

ASSESSMENT HANDBOOK

Arkansas State University – Beebe



Student Success Council

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Background, Compliance, Vision, Mission, Goals & Objectives

Arkansas State University-Beebe (ASUB) aims to provide its students with the highest quality educational experiences. Thus, ASUB embraces continuous improvement in the delivery of transformational learning experiences by evaluating academic content and student support structures in order to build a better institution based on those evaluations. All courses, programs and student service areas participate to ensure curricular and co-curricular areas are assessed.

Improvement is the goal of assessment, and assessment is not used to evaluate employee performance. Achieving and exceeding the benchmarks set in assessment practices show what the University does well. Similarly, low results facilitate improvement by indicating opportunities and fostering conversations. More importantly, pervasive, consistent assessment methods ensure our employees understand and apply best practices uniformly.

ASUB's Student Success Council along with the associate vice chancellor for institutional effectiveness oversee institutional assessment activities. Together they develop, implement and evaluate ASUB's assessment policies and procedures, thus guaranteeing the University successfully fulfills its mission of "Transforming lives through quality learning experiences."

Student Success Council Charge and Structure

Purpose:

The Student Success Council (SSC) sets assessment practices, facilitates assessment conversations across campuses and delivers institutional data to community constituents. SSC accomplishes this through assessment measures are based on Student Success Outcomes (SSO)s, satisfaction ratings and Key Performance Indicators (KPI)s.

Meetings:

Monthly meetings during the academic calendar (August-May)

Reporting:

Student Success Council will report through the Chancellor's Cabinet

Charge / Deliverables:

To assess Student Success, the council will meet regularly to:

1. Analyze, recommend, create a 'Call to Action' and report to the Chancellor's Cabinet
2. Create professional development opportunities
3. Establish baseline, identify goals, and set measurements
4. Identify/share best practices in assessment among the campus community

The actual measurements will include:

- CCSSE, Graduation Exit Survey, Course Evaluation, Withdrawal Survey, Student Experience (Satisfaction and Engagement)
- Student Success Outcomes (SSO)s
- Job Placement (KPI using gainful employment and Clearinghouse data)
- Persistence/Retention/Graduation (KPI)
- Soft skills Satisfaction and Map to Student Success Outcomes
- Student involvement/activities (Satisfaction survey with each event)
- Transfer Rate (KPI using Clearinghouse Data)

Institutional assessment is guided by the Assessment Handbook, which explains assessment practices from deployment and data analysis to informed decision making.

Membership of the Student Success Council:

Composition of Committee

- 18-member committee including students
- 2 co-chairs
- 16 voting members
 - 7 representing academic areas (Arts/Humanities, Career Education, Math/Science and Online)
 - 7 representing KPIs and Satisfaction (Admissions, Registrar, Financial Aid, Business, Student Engagement, Activities, Advancement)
 - 2 Students

Assessment Outcomes and Cycle

The Student Success Council developed the following college-wide outcomes as identifiers of student success at ASUB:

ASUB Student Success Outcomes

Support and Engagement

ASUB will maintain an environment that assists each student to be financially, mentally, physically and emotionally secure enough to achieve their college objective. *Successful students at ASUB:*

- Feel physically and psychologically safe and healthy
- Receive tutoring and mentoring that facilitate their academic success
- Feel welcome on campus by employees, student organizations and activities that foster social inclusion
- Demonstrate financial literacy through interactions with offices, personnel and course work

Goal Completion

ASUB will work to make sure that each student stays with the University the appropriate amount of time to complete his or her college objective. *Successful students at ASUB:*

- Progress easily through admission, registration and the enrollment processes
- Choose from extensive coursework available online and on campus
- Receive academic advising that helps them achieve their educational and career goals
- Report effective support from financial, tutoring and other ASUB offices
- Have appropriate and attractive facilities and resources available
- Continue their studies at ASUB across semesters and academic years until graduating from ASUB or achieving their educational goals
- Transfer successfully to a four-year university to continue their studies or obtain employment within their field or chosen career

Communication

ASUB will provide students with the communication skills necessary to succeed professionally.

