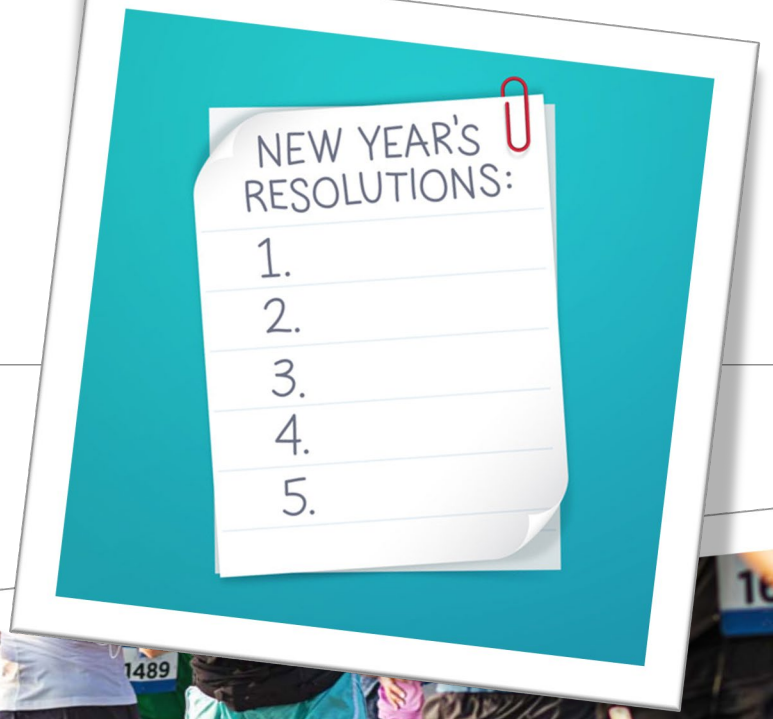
Institutional Effectiveness and Research
A&M-COMMERCE

Intro to Assessment Planning

Writing Goals, SLOs, and Assessment Methods

Institutional Effectiveness and Research

SOLD
HOME
FOR SALE


NEW YEAR'S
RESOLUTIONS:
1.
2.
3.
4.
5.

Purpose of an Assessment Plan

Program and unit level planning

College/Department/Division strategic planning

Assessment direction and focus

Budget decisions

Trend analysis

SACSCOC Accreditation

"Assessment gives us several ways to gather, interpret, and use data to provide information we need to take appropriate action." (Walvoord, 2010)

Questions to Ask

What is your unique contribution and value to the institution?

What evidence do you have to show your effectiveness and efficiency?

How do you contribute to student learning/student success/operation improvement/etc.?

What do you need to know to show that?

What does the literature/research indicate are the best practices for your function?

ACADEMIC PROGRAMS - SLOS

What knowledge, skills or abilities should the ideal student be able to demonstrate upon graduation?

How will students be able to demonstrate what they learned?

A&M-Commerce Context

Undergraduate, master's and doctoral learning outcomes

Support unit improvement

Quality Enhancement Plan – Foundation for Your Future

SACSCOC Reaffirmation (2024)

Components of an Assessment Plan

Mission – purpose of a unit/program

Goals or Student Learning Outcomes

Assessment Method

Standard of Success or target for achievement

Assessment Results or assessment findings

Action/Use of Results Plans

Focusing on Outcomes

OUTPUTS

Describe and count what the unit does or the student completes

Outputs are delivered through the processes, services, and experiences

Thing that we do.

OUTCOMES

A level of performance or achievement

Describes the impact or quality of a program or unit's processes, services, or experiences

Describes impact made.

Outcomes need to be

- **Measurable**: Within reasonable control
- **Meaningful**: Focus on important concepts or functions
- **Manageable**: Don’t need to measure *everything*

Application

SLOs and Goals

STUDENT LEARNING OUTCOME

The Texas Higher Education Coordinating Board (2015) defines the term student learning outcomes as “what students are able to demonstrate in terms of the knowledge, skills, and attitude upon completion of a program”

GOAL

A goal is considered an observable and measurable outcome that assesses a particular process, service, or experience.

It represents an impact or quality improvement the unit would like to see as a result of its actions *(Outcome).*

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ACADEMIC PROGRAMS - SLOS

What knowledge, skills or abilities should the ideal student be able to demonstrate upon graduation?

How will students be able to demonstrate what they learned?

