

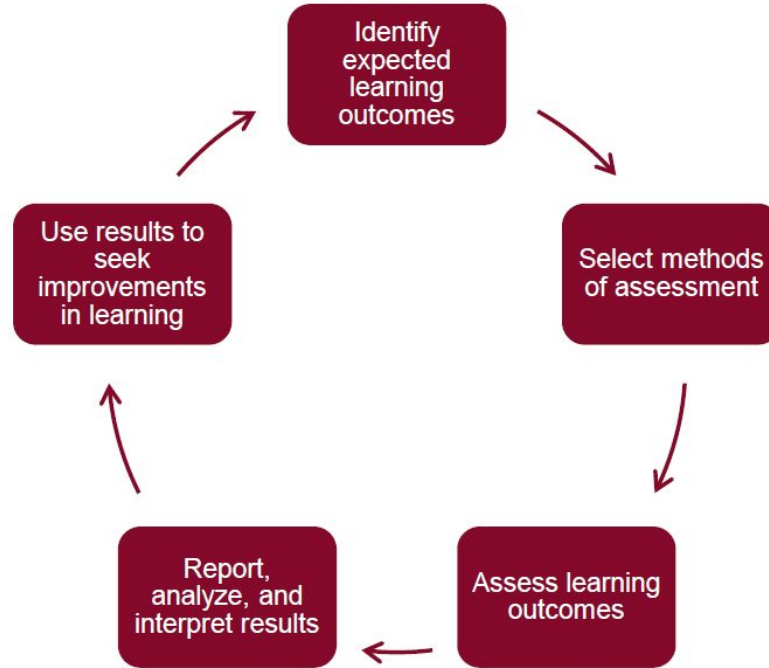


TEXAS WOMAN'S UNIVERSITY

Encoding Details from Program Assessment Reports for a Better Big-Picture

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Assessment Cycle



Academic Assessment at TWU

2012 to 2020

- Microsoft Word-based forms
- Paper-based or email collection
- Manual data entry for analysis

2021 to Present

- Microsoft Word-based forms with macro-enabled form fields
- Electronic collection via Sharepoint
- Extractable form data for analysis



Assessment Reporting Forms at TWU

Form Element	Components
Table 1	SLOs, Assessment Measures, Summary Data, Criterion for Success, Program Goal
Table 2	Disaggregated Data (historically optional)
Table 3	Analysis and Interpretation - Narrative
Table 4	Actions for Improvement - Narrative and Improvement Code



Action for Improvement (AFI) Codes

Recode Category	Original Categories
Changes to curriculum and pedagogy	Course revision; Curricular change; Pedagogical change
Changes to resources and processes	Equipment, supplies and space; Development/Training; Revised process; Student support; Faculty change
Changes to assessment plan	SLO change; Criteria change; Revised assessment
Miscellaneous changes	Accreditation change; Other change
No change made	Not applicable; Wait; No selection



Example

Narrative

Beginning Fall 2024, we will require that students take a practice test in ABCD 5033. The practice test is aligned with the competencies covered on the licensure exam.

Action for Improvement Code

Changes to curriculum and pedagogy



Example

Narrative

Because student performance has exceeded expectations for multiple years, we recommend raising the program goal to 90%.

Action for Improvement Code

Changes to assessment plan



Improvements vs. Changes

SACSCOC Standard 8.2.a, Student outcomes: educational programs.

The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and *provides evidence of seeking improvement* based on analysis of the results for student learning outcomes for each of its educational programs.



