Assessment Review Report 2014-15

IEC Sub-Committee on Academic and Support Unit Assessment

Overview

This year the Sub-Committee on Academic and Support Unit Assessment began its second three-year round of reviews (see Appendix). The subcommittee reviewed Academic Units as specified by the IEC Assessment Review Plan. The five reviewers were assigned 8-10 programs to review; each program was reviewed by twice by separate reviewers working separately.

This year, the reviewers used a Qualtrics survey to complete the assessments rather than doing them by hand and entering the data manually into a spreadsheet. In addition, reviewers verified that programs had achievement targets, and whether programs have non-SLO related outcomes. The reviewers accessed assessment plans and current assessment results on GSW's new webpage that publically discloses measurements of student achievement, a new SACSCOC requirement initiated by the US Department of Education.

List of Programs Reviewed

BA-BFA in Art
BA in Dramatic Arts
BA in English
BA in History
BA in Music
BBA
BS in Biology
BS in Chemistry
BS in Computer Science
BS in Geology
BS in Information Technology
BS in Mathematics
BS in Nursing
BS in Political Science
BS-BA in Psychology
BS in Sociology
BSED
MA in English/Critical Literacy
MBA
MED
MS in Computer Science
MS in Nursing

Review Results

2. Click to write the question text

#	Question	Best Practice	Acceptable	Marginal	Unacceptable	Total Responses	Mean
1	Outcomes or Goals	17	27	1	0	45	1.64
2	Outcome Measures	10	30	3	2	45	1.93
3	Use of Results	6	34	5	0	45	1.98
4	Overall	4	36	4	1	45	2.04
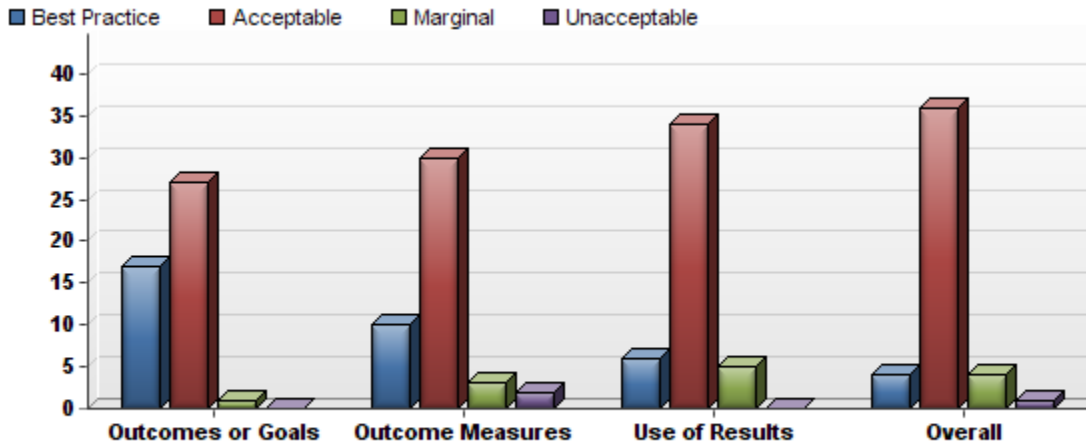
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4	Overall	4	36	4	1	45	2.04

Statistic	Outcomes or Goals	Outcome Measures	Use of Results	Overall
Min Value	1	1	1	1
Max Value	3	4	3	4
Mean	1.64	1.93	1.98	2.04
Variance	0.28	0.47	0.25	0.27
Standard Deviation	0.53	0.69	0.50	0.52
Total Responses	45	45	45	45

3. Does the Program have achievement targets for its outcomes-goals?

#	Answer		Response	%
1	Yes		45	100%
2	No		0	0%
	Total		45	100%

Statistic	Value
Min Value	1
Max Value	1
Mean	1.00
Variance	0.00
Standard Deviation	0.00
Total Responses	45

4. Does the program have any goals or outcomes that are not student learning outcomes?

#	Answer		Response	%
1	Yes		3	7%
2	No		42	93%
	Total		45	100%

Statistic	Value
Min Value	1
Max Value	2
Mean	1.93
Variance	0.06
Standard Deviation	0.25
Total Responses	45

Analysis of Results

As in past years, use of results was the weaker of the areas reviewed (see Appendix for Assessment Rubric used). Nonetheless, the number of academic programs judged marginal or unacceptable on the use of results was far smaller than for previous reviews of Administrative Support, and Academic and Student Support Units. This is should be expected since the academic programs have been doing this form of annual assessment since at least 2009, if not earlier. All programs have achievement targets for their assessment results, but only three have non-SLO related outcomes. Therefore, most programs need to develop additional assessment outcomes in the next couple of years in preparation for the SACSCOC Interim Fifth-Year Report in 2019.

SACSCOC On-Site Review

GSW was found in compliance after on-site review on all requirements and standards related to institutional effectiveness, including Core Requirement 2.5, Comprehensive Standards 3.3.1.1 through 3.3.1.5, and Federal requirement 4.1.

APPENDIX

GSW Assessment Review Cycle

- **First Year (beginning 2011-12): Academic Programs (cf. SACS-COC Comprehensive Standard 3.3.1.1)**
- Second Year: Administrative Support Services; and Community, and Public Service (cf. CS 3.3.1.2 & 3.3.1.5)
- Third Year: Academic and Student Support Services; and Research (cf. CS 3.3.1.3 & 3.3.1.4)

Rubric for Assessment Process Review

Process Elements	Best Practice	Acceptable	Marginal	Unacceptable
	(3)	(2)	(1)	(0)
Outcomes or Goals	• Outcomes/goals embody the mission of the unit, and institution. • Outcomes/goals are clearly linked to improvements in student success or the learning environment. • Outcomes/goals are communicated to the community.	• Outcomes/goals are clearly related to unit's purpose or mission. • Each outcome/goal statement is clear, concise, and contains only one construct. • Unit agrees to outcomes/goals.	• Outcomes/goals are not clearly related to unit's purpose or mission. • Outcomes/goals contain more than one construct. • Adoption of professional association's suggested outcomes/goals, but not adjusted for unique characteristics of unit or institution.	• List of outcomes/goals does not exist.
Measures	• Measures are tracked over time. • Several types of measures are used. • Measures identify appropriate levels of student success or improvement in the learning environment.	• Measures establish appropriate targets for improvement of student success or the learning environment. • Measures lead to actionable results.	• Measures not based on prior performance or normative data. • Expectations are unfounded or unrealistic. • Measures do not lead to actionable results	• Only one type of measure for multiple outcomes/goals. • Not able to determine application of results if expectati

				ons not met.
Use of Results	• Results discussed with students and other community members. • Results lead to action plans with realistic targeted dates, goals, responsibilities, and resources identified to improve student success or the learning environment.	• Results shared with colleagues and administrators. • Results identify areas for improvement in student success or the learning environment, but action plans are insufficient.	• Results are not connected to improvements in student success or the learning environment.	• Results not used, or always lead to the conclusion that no action is necessary.