Successful students at ASUB:

- Write clearly, concisely and accurately and revise with logical organization utilizing technological resources
- Read for comprehension so they can restate, explain, infer and interpret information
- Listen for comprehension so they can restate, explain, infer and interpret information
- Speak clearly, concisely, accurately, logically, persuasively and enthusiastically
- Participate in collaborative learning experiences

Society and Self

ASUB will provide an environment that equips each student to grow as a person, gaining respect and appreciation for both themselves and the world around them. *Successful students at ASUB:*

- Encounter people, situations, and experiences that promote a multifaceted appreciation for humanity
- Develop interpersonal skills appropriate to professional and academic situations
- Exemplify integrity and ethical behavior in academic, vocational and personal pursuits
- Engage in activities that promote leadership development
- Plan, prepare and initiate goals towards personal, professional and organizational goals
- Demonstrate knowledge of self in the context of society

Creative and Analytical Thinking

ASUB will provide an educational experience that prepares each student to perform well academically, now and in future endeavors. *Successful students at ASUB:*

- Solve problems by recommending, generalizing, modifying, reconstructing, creating and summarizing
- Using a variety of media to create solutions to visual and conceptual problems.
- Solve a variety of mathematical problems using both traditional and technological techniques and models
- Apply mathematical and scientific reasoning to new and real-life situations while drawing appropriate conclusions
- Research a subject by identifying and evaluating information utilizing traditional and technological resources appropriate to the problem or task
- Read, interpret, quantify, model and graph data using traditional and technological formats
- Interpret and evaluate scientific data presented in various formats
- Critically analyze and compare alternative hypotheses or viewpoints

Student Success Outcomes				
OUTCOMES	OUTCOME	OUTCOME	OUTCOME	OUTCOME
Goal Completion	Support & Engagement	Creative & Analytical Thinking	Society & Self	Communication
ASUB will work to ensure each student stays with the University the appropriate amount of time to complete their college objective.	ASUB will maintain an environment that assists each student to be financially, mentally, physically, & emotionally secure enough to achieve their college objective.	ASUB will provide an educational experience that prepares each student to perform well academically, now and in future endeavors.	ASUB will provide an environment that equips each student to grow as a person, gaining respect and appreciation for both themselves and the world around them.	ASUB will provide students with the communication skills necessary to succeed professionally.
OBJECTIVES	OBJECTIVES	OBJECTIVES	OBJECTIVES	OBJECTIVES
<p>Easy enrollment</p> <p>Online accessibility</p> <p>Effective advising</p> <p>Helpful staff and faculty</p>	<p>Psychological health</p> <p>Physical health</p> <p>Financial security</p> <p>Safe campus</p> <p>Available mentoring</p> <p>Available tutoring</p> <p>Attractive environment</p> <p>Affordable tuition</p> <p>Quality room and board</p> <p>Welcoming campus culture</p> <p>Engaging student activities</p> <p>Dependable technology and connection ability</p> <p>Effective student government</p>	<p>Critical & creative thinking</p> <p>Mathematical concepts</p> <p>Scientific inquiry</p> <p>Scientific methodology</p> <p>Creative problem solving</p> <p>Effective tutoring</p> <p>Technological skills</p>	<p>Global awareness</p> <p>Interpersonal communication</p> <p>Ethical behavior</p> <p>Fine arts appreciation</p> <p>Professional leadership</p> <p>Historical understanding</p>	<p>Collaborative learning</p> <p>Written communication</p> <p>Reading comprehension</p> <p>Listening skills</p> <p>Professional soft skills</p>
METRIC/S	METRIC/S	METRIC/S	METRIC/S	METRIC/S
<p>Persistence/Retention</p> <p>Non-remedial success</p> <p>Student transfer</p> <p>Certificates and degrees</p> <p>Total credentials</p>	<p>Utilization reports</p> <p>Student surveys</p> <p>Career Pathways reports</p> <p>Perkins reports</p>	<p>Course/program assessments</p> <p>Exit testing</p> <p>Student surveys</p>	<p>Student surveys</p> <p>Course/program assessment</p>	<p>Student surveys</p> <p>Course/program assessment</p>

Workforce training	Campus Safety reports Learning Center reports Student employment data			
STEM credentials High-demand credentials Remedial course credentials TCs, CPs and associates awarded	Financial Aid utilization reports IT dependability data Low income Alumni giving data			

Minority credentials Adult credentials	Wellness surveys Underprepared			
BUILD/BUY IN	BUILD/BUY IN	BUILD/BUY IN	BUILD/BUY IN	BUILD/BUY IN
Admissions	Financial Aid	Faculty	Faculty	Student Activities
Registrar	Counseling	Academics	Academics	Marketing
Instructors	Disability Services	Learning center	Learning center	Café
Housing	Campus Police	Library	Library	Intramurals
Advisors	Maintenance/Grounds	Bookstore	Intramurals	Print Shop
Faculty	SSS/TRIO/CP	Information Technology	Student Life	Purchasing
Student Services	Information Technology			Faculty
	Purchasing			Student Services
	Student Services			
	Housing			