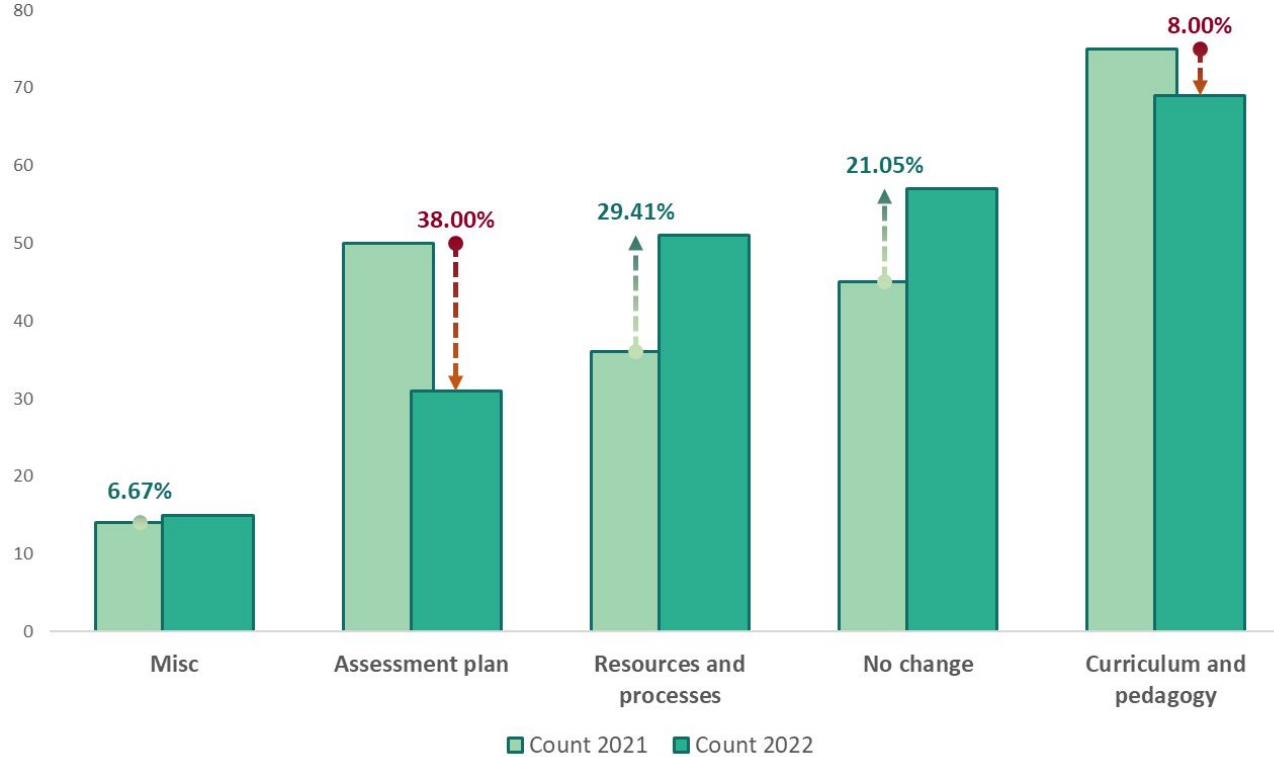
Simple Model for Learning Improvement (Fulcher et al., 2014)



