# Reflecting on 2017-18
# &
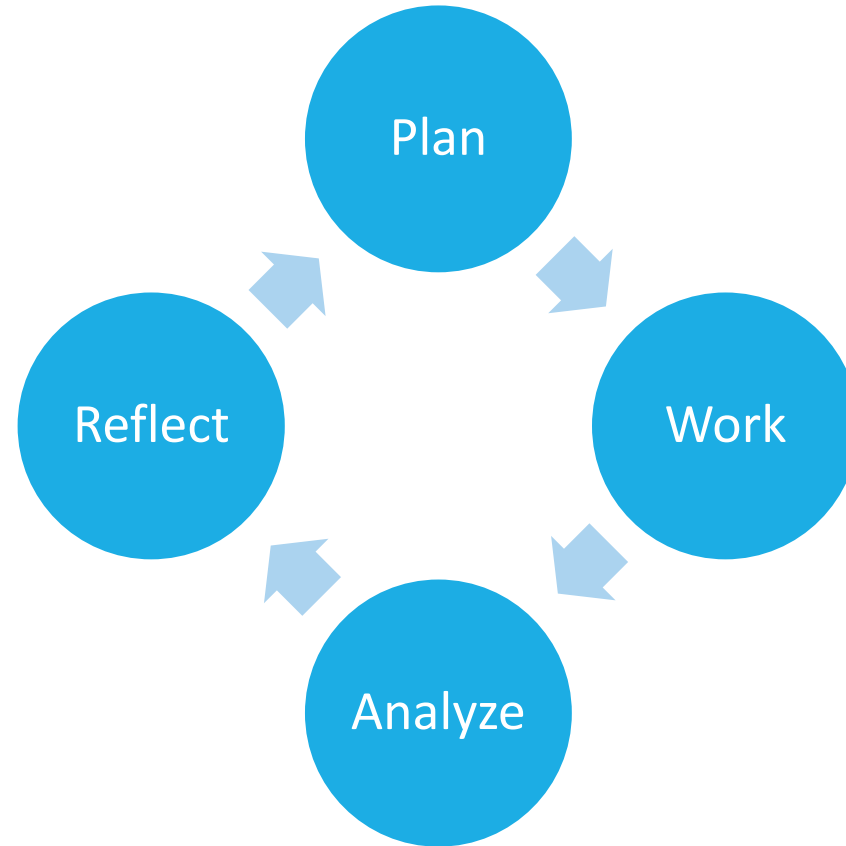# Planning for 2018-19

ASSESSMENT AT MHU – FACULTY WORKSHOP 2018

# Goals of this Presentation

- Summarize the assessment process for Academic Programs at Mars Hill University

- Recount the assessment work done in 2017-18

- Outline expectations for assessment work in 2018-19

# Assessment Cycle at MHU

# The Assessment Cycle at MHU

At MHU an assessment cycle runs a full calendar year, as we:

- *PLAN* in August

- *WORK* to collect data/evidence in September through April

- *ANALYZE* data and report findings to the Assessment Committee in May

- *REFLECT* on what we learned from the prior year to plan for the upcoming year in August

    This process allows us to determine:

    ➢ changes to make based on the results of data from the prior year
    ➢ what the key assessment activities will be for the upcoming academic year

# The Assessment Cycle at MHU

*August:*

◦ ***REFLECT*** on academic year 2017-2018

**and**

◦ ***PLAN*** for the academic year 2018-2019

➢This better prepares us to make changes based on last year's data <u>and</u>

➢helps structure key assessment activities for the upcoming academic year based on feedback from the University Assessment Committee.

# Assessment Cycle – Reflect and Plan

*Accomplish Goals for August:*

➤ Review Assessment Committee feedback from last year

➤ Write the Assessment Report ***Part A***
  ◦ determine changes to implement based on analysis from the prior year
  ◦ determine key assessment activities for upcoming academic year

# Assessment Cycle - Work

*Accomplish Goals for September through April:*

➢ Collect artifacts
- Tip: This can be done throughout the year

➢ Assess artifacts
- Tip: Get together and assess artifacts at regular intervals to save time and reduce stress

➢ Aggregate data

# Assessment Cycle - Analyze

*Accomplish Goals for May:*

➤ Write Assessment Report ***Part B***

◦ Analyze data by asking the following questions:
- ➤ Where are students doing well in the program or course?
- ➤ Where are my students struggling in the program or course?
- ➤ What changes need to be made in the classroom next year?

