



Guidelines for Preparing...

TWU Academic Institutional Improvement Report-Certificate Programs – AIR-CP

TWU Summary Analyses & Actions for Improvement-Certificate Programs – Trend Analysis

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Introduction

Guidelines for Preparing... serves to assist directors, chairs, certificate program coordinators, and faculty in completing the annual **TWU Academic Institutional Improvement Report-Certificate Programs (AIIR-CP)** and the **TWU Trend Analysis of AIIRs-CP** that will be submitted each spring in fulfillment of the annual certificate program *Academic II* reporting for *continuous Institutional Improvement*.

Comparable to TWU's academic degree programs, we look forward to a focus on *continuous improvement* in our certificate programs using student SLOs performance data. The Director of Academic Assessment is available to assist and support directors, chairs, certificate program coordinators, and faculty as needed in this process. If you have questions or concerns, please feel free to contact the Office of Academic Assessment at (940) 898-3029 or tsenne@twu.edu.

TWU Academic Institutional Improvement Report-Certificate Programs – AIIR-CP

Heading

Most of the required information in the heading is self-explanatory. However, here are a few points of clarification:

- Use the approved/official certificate program name on each report.
- Indicate the academic unit in which the certificate program resides, along with the respective college.
- **Highlight** the campuses on which the certificate program is offered.
- **Highlight** the certificate type: Undergraduate, Post-Baccalaureate, or Post-Master's.
- If the certificate program is classified as an online certificate program, check the box provided.

There is a "**NOTE**" embedded within the heading of the report. Pay particular attention to what it states and respond appropriately. If the content is applicable to your specific certificate program during the current reporting cycle, check the box provided. Annual reports will be filed for all certificate programs; although, some certificate programs may not have assessed students during a given year. The reporting cycle for certificate program *Academic II* follows the calendar year, and annual reports are submitted in March. Summary data reported will include the previous years' spring, summer, and fall program assessment data.

Certificate program faculty coordinators should complete the AIIR-CP before completing the Trend Analysis of AIIRs-CP. Much of the information and data on the AIIR-CP can be copied and pasted into the Trend Analysis report.

Table 1: SLOs, Assessment Measures, Summary Data, & Target Indicators

The purpose of Table 1 is to identify the certificate program SLO, assessment measures, summary data, and target indicators for the reporting period. Except for Summary Data in Table 1, all other information necessary to complete the table can be found in the certificate program AIIP-CP (assessment plan).

Student Learning Outcomes. In column 1 (on the left), insert the certificate program SLO. The SLO can be copied from your current AIIP-CP (assessment plan) document.

Assessment Measures. List the name only of each assessment measure for the SLO in the corresponding row of column 2. No further description about the assessment measure is needed. Detailed information for each assessment measure is available in the current AIIP-CP (assessment plan). The AIIP-CP requires a minimum of two assessment measures per SLO; one of which must be a direct assessment measure.

Summary Data. Two items will be reported in column 3. First, indicate the number of students assessed on each assessment measure during the reporting cycle ($N =$). Second, enter **the percentage of students assessed that achieved the set criterion for success** during that same reporting period. The criterion for success is defined as the minimally acceptable level of individual student performance for the selected assessment measure. Later in this report, program faculty will compare the summary data with the *realistic target goal* in Table 3, Analysis & Interpretation of Results.

Some Reporting Nuances. 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. The goal is to be sure that all certificate program students are included within the summary data reported for the AIIR-CP. If the program coordinator wishes to determine if there are performance differences between students completing both the academic degree and certificate program and students completing the certificate program only, the data may be disaggregated in Table 2 of the AIIR-CP.

Target Indicators. Target indicators are developed and used by certificate program faculty to determine the level to which students have achieved the certificate program SLO. Sometimes these indicators are referred to as “benchmarks”, which serve as targets for program faculty to determine the success of their students and certificate program as it relates to performance on the SLO(s). The criterion for success is defined as the minimally acceptable level of individual student performance on the selected assessment measure. The realistic program goal represents the *percentage of students* program faculty members expect to attain the set criterion for success. The stretch program goal focuses on *continuous improvement* by “raising the bar” higher than the set realistic program goal. The stretch program goal indicates the desired, yet potentially attainable, percentage of students that may achieve the set criterion for success.

For the last 3 columns of Table 1, insert the criterion for success, realistic program goal, and stretch program goals that were previously designated in the certificate program AIAP-CP (assessment plan). These indicators will be used subsequently within the report as part of the analysis and interpretation component found in Table 3 of the AIIR-CP.