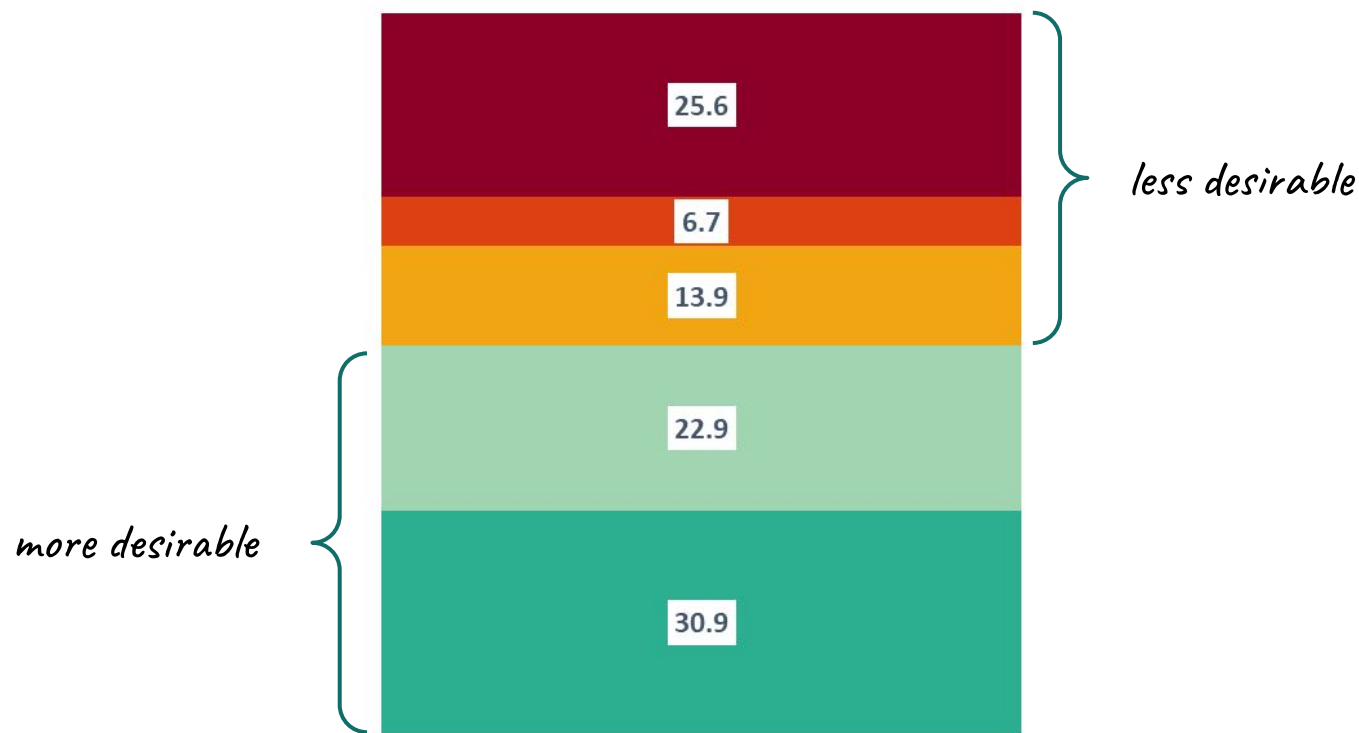
**What do we know about
how programs are
seeking improvement in
student learning?**



