Intro to Assessment Planning

Writing Goals, SLOs, and Assessment Methods

Institutional Effectiveness and Research
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?

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*
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*).
Questions to Ask

What is your unique contribution and value to the institution?

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

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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?
<table>
<thead>
<tr>
<th>ACADEMIC PROGRAMS - SLOS</th>
<th>SUPPORT UNIT - GOALS</th>
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</thead>
<tbody>
<tr>
<td>Program mission/goals</td>
<td>Unit mission/goals</td>
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<tr>
<td>Program curriculum and course syllabi</td>
<td>Unit SOPs or guiding documents</td>
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<td>Industry or disciplinary standards</td>
<td>Industry or disciplinary standards</td>
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<td>Licensure or certification criteria</td>
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<td>Accreditation standards</td>
<td>Auditor standards</td>
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<td>LEVEL</td>
<td>DEFINITION</td>
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<tr>
<td>REMEMBER</td>
<td>retrieve, recall, or recognize relevant knowledge from long-term memory</td>
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<tr>
<td>UNDERSTAND</td>
<td>demonstrate comprehension through one or more forms of explanation</td>
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<tr>
<td>APPLY</td>
<td>use information or a skill in a new situation</td>
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<td>ANALYZE</td>
<td>break material into its constituent parts and determine how the parts relate to one another and/or to an overall structure or purpose</td>
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<tr>
<td>EVALUATE</td>
<td>make judgments based on criteria and standards</td>
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<tr>
<td>CREATE</td>
<td>put elements together to form a new coherent or functional whole; recognize elements into a new pattern or structure</td>
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<tr>
<td>Areas of Action</td>
<td>Definition</td>
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<tr>
<td>Maintain records, processes, or facilities</td>
<td>Processes overseen or monitored by the unit</td>
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<td>Perform tasks</td>
<td>Tasks performed by the unit</td>
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<td>Provide services and resources</td>
<td>Services developed and offered by the unit to constituents</td>
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<tr>
<td>Resolve problems</td>
<td>Efforts to resolve complaints, disputes, or problems for constituents</td>
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<tr>
<td>Communicate information</td>
<td>The communication, distribution, and promotion of relevant information to constituents</td>
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<tr>
<td>Create relationships and partnerships</td>
<td>Efforts to bring in new constituents and stakeholders to serve or to partner with in unit activities</td>
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<tr>
<td>Effectiveness Indicators</td>
<td>Definition</td>
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<tr>
<td>Quality</td>
<td>Improvements in the quality of the process/experience/service – flaws or errors resolved and value improvements made</td>
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<tr>
<td>Efficiency</td>
<td>Processes are streamlined, resources are conserved, and productivity is increased</td>
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<tr>
<td>Timeliness</td>
<td>Time to completion is reduced and timeframes or relevant deadlines are achieved</td>
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<tr>
<td>Cost</td>
<td>Operating or student costs are reduced or optimized</td>
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<tr>
<td>Reach</td>
<td>Increases are made in the number of people reached, impacted, or served by the process/experience/service</td>
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<tr>
<td>Perceptions</td>
<td>Changes are made in perceptions of or attitudes about the unit’s processes/experiences/services</td>
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<tr>
<td>Behavioral changes</td>
<td>Services offered produce intended behaviors</td>
</tr>
<tr>
<td>Learning outcomes</td>
<td>Services offered produce intended learning outcomes</td>
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</table>
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

Graduating students will be able to apply five major behavioral theories in the creation of a health performance plan.

Graduating students will be able to compare-and-contrast multiple decision making processes in case study examples of crisis management.
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]

Outcomes related to:
- Quality
- Efficiency
- Timeliness
- Cost
- Reach

Outcomes related to:
- Perceptions
- Behavioral Changes
- Learning Outcomes
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
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
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

- Resources for using the Nuventive Improvement Platform
- Instructions for Annual Assessment Reporting
- Report Examples
- Internal Resources for Program/Unit Assessment
- External Resources for Program/Unit 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!