



***SMART Assessment:  
Assessment for Academic Programs***

# + Changes...

- LIMIT number of outcomes (if possible!)
  - 3 to 5 MAX (four sounds like a good number!)
  - More attention to fewer goals/outcomes
- Discuss the 'fate' of each outcome met or not met (**Interpretation**) for the upcoming assessment cycle (next FY).
  - Discussions will be more robust
  - Better instructions for the interpretation of the assessment of each outcome are embedded in the template.
- Close the loop on each outcome (**AAS**) the following reporting year.
  - Again, better instructions for this are embedded in the template.

# + Anatomy of the SMART report

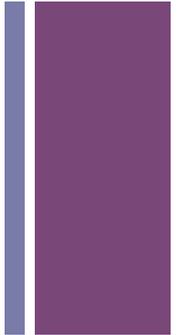
-  Impact of Assessment (Annual Summary)
-  Program Mission
-  Program Goal
-  Student Learning Outcome
-  SMART Feedback

Prompt  
and title  
change!

**FY15:**

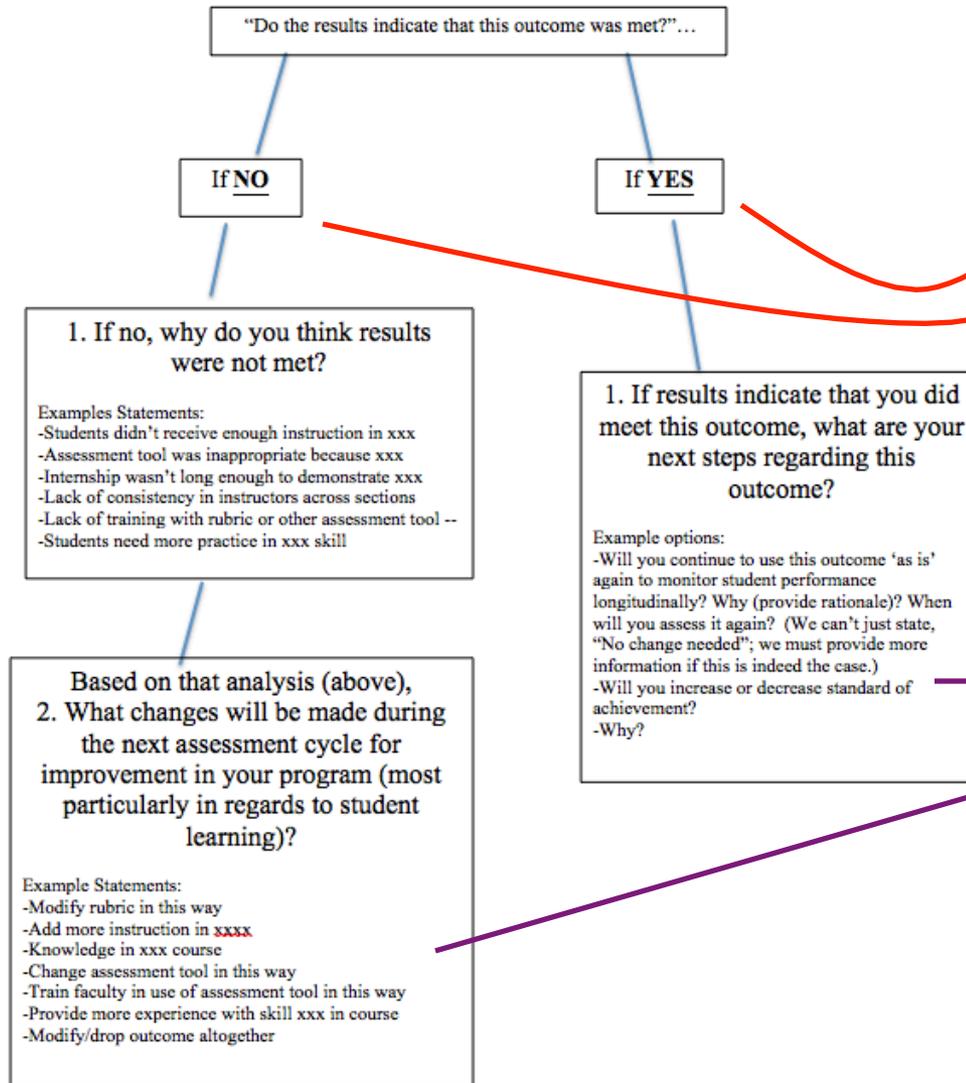
 Closing the Loop (Previous FY Assessment Summary)

# + Anatomy of an Outcome



- Number
- Goal
- Start and End
- Providing Unit
- Responsible Role
- Progress
- Measures
- Target
- Results
- Met or not?
- Interpretation (enhanced)

# + Interpretation



What next?

