

1 Completing Your Comprehensive Assessment Plan

For Educational Programs with Student Learning Outcomes (SLOs)

2 Presentation Overview

1

About Us

2

Review UTRGV's institutional assessment framework

3

Identify the assessment planning expectations

4

Describe the structure of the planning template

5

Use examples to illustrate expectations

3 About Us: The Office of Academic & Institutional Excellence

Formerly part of The Office of Accreditation & Assessment

We are the stewards of the institutional assessment reporting:



Process



Schedule

 **Tk20 Platform**

We respond to assessment & continuous improvement mandates required by our accreditors:

- Program SLO Assessment (SACSCOC)
- Student Support Service Units Assessment (SACSCOC)
- Administrative Support Service Unit Assessment (SACSCOC)
- Academic Program Review (THECB)
- Undergraduate Core Curriculum Assessment (THECB)

SUPPORT SERVICES

- Consultations on Assessment Planning/Implementation
- Artifact/Data Collection
- Data Analysis
- Tk20 Trainings
- Other Reporting Needs

4 Areas of Assessment at UTRGV

- ***Educational Programs (SACSCOC Standard 8.2.a)***
 - Undergraduate, graduate, and doctoral degrees as well as stand-alone minors and certificates approved by the THECB and awarded by UTRGV
- ***Academic and Student Support Services (SACSCOC Standard 8.2.c)***
 - Units that have a predominantly student-oriented purpose or function. They typically deal with advising, recruiting, counseling services, financial aid, student life, registration, and special programs that support the student experience.
- ***Administrative Support Services (SACSCOC Standard 7.3)***
 - Units whose primary function is to support the administrative operations of the institution. These units deal with a diverse range of issues including financial activities, human resources, and research administration

UTRGV's Assessment Framework: 2017-2022

Four-Year Data Collection and Improvement Period

Comprehensive Assessment Plans Implemented Through AY 2020-2021

Review and Planning Year



**Submit 2017-2021
Comprehensive
Assessment Plan**
November 1, 2017

**Submit Annual
(2017-2018)
Assessment Report**
October 1, 2018

**Submit Annual
(2018-2019)
Assessment Report**
June 1, 2019

Note: Deadline moved up for
SACSCOC Reaffirmation

**Submit Annual
(2019-2020)
Assessment Report**
October 1, 2020

**Submit Annual
(2020-2021)
Assessment Report**
October 1, 2021

**Submit 2017-2021
Continuous
Improvement Review**
December 1, 2021

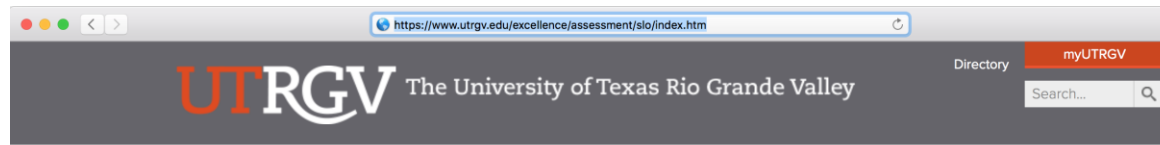
**Submit 2022-2026
Comprehensive
Assessment Plan**
April 1, 2022

6 General Expectations for Assessment Planning

- Each program should include 3 to 5 Student Learning Outcomes (SLOs) aligned to its mission.
- Identify at least one (1) measure per SLO.
- Every SLO must be measured at least twice (2x) during four-year data collection period (2017-2021).
- Collect data annually on at least one SLO during the four-year data collection period (2017-2021).
- Develop and implement interventions at least once for every SLO in your plan during the four-year data collection period (2017-2021)

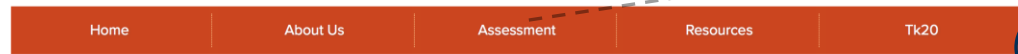
To Access Plan Template Visit:

7 <https://www.utrgv.edu/excellence/assessment/slo/index.htm>

