TTU **T** HSC

Weave Wednesdays

Assessment Planning Fundamentals

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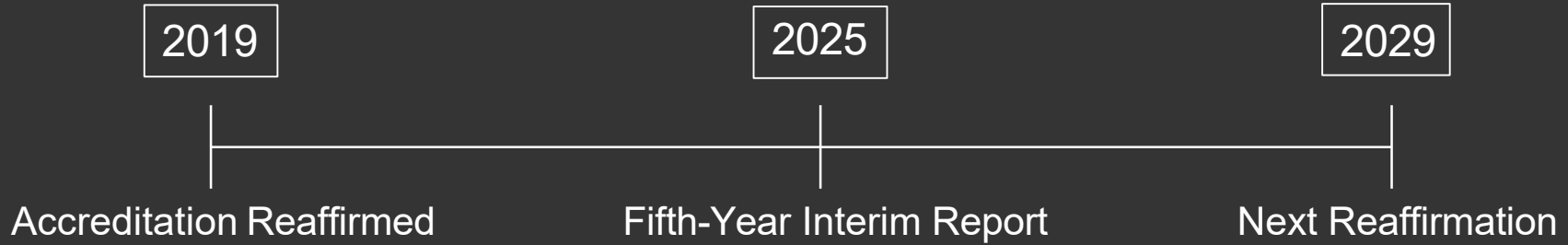
Part I: SACSCOC Accreditation Requirements

Part II: Assessment Plan Cycle

Part III: Elements of a Plan

7.3

The institution identifies expected outcomes of its administrative support services and demonstrates the extent to which the outcomes are achieved.
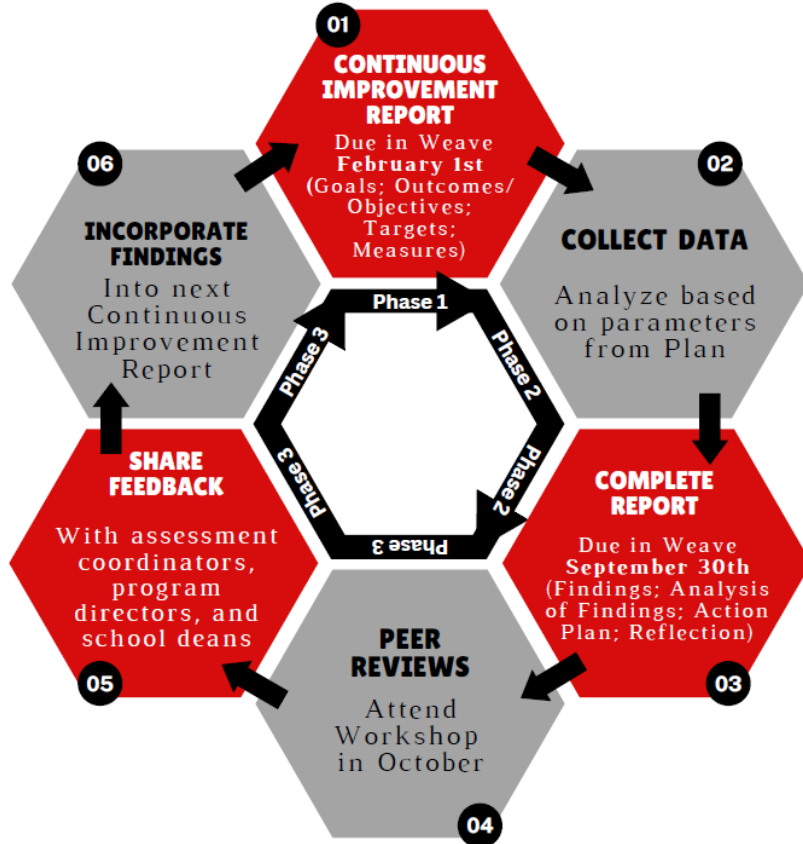
8.2.a

The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of seeking improvement based on analysis of the results with regard to student learning outcomes for each of its educational programs.

8.2.c

The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of seeking improvement based on analysis of the results in the academic and student services that support student success.

