

Guidelines for Preparing...

TWU Academic Institutional Improvement 2012-13 Report – AIIR
TWU Summary Analyses & Actions for Improvement – Trend Analysis of AIIRS

Terry A. Senne, PhD
Director, Academic Assessment
Texas Woman's University
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Introduction

Guidelines for Preparing... serves to assist directors, chairs, program coordinators and faculty in completing the annual **TWU Academic Institutional Improvement 2012-13 Report (AIIR)** and the **TWU Trend Analysis of AIIRs** (new) that will be submitted in Fall 2013 in fulfillment of the annual student learning outcomes (SLOs) assessment of our academic degree programs for *continuous institutional improvement*.

We look forward to a focus on continuous improvement within our academic degree programs as well as our certificate programs in *Academic Institutional Improvement*. In addition, the Office of Academic Assessment is ready to assist and support directors, chairs, program coordinators and faculty as needed in this process. Please feel free to contact the Office of Academic Assessment at (940) 898-3029 any time to discuss possible options.

TWU Academic Institutional Improvement 2012-13 Report - AIIR

Heading

Most of the required information in the heading is self-explanatory. Be sure to highlight those campuses on which the degree program is offered. Additionally, if the degree program is an online degree, highlight the corresponding type. Use the key below to select the type that best describes the degree program.

Distance Education/Online Degree Types:

- **Fully** – This is a graduate-level program that can be earned 100% online.
- **Hybrid** – This is a graduate-level program that is delivered predominately online, with some on-campus courses.
- **Completion (Fully)** – This is an Undergraduate Completion Degree, and all of the junior and senior-level courses can be taken online.
- **Completion (Hybrid)** – This is an Undergraduate Completion Degree, and the majority of the junior and senior-level courses can be taken online, with some on-campus courses.

Table 1: SLOs, Assessment Measures, 2012-13 Summary Data, & Target Indicators

The purpose of Table 1 is to identify program SLOs, assessment measures, summary data, and target indicators for the 2012-13 reporting period. Except for summary data, all other information can be located in the degree program AIIR.

Student Learning Outcomes. In column 1 (on the left), list all degree program SLOs (one SLO per cell). You can copy the program SLOs from your current AIIR (assessment plan) document. If you have more than 3 program SLOs, just copy corresponding row(s) from the table to allow for the reporting of additional SLOs. All SLOs are to be included even though program faculty may only have assessed one SLO during 2012-13.

Assessment Measures. The name of the assessment measure for each SLO is to be identified in the corresponding row of column 2. No further description is needed. This information is available in your current AIIR. The AIIR requires a minimum of two assessment measures per SLO; one of which must be a direct assessment measure. *Minimally*, list all assessment measures for each program SLO assessed in 2012-13. Alternatively, program faculty can choose to list assessment measures for each SLO, if desired.

2012-13 Summary Data. Two items will be reported in column 3. First, indicate the number of students assessed on the particular assessment measure during the 2012-13 reporting period. 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 designated score used for

determining the *minimum* acceptable level of individual student performance on the SLO. Later in this report, program faculty will compare the summary data with the *realistic program goal* target as part of their analysis and interpretation of the data.

Target Indicators. Target indicators are developed and used by program faculty to determine the level to which students have achieved the SLOs. Sometimes these indicators are referred to as “benchmarks”, which serve as targets for program faculty to determine the success of their students and program as it relates to performance on the SLOs. The criterion for success is defined as the 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. It 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 program AIIAP (assessment plan). These indicators will be used subsequently within the report as part of the analysis and interpretation component.

Table 2: Disaggregated Assessment Category/Sub-Category Data

Table 2 provides program faculty with additional data reporting capabilities for assessment measures that are scored on the various individual components/domains/elements assessed, in addition to providing a designated overall score. Categorical data provide program faculty with more specific data on how the students performed in 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.

Table 2 will be completed, when appropriate, to report additional category/sub-category data for applicable assessments found in Table 1. Table 2 only applies to program assessments in which category/sub-category data are available to report. If no category/sub-category data are available to report, leave Table 2 blank and proceed to Table 3.

SLO/Assessment (column 1) delineates the program SLO and designated assessment measure as found in Table 1. For example “1.2” represents 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. For example, if 4 domains were individually assessed for SLO/Assessment 1.1, then Items A through D will be completed for that assessment measure. Also, insert an abbreviated name for the assessment measure in the shaded area above the assessment categories for each assessment.

Column 3, 2012-13 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.

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

An example from the BA Dance program is provided (without data) for clarification of Table 2 on the next page.