Sources to Consult

ACADEMIC PROGRAMS - SLOS

Program mission/goals

Program curriculum and course syllabi

Industry or disciplinary standards

Licensure or certification criteria

Accreditation standards

SUPPORT UNIT - GOALS

Unit mission/goals

Unit SOPs or guiding documents

Industry or disciplinary standards

Licensure or certification criteria

Auditor standards

REVISED BLOOM'S TAXONOMY OF ACTION VERBS							
LEVEL	**DEFINITION**	**SAMPLE VERBS**					**SAMPLE BEHAVIORS**
REMEMBER	retrieve, recall, or recognize relevant knowledge from long-term memory	Cite Define Describe Identify	Label List Match Name	Outline Quote Recall Report	Reproduce Retrieve Select Show	State Tabulate Tell	The student will define the 6 levels of Bloom's taxonomy of the cognitive domain.
UNDERSTAND	demonstrate comprehension through one or more forms of explanation	Arrange Articulate Associate Categorize Clarify Classify	Compare Compute Conclude Contrast Defend Discuss	Distinguish Estimate Explain Extrapolate Generalize Give examples	Illustrate Interpret Match Outline Paraphrase Rephrase	Represent Restate Summarize Translate	The student will explain the purpose of Bloom's taxonomy of the cognitive domain.
APPLY	use information or a skill in a new situation	Apply Calculate Carry out Classify	Complete Compute Demonstrate Employ	Examine Execute Generalize Implement	Interpret Manipulate Modify Organize	Predict Solve Translate Use	The student will classify action verbs according to their Bloom's taxonomy cognitive domain.
ANALYZE	break material into its constituent parts and determine how the parts relate to one another and/or to an overall structure or purpose	Analyze Arrange Break down Categorize Classify	Compare Connect Contrast Deconstruct Detect	Diagram Differentiate Discriminate Distinguish Divide	Explain Identify Integrate Inventory Order	Organize Relate Separate Structure	The student will compare and contrast the cognitive and affective domains.
EVALUATE	make judgments based on criteria and standards	Appraise Argue Assess Compare Conclude	Consider Contrast Critique Decide Determine	Discriminate Evaluate Judge Justify Measure	Persuade Rate Recommend Review Select	Support Test Validate	The student will evaluate the design of an assignment for its identified Bloom's taxonomy cognitive domain.
CREATE	put elements together to form a new coherent or functional whole; reorganize elements into a new pattern or structure.	Adapt Arrange Assemble Build Combine Compile	Compose Constitute Construct Create Design Develop	Devise Formulate Generate Hypothesize Integrate Invent	Make Perform Plan Prepare Produce Propose	Reconstruct Revise Write	The student will design an assignment that reflects demonstrations of learning appropriate to a specific Bloom's taxonomy cognitive domain.

OUTPUTS: What is your unit going to do?			
Areas of Action	*Definition*	*Sample Verbs*	*Sample Behaviors*
Maintain records, processes, or facilities	Processes overseen or monitored by the unit	Maintain, monitor, collect, oversee, manage, comply	Maintain faculty records
Perform tasks	Tasks performed by the unit	Submit, record, track, enroll, process, complete, implement, prepare, organize	Process financial transactions
Provide services and resources	Services developed and offered by the unit to constituents	Develop, offer, provide, advise, train, instruct, educate, counsel, assist	Provide assistance to graduate students in the enrollment process
Resolve problems	Efforts to resolve complaints, disputes, or problems for constituents	Resolve, adjudicate, improve, support	Resolve customer service complaints
Communicate information	The communication, distribution, and promotion of relevant information to constituents	Communicate, promote, market, publicize, share, distribute	Promote unit services to the university community
Create relationships and partnerships	Efforts to bring in new constituents and stakeholders to serve or to partner with in unit activities	Recruit, establish, partner with, network, create, build, cultivate	Establish partnerships with industry internship providers