# University Assessment Committee

The MHU Assessment Committee meets for a week in July to

- review and assess reports using the *Assessment Report Rubric*
- assess Institutional SLOs (beginning in July 2019)
- review assessment process and protocols

# Acknowledgements from the MHU Assessment Committee (July 2018)

- We recognize how **much effort** the MHU faculty put forth in assessment work last spring.

- We had a very short time frame to complete our work.

- This work was new to most of us and **we are still learning**.

- There were not many examples provided on **how** to do this work well.

- We still need more **professional development** to support our efforts.

# Recommendations from the MHU Assessment Committee (July 2018)

- Most programs need to revise Student Learning Outcomes (SLOs).

- Most programs need to include more narrative to give context for how selected artifacts connect to SLOs.

- Most programs need to include more narrative about what the data tells about **student learning.** *In other words*, **how are you going to know if students learned what was taught?**

- Programs MUST tell **how** they will close the loop using this data.

# Recommendations from the
# MHU Assessment Committee (July 2018)

- Generate outcome statements for Institutional SLOs. (Done!)

- Eliminate the "Integrative Learning" Institutional SLO. (Done!)

- Revise templates for the *Assessment Report: Part A and Part B.* (In progress!)

- MHU faculty and staff must prioritize professional development and identify strengths and weakness across campus in our assessment work. (Ongoing!)

# MHU Assessment Report Rubric

- During July, the Assessment Committee used the *Assessment Report Rubric* to give feedback on every report submitted in Spring 2018.

- The Committee was able to identify common areas of strengths and deficiencies across program and Gen Ed reports.

# MHU Assessment Report Rubric

4 Categories in rubric:
◦ SLOs
◦ Methodology
◦ Data Analysis
◦ Actions for Improvement (only 1 of 2 items assessed this year)

5 Ratings for each item:
◦ 4 = Highly Developed
◦ 3 = Developing
◦ 2 = Emerging
◦ 1 = Initial
◦ 0 = Non-Compliant

# "Average" scores/ratings

| Category | Average rating |
|----------|----------------|
| SLOs | 2.5 |
| Methodology | 2.0 |
| Data Analysis | 2.1 |
| Actions for Improvement | 1.8 |

4 = Highly Developed, 3 = Developing, 2 = Emerging, 1 = Initial, 0 = Non-Compliant

We definitely have opportunities for growth and improvement! ☺

# MHU Assessment Report Rubric

- Keep in mind…

  ➤ *The Committee tried to view this work through the lens of an external reviewer.*

  ➤ *A low score in an area <u>does not</u> mean that that **great effort** was not exhibited, but it does show where we need to make improvements to ensure quality and consistency in our reports campus wide.*

# MHU Assessment Report Rubric

- *Most importantly…*

  ➤ *Remember that WE are still learning about assessment!*

  ➤ *As MHU faculty we are very much like our students in a new learning situation. We would not expect for students to score at the highest level of proficiency the first time they are exposed to a new task.*

  ➤ *We will grow and improve!*

# MHU Institutional SLOs & VALUE Rubrics

- MHU Institutional SLO statements were crafted based on the AAC&U VALUE Rubrics during the Assessment Committee meeting in July 2018.

- These rubrics are nationally used common instruments that allow valid comparisons to be made across programs and the institution.

- The rubrics are also general enough to be used widely across campus.
  - Training sessions will be held this year to help faculty effectively utilize the rubrics.

  - In the future, programs will be required to assess artifacts using the VALUE rubric so that data can be aggregated at the institutional level for a given institutional SLO.