Table 2: Disaggregated Assessment Category/Sub-Category Data

Table 2 provides certificate program faculty with additional data reporting capabilities for assessment measures where individual components/domains/elements sub-scores are available, in addition to the designated overall score. Categorical data provide program faculty with more specific data on how the students performed relative to each category/element that was individually assessed. “Drilling down” to this level of analysis provides additional insight that can be used to target appropriate changes that need to be made to improve student learning.

Alternatively, Table 2 can also be used to see if performance differences exist between different groups of students (i.e., students completing both the academic degree and certificate program vs. students completing only the certificate program).

If no disaggregation of data is available to report, leave Table 2 blank and proceed to Table 3.

SLO/Assessment, (column 1), delineates the certificate program SLO and designated assessment measures found in Table 1. For example, “1.2” represents certificate program SLO 1, Assessment Measure 2, etc.

In column 2, Assessment Categories/Sub-Categories, list the name of each component/domain/element that was individually assessed **or** list the means by which data are reported (i.e., both academic degree and certificate program students vs. certificate program only students). For example, if 4 domains were individually assessed for SLO/Assessment 1.1, then Items A through D will be completed for the first assessment measure. Also, insert an abbreviated name for the assessment measure in the shaded area above the assessment categories for each assessment.

Column 3, Categorical Data, represents the percentage of students assessed that *achieved* the set criterion for success for that particular component/domain/element. Program faculty will enter this percentage for each corresponding component, if appropriate.

In column 4, Realistic Target Goal, insert the previously determined *Realistic Target Goal* (copy and paste from Table 1) for each respective assessment measure, if appropriate.

An example modified from the BA Dance program is provided (without data) for clarification of Table 2. **The reporting structure is the same on Table 2 for both academic degree programs and for certificate programs.**

Table 2 Example – BA Dance

SLO/Assessment	Assessment Categories/Sub-Categories	Categorical Data	Realistic Program Goal [if applicable]
3.1	SLO 3/Assessment 1 – DNCE 4133 Professional Marketing Website		85%
	A. Purpose/Artistic Vision		
	B. Development of Ideas		
	C. Coherence		
	D. Delivery		
	E.		
3.2	SLO 3/Assessment 2 – DNCE 4243 Educational Packet		85%
	A. Purpose/Artistic Vision		
	B. Development of Ideas		
	C. Coherence		
	D. Delivery		
	E.		
	F.		

Table 3: Analysis & Interpretation of Results*

Table 3 provides the detailed analysis and interpretation of results (student performance data) for the certificate program SLO assessed. Insert the certificate program SLO in column 1 of the table. Provide the analysis and interpretation of student performance data in column 2. For example, consider how well students performed based on the set criterion for success, realistic program goal, and stretch program goal. What components did students score particularly well? What aspects were challenging for students? Were there other circumstances or variables that might help to explain the results?

*Many TWU certificate programs have few students enrolled at any given point in time. Therefore, faculty of small certificate programs will not be expected to analyze and interpret the data based on such a limited number of students. A guideline has been established for this purpose:

Certificate program faculty will not be expected to analyze data, interpret results, and implement a programmatic “action for improvement in student learning” until sufficient data (may be cumulative over time) are available for a minimum of 20 certificate program students. This will ensure that data upon which changes will be implemented are reliable.

If the certificate program is very limited in student enrollment and program assessment, it will be important that individual student performance data be maintained over several years by the faculty coordinator until a total of 20 students have been assessed. Once data are available for 20 students, the faculty coordinator will calculate the percentage of students assessed (of the 20 students) that achieved the set criterion for success (do not calculate an average), and she/he will enter that percentage into Table 1, under the Summary Data column. Those data will then be used to address the results of student performance data and subsequent actions taken to improve student performance in Tables 3 and 4.

Table 4: Next Steps – Actions for Improvement*

Table 4, Next Steps – Actions for Improvement, is the last table in the AIIR-CP template. Insert the certificate program SLO in column 1. Based on the analysis and interpretation of results (Table 3), describe in detail one targeted action that will be implemented to improve student learning specific to the SLO in column 2 (Actions for Improvement). Finally, identify an “improvement code” that best represents the type of action that will be taken, and enter it into the corresponding cell in column 3. Several actions for improvement categories are presented on the last page of the AIIR-CP.