OUTCOMES: What is the desired impact or quality of your unit's action?			
Effectiveness Indicators	***Definition***	***Key Question***	***Sample Behaviors***
Quality	Improvements in the quality of the process/experience/service – flaws or errors resolved and value improvements made	How will the process/experience/service have more value because of this?	The error rate will be reduced
Efficiency	Processes are streamlined, resources are conserved, and productivity is increased	How will the process/experience/service operate more efficiently because of this?	The application process will be streamlined to eliminate redundancies
Timeliness	Time to completion is reduced and timeframes or relevant deadlines are achieved	How will relevant timeframes be positively impacted by this?	The report will be submitted prior to the agency deadline
Cost	Operating or student costs are reduced or optimized	How will costs be positively impacted by this?	Expenditures will be reduced by 5%
Reach	Increases are made in the number of people reached, impacted, or served by the process/experience/service	How many people/processes/entities will be impacted by this?	The number of student research presentations will increase by 15%
Perceptions	Changes are made in perceptions of or attitudes about the unit's processes/experiences/services	How do constituents view the process/experience/service?	95% of students will rate the academic advising they received as "Satisfactory" or "Very Satisfactory"
Behavioral changes	Services offered produce intended behaviors	What student/faculty/staff behaviors will change because of this?	Staff will follow safety procedures when operating university equipment
Learning outcomes	Services offered produce intended learning outcomes	What knowledge should students/faculty/staff be able to demonstrate because of this?	Students will be able to apply money management principles to their personal finance

Writing SLOs

There are a variety of formats and guides to structuring a student learning outcome. The below formula and the ABCDs of SLOs are two practical examples of what to include when writing a student learning outcome.

Graduating students will be able to
[action verb] + [clear description of measurable learning to be observed].