AFI Counts 2021 vs. 2022



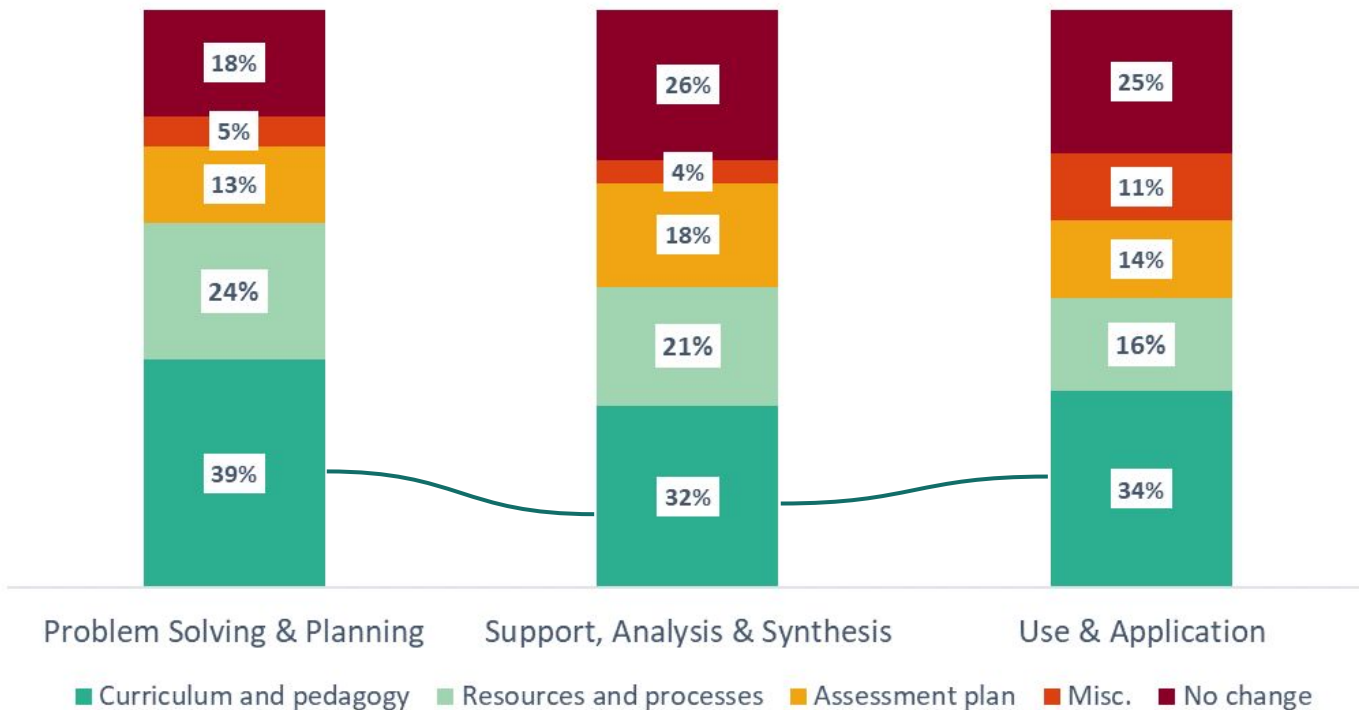
2022 AFI Percentages



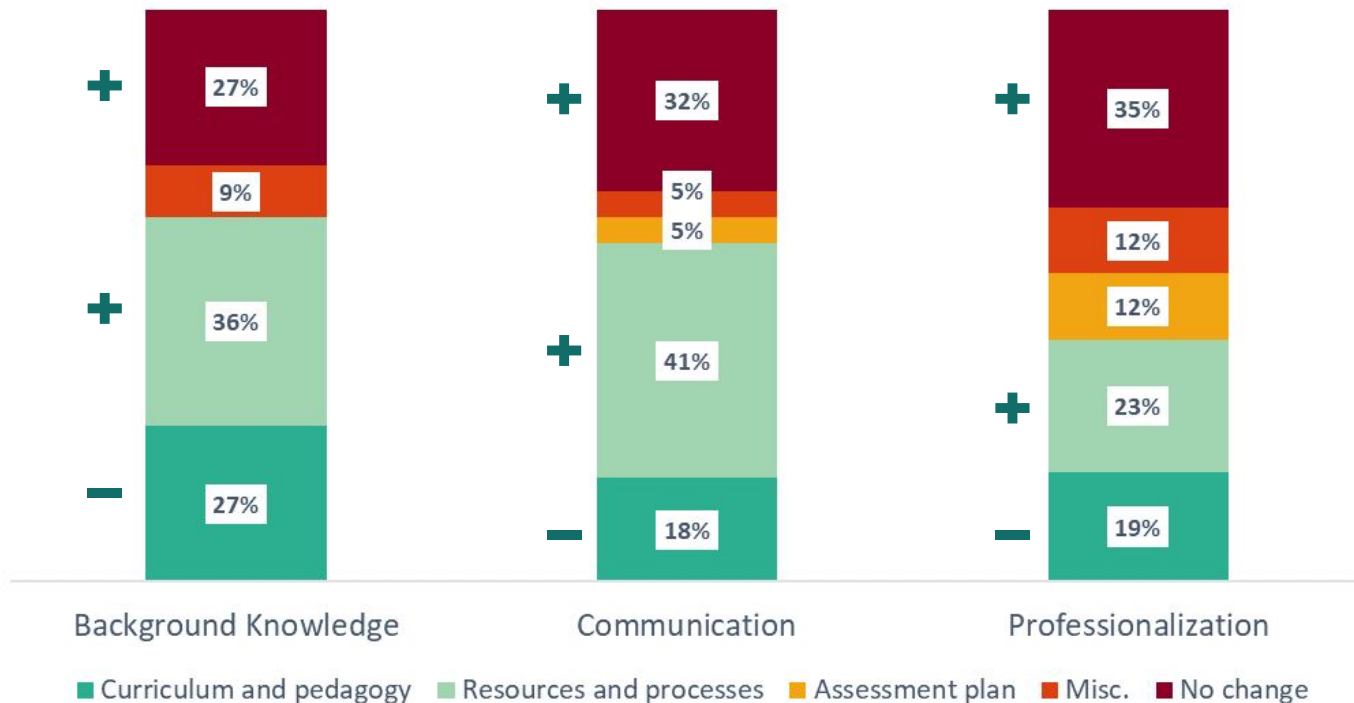
■ Curriculum and pedagogy ■ Resources and processes ■ Assessment plan ■ Misc. ■ No change