The Assessment Cycle

<i>Even-Numbered Academic Years</i>
<ul style="list-style-type: none">• Conduct course/program assessments during either fall or spring semesters• Analyze course/program data and develop action plans• Co-curricular areas submit assessment data, action plans and assessment plans
<i>Odd-Numbered Academic Years</i>
<ul style="list-style-type: none">• Assess the College's performance with a nationally-normed instrument• Implement course/program action plans• Co-curricular areas submit assessment data, action plans and assessment plans
*The fall semester determines whether a year is odd or even

Even-numbered academic years

Co-Curricular

- January-May: Nationally-normed assessment instrument deployed
- April-May: Individual areas submit assessment results, action plans and assessment plans for subsequent academic year
- September-December: Survey Taskforce reviews nationally-normed assessment along with Graduate Exit Survey; data shared with campus community and pertinent stakeholders

Academics

- Fall/spring semesters: Course and program-level assessments deployed
- April 30: Fall assessments reviewed and action plans submitted

Student Success Council

- August: Student Success Council annual report

Odd-numbered academic years

Co-Curricular

- April-May: Individual areas submit assessment results, action plans and assessment plans for subsequent academic year

Academics

- September 30: Spring assessments reviewed, action plans developed and submitted

Student Success Council

- August: Student Success Council cycle report

*For assessment cycle purposes, academic years end July 31 and begin August 1.

Academic Assessment

Academic assessment at ASUB occurs at the course or program level depending on departmental needs. The following describes these two types of academic assessment.

Course-Level Assessment

The assessment criteria selected for a course should be student oriented and focus on what students should know or do upon completion of the course. The criteria should be clear and objectively measurable. Once a criterion and assessment tool are identified, then goals or benchmarks can be set. For example:

This learning outcome will be considered successfully achieved with a score of 70% or greater as indicated on the scoring rubric by all students assessed. OR
70% of all students assessed will receive a score of 70% or greater as indicated on the scoring rubric.

Course-level assessment can largely be carried out using direct measures. Direct measures assess student performance of identified learning outcomes, such as mastery of a skill, and they require standards of performance. Examples of direct assessments include but are not limited to: pre/post-test, course-embedded questions, standardized exams, evaluation of written papers, evaluation of speeches or oral presentations, evaluation of portfolios, evaluation of performances and capstone course evaluation.

Getting Started

A Subject Matter Expert (SME) for each course coordinates assessment with the other instructors for that course:

- SMEs in conjunction with faculty identify one and only one SSO that applies to their respective course(s)
- Course faculty state the SSO in the course syllabus
- SMEs share assessment tools with course faculty

Obtaining Data

- Faculty give students the assessment question at least half way through the semester to ensure time to master the material
- Faculty include the assessment in an exam or other graded assignment to ensure students' best performance
- Faculty score the assessment and submit results to the SMEs

Improvement through Conversations

- SMEs meet with course faculty
- Faculty analyze assessment data

- Faculty develop an action plan (recommendation for improvement)
- SMEs submit assessment report form through Office 365

Decisions May Include:

- Take steps to improve instruction
- Take no action if results are satisfactory; however, after two successful assessment cycles, faculty should
- Develop new assessment criteria and methods to replace those successfully met

Once the action plan is submitted and approved, the faculty implement the changes. SMEs ensure faculty have the new assessment for the upcoming cycle.

Roles and Responsibilities

- Faculty give students the assessment measures, grade and present the results to the course SME
- SMEs compile the data and work with all course faculty to analyze the data and develop an action plan (i.e. what changes need to be made) to be followed in the next assessment cycle
- SMEs ensure all appropriate parties are involved in analyzing the results: lead faculty, program coordinator and dean
- SMEs enter the assessment results and action plan in the Assessment Data Reporting Form (see Appendix A).
- SMEs inform their program coordinators and deans of faculty not submitting assessment data
- Program coordinators verify data is submitted by deadline
- Program coordinators contact SMEs about unsubmitted data and, if necessary, their deans

Program-Level Assessment

Some programs assess each SSO while others select a specific outcome representative of the field. Program assessment is frequently developed according to the requirement of a department's accrediting body or in consultation with the division dean or program director.