ABCDs of SLOs

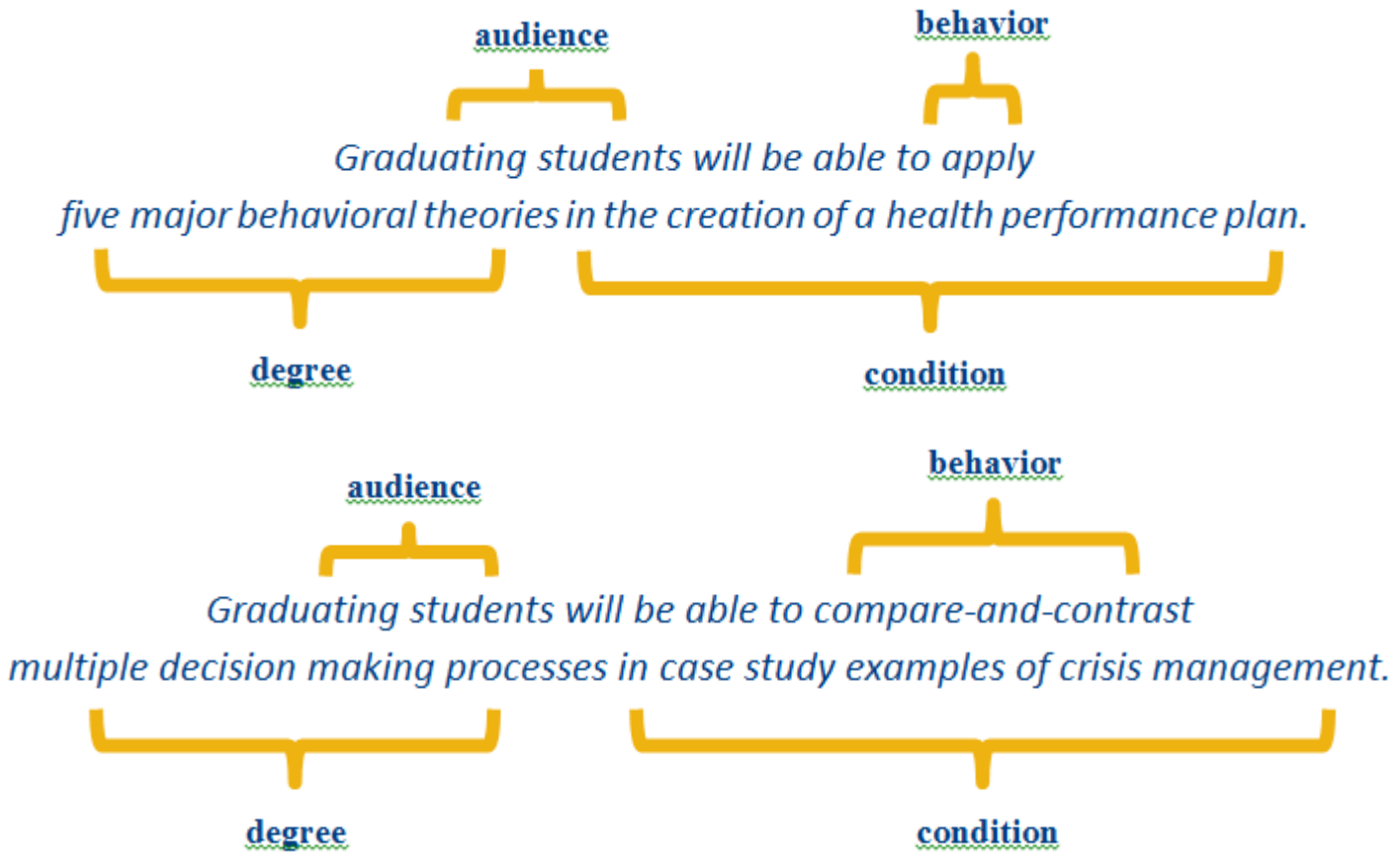
Audience — *Who is expected to learn?*

Behavior — *Specifies what the student will be doing*

Condition — *Condition under which the knowledge, skills or abilities will be demonstrated*

Degree — *How well will the behavior need to be performed and to what level?*

Examples


audience
behavior
Graduating students will be able to apply
five major behavioral theories in the creation of a health performance plan.
degree
condition
audience
behavior
Graduating students will be able to compare-and-contrast
multiple decision making processes in case study examples of crisis management.
degree
condition

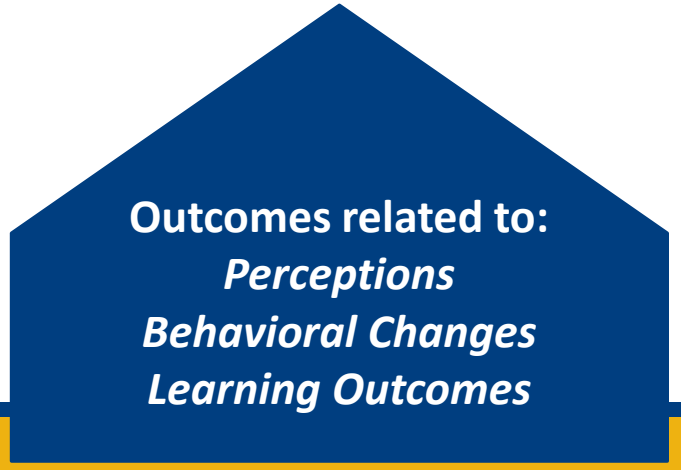
Sample formulas for writing goals

Formula #1:

[Description of desired impact or quality improvement]

Formula #2

[Constituents] who [description of constituents' participation in Unit's services] will [verb describing impact or quality improvement]



Sample formulas for writing goals

Formula #1:

[Description of desired impact or quality improvement]

Formula #2

[Constituents] who [description of constituents' participation in Unit's services] will [verb describing impact or quality improvement]

Participation rates in the residential life safety program will increase

Students who attend leadership development training will be able to identify one or more crisis resolution strategies

Assessment Methods

What you use or actually do to assess the outcomes and goals

- Survey, test, portfolio, rubric, focus group, data log…

Think of what you're already doing- can anything be improved or adapted?

Keep in mind cost, timeliness, human resources, etc.

Aim for Direct Measures when appropriate

Direct vs. Indirect

Formative vs. Summative

Quantitative vs. Qualitative

Reliability and Validity

Selecting Assessment Methods

Tips
Use valid, external or institutional sources when possible
Create your own - be prepared to modify
Already exists - re-evaluate it for alignment with the goal. Match the assessment to the goal, not the other way around
Use a combination of direct and indirect
Be wary of collecting assessment data from a single source or interaction
Assessment results should be useful for improvement
Keep it practical