Detail, detail, detail... Answer the 5 W's. ("lack well defined action plans")



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# Sample Interpretation summary statements...

- *“This is critical data for our program which directly aligns to the mission and values of GC. We will continue to assess this outcome next year but will raise the targets for measures 2-5 from 70% to 75%.”*
- *“As this is a goal that is central to the effectiveness of our program, we will continue to monitor this outcome with these measures in FY15. Results showed an increase on all measures over last year so we will maintain targets and measures for the purpose of a three-year analysis at the end of FY15.”*
- *“We will continue monitoring this program outcome but will change the measures by which we collect data in FY15. New measures will be determined by faculty during meetings over the summer (2014) and the new measures will be in place by Fall 2014.”*

# + Annual Assessment Summary

## INSTRUCTIONS FOR REVISING ANNUAL ASSESSMENT SUMMARY

For *each* outcome from the PREVIOUS FY\* assessment SMART report, respond to the following:

1. List the outcome
2. For this outcome, what actions/modifications did you propose to implement?
3. Did you implement them?
4. Did you see an impact (positive or negative) in your program?

“Closing the loop”

If NO



If no impact seen or negative impact seen, will you continue to monitor this outcome? Will you drop this as a program outcome? Why? What happens next?

(We can not say, ‘no action needed’ or leave this blank. We must propose some action.)

If YES



If yes, what was this impact? How did it improve student learning? How did it improve services? How did it improve instruction? How did it improve etc...

“Evidence of improvement”



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# + Interpretation → AAS

- *“This is critical data for our program which directly aligns to the mission and values of GC. We will continue to assess this outcome next year but will raise the targets for measures 2-5 from 70% to 75%.”*

*We did raise the target and again, 100% students continued to perform higher than desired expectations, demonstrating that all are mastering the objective. Skills demonstrating this objective are critical for a health care professional so the fact that all of our students are exceeding expectations has prompted program faculty to consider increasing expectations for the assignment.*

- *“As this is a goal that is central to the effectiveness of our program, we will continue to monitor this outcome with these measures in FY15. Results showed an increase on all measures over last year so we will maintain targets and measures for the purpose of a three-year analysis at the end of FY15.”*

*For the third year in a row, 100% of students demonstrated mastery of this outcome in several courses in the program. As this is a required standard for [discipline] we are satisfied that students are meeting the requirements at such high levels of achievement. We will continue this set of activities and assessments each semester but will choose a new outcome on which to report for our next cycle of SMART reporting.*

- *“We will continue monitoring this program outcome but will change the measures by which we collect data in FY15. New measures will be determined by faculty during meetings over the summer (2014) and the new measures will be in place by Fall 2014.”*

*New measures to assess the outcome were implemented in Fall 2014 and used both fall and spring semesters. The new assessments allowed faculty to see much more clearly student strengths and challenges in demonstrating this outcome. The new measures are more sensitive to demonstrating [x skill] and faculty were able to adjust instruction according to the results gathered over spring and fall semester.*

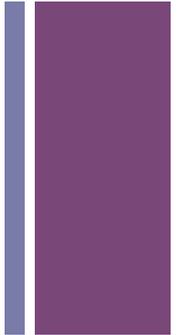


# Examples of AAS statements:

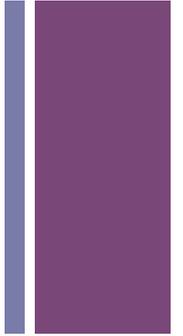
<b>FY14 Goal (assessed)</b>	<b>Interpretation (FY14 goal)</b>	<b>AAS FY15</b>
<p>The students will demonstrate an understanding of a [professional] journal article.</p>	<p>Since this course has been measured multiple times with little change, we will measure a different course in the future to see if other courses in our program are successful at meeting this outcome.</p>	<p>We changed assessment of this outcome to Course xxxx and results were similar yet a bit higher, with 94% of the students completing the task successfully. This demonstrates that students are generalizing this skill across courses and activities, demonstrating concrete understanding.</p>
<p>Students will demonstrate proficiency in written communication skills.</p>	<p>Students are not demonstrating written communication skills to the expectations of the program faculty. Faculty discussed and decided that a detailed rubric will be introduced in the fall of 2014.</p>	<p>Detailed rubric written, distributed to students at beginning of semester. Used with each major writing assignment. Students showed increased ability in writing over the course of the semester and final papers, for the most part (need data) met faculty expectations.</p>
<p>Students will research, plan, and develop multiple assessments relevant to appropriate psychomotor, cognitive, and affective objectives for k-12 students, also to include differentiated assessment.</p>	<p>The first group of MAT's to be trained on this assessment program were very successful with implementation. This pilot year resulted in very few obstacles and errors that require attention. However, to provide students with more practical, hands-on training, the new group of MAT's will be required to conduct at least one authentic FG assessment during student teaching.</p>	<p>Students were all required to conduct at least one FG assessment during student teaching and most (80%) completed more than one. As demonstrated on final summative HT evaluations, this activity clearly increased students skills in xxxx, making them more equipped to provide individual and class analysis, and write prescriptive intervention plans to remediate or maintain desired student behaviors.</p>