An SSO Assessment Subject Matter Expert (SME) for each program coordinates assessment with the other instructors for that program:

- Assessment SMEs, in conjunction with faculty, select either one SSO representative of the field or determine that all SSOs are covered within a program area
- Course faculty state the SSO(s) on the course syllabus
- Assessment SMEs direct assessment in accordance with the programmatic accreditation standards (if program is accredited)

The assessment criteria selected for a program should be student oriented and focus on what students should know and do upon completion of the program. The criteria should be objectively measurable.

Achievement targets may be stated in various ways, for example:

This learning outcome will be considered successfully achieved with a score of 70% or greater as indicated on the scoring rubric by all students assessed. OR
70% of all students assessed will receive a score of 70% or greater as indicated on the scoring rubric.

Program-level assessment can largely be carried out using direct and indirect measures of assessment. Direct measures assess student performance of identified learning outcomes, such as mastery of a skill, and they require standards of performance. Examples of direct assessments include but are not limited to: pre/post-test, course-embedded questions, standardized exams, evaluation of written papers, evaluation of speeches or oral presentations, evaluation of portfolios, evaluation of performances and capstone course evaluation. Indirect methods include such items as credentials earned, program related surveys, and employer satisfaction.

Execution of current program-level assessment plan: observation and data collection.

Obtaining Data

- Give students the assessment instrument at least halfway through the program to ensure time to master the material
- Include the assessment in a graded project or assignment to obtain students' best performance
- Faculty score the assessment and submit them to the SMEs

Analyze and respond to previous year's assessment data.

Improvement through Conversations

- SMEs organize meeting with course faculty
- Faculty analyze assessment data
- Develop action plan (recommendation for improvement)
- SMEs submit assessment report form through Office 365

Decisions that may be made include:

- Take steps to improve the means of instruction
- Take no action if results are satisfactory; however, after two successful assessment cycles, faculty should
- Develop new assessment criteria and methods to replace those that have been successfully met

Once the action plan is submitted and approved, the faculty implement the changes. SMEs ensure faculty have the new assessment for the upcoming cycle.

Co-Curricular Assessment

Co-curricular and academic assessment are equally important in ensuring ASUB students build a foundation for lifelong learning.

ASU-Beebe defines co-curricular as activities, programs, and experiences reinforcing the institution's mission and values and complement the formal curriculum. Co-curricular activities do not typically offer academic credit and may occur outside of school or after regular school hours. ASU-Beebe usually assesses co-curricular through the Student Success Outcomes (SSO) of Goal Completion and Support and engagement; however, other SSOs may be used. For example, this includes areas such as the literary magazine, student activities and the library. ASU-Beebe usually assesses co-curricular through the Student Success Outcomes (SSOs) of Goal Completion and Support and engagement; however, other SSOs may be used.

Co-Curricular Areas Assessed

- Career / Transfer Services
- Counseling Services
- Student Life
- Advising and Learning Center
- Faculty Led International Trips
- Office of Disability Services
- English Internship Program
- Library
- Uncharted literary and art magazine

Execution of current student services level assessment plan: observation and data collection.

Data collection methods:

CCSSE, graduate exit surveys and any ASUB specific support group questionnaires

Indirect measures are assessment methods more commonly used with co-curricular programs and/or for institutional research. These indirect measures are typically used to gather additional supporting data and student information regarding a learning outcome or program outcome especially in regard to changes in student attitudes and/or behaviors. The most commonly accepted indirect measures include focus groups, interviews, questionnaires, self- evaluations, self-rating forms, and surveys.

Getting Started

- Area supervisors coordinate assessment with staff and any appropriate constituents (students, colleagues, etc.)
- Area supervisors identify one SSO that applies to their area's mission

- Area supervisors develop an assessment methodology or choose questions from a current survey representative of their office's mission

Obtaining Data

- Area supervisors either deploy their assessment according to the assessment calendar or receive survey results from the director of assessment
- Area supervisors meet with staff to score the data they collected or review responses to the survey questions they selected

Improvement through Conversations

- Area supervisors meet with staff and appropriate constituents to analyze and discuss data
- Area supervisors, staff and appropriate constituents develop action plan (recommendation for improvement)
- Area supervisors submit assessment report form through Office 365

Decisions May Include:

- Take steps to improve area performance
- Take no action if results are satisfactory; however, after two successful cycles supervisors should develop new assessment criteria and methods to replace those successfully met

Once the action plan is submitted, area supervisors and staff implement the changes.