Standard of Success

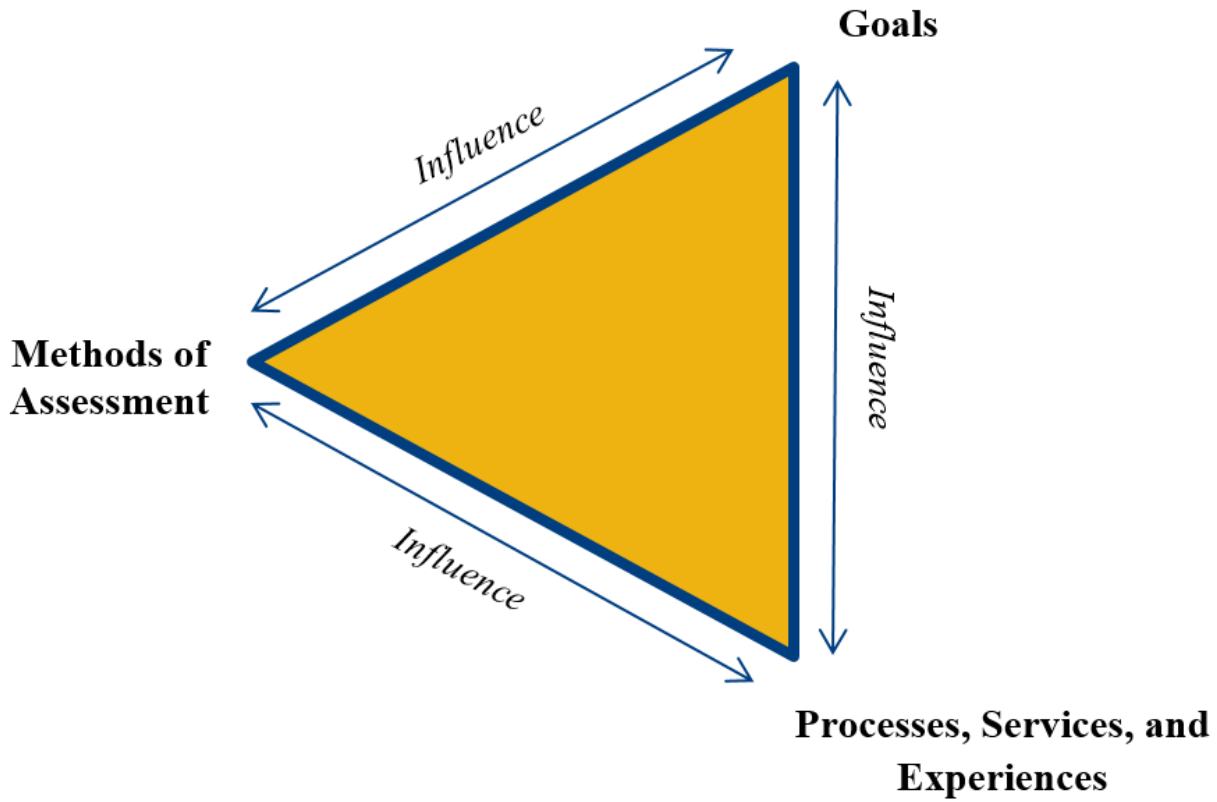
The Standard of Success should reflect the level of achievement sufficient to demonstrate sufficiency.

75% of staff will report that the quality of services "meets expectations" or "exceeds expectations" when rated on a five point likert scale (unsatisfactory = 1 to exceeds expectations = 5)

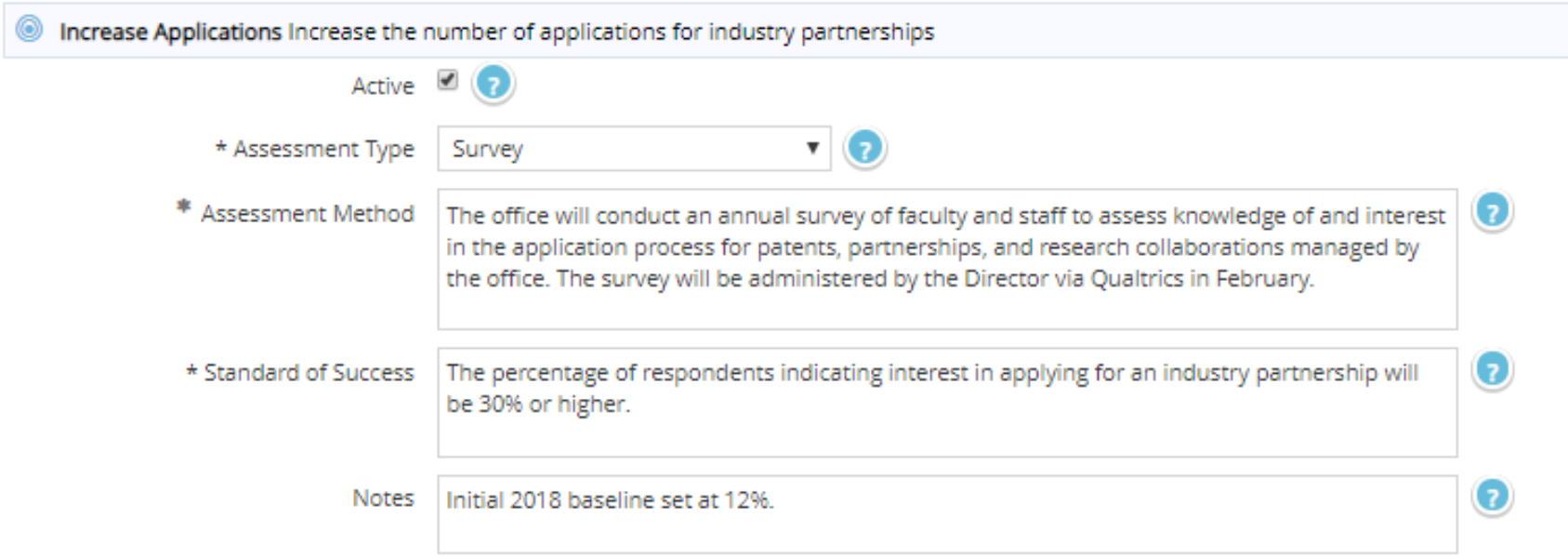
Attendance at each professional development event will reach 30 or more staff members.

