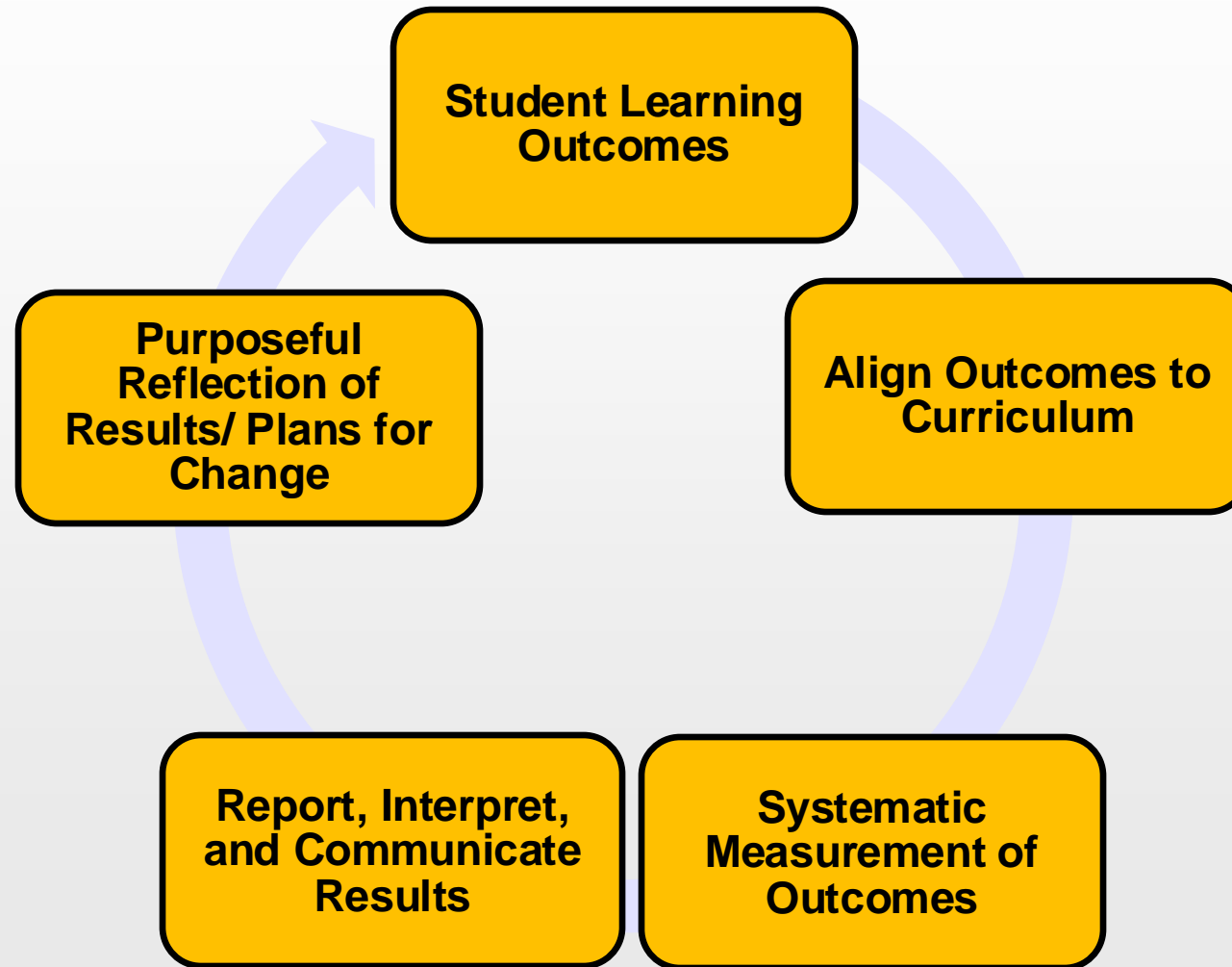# Office of Academic Assessment Update

Megan Rodgers Good, PhD

Director of Academic Assessment

Overview

- Academic Assessment at Auburn

- Resources Available

- Purpose of Assessment

Assessment Cycle

Academic Assessment

General Education Assessment

Academic Degree Program Assessment

General Education Assessment

- Core Curriculum General Education Committee is:
  - Piloting standardized ETS (HEIghten) Assessments
  - Creating alternative assessment strategies for other student learning outcomes not measured by these assessments

