directly relate to one or more of the SLOs.

In Table 3B, list any program electives.

C. Within each cell of the matrix, use the Coding Key to identify which emphasis level best describes how the program SLO is addressed within each course – Introduced, Reinforced, Mastered, and/or Assessed.

COURSES/EXPERIENCES [List the course prefix number and course title in numerical order from lowest to highest. If appropriate, include program experiences that are essential but are not tied to a specific course. Insert additional rows, as needed.]	SLO 1: Accurately distinguish major fields in philosophy.	SLO 2: Critically analyze philosophical questions and texts.	SLO 3: Appropriately apply philosophical concepts and theories to intellectual, ethical, and moral topics relevant to modern society.
	[Use Coding Key at the bottom of the page to identify the <i>depth</i> to which the program SLO is <u>addressed</u> and <u>assessed</u> within the course/experience.]		
PHIL 2103 Introduction to Philosophy	I	I	I
PHIL 3173 Introduction to Logic	R	I	
PHIL 3243 Ancient Philosophy	R	R	
PHIL 3253 Early Modern Philosophy	R	R	
PHIL 3343 Philosophy of Science	R	R	R
PHIL 3723 Theory of Knowledge	R		

COURSES/EXPERIENCES [List the course prefix number and course title in numerical order from lowest to highest. If appropriate, include program experiences that are essential but are not tied to a specific course. Insert additional rows, as needed.]	SLO 1: Accurately distinguish major fields in philosophy.	SLO 2: Critically analyze philosophical questions and texts.	SLO 3: Appropriately apply philosophical concepts and theories to intellectual, ethical, and moral topics relevant to modern society.
	[Use Coding Key at the bottom of the page to identify the <i>depth</i> to which the program SLO is <u>addressed</u> and <u>assessed</u> within the course/experience.]		
PHIL 4073 Philosophy of Mind	R		
PHIL 4173 Intermediate Logic	R		
PHIL 4253 Nineteenth-Century Philosophy	R, A	R	
PHIL 4273 Philosophy of Religion	R	R	R
PHIL 4553 Moral Philosophy	R	R	R
PHIL 4563 Ethical Reasoning	R	R	R
PHIL 4663 Global Ethics	R	R	R
PHIL 4903 Philosophy Capstone	M, A	M, A	M, A

More guidance for using curriculum maps can be located in the resource *A Basic Guide to Using Curriculum Maps for Program Assessment*.

Section IV: Program SLOs to be Assessed

The primary information about your assessment plan is documented in Section IV. The text of your SLOs will auto-populate at the top of each page based on your text entered into Section II. For each SLO, please include the following:

- A. *Years to be Assessed* – A minimum of one SLO must be assessed each year, and each SLO must be assessed for a minimum of two consecutive years.

Program faculty will need to determine how long to continue to focus on a specific SLO before transitioning to another.

This may depend on how student learning is improving over time or on a program's accreditation or program review cycle.

Some SLOs you may want to assess every year while others can rotate over time.

- B. *Assessment Measure (Name)* – Two assessment measures are required per SLO. Include the name of each measure and any sub-components or criteria, as applicable.

- C. *Direct or Indirect Measure* – At least one assessment measure for each SLO must be a direct measure.

Examples of direct measures include projects, exams, papers, portfolios, clinical assessments, performances, and exhibitions. Examples of indirect measures include student surveys, focus groups, or exit interviews.

- D. *Assessment Method (Description)* – Provide a description of each assessment method that indicates how it will be scored and by whom. Include performance levels (such as rubric scoring levels) and details about how the data will be reported and disaggregated, as applicable.

Example: Students in the capstone course will complete a course-embedded exam that includes an analysis essay question. The exam will be scored by a panel of three faculty members on a holistic 5 point rubric (1=Unsatisfactory; 2=Needs Improvement; 3=Satisfactory; 4=Exceeds Expectations; 5=Exemplary). An overall score will be reported.

- E. *Target Indicator: Criterion for Success* – Provide the minimally acceptable level of individual performance. This is typically stated in terms of a specific score or point value.

Example: An overall score of 3 out of 5

(Note that this is describing the score achieved by a single student. An individual student will have achieved the program learning outcome if he or she scores 3 or more points out of a total of 5 possible.)