When writing a standard of success statement, consider how to include the following elements, as applicable: 1) Description of who or what is being assessed, 2) Description of the target achievement, 3) Description of the indicator or evaluation.

Alignment


Goals
Influence
Influence
Methods of Assessment
Influence
Processes, Services, and Experiences

Completing Your IE Report



The detail you provide in these spaces will help demonstrate and document the alignment of your assessment method with the SLO or goal.

Next Steps

Discussion

Thoughtful review of current plan

Research and findings

Discussion

Determine the need for changes or new SLOs/Goals/Assessment Methods

Discussion

Meet with an IE Team member

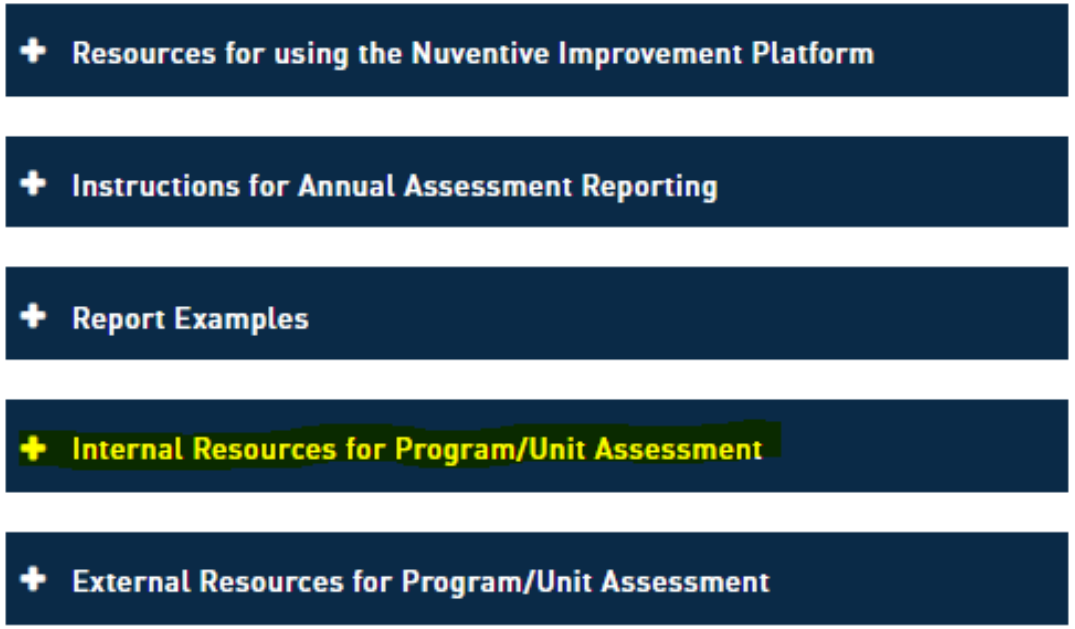
Discussion

Nuventive updates

Resources

IE Resources @ www.tamuc.edu/ier

- Office of Institutional Effectiveness
  - Assessment



INSTITUTIONAL EFFECTIVENESS WORKSHOPS

Mar 13 Intro to Assessment Reporting – Results, Closing the Loop, Planning for the Future – Virtual

9:00-10:00 AM

Apr 25 Assessment as Storytelling – RSC Dedication

2:00-3:00 PM

Visit www.tamuc.edu/ie to view details

Please share your feedback with us!