- Weave plans are completed on an ANNUAL basis

- The reporting cycle is **September 1 – August 31**

- **Phase One**: Planning should be completed by **February 1**

- The deadline for **Phase Two**: Reporting is always **September 30**

- **Phase Three:** Review occurs in **October**

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Elements

Phase I: Planning

Mission Statement

TTUHSC Goals

Outcomes/Objectives

Measures and its Description

Targets

Phase II: Reporting

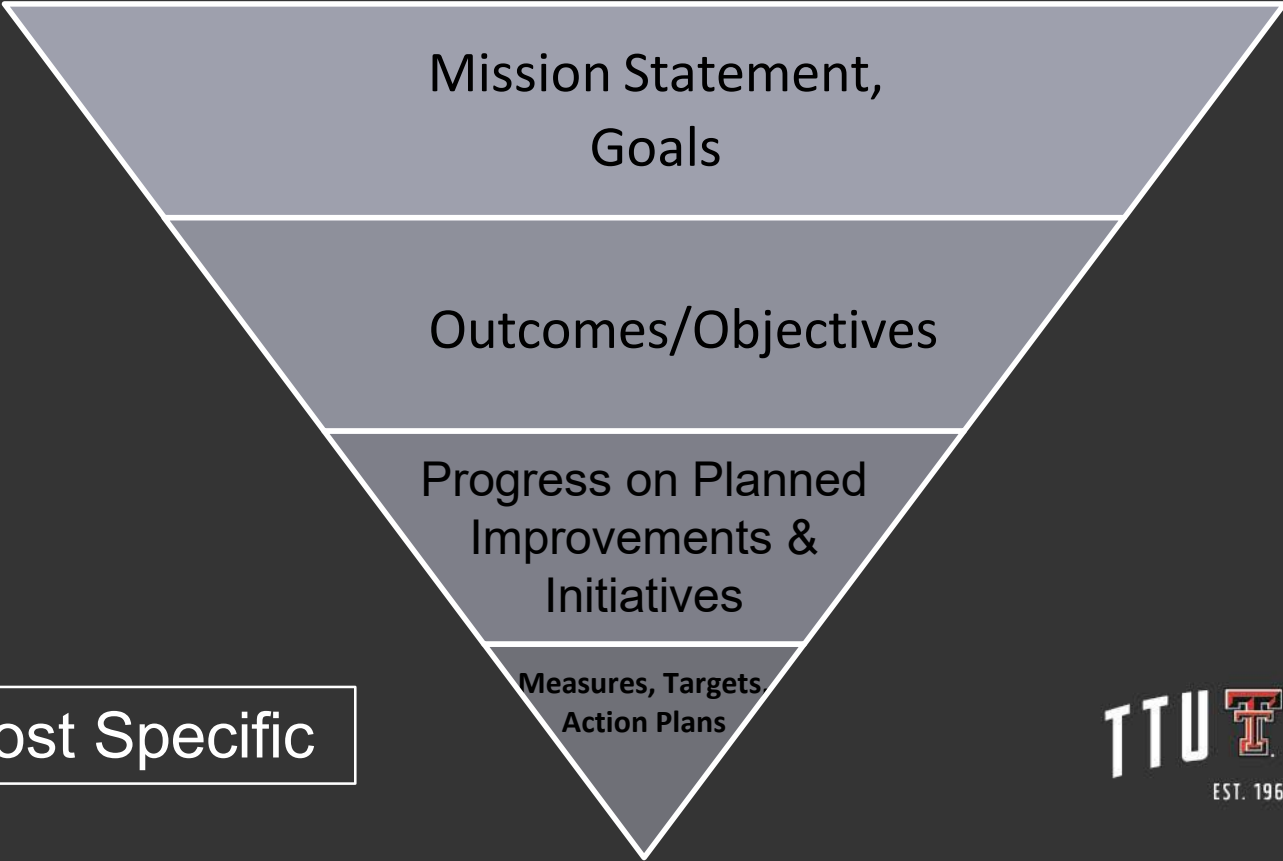Findings and Explanation of Findings

Action Plan/Items Project Attachments

Progress on Planned Improvements

See TTUHSC Weave Cheat Sheet for definitions
- Educational Programs
- Student Support Programs

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Broadest

Most Specific

Mission Statement, Goals

Outcomes/Objectives

Progress on Planned Improvements & Initiatives

Measures, Targets, Action Plans

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Mission Statement

A **Mission Statement** is a brief statement of general values and principles which guide the program curriculum or department goals.