- **No assessment reports are due in Fall 2016**

Academic Assessment
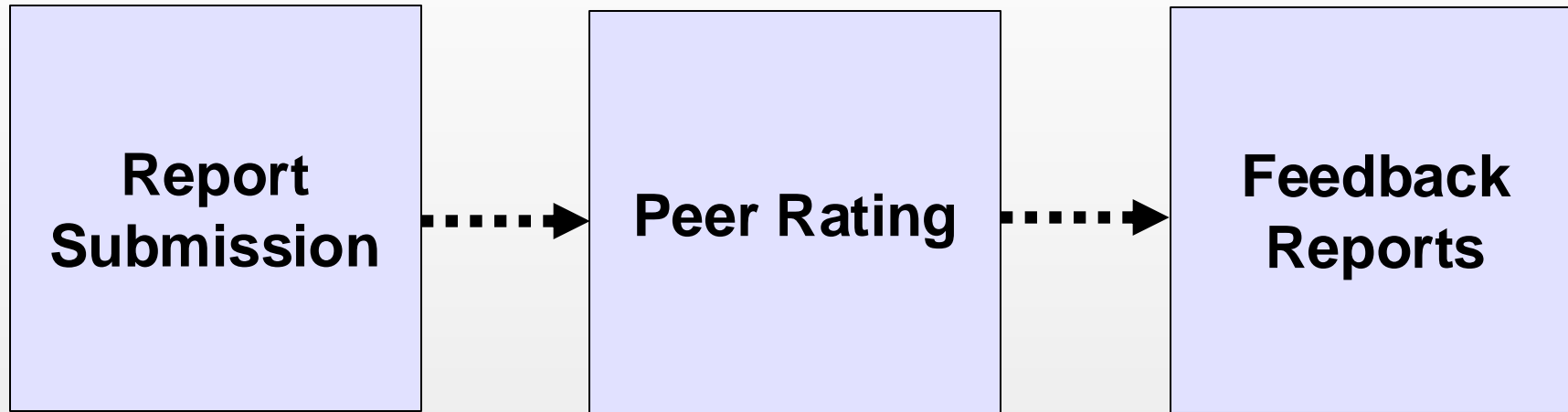
General Education Assessment

Academic Degree Program Assessment

What is an academic degree program?

- Undergraduate programs (e.g., Psychology, B.S.)
- Graduate programs (e.g., Chemistry, Ph.D.)
- Certificates (e.g., Construction Management, Certificate)
  - **Both** undergraduate and graduate certificates

Academic Degree Program Assessment at AU

- Systematic Formative Feedback on the **quality of assessment**

| Report Submission | → | Peer Rating | → | Feedback Reports |

April 18 – **July 1**   Mid-July   October 1
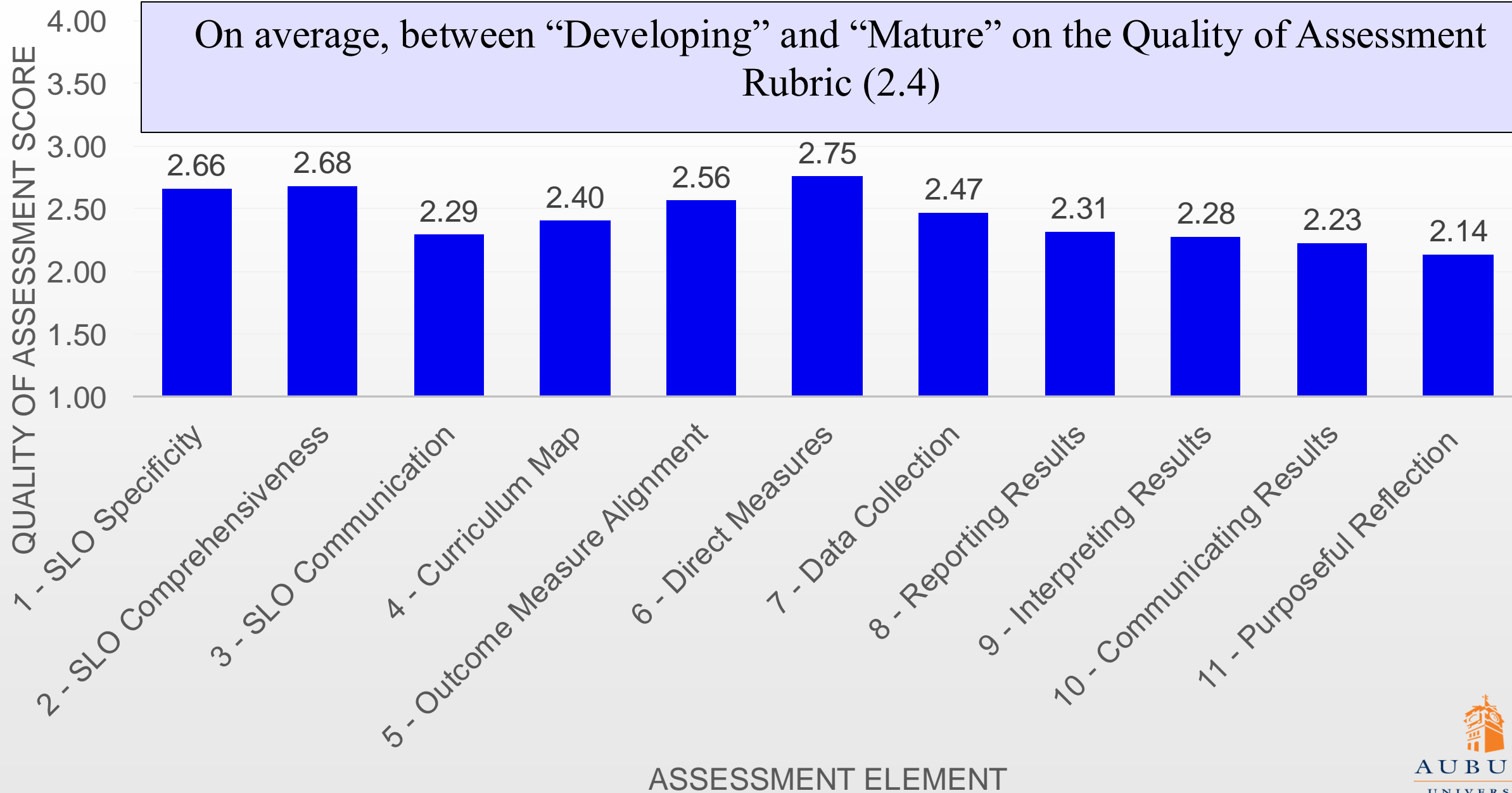
QUALITY OF ASSESSMENT RUBRIC

