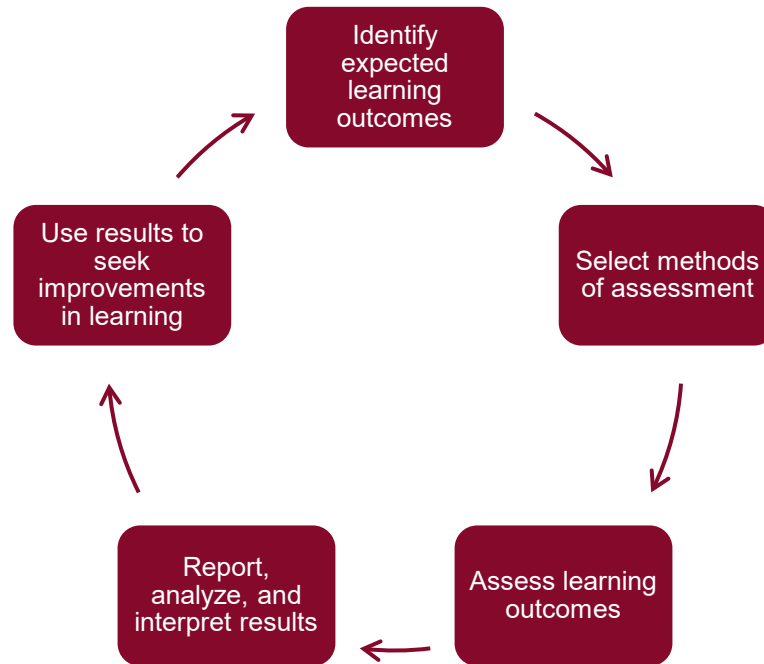ACADEMIC ASSESSMENT
& ACCREDITATION
TEXAS WOMAN'S UNIVERSITY

Guidelines for Preparing
Academic Assessment Reports

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.

Report Template

The current reporting cycle's report template for each program can be located in the program's folder within the Academic Assessment Portal. The template will be pre-populated with information from the 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: SLOs, Assessment Measures, Summary Data, and Target Indicators Table

Use Table 1 to record the results of your assessment measures. Information about the SLOs, 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 <u>number</u> of students assessed (*N*=) and the <u>percentage</u> of students who achieved the criterion for success (%).

B. Provide any updates you are making to the SLOs, AMs, Criteria for Success, and Realistic Program Goals in the red fields marked "Update." 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 Outcomes (SLOs) [List SLO(s) shown in Section II, AIIAP.]	Assessment Measures (AMs) [List all Assessment Measures (names only) shown in Section V, AIIAP. If additional AMs are needed, insert row and then merge the SLO cells.]	Summary Data ▪ Report total number of students assessed (*N* = __). ▪ List **percentage** of students assessed who achieved the set criterion for success.	Target Indicators	
			Criterion for Success [List the *minimally acceptable* level of **individual student** performance on the selected assessment measure.]	*Realistic* Program Goal [Insert Realistic Program Goal of **percentage** of students assessed that will *realistically* attain the Criterion for Success – Section V, AIIAP.]
SLO 1: Accurately distinguish major fields in philosophy. **Updated SLO 1:** Enter text here. [B]	**AM 1:** PHIL 4253 Exam **Updated AM1**: Enter text here	(*N*=9) 78% [A]	20 points **Updated Criteria for Success:** Enter text here	70% **Updated Realistic Program Goal:** Enter text here

Student Learning Outcomes (SLOs) [List SLO(s) shown in Section II, AIIAP.]	Assessment Measures (AMs) [List all Assessment Measures (names only) shown in Section V, AIIAP. If additional AMs are needed, insert row and then merge the SLO cells.]	Summary Data ▪ Report total number of students assessed (N = __). ▪ List percentage of students assessed who achieved the set criterion for success.	Target Indicators	
			Criterion for Success [List the minimally acceptable level of individual student performance on the selected assessment measure.]	Realistic Program Goal [Insert Realistic Program Goal of percentage of students assessed that will realistically attain the Criterion for Success – Section V, AIIAP.]
	AM 2: Capstone Exam – Essay Question – Major Fields Updated AM2: Enter text here	(N=7) 86%	A score of 3 out of 5 Updated Criteria for Success: Enter text here.	80% Updated Realistic Program Goal: Enter text here

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

Table 2 is an optional but strongly 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. *Is there additional category/sub-category data for assessments reported in Table 1?* – 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/Target* – 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/Target [If applicable, list the Realistic Program Goal below for each Assessment Measure shown in Table 1.]
	SLO 1/Assessment 1 – [Insert name of assessment measure 1.]		
1.1	A. [List category here.]		
	B.		
	C.		
	D.		
	E.		
	SLO 1/Assessment 2 – [Insert name of assessment measure 2.]		
1.2	A. [List category here.]		
	B.		
	C.		
	D.		
	E.		
	SLO 2/Assessment 1 – PHIL 4253 Paper **B**		
2.1	A. Rubric Criterion 1: Explanation of issues	100%	
	B. Rubric Criterion 2: Thesis	100%	
	C. Rubric Criterion 3: Reasoning and development of ideas	67% **D**	80% **E**
	D. Rubric Criterion 4: Use of evidence	89%	
	E. Rubric Criterion 5: Organization of ideas	89%	

Table 3: Analysis & Interpretation of Results

Use Table 3 to document a detailed analysis and interpretation of results for each 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(s) 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 program's Trend Analysis.