# Revised Reports

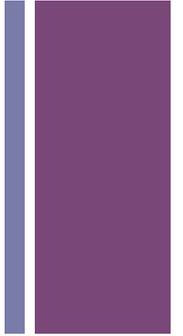


- First year we are asking for revised reports
- Nature of revisions will depend on the task to be revised but everyone will submit something:
  - Revise mapping in FY15 (include in revision statement of intent)
  - Mission or outcomes: revision report
  - Means or results: revision statement
  - AAS: revision report
    - ✓ See your college coordinator for help
- Revised reports (or statements of intent): submit to your college coordinator and cc Cara Meade. OIE will upload your revised report for you. You will find it under your feedback report.
- Please (!) ask questions about your feedback if you have any.



# SMART 101 (Review)

# + First: **Mission Statement**



Ideally, it should answer

- What do we do?
- How do we do it?
- For whom do we do it?



## A well-crafted mission statement:

- Is short and concise.
- Is easily understood by those in and outside the unit.
- Describes what do we do.
- Describes how do we do it.
- Tells for whom do we do it.

# + Second: Outcomes

- **What?** – description of what it is we want to achieve, the objective
- **How?** – how we measure progress, how will we determine if goal is achieved
- **How much?** – target standard of achievement
- **Who?** – who is responsible
- **When?** – when is the goal to be completed or when will we measure and take stock

+ Five characteristics of well-written Outcomes:

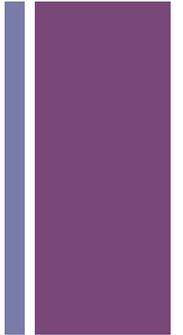
- Specific
- Measurable
- Attainable (but *stretch!*)
- Relevant
- Time-bound, transformative

# Third: Measures

- What is a measure??
  - A **measure** (or *metric* or *means of assessment*) is the way in which we gauge progress toward our goal.
  - It should answer the **How?** question for accomplishing our goal.
  - A measure is most often numerical, and taking the **measurement** (or assessment) typically results in a *number*.

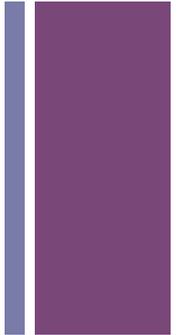


# Examples of possible measures



- Exam items
- Common exam items
- Rubric score(s)
- Assignment grade(s)
- Standardized exam grade (subsection)
- Internship evaluations
- Self-assessment?

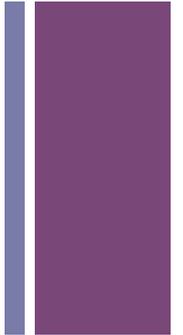
# + Measures (cont.)



Overall course grades can **NEVER** be used  
as a measure of performance on student  
learning outcomes!

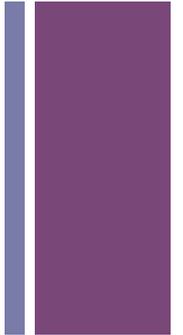


# Targets



- What is a target??
  - A **target** (or *desired outcome*) is the value or amount that we hope to achieve for our measure.
  - It should answer the **How Much?** question for accomplishing our goal.
  - A target is most often numerical, and after taking the measurement, we obtain an **outcome** (number) which is then compared to our target.

# + Results



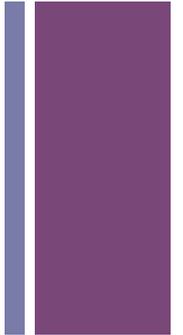
- Results must directly align to measures and targets
- If using multiple measures, you must have multiple data sets
- Use tables to display results
- Avoid generalizing/over simplifying results

# + Interpretation

- See slide 5 and handout



# Annual Assessment Summary



- Slide 7 and handout