Final Comments on the AIIR-CP

Certificate program faculty/coordinators have the opportunity to share in detail the results of assessment on the AIIR-CP document. This will not be the case when completing the Trend Analysis document, which serves as a “snapshot” of results and actions for improvement over time only.

TWU Summary Analyses & Actions for Improvement – Trend Analysis of AIIRs-CP

Certificate program faculty coordinators should complete the AIIR-CP before completing the Trend Analysis of AIIRs-CP. Much of the information and data on the AIIR-CP can be copied and pasted into the Trend Analysis report.

The *Trend Analysis of AIIRs-CP* serves as a “snapshot” of data and improvement actions taken to improve student performance over a period of several years. Certificate program coordinators enter only the data and information requested into the Trend Analysis document which will provide cumulative data and actions taken to improve student learning through the year 2022—TWU’s next year of SACS-COC Reaffirmation. Any details that program coordinators wish to share should be included in the AIIR-CP. The documents work hand-in-hand with one another. If one is looking at trend analysis data, more detailed information can be derived from the AIIR-CP, if necessary.

The *TWU Summary Analyses & Actions for Improvement – Trend Analysis of AIIRs-CP* document was created to capture certificate program SLOs performance data and subsequent “actions for improvement” implemented over time (trend analysis). It will be updated annually when AIIRs-CP are submitted each spring. The *Trend Analysis of AIIRs-CP* document will provide Academic Institutional Improvement with programmatic evidence of student learning improvement over time for TWU certificate programs. The Trend Analysis will also allow for an “institution-wide” look at how students are performing on certificate program SLOs at any given point in time. It might also be valuable for disciplinary accreditation purposes and periodic program reviews. Finally, the trend analysis will provide excellent documentation for future SACS-COC accreditation reports.

Trend Analysis – AIIRs-CP

The *Trend Analysis of AIIRs-CP* will be provided to departments/schools from the Office of Academic Assessment in the Word or Excel format of preference. Trend Analyses will be sent out in January each year, along with the AIIR-CP template for annual Academic II reporting purposes.

Pages/Spreadsheets 1-2

The Word and Excel documents are created similarly. The required information is described below:

- **Student Learning Outcomes:** Insert the certificate program SLO statement in the corresponding cell.
- **Assessment Measures & Realistic Program Goals:** The assessment measures for each SLO are designated as A1 (Assessment Measure 1) and A2 (Assessment Measure 2), respectfully. Provide an abbreviated name for each assessment measure, and indicate the corresponding Realistic Program Goal of expected percentage of students assessed who should be able to achieve the set criterion for success in the “Target” portion of the designated cell space. The Realistic Program Goal can be found in Table 1 of the AIIR-CP.

- **Summary Data:** Data to be provided for the certificate program SLO are the percentage of students assessed that achieved the set criterion for success during the specific reporting period. This percentage can be taken directly from Table 1 of the AIIR- CP, column 3 – Summary Data.
- **N = :** Record the number of students assessed during the specific reporting period in this column for each assessment measure.
- **Actions for Improvement:** Briefly state one “action for improvement” that will be implemented based on the previous year(s) of data in the corresponding cell. Next, provide the Actions for Improvement Code (AFI Code) in the lower portion of the cell that best captures the type of action taken. Descriptions of the AFI Codes can be found on page 4 of the Word document and sheet 4 of the Excel document. The “Actions for Improvement and AFI Code can be copied and pasted from Table 4 of the AIIR-CP.

Page/Spreadsheet 3

If you are completing the *Word* Trend Analysis, copy the certificate program SLO into the corresponding cell on page 3. Next, insert the data previously reported on pages 1-2 into the appropriate cells. If you are completing the *Excel* document, spreadsheet 3 will automatically generate the appropriate data as the data are entered into spreadsheets 1-2; however, you will need to copy the certificate program SLO over to this spreadsheet.

Page/Spreadsheet 4 – Actions for Improvement Codes

Page/Spreadsheet 4 of the Trend Analysis is used to categorize actions that were or will be implemented for improvement in student learning on the certificate program SLO presented on pages/spreadsheets 1-2 of the document.

Final Comments on the Continuing the Work in *Academic Institutional Improvement*

Determining what must be done in a certificate program to continue to improve program quality and student learning requires dedicated time and *intentionality*. Systematically documenting progress annually and over time enables program faculty to (a) determine what actions need to be taken to improve student learning based on data, (b) track data over time to check for any trends that will inform decision-making, (c) provide needed evidence of “closing the loop” in student learning outcomes assessment; all of which allow TWU to continually improve.