What’s the least you need to know?

- **US Department of Education**
  - Regional College and University Accrediting Agencies
    - **SACS** – Southern Association of Colleges & Schools (800 Schools)
- **Discipline Specific Accrediting Associations**
  - Engineering
  - Business
  - Arts
  - Psychology
  - Law
  - etc.
What’s the least you need to know?

- All universities must be comply on 100+ regional & federal standards, requirements, and principles.

- Faculty are involved in assessment and reporting in 2.
  - Core College Competencies
  - Degree Program Goals
Faculty Assess Student Achievement on Curriculum We Design and Teach.

SACS requires us to assess that in two ways.

3.3 Institutional Effectiveness

3.3.1 The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in each of the following areas: (Institutional Effectiveness)

3.3.1.1 educational programs, to include student-learning outcomes

3.5 Undergraduate Programs

3.5.1 The institution identifies college-level general education competencies and the extent to which students have attained them. (General education competencies)
3.3.1.1 Institutional Effectiveness

Your Department Majors

Program Goals & SLO’s

Assess at Capstone Level

3.5.1 General Education Competencies

University Curriculum Components

Competencies & SLOs

Assess at Course Level
College Competencies v/s Learning Outcomes

**College Competencies:** Broad qualitative intellectual skills that students will achieve through the 24 curricular areas of the University Curriculum. Successful attainment of each competency is measured by performance against mastery of a set of Student Learning Outcomes.

**Student Learning Outcome(s):** One or more of the actions students will be able to perform that, when assessed, collectively demonstrate attainment of a core competency. Our UC has 79 SLO's. *(see handout)*
What exactly do we faculty need to do?

1. Know IF your course requires assessment.

2. Know the SLO’s for your UC approved course.
3. Prepare to assess at the course level.
   - Design your assignment and/or exam questions to be used for assessing SLOs.
   - Include the assignment and/or exam questions(s) in the regular coursework.
   - Evaluate the assignment and/or exam question(s)
# Grading Rubric Sample — Individual

## Historical Contexts I: Combined Rubric Sample

<table>
<thead>
<tr>
<th>Accomplishment Level</th>
<th>Or Earned Score</th>
<th>SLO 1: Students will be able to identify the main events, actors, and evidence involved in a defined historical period.</th>
<th>SLO 2: Students will be able to summarize in their own prose the major changes that took place over time in a defined historical period.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ABSENT</strong> 1</td>
<td>&lt; 50</td>
<td>Is unfamiliar with the main events involved in a defined historical period.</td>
<td>Summary is not clear and is not reflective of any of the major changes that took place over a defined historical period.</td>
</tr>
<tr>
<td><strong>BEGINNING</strong> 2</td>
<td>60-69</td>
<td>Correctly identifies only a few of the main events involved in a defined historical period.</td>
<td>Summary is mostly written in the student’s own words and shows a basic understanding of some of the changes that took place over a defined historical period.</td>
</tr>
<tr>
<td><strong>DEVELOPING</strong> 3</td>
<td>70-79</td>
<td>Correctly identifies some of the main events involved in a defined historical period.</td>
<td>Summary is in the student’s own words and shows an understanding of some of the major changes that took place over a defined historical period.</td>
</tr>
<tr>
<td><strong>ACCOMPLISHED</strong> 4</td>
<td>80-89</td>
<td>Correctly identifies most of the main events involved in a defined historical period.</td>
<td>Summary is in the student’s own words and shows a solid understanding of the major changes that took place over a defined historical period.</td>
</tr>
<tr>
<td><strong>EXEMPLARY</strong> 5</td>
<td>90-100</td>
<td>Correctly identifies the main events involved in a defined historical period.</td>
<td>Summary is concise, and synthesized, in the student’s own words. Information on the major changes that took place over a defined historical period.</td>
</tr>
</tbody>
</table>

Notes:

rev. 11/4/12
## Training and Help Sessions This Semester

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 22</td>
<td>CTE TES, New Faculty Presentation</td>
</tr>
<tr>
<td>August 19-23</td>
<td>Email to faculty of semester calendar</td>
</tr>
<tr>
<td>September 16-20</td>
<td>Fall meeting of A&amp;A university-wide committee</td>
</tr>
<tr>
<td>September 16-20</td>
<td>Reminder to Faculty of Workshop dates/times</td>
</tr>
<tr>
<td>Sept 19-Oct 4</td>
<td>10 Workshops for UC faculty</td>
</tr>
<tr>
<td>Nov 18-22</td>
<td>Reminder to Faculty of assessment deadline</td>
</tr>
<tr>
<td>Jan 6</td>
<td>Fall 2013 UC Assessment Reports Due</td>
</tr>
</tbody>
</table>

(*reserve a spot at: assessment@smu.edu*)
Helping one another.

Office of Assessment & Accreditation

assessment@smu.edu

- For individual and small group training sessions
- For individual assistance

smu.edu/assessment

- For SLO’s, STEPS, Rubrics, FAQ, Best Practices
- Workshop Schedule, Deadlines

Faculty & Departments

- USE BlackBoard Assignment Tool
- Collect assignments and grade digitally