SLO/Assessment	Assessment Categories/Sub-Categories	2012-2013 Categorical Data	Realist Program Goal/Target [if applicable]
3.1	SLO 3/Assessment 1 – DNCE 4133 Professional Marketing Website		85% Proficient (3) and above [5 levels, with 5 being the highest]
	A. Purpose/Artistic Vision		
	B. Development of Ideas		
	C. Coherence		
	D. Delivery		
	E.		
3.2	SLO 3/Assessment 2 – DNCE 4243 Educational Packet		85% Proficient (3) and above [5 levels, with 5 being the highest]
	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 each program SLO assessed during 2012-13. In column 1, copy and paste the SLOs assessed in 2012-13, and insert them into the appropriate cell of column 1 of the table. Be sure to copy the SLO into the correct SLO cell (based on SLO *number*). The program SLOs numbers should remain consistent in the *AllAP* (assessment plan), *AllR*, and *Trend Analysis of AllRs* documents. Leave cells blank in column 1 for any SLOs not assessed during this reporting period. Likewise, only provide the analysis and interpretation for SLOs assessed during 2012-13 in column 2. For each program SLO assessed, consider the student performance data and any trends that may be evident (if appropriate) based on previous annual reports and *Trend Analysis of AllRs* document as the analysis and interpretation of the results are conducted.

Table 4: Next Steps – Actions for Improvement

Table 4, Next Steps – Actions for Improvement, is the last table in the *AllR* template. In column 1, copy the corresponding SLOs that were assessed during 2012-13. Based on the analysis and interpretation of results (Table 3), describe in detail one targeted action that will be implemented to improve student learning for each SLO assessed during this reporting period in the corresponding cell in column 2 (Actions for Improvement). Finally, several actions for improvement categories are presented at the bottom of page 5 of the *AllR*. Select an “improvement code” that best represents the type of action that will be taken, and enter it into the corresponding cell in column 3.

The *TWU Summary Analyses & Actions for Improvement – Trend Analysis of AIIRs* document was recently created to capture degree program SLOs performance data and subsequent “actions for improvement” implemented over time (trend analysis). It will be updated annually when AIIRs are submitted in the fall. The *Trend Analysis of AIIRs* document will provide Academic Assessment with programmatic evidence of student learning improvement over time for TWU academic degree programs. It may 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.

Document Formats

Department chairs, directors, and/or program coordinators will choose the format that will be used to report the degree program trend analysis. Two document formats are available: **Word** or **Excel**. If the Excel format is selected, the ability to create dashboards on SLO performance data (trends analysis) will be available.

Which version?

Two versions of the *Trend Analysis of AIIRs* are available. **Version 1** captures AIIRs data from 2008-09 to 2018-19. **Version 2** captures AIIRs data from 2011-12 or 2012-13 to 2019-20. Department chairs, directors, and/or program coordinators may choose which version of the document they will complete.

Pages/Spreadsheets 1-3

The first three pages of the Word document and first three spreadsheets of the Excel document are similar in terms of the required information to be provided and are described below:

- **Student Learning Outcomes:** Insert each program SLO statement in the corresponding cell.
- **Assessment Measures & Realistic Target 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 also indicate the corresponding Realistic Program Goal Target in the designated cell space.
- **Data:** Data to be provided for each SLO are the percentage of students assessed that achieved the set criterion for success for the particular reporting period.
- **Actions for Improvement:** Briefly outline any actions for improvement that were (from former IE or All Reports) or will be (current AIIR) implemented based on the previous year(s) of data in the corresponding cell. Next, provide the Actions for Improvement Code (AFI Code) that best reflects the type of action taken. Descriptions of the AFI Codes can be found on page 5 of the Word document and sheet 5 of the Excel document.

Page/Spreadsheet 4

If you completing the Word document, copy the program SLOs to the corresponding cells on page 4 of the document. Next, insert the data previously reported on pages 1-3 into the appropriate cells.

If you are completing the Excel document, spreadsheet 4 will automatically generate the appropriate data as the data are entered into spreadsheets 1-3; however, you will need to copy the program SLOs over to this page/spreadsheet.

Page/Spreadsheet 5 – Actions for Improvement Codes

This page is used to categorize actions that were or will be implemented for improvement in student learning on program SLOs as presented on pages/spreadsheets 1-3 of the document.

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

Determining what must be done in an academic 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 us to continually improve.

[Guidelines_TWU_AIIR_Trend_Analysis_June 28_2013_TSenne]