Space is provided to include analysis and interpretation for each SLO. The SLOs 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 students 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], or AFIs from the last time the SLO was assessed). Describe if those actions were implemented and what impact they may have had on results.

Student Learning Outcomes [SLO(s) will populate from Table 1.]	Analysis & Interpretation [You should do three things in this section: 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.]	
SLO 1: Accurately distinguish major fields in philosophy. **Updated SLO 1:** It will populate from Table 1	The program goals for both the PHIL 4253 Exam and the Capstone Exam assessments were met this cycle. 78% of students scored 20 points or more on the major fields questions of the PHIL 4253 Exam. Two years ago we did not meet our goal for this assessment which led to the program reviewing and re-writing the exam questions to ensure that they are aligned with the SLO and that they align with program content. This is the second year the program goal has been met since we started using the revised exam questions.	**A-C**

Student Learning Outcomes [SLO(s) will populate from Table 1.]	Analysis & Interpretation [You should do three things in this section: 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.]
	Results for the Capstone Exam have consistently exceeded 80% for the past three years. We did notice this year that more students struggled to respond to the essay prompt comparing and contrasting the fields of aesthetics and ethics. The goal was met overall but more students scored a 3 compared to recent years. The essay prompt changes each year, and this was the first time in several years that we included aesthetics as one of the fields to discuss. It is possible that students were less familiar with that field.
SLO 2: Critically analyze philosophical questions and texts. **Updated SLO 2:** It will populate from Table 1	Students performed strongly on the PHIL 4253 Paper, with 100% of students receiving an overall score of 2 out of 3, but results for the Capstone Exam did not meet the program goal. Only 71% of students scored 3 out of 5 points. Results from previous years have exceeded 80%. Although scores were strong on the paper overall, one rubric item scored lower than the others: reasoning and development of ideas (67%). If students are struggling with this area of critical analysis, it may have contributed to low scores on the Capstone Exam analysis essay question.
SLO 3: Appropriately apply philosophical concepts and theories to intellectual, ethical, and moral topics relevant to modern society. **Updated SLO 3:** It will populate from Table 1	Scores on the Capstone Presentations all met the criterion for success, and the program goal was met overall, but performance on the Global Ethics Project continues to struggle. Only 57% of students met the criterion for success, a decrease from the prior year. A review of performance on each rubric criterion (Table 2) suggests that students are able to demonstrate their understanding of the issues (86%) but struggle with other dimensions of applying concepts and theories. This is the third year we have not met the program goal for the Global Ethics Project. Two years ago we added to the course an opportunity for faculty feedback on the project while it was in the development phase to provide students with an opportunity to reflect on and revise their work prior to final submission. This was modeled after a similar opportunity students in the capstone course have to receive feedback on their presentations before the final presentation. Because scores are still low, we may need to consider additional interventions.

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.

Space is provided to include Actions for Improvement for each SLO. The SLOs 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.

An action for improvement is highly recommended for any SLO with results that did not meet the program goal in the current cycle. We strongly 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 graduating students that year or no students enrolled in the course in which the program assessment was conducted)

"Wait" should not be used in multiple, consecutive years.

Student Learning Outcomes [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: Accurately distinguish major fields in philosophy. **Updated SLO 1:** It will populate from Table 1	Although students performed well on this SLO overall, they did struggle more with the aesthetics essay question. Therefore, we propose adding additional lecture material on the field of aesthetics to PHIL 3243, 3253, and 4253 so that this topic is covered equally across eras. The instructors for these courses will implement this change the next time the courses are offered. **A**	Spring 2024, Fall 2025 **B**	Ped-C **C**

Student Learning Outcomes [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 2: Critically analyze philosophical questions and texts. **Updated SLO 2:** It will populate from Table 1	To address the weakness on the rubric item for reasoning and development of ideas, the department will host a workshop for program faculty on teaching and assessing this skill. We hope to integrate skill building in this area into courses across the program curriculum to strengthen students' performance on SLO 2. The program coordinator will develop this training.	Spring 2024	Fac-C
SLO 3: Appropriately apply philosophical concepts and theories to intellectual, ethical, and moral topics relevant to modern society. **Updated SLO 3:** It will populate from Table 1	We propose adding a case study to the PHIL 4563 Ethical Reasoning course that will provide students with more practice applying philosophical concepts and theories. The rubric for this case study will use similar criteria to the project rubric for the Global Ethics course. Aligning the assignments and rubrics better across courses will allow students to use the feedback they receive on their PHIL 4563 assignment to improve their learning in this area before attempting the PHIL 4663 Global Ethics Project. The course instructor for PHIL 4563 will implement this change the next time the course is offered.	Spring 2024	CR

Trend Analysis

A Trend Analysis for each 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 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.