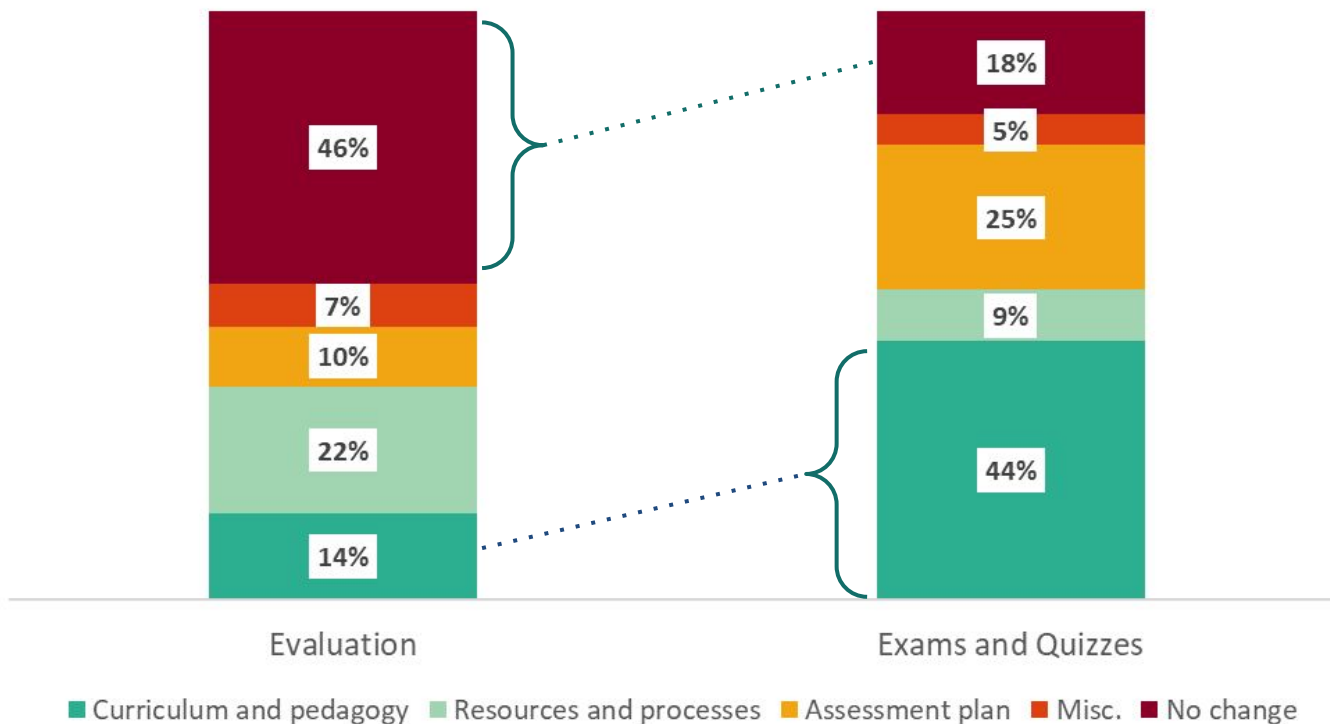
Percent of AFIs by SLO Theme: Critical Thinking



Percent of AFIs by SLO Theme: Other Themes

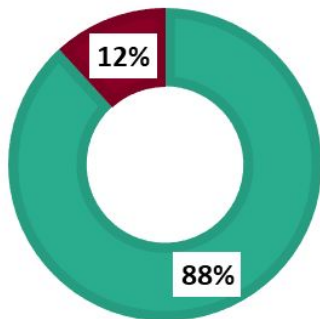


Percent of AFIs - Evaluations Compared to Exams/Quizzes



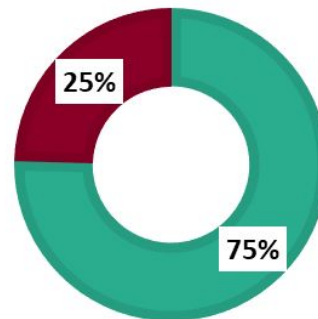
EVALUATIONS

■ % Goals Met ■ % Goals Not Met

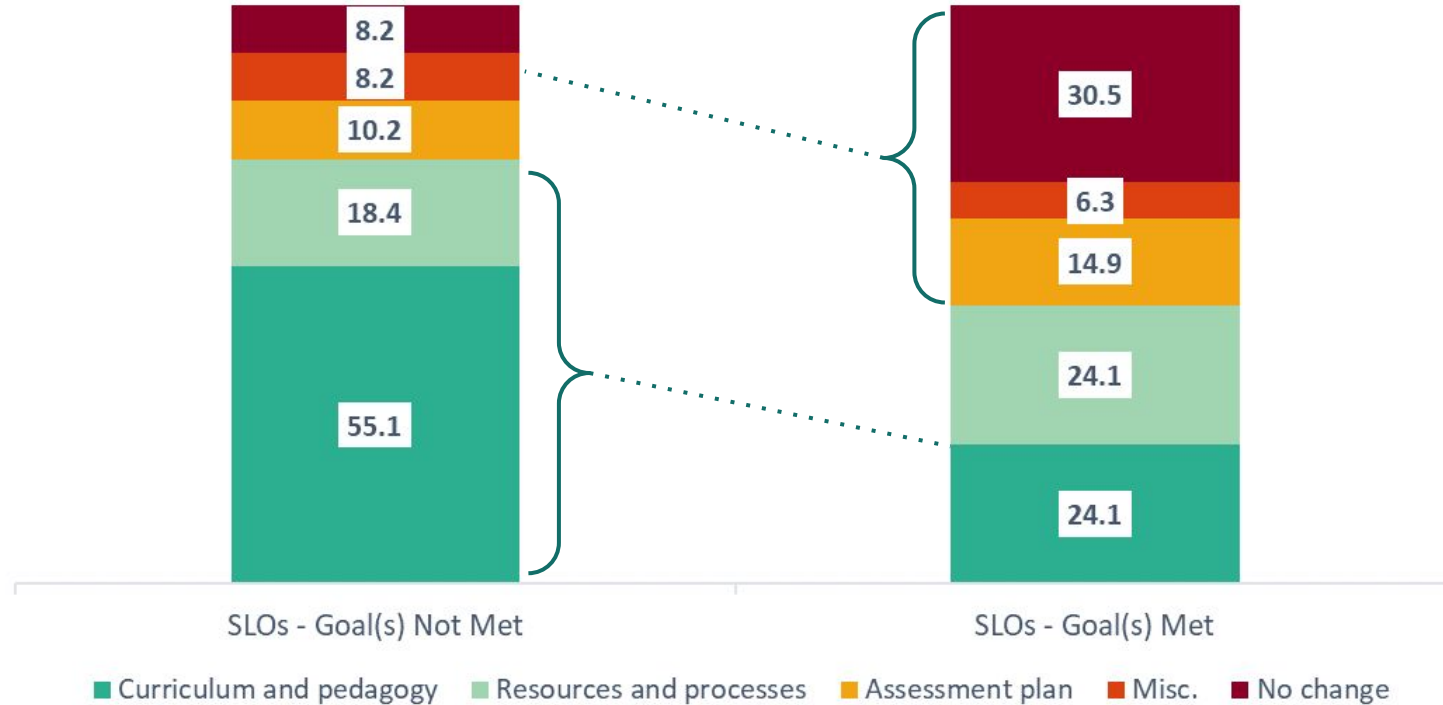


EXAMS/QUIZZES

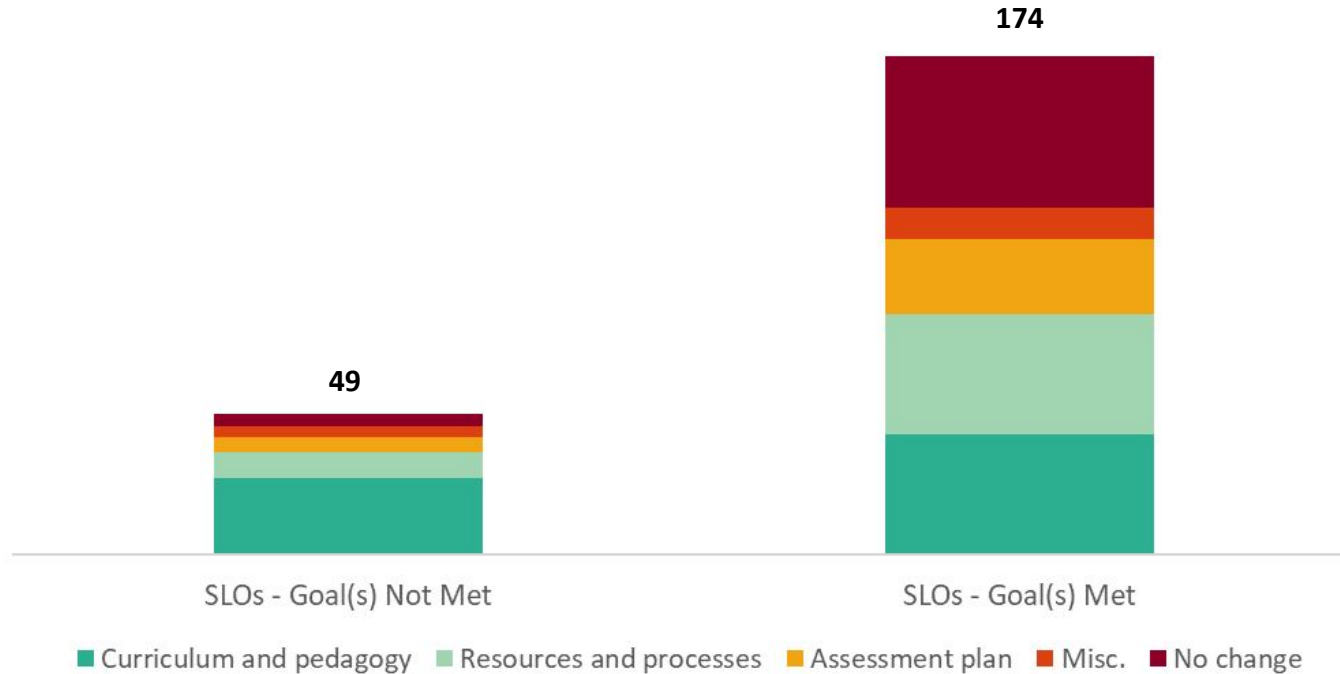
■ % Goals Met ■ % Goals Not Met



2022 AFI Percentages by Goal Status



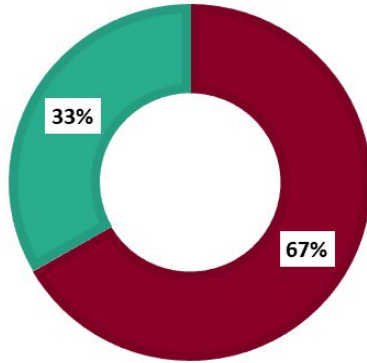
2022 AFI Counts by Goal Status



Percentage of SLOs Reporting Disaggregated Data

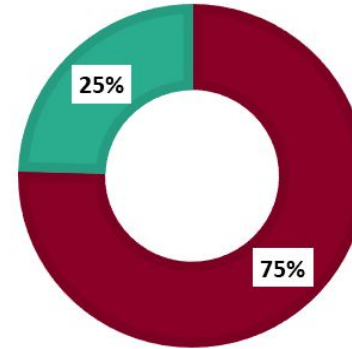
CURRICULUM AND PEDAGOGY

■ Did not disaggregate ■ Did disaggregate



NO CHANGE

■ Did not disaggregate ■ Did disaggregate



Takeaways

- Code something
 - If you are not already, consider coding narrative/open-ended responses to make them more accessible for analysis
- Code some more!
 - To make the most meaning from your codes, you may need to code additional items or compare with other categorical items (SLOs/Goals, Measures, etc.)
- Identify whether some codes/categories are more desirable than others
- Implement strategies to seek an increase in desirable categories
- Track over time



Questions?

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