

# Assessment Day

## April 12, 2023

Three Items to Cover:

- Sharing the ACRE (what's that, you ask?)
- Plans Moving Forward / LEP Assessment Action Item
- Report Out Due End of Day

# Assessment on Campus: a Report and Evaluation (ACRE)

Comprised of

- Committee on Institutional Assessment (CIA) Update 2021-2022
- Focus: Assessment Reporting Cycle for ALS 2019-2021

# CIA Members 2021-2022

Agriculture, Culinary & Hospitality Management: Yumi Lim

Business, Innovations, and Strategy: Lamine Conteh

Education: LeAnne Syring

English, Philosophy, Spanish & Humanities: Lori Baker

Fine Arts and Communication: Anne Wedler

Mathematics and Computer Science: Matthew Zabka

Nursing: Lindsay Rohlik

Science: Tony Greenfield

Social Science: Laura Koenig

AFSCME Representative: Diana Holmes

Interim Assessment Coordinator: Kristin Kovar

Dean of ALS: Jeffrey Bell

Dean of BEPS: Raphael Onyeaghala

Dean of Students: Scott Crowell

Director of Institutional Research and Reporting: Alan Matzner

Library Representative: Kate Borowski

MSUAASF Representative: Michele Knife-Sterner

Provost: Ross Wastvedt (*ex-officio* member)

# Major Goals for 2021-2022

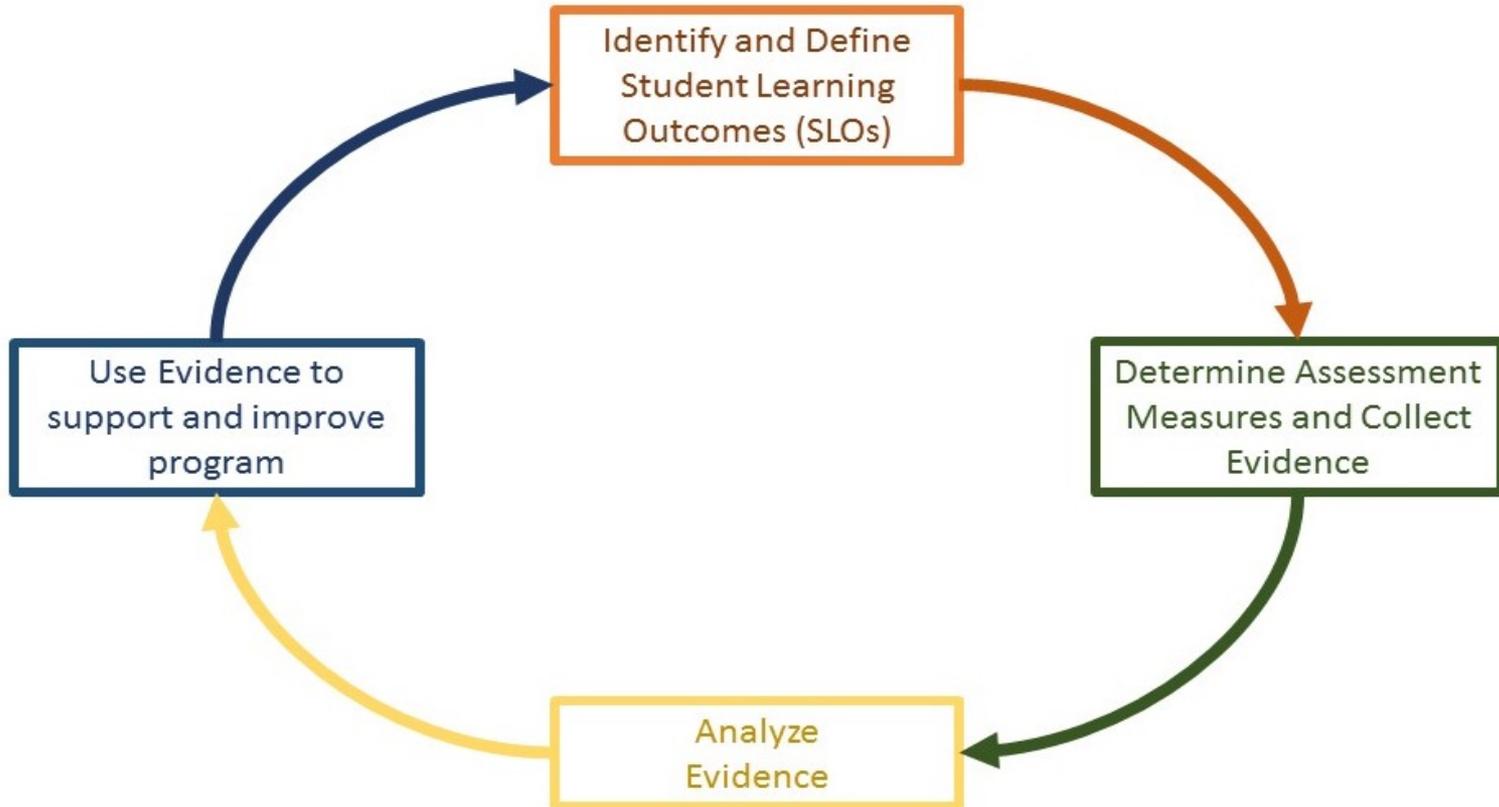
The major goals of the committee last academic year included:

- 1) Reviewing program Reports on the Assessment of Student Learning (RASLs) for Arts, Letters and Sciences programs
- 2) Edit and update RASL forms
- 3) Collaborate with COLT for facilitating assessment training
- 4) Coordinate with the Liberal Education Committee to plan assessment of Liberal Education Outcomes
- 5) Plan and implement Assessment Day

# Major Accomplishments

1. ALS programs submitted Reports on the Assessment of Student Learning.
2. Along with the SMSU Assessment Dashboard on Microsoft Teams, COLT created a Team site with valuable assessment tools and strategies to facilitate assessment training.
3. Further improvements to the RASL Executive Summary Template were made.
4. Utilizing Equity by Design data provided to each program, Assessment Day engaged SMSU in a discussion regarding analyzing the data and sharing strategies for creating action plans.

# Assessment Cycle



# RASLs

## Report on the Assessment of Student Learning

Programs provide information on

- Assessment of programmatic learning outcomes
- LEP\* learning outcomes that their programs also support

\*Remember that the LEP is over all 4 years, our university-wide outcomes – not just the MnTC courses

# Assessment Reporting Compliance

- College for Arts, Letters and Sciences RASL submissions (Fall 2019-Spring 2021 data)
  - 26 academic programs
  - New programs (Data Science and Cybersecurity) were not included
  - 24 programs were scheduled to submit
    - September 15, 2021 due date: 38% submission rate
    - Final: 83% submission rate (an increase from 70% in 2019)

# Liberal Education Program Assessment

Liberal Education Program Assessment	ALS		BEPS	
	2019*	2021	2019*	2020
<b>LEP outcome</b>	2019*	2021	2019*	2020
<b>Communicate effectively</b>	50%	45%	83%	20%
<b>Think Critically</b>	14%	35%	33%	20%
<b>Natural Sciences</b>	NA	10%	NA	0%
<b>Math/logic</b>	NA	10%	NA	0%
<b>History, social and behavioral sciences</b>	NA	10%	NA	0%
<b>Humanities and fine arts</b>	NA	15%	NA	0%
<b>Diversity</b>	0%	10%	0%	10%
<b>Global perspective</b>	NA	5%	NA	0%
<b>Ethics and Civic engagement</b>	7%	10%	17%	20%
<b>People and the environment</b>	NA	0%	NA	0%



# Recommendation Categories Emerging from RASLs

SMSU has identified categories within which recommendations from programmatic assessment tend to fall. These include:

- 1) identifying baselines and benchmarks
- 2) monitoring learning trends
- 3) improving assessment
- 4) changing instruction or changing pedagogy
- 5) changing curriculum and
- 6) improving learning of future students.

# 2019-2021 ALS Recommendations

Recommendation Type	Percentage of Programs Reporting
Baseline/Benchmark	7.1%
Monitor Learning	28.5%
Improve Assessment	42.8%
Change Instruction or Pedagogy	57.1%
Change Curriculum	14.2%
Improve Future Student Learning	28.5%

\*\*Fourteen ALS programs reported recommendations.

# Recommendation Types over Time

Recommendation Type	2019 (ALS and BEPS)	2020 (BEPS)	2021 (ALS)
<b>BASELINE/BENCHMARK</b>	40%	0%	7.10%
<b>MONITOR LEARNING</b>	35%	36%	28.50%
<b>IMPROVE ASSESSMENT</b>	50%	21%	42.80%
<b>CHANGE INSTRUCTION OR PEDAGOGY</b>	75%	43%	57.10%
<b>CHANGE CURRICULUM</b>	15%	0%	14.20%
<b>IMPROVE FUTURE STUDENT LEARNING</b>	0%	0%	28.50%

# Baselines and Benchmarks

## Examples

- This is the first time we have assessed the application of theory for our students and will serve as a benchmark for comparison.