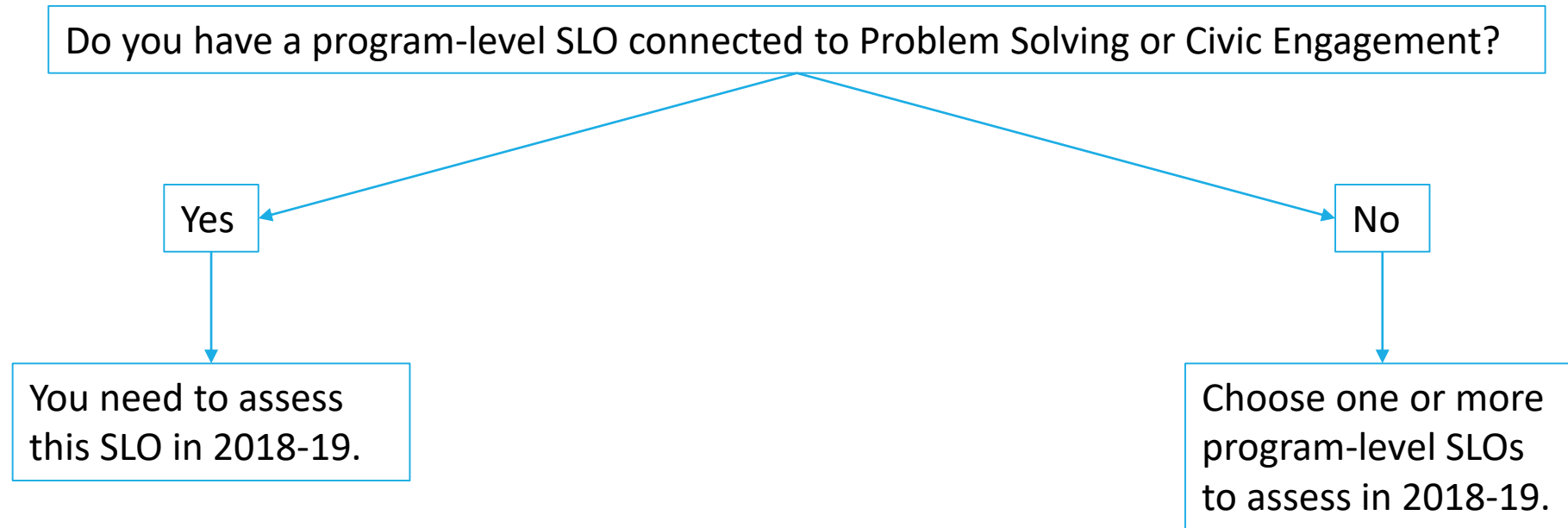# MHU Institutional SLOs for 2018-19

## Problem Solving

◦ Students will design, evaluate, and implement a strategy to answer an open-ended question or achieve a desired goal.

## Civic Engagement

◦ Students will develop the combination of knowledge, skills, values, and motivations to promote the quality of life in a community.

# Program-Level SLOs to assess in 2018-19

Do you have a program-level SLO connected to Problem Solving or Civic Engagement?

Yes

No

You need to assess this SLO in 2018-19.

Choose one or more program-level SLOs to assess in 2018-19.

# Next Steps – Fall 2018
# MHU Assessment Process

**Work on Assessment Report Part A (due by September 14, 2018)**

◦ What improvements will you make *in the classroom* based on what you learned from last year's data?
◦ Which program SLOs will you assess this year?
◦ What artifacts will you collect as evidence for this year's assessment work?
◦ When will artifacts be collected?
◦ Where will artifacts be stored?
◦ When will faculty meet together to assess these evidences?
◦ What process will be used to assess these evidences?
◦ When will faculty discuss the data analysis and its implications?

# Next Steps – Fall 2018
# MHU Assessment Process

**Complete a curriculum map for your program (due by October 12, 2018)**

◦ Identify courses meeting your program SLOs

◦ Identify evidences from these courses to be used for assessment

◦ Identify the level for each course addressing the SLO

  ◦ Introduce (I)

  ◦ Reinforce (R)

  ◦ Mastery (M)

# Next Steps – Spring 2019
# MHU Assessment Process

MHU has a Monitoring Report due to SACSCOC on April 1, 2019.

- This report will include assessment work completed in 2017-18.
- We will be submitting all program assessment reports at that time.
- *If your program's report was not submitted or rated "Non-Compliant", you will have to work with the Assessment Committee to complete a compliant report due January 1, 2019.*

Assessment Reports Part B for 2018-19 will be due May 31, 2019.