	1-Beginning	2-Developing	3-Mature	4-Exemplary
Student Learning Outcomes: Clearly articulated and widely communicated statements describing all of the specific knowledge, skills, and abilities that all students completing an educational program should achieve.				
1. Specificity of Outcomes	No student learning outcomes provided.	Some student learning outcomes include precise learning verbs and articulate the specific content, skills, and abilities students should achieve.	Most student learning outcomes include precise learning verbs and articulate the specific content, skills, and abilities students should achieve.	All student learning outcomes include precise learning verbs and articulate the specific content, skills, and abilities students should achieve.
2. Comprehensive Outcomes	No description of whether the list of student learning outcomes is comprehensive.	A brief narrative notes that the list of student learning outcomes is not currently comprehensive (i.e., outcomes presented reflect a sample).	A brief narrative notes that the list of student learning outcomes is comprehensive.	A brief narrative notes that the list of student learning outcomes is comprehensive AND provides a rationale for comprehension (e.g., alignment with disciplinary standards, faculty consensus).
3. Communicating Outcomes	No evidence that outcomes have been communicated to program faculty and students.	Student learning outcomes are made public (e.g., by posting them online); however, it does not appear that outcomes are directly disseminated to program faculty or students.	Student learning outcomes are directly communicated with program faculty (e.g., faculty meeting, e-mail).	Student learning outcomes are directly communicated with program faculty AND students (e.g., student orientation, advising).
Curriculum Map: A matrix that represents visually the alignment between program student learning outcomes and required courses/experiences.				
4. Curriculum Map	No curriculum map provided.	Curriculum map is provided; however, at least one student learning outcome does not have a required course/experience aligned with it.	Curriculum map is provided, and every student learning outcome is aligned with at least one required course/experience.	Curriculum map is provided, and every outcome is aligned with at least one required course/experience, AND program conveys the extent to which each outcome is developed in particular courses (e.g., 1=introduced, 2=reinforced, 3=emphasized).
Methodology: Systematic measurement of extent to which student learning outcomes are being achieved, making use of direct measures and sound reasoning.				

Feedback Reports – Disseminated on Sept. 13

- Each academic degree program received quantitative and qualitative feedback on the **quality of their assessment process**
- Each report will recommend next steps for strengthening the quality of assessment within the program

Resources Available

- Quality of Assessment **Rubric**
  - Articulates assessment quality for Auburn University
- Assessment **workshops**
  - Offered twice a week October 1 – November 10
  - Customizable workshops available
- One on one **consultations**
- Program Student Learning **Focus Groups**
- Website: auburn.edu/academicassessment
- Email: assess1@auburn.edu

Purpose of Assessment