# Monitor Learning Examples

- Continue to administer the pre-post quiz
- Monitor performance
- Continue monitoring
- Continue to require 12 hours of applied experience

# Improve Assessment Examples

- Try new assessments in future offerings
- Detailed evaluation rubrics should be developed for both assignments.
- Develop a more detailed rubric
- Don't use a meme—or at least that particular meme—to evaluate this
- Find or develop a rubric for assessing visual communication

# Change Instruction and Pedagogy

## Examples

- Include more references during class discussions
- Add an assignment where students would be tasked to make that connection
- Require students to make use of mock interview resources
- Review alternate texts
- Invite guest speakers
- PowerPoint lecture slides will be updated so that key concepts are provided with more examples
- Require critical analysis
- Asynchronous online course is not a good match for AOS/MPP students

# Change Curriculum Examples

- Curricular changes will help provide better opportunities
- Include a broader range of literature

# Improve Future Student Learning Examples

- Portfolio requirements be made clearer to majors earlier in their careers
- Consider additional pre-requisite coursework



# Assessment Day 2022

- April 12, 2022
- Each program was provided Equity by Design data that reported gaps in student learning for students of color, first generation students, and Pell eligible students.
- The first part of the day was spent in discussion of how we can engage with this data to make programmatic improvements.
- Finally, strategies were shared for creating action plans utilizing the Equity by Design data.
- The rest of the day allowed programs to work together in assessment protocols. Some programs used this time to engage with students in capstone assessments. Other programs worked in furthering their program in the assessment cycle.
- At the end of the day, each program was asked to submit a short report of accomplishments from Assessment Day and if/how that program delved into their specific Equity by Design data.

# Appendices

- CIA Liaison and PAL List
- CIA 2021-2022 Work Plan
- 2022 Updated RASL Reporting Form

# Moving Forward

- Today is primarily about providing time for your programs to do the assessment work
- While focusing on programmatic assessment, we ask that you also review how your programs are contributing to LEP assessment (with an eye towards that second half of the RASL)
- Please review and refresh your program outcomes/LEP outcomes alignment matrix

# Program/LEP Alignment Matrix

- During the Assessment Academy project, all programs created an alignment matrix between their programmatic SLOs to any relevant LEP (MnTC) SLOs
- Alignment Matrix with 10 LEP outcomes found on CIA website

<https://www.smsu.edu/administration/committees/cia/rubrics-and-tools.html>

# Example from Exercise Science Program/LEP Alignment Matrix

PROGRAM NAME: Exercise Science

DATE: 2/8/2019

Program SLOS	Related MnTC/ LEP SLOS	PROGRAM COURSES					
		EXSC 100/ 100L	EXSC 225	EXSC 300	EXSC 325	EXSC 475	EXSC 400
Goal 5 5.2	1. Communication		R		R	R	R,A
Goal 4 4.1	2. Critical Thinking	I		M,A	I	M,A	
Goal 3 3.1 3.2	9. Ethical and Civic Responsibility					A	



# Example from Music Program/LEP Alignment Matrix

Courses in the major	SLOs addressed by course	LEP SLOs addressed by course	Assessment Methods	Timeline	Person Responsible	How will data be used?
All Applied Instrumental/Vocal and Composition Courses; MUS 300	Goal 1		Juries/Masterclasses/Junior Proficiencies 1015.3,4.4or actiontcomes Plan0)ons.nativ e hypothesesocial inequality.res of social realityaning of social reality,	Every Semester	Faculty	All Degree Emphases
MUS 381, 382		Communication	Music History Paper	Fall of Even Years/ Spring of Odd Years	Dr. Rieppel	All Emphases
MUS 370		Critical Thinking	Form and Analysis Final Assignment	Spring of Even Years	Dr. Rieppel	All Emphases
MUS 381, 382		Physical and Social World	Music History Paper	Fall of Even Years/ Spring of Odd Years	Dr. Rieppel	All Emphases

# Example from Biology

## Program/LEP Alignment Matrix

Courses in the major	SLOs addressed by course	MnTC SLOs addressed by course	Assessment Methods	Timeline	Person(s) Responsible	How will data be used?
Biol200	1.1	3	Concept analysis of final exam	Now assessed by SLO, not courses (see timeline)	Lecture and lab instructors	% students who are proficient, note problem areas All instructors for course compile data. All program faculty review
	2.1, 3.1, 6.1, 6.2	2 and 3	Analysis of specific questions on lab papers			
Biol287	2.1	2, 3	Sci-database use in topic search		instructor	% students who are proficient, note problem areas All instructors for course compile data. All program faculty review
	3.1	2	Written critiques			
	4.1	1, 2, 3	Sci paper understanding and evaluation			
Biol302	1.1, 2.1, 3.1, 4.1, 4.2, 5.1, 6.2	1, 2, 3	Exams, Lab reports, reading and application of methods and data from journal articles, design and		Instructor: Flint	% students who are proficient, note problem areas Demonstrated level...

# Why/When

- The faculty voted to adopt the 10 MnTC goals as our LEP goals in 2019. You might need to update your matrices.
- We need to strengthen our assessment of our LEP goals across the university experience and to continue to move forward with the strong efforts we started.
- We aren't asking for the revised/updated matrices today, but we—the CIA and the LEC—will be focused on this in the fall, as we need to gather and analyze our progress on LEP assessment.

# End of Day Reporting

- Please have your program lead or PAL (program assessment liaison) or department chair submit your report-out information on what you accomplished today (questions found on the agenda/in email). Upload those to the appropriate Dashboard for Assessment Teams folder for your area.

# Questions?



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