- Sets a tone and philosophical position from which objectives are developed

- Communicates the overall purpose

- Distinguishes the program or department from similar areas

- Aligns clearly with the mission of TTUHSC

TTUHSC Goal(s)

▪ Choose a TTUHSC Strategic Goal and a corresponding objective (Innovation or Collaboration) that best aligns with department/program outcomes and objectives. The TTUHSC Strategic Goals are as follows:

- **Academics**
- **Clinical Affairs**
- **Research**
- **People & Operations**
- **External Affairs**
- **Telehealth**

*You can have multiple goals if more than one TTUHSC Strategic Goal/objective is relevant to your area.

Outcomes/Objectives

- We suggest you have **3 to 5** Outcomes/Objectives
- Each Outcome/Objective should align with (1) Mission Statement and **(2) TTUHSC Strategic Plan**
- Be distinctive from each other
- Be measurable
- Describe the intended outcomes, *not the actual outcomes*
- "(Action verb)(object)(modifiers)"

Outcomes/Objectives

Avoid using Directionality and Quantifiable Targets

Customer satisfaction will increase by averaging at least a 4.5 level of satisfaction on all survey items.

Better

Students will provide ongoing and systematic feedback about Student Support Services across the institution.

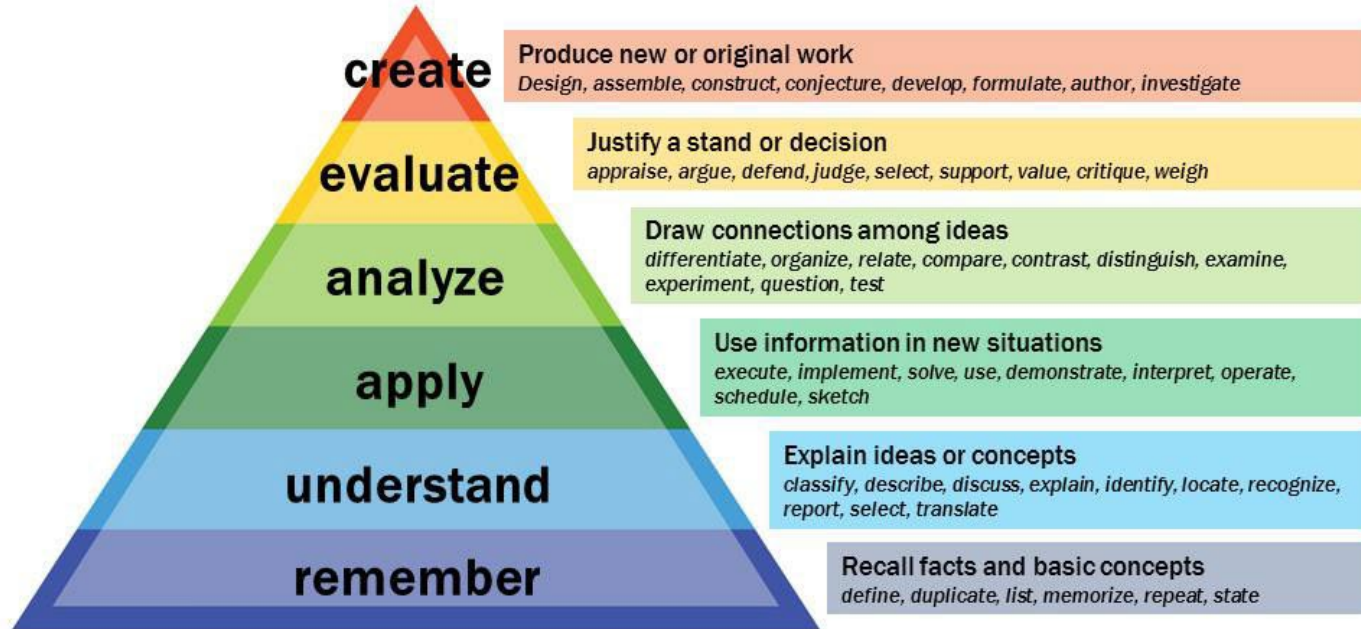# Student Learning Outcomes

For Academic Programs

What the student should <u>know</u> or be able <u>to do</u> upon successful completion of the program.