Sample Forms

Appendix A: Course-Level Data Reporting Form

1. Today's Date:
2. Click on your division: ☐ Arts and Humanities ☐ Career Education ☐ Math and Science
3. Identify the course being assessed (Course and Name Example: ENG 1013 Freshman English II).
4. Identify the Student Success Outcome associated with the course being assessed.
 - ☐ Communication ☐ Society and Self
 - ☐ Creative and Analytical Thinking
5. Identify (please list) the Course-Level/Learning Outcome(s) associated with the Student Success Outcome for the class/course you are assessing.
6. Enter or describe the assessment tool (test question(s), project, essay, performance etc.) used to measure student success for the associated outcome.
7. Identify the desired result (for example: 75% of all students score at 80% or higher on assignment)
8. What percentage of students met the desired outcome? (state your answer as a single percentage)
9. The goal outcome was: ☐ Met ☐ Unmet
10. What is the action plan if the desired outcome was not met? What future changes do you plan to make if the outcome was met? (if met for two consecutive assessment cycles consider changing the assessment)
11. Describe how the action plan from the previous assessment impacted the current results.
12. What other comments or suggestions would you like to make about this course assessment?

Appendix B: Program-Level Data Reporting Form

1. Today's date:
2. Academic division ☐ Arts and Humanities ☐ Career Education ☐ Math and Science
3. Identify the program being assessed (Course Example: Computer Systems and Networking, Pharmacy Technician, Veterinary Technician, Industrial Technology, etc.)
4. What is the first Program Learning Outcome and criterion being assessed?
5. Which Student Success Outcome does this criterion measure? ☐ Communication
☐ Creative and Analytical Thinking ☐ Society and Self
6. What percentage of the students met criterion 1?
7. What is the action plan if goal in criterion 1 was not met?
8. What is the 2nd goal and criterion being assessed?
9. Which Student Success Outcome does this Program Learning Outcome help measure?
☐ Communication
☐ Creative and Analytical Thinking ☐ Society and Self
10. What percentage of students met criterion 2?
11. What is the action plan if goal for criterion 2 was not met?
12. What is the 3rd goal and criterion being assessed for this program?
13. Which Student Success Outcome does this Program Learning Outcome help measure?
☐ Communication
☐ Creative and Analytical Thinking ☐ Society and Self
14. What percentage of students met criterion 3?
15. What is the action plan if goal for criterion 3 was not met?
16. Please describe any resources that would help achieve the stated action plans.

17. Please identify any program outcomes required by the accrediting agency (e.g. Graduation Rate, Retention Rate, Licensure Pass rate, etc.)
18. What comments or suggestions would you like to make about this program assessment?
*

Appendix C: Co-Curricular Assessment Proposal

1. Today's date:
2. Identify the co-curricular program being assessed (Example: Advising & Learning Center, Disability Services, Student Activities, New Student Orientation, etc.)
3. Identify the Student Success Outcome associated with this co-curricular area?
 - Support and Engagement ○
Communication
 - Creative and Analytical Thinking ○
Society and Self
 - Goal Completion
4. Enter or describe the assessment tool (test question (s), project, essay, performance, etc.) used to measure student success for the associated outcome.
5. Identify the desired result (for example: 75% of all students participating in New Student Orientation will successfully log into the Canvas course on the 1st attempt).

Appendix D: Sample of a Co-Curricular Data Reporting form

1. Today's date:
2. Identity the co-curricular program being assessed (Example: Advising & Learning Center, Disability Services, Student Activities, New Student Orientation, etc.)
3. Identify the Student Success Outcome associated with this co-curricular area?
 - Support and Engagement
 - Communication
 - Creative and Analytical Thinking ○ Society and Self ○ Goal Completion
4. Enter or describe the assessment tool (test question (s), project, essay, performance, etc.) used to measure student success for the associated outcome.
5. Identify the desired result (for example: 75% of all students participating in New Student Orientation will successfully log into the Canvas course on the 1st attempt).
6. The goal outcome was: ○ Met ○ Unmet
7. Describe the findings of the assessment tool. Please include numbers and/or percentages.
8. Describe the action plan if the desired outcome was not met?
9. Describe any resources needed to support the action plan and how they would improve future results.
10. Share any comments you may have about your individual assessment or suggestions for the assessment process overall.