- F. *Target Indicator: Realistic Program Goal* – Provide the percentage of students in the program that will attain the criterion for success. The Realistic Program Goal should reflect a level of achievement for graduating students that the program finds to be appropriate for student success. This level may vary by program, SLO, and assessment method.

Example: 80%

(Note that this is describing the combined performance of all students. The program will meet its goal if 80% of all students achieve an overall score of 3 out of 5)

Continues on next page

SLO 2:		Years to be assessed		
Critically analyze philosophical questions and texts.		2019-20; 2020-21; 2025-26; 2026-27		
Assessment Measure (AM) [Insert name of each Assessment Measure (AM), and identify all major elements/components to be assessed below. If more than two AMs, insert the number of additional rows needed and format accordingly.]	Direct or Indirect Measure?	Assessment Method [Describe how the assessment measure will be scored. What scoring mechanism will be used? What are the different performance levels? By whom will it be scored? Will disaggregated (major elements/components) data be tabulated, in addition to overall score? How will inter-rater reliability be established?]	Target Indicators	
			Criterion for Success [List the <i>minimally acceptable level of individual student performance</i> on the selected assessment measure.]	Realistic Program Goal [List a reasonable/realistic program goal for the <i>percentage</i> of students that <i>will attain</i> the set criterion for success.]
AM 1: PHIL 4253 Paper Explanation of issues Thesis Reasoning and development of ideas Use of evidence Organization of ideas	Direct	Students in PHIL 4253 will write a paper analyzing a major text from the era of nineteenth century philosophy. The papers will be scored by the course instructor on a 3 point rubric (1=Needs Improvement; 2=Satisfactory; 3=Exemplary). Results will be reported as an overall combined rubric score and scores will be disaggregated for each of the 5 rubric criteria.	An overall score of 2 out of 3	80%
AM 2: Capstone Exam – Essay Question - Analysis	Direct	Students in the capstone course will complete a course-embedded exam that includes an analysis essay question. The exam will be scored by a panel of three faculty members on a holistic 5 point rubric (1=Unsatisfactory; 2=Needs Improvement; 3=Satisfactory; 4=Exceeds Expectations; 5=Exemplary). An overall score will be reported.	An overall score of 3 out of 5	80%

A

B

C

D

E

F

More guidance related to assessment measures can be located in the resource *Assessment Measures: Terms and Best Practices*.

Section V: Assessment Plan Implementation Coordination

The final section of the assessment plan documents information about how the plan will be implemented and coordinated. It should be a useful tool for documenting and communicating within your department about how the assessments will be conducted, how the results will be analyzed, and how the results will be collectively reviewed and used to implement actions for improvement. Assessment practices will benefit from the involvement of multiple faculty members, but take care to clarify responsibilities in advance.

The names of your Assessment Measures will auto-populate in the first column based on your text entered into Section IV. For each assessment measure, please include the following:

- A. *Who will administer and score the assessment* – Provide the title or role of the person or persons responsible for administering and scoring the assessment. This may be more than one person.

In some cases, the same person will administer and score the assessment. In other cases, a separate committee or panel of faculty may be involved in the scoring.

- B. *Who will conduct initial data analysis, and who will complete the annual Assessment Report* -- Provide the title or role of the person or persons responsible for analyzing the assessment data and completing the annual Assessment Report. This may be more than one person.

Best practices suggest that multiple faculty be involved in scoring, collecting, and analyzing the data. However, it may be necessary to clarify the specific individual responsible for completing the annual Assessment Report.

- C. *Please describe the timeline for this program's assessment of this outcome by measure* – Describe the timeline of assessment including (1) when the assessments will be administered, (2) when data or assessments will be collected and/or scored, (3) when data will be analyzed, and (4) when data will be discussed by faculty.

Note that step 4 is key to using assessment results for improvement. Plan a time when program faculty can meet together to review the prior year's assessment results, reflect on the impact of prior actions for improvement, and recommend further actions to seek improvements in student learning based on the results reviewed.

Last Updated June 2024

Conclusion

We hope these guidelines have been helpful for preparing your assessment plan. 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.