NOT what courses the student will take or what experiences they will have within the program
.

NOT what will be provided to the student during the duration of the program

Bloom's Taxonomy

create — Produce new or original work
Design, assemble, construct, conjecture, develop, formulate, author, investigate

evaluate — Justify a stand or decision
appraise, argue, defend, judge, select, support, value, critique, weigh

analyze — Draw connections among ideas
differentiate, organize, relate, compare, contrast, distinguish, examine, experiment, question, test

apply — Use information in new situations
execute, implement, solve, use, demonstrate, interpret, operate, schedule, sketch

understand — Explain ideas or concepts
classify, describe, discuss, explain, identify, locate, recognize, report, select, translate

remember — Recall facts and basic concepts
define, duplicate, list, memorize, repeat, state

Vanderbilt University Center for Teaching

Armstrong, P. (2010). Bloom's Taxonomy. Vanderbilt University Center for Teaching. Retrieved [3-30-21]
from https://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy/.

Outcomes/Objectives

For Administrative and Academic/Student Support Units

Process Objective v. Customer Outcome Example 1

A Process Objective is an anticipated action which will move one toward the accomplishment of the department's mission.
- *Focuses on what the department will do*

A Customer Outcome is a statement that reflects your department's expected results for the intended customer.
- *Focuses on what the department expects their customer to be able to do*

Example 1

Goal(s)	Promote innovation in our academic programs, academic support services and student affairs.
Student Learning Outcomes	Faculty will teach ethical reasoning
Measure	Final exam in POPC 5336
Target	Students, on average, will score 80% or higher on final exam.
Findings	The average POPC 5336 exam scored was 83.4%
	Target Met
Action Plan	No new actions are needed as students are exceeding the target

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Measures

Means by which you can document progress towards achieving the Outcome or Objective.

- Details what will be measured and how it will be measured
- Measures should align appropriately with outcomes/objectives
- Have at least one measure per outcome/objective

1.1.1 Measure   Client Satisfaction Surveys

DESCRIPTION

Client satisfaction surveys have always provided concrete evidence of the progress toward achieving our Objectives. A sample survey is included in the attachments. TTUHSC Writing Center clients, i.e., the faculty, researchers, and students who submit their work for critique through our website, are encouraged to submit an exit (post-tutoring) satisfaction survey about the quality of tutoring they received. This is a qualitative survey that allows continual year-round assessment of writing needs and allows Dr. Roy to confer with tutors about changing tutoring strategies.

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Measures

For Academic Programs

Direct Measures
- Comprehensive Exam
- Student Publication or Conference Presentation
- Internship or Clinical Evaluation
- Portfolio Evaluation
- Pass Rates on Certification or Licensure Exam
- Capstone Project or Senior Thesis

Indirect Measures
- Exit Interview
- Focus Group
- Alumni Survey
- Reflection Papers or Assignments
- Student Satisfaction Survey

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Measures

For Administrative and Academic/Student Support Units

Things you can measure: Demand, Effectiveness, Efficiency, Perception of Services, Quality, and Satisfaction

Examples

Student Satisfaction Surveys	Opinion surveys
Number of event participants	Growth in participation
Number of complaints	Average wait or service time
Comparisons to professional	Statistical reports
Organizations' best practices	Staff training hours
Number of applications	Number of users
Processing time for requests	Focus Groups
External Review	Dollars raised

▪ *Process Indicators can also be used as Measures, documented by sign- in sheets or consultation logs*

Targets

How or when will you know if you have been successful?

- Each Measure must have an established Target
- Targets should describe specific criteria for success and appear to be appropriately challenging and attainable in the given timeframe
- Targets can offer directionality or specify something quantifiable
  - An increase or decrease
  - A percent, rating, or score
- Targets should change to reflect improvement over time

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Attachments

- Upload any key documents that provide evidence of the progress you've made toward achieving your Outcomes/Objectives.
    - Rubrics
    - Assignments
    - De-identified Student Examples
    - De-identified Course/exam de-aggregated spreadsheets

- Reference the attachment in the narrative

- Save your file with a distinct and descriptive name (i.e., Annual Report for Targets 1.1.1.1 Findings).

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