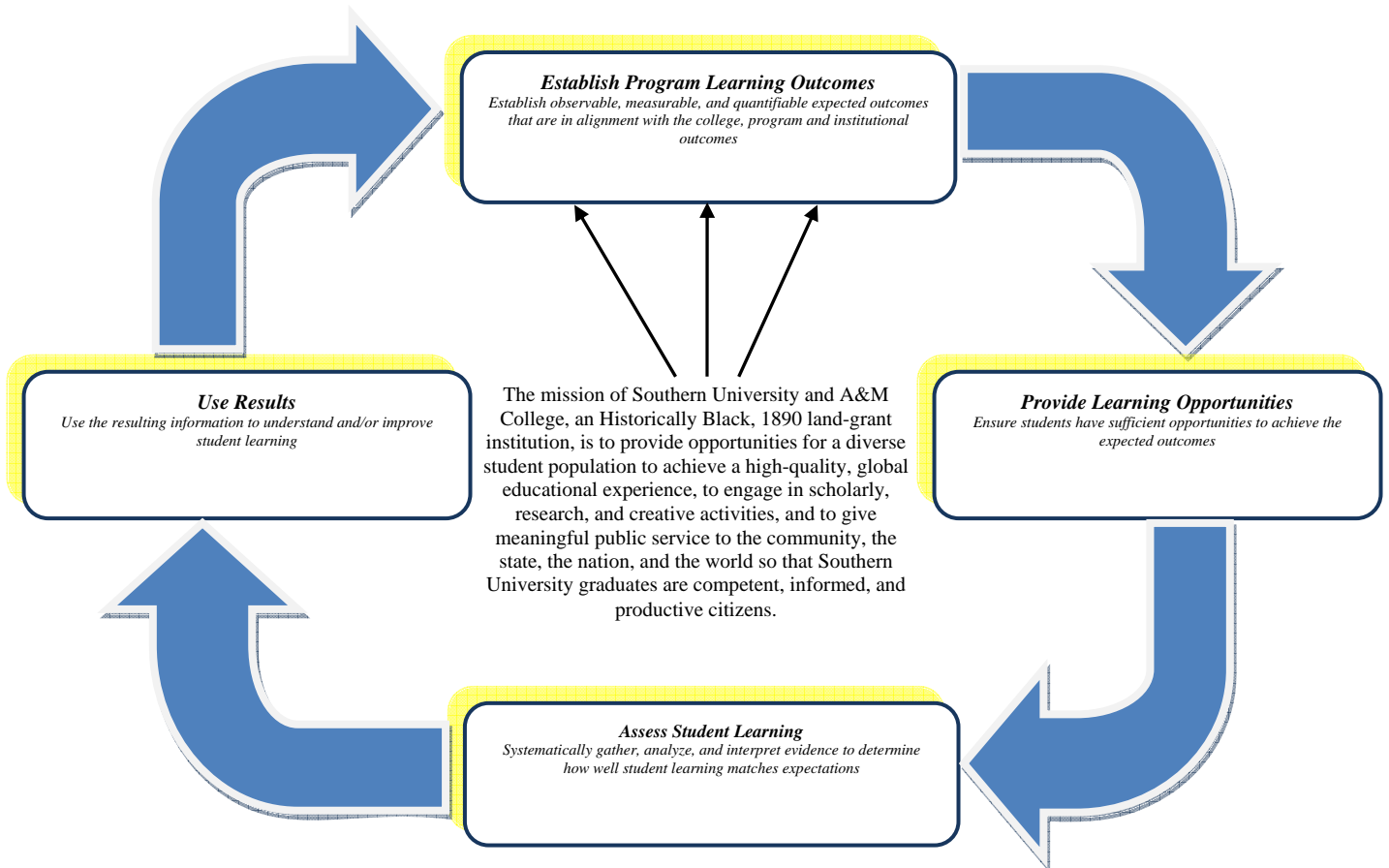### *Southern University Academic Programs Assessment Process*

Over the past two decades, planning, evaluation and use of results at Southern University an Agricultural and Mechanical College have morphed from a peripheral administrative activity into a pivotal leadership and management model for the institution. The Office of Planning, Assessment and Institutional Research (PAIR) interacts with the entire campus to provide assistance in the planning, assessment and evaluation process.

The process of closing the loop or using results for improvement is extremely important for successful planning and evaluation. At Southern University, the planning and assessment process consists of four basic components including:

- Establishing Program and Student Learning Outcomes
- Providing Learning Opportunities
- Assessing Program and Student Learning Outcomes
- Using Results to Improve Student Learning

Establish Program Learning Outcomes
Establish observable, measurable, and quantifiable expected outcomes that are in alignment with the college, program and institutional outcomes

Use Results
Use the resulting information to understand and/or improve student learning

The mission of Southern University and A&M College, an Historically Black, 1890 land-grant institution, is to provide opportunities for a diverse student population to achieve a high-quality, global educational experience, to engage in scholarly, research, and creative activities, and to give meaningful public service to the community, the state, the nation, and the world so that Southern University graduates are competent, informed, and productive citizens.

Provide Learning Opportunities
Ensure students have sufficient opportunities to achieve the expected outcomes

Assess Student Learning
Systematically gather, analyze, and interpret evidence to determine how well student learning matches expectations

Program and student learning assessment outcomes are guided by the educational mission of the university and undertaken by academic programs

Planning at the College Level

All colleges and schools are required to develop and implement their respective assessment plans for program and student learning outcomes aligned with the institutional, college and program mission statements that includes the following components:

- Program/Student Learning Outcomes
- Assessment Methods
- Results
- Use of Results

PART IA: CURRENT KEY FINDINGS

College/School/Unit:		Program Learning Outcomes:	
Outcomes	**Assessment Methods (AM) and Targets (T)**	**Results**	**Use of Results**
Year:2010-11			
Year:2011-12			
Year:2012-13			

* You may attach or append copies of assessment tools (such as assignments, grading criteria, rubrics, scoring guidelines, or survey instruments). Please include these materials only if program faculty will find them useful for interpreting and discussing the summary information in this report.

