



HAMPDEN-SYDNEY COLLEGE

Academic Assessment Training

Office of Institutional Effectiveness

Types of Assessment at H-SC

- **Academic**
 - Majors
 - Standalone minors
 - Programs
 - Core Curriculum
- Administrative and academic support units (e.g., Rhetoric Studio, Business Office)

Academic Assessment

- What is assessed?
 - Majors, standalone minors, programs like Core Cultures and Honors, and the Core Curriculum
- Who is assessed?
 - Majors or any student enrolled (depending on program enrollment)
 - All students in core classes that are assessed
- Why are they assessed?
 - Evaluation of academic program effectiveness: to improve teaching effectiveness
 - SACSCOC compliance
- Who completes assessments?
 - Department Chairs, Program Chairs, and/or designee(s)

Annual Assessment Process

- Collect data during the academic year on assignments chosen to assess student learning
- Record results in the assessment report document
- Submit to Office of Institutional Effectiveness (OIE)
- The Assessment Committee reviews reports
- OIE sends Feedback Report
- Departments/Programs makes changes and notifies OIE
- Repeat the following academic year

Components of an Assessment Report

- Department/Program Mission
- Student learning outcomes (SLOs): 3-5 per program
 - Assessment tools (and methods)
 - Describes the course and the assignment and how it will be used to assess student learning.
 - Student Performance Targets
 - Describes expected results for students on the assessment.
 - Results
 - Lists results consistent with the tools and performance targets.
 - Analysis
 - Describes what went right and what could be improved based on results.
 - Improvements (past and future)
 - Describes plans to enhance student learning and/or the assessment process for the next cycle.

Assessment Report Completion Process

1. Specify 3-5 Student Learning Outcomes (SLOs) for each major/program.
2. Map curriculum to determine when SLOs will be covered within a program and when each SLO should be assessed.
3. Tools: Explain the assignment, scoring method, course(s), and cycle of assessment; describe the components of the assignment/rubric that relate to the SLO.
4. Student Performance Targets: Describe the minimum threshold for student performance: How well do you expect students to perform on the assessment?
5. Results: Report the results for each component listed under Tools as well as the overall mean score and the number of students assessed.
6. Analysis: Analyze the results to identify strengths and weaknesses in student performance.
7. Improvements: Identify ways to improve student learning based on correcting the weaknesses uncovered via the results.

Other Thoughts

- Anything you planned to assess must be reported, even if the results are not ideal or desired.
- It is okay if the results indicate students are not achieving the SLO; the results just need to be reported.
- Primary goal
 - Evaluate student learning and make evidence-based improvements.
- SLOs need 2 separate assessment tools.
- Report the individual components that relate to the overall SLO.
 - Example SLO: English majors will be able to write strong and effective thesis statements.
 - Criteria and Results should report how well students did writing thesis statements. Do not report the overall grade on the essay.