** You may attach or append data summaries (such as tables, charts, graphs, or expanded narrative descriptions of findings). Please include these materials only if program faculty will find them useful for interpreting and discussing the summary information in this report.

PART I B: CURRENT ACADEMIC SEMESTER USE OF KEY FINDINGS
In which ways have program faculty members discussed this Semester's assessment process and/or results? Check all that apply.

  ___ in program or department meetings devoted entirely to assessment
  ___ as an agenda item in program or departmental meetings
  ___ in departmental assessment committee meetings
  ___ in other departmental committee meetings
  ___ in informal conversations among faculty members
  ___ Other (please specify) _____
  ___ Assessment findings have not been discussed by program faculty this Semester

How did you use current or past assessment findings this Semester to improve student learning in your program or to improve the assessment process? (Suggested length 150 words)

PART II: PLANNING FOR NEXT COURSE OFFERING

Key course tasks assessed next course offering	Where will you assess this task? (Course? LiveText? Instructor?)	Assessment methods and tools used* (How will you assess this student task?)	Use of Assessment Results to Improve Student Learning

* You may attach or append copies of assessment tools (such as assignments, grading criteria, rubrics, scoring guidelines, or survey instruments). Please include these materials only if program faculty will find them useful for interpreting and discussing the summary information in this report.

PART III: ADDITIONAL INFORMATION (optional)
If you have engaged in assessment activities other than those for which information is requested above, you may include information about those activities here.

PART IA: CURRENT KEY FINDINGS

College/School/Unit:		Student Learning Outcomes:	
Outcomes	Assessment Methods (AM) and Targets (T)	Results	Use of Results
Year:2010-11			
Year:2011-12			
Year:2012-13			

* You may attach or append copies of assessment tools (such as assignments, grading criteria, rubrics, scoring guidelines, or survey instruments). Please include these materials only if program faculty will find them useful for interpreting and discussing the summary information in this report.

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PART III: ADDITIONAL INFORMATION (optional)
If you have engaged in assessment activities other than those for which information is requested above, you may include information about those activities here.

Each college or school has an assessment committee and a representative on the university assessment task force. The committee is charged to perform the following functions:

1. To develop and continuously review the learning goals and objectives for the undergraduate and graduate degree programs to ensure consistency with the mission, goals, and objectives of the college or school;
2. To determine the assessment information needed and utilize such information for continuous curriculum improvement;
3. To initiate proposals for curriculum improvement as it deems appropriate to the Dean; and,
4. To submit progress and annual reports to the Dean.

Planning at the Dean's Level

The assessment process is an ongoing and participatory effort that requires teamwork efforts to assure its success. The educational assessment at the Dean's level is conducted as follows:

- Provides leadership in accomplishing the mission of the College
- Coordinates in the overall evaluation of the educational effectiveness in the College
- Provides directions for implementing corrective measures suggested in the feedback stage of the assessment process and documents
- Assigns administrative responsibility to allocate adequate resources and allows access to relevant information

Planning at the Dean's Level

At the same time, each department chairperson establishes a committee to deal with the assessment process. Each program must develop learning goals and objectives for each degree program. Chairpersons review reports and collaborate with faculty on assessment methods, results and use of results to improve programs and student learning gains. Other responsibilities of the Department Chairperson include the following:

- Formulates educational objectives consistent with the department's defined mission;
- Assigns a course coordinator to each core course;
- Provides a matrix of the department program and student learning outcomes, which is associated with each of its core courses;
- Assists course coordinators to develop pertinent competencies for use in the assessment process
- Provides necessary assessment data to the College-wide Assessment Coordinator
- Participate in the feedback stage of the department's assessment process and oversees its implementation

College-Wide Assessment Coordinators

Each college or school has an assessment coordinator that is responsible for the following:

- Develops and implements procedures to evaluate the extent to which educational objectives and student learning outcomes of each program are being achieved;
- Conducts workshops and training sessions to familiarize faculty with the assessment process;
- Collects and analyzes assessment data and evidence for each course included in the assessment;
- Compares performance against criteria using analysis appropriate to the assessment method chosen;

- Provides the results of these evaluations in a timely fashion to parties involved to assist them in decision making and improving programs; and
- Develops guidelines and procedures to evaluate the overall educational effectiveness of the college curricula

LiveText and Learning Outcomes

LiveText is the data collection system that is used by Southern University to collect data on program and student learning outcomes. The faculty within each program identifies student learning outcomes for all courses offered each semester. Rubrics are then developed for courses taught within each degree curriculum. Faculty members who are teaching these classes make assignments for each course per semester and assess student learning outcomes in each educational program. Faculty members, along with the leadership of the chair, convene to determine the extent to which student performance matched expectations towards program learning outcomes. Remedial measures are taken to enhance instruction and student learning as needed. All programs are required to use the LiveText system to collect, analyze and use the result of data to improve programs and student learning outcomes.

Institutional Assessment Cycle

Phase I – (September) Review/Develop program and student learning goals and objectives

Phase II – (April – May) Analysis of Assessment

Phase III – (July-August) Identify and Implement Results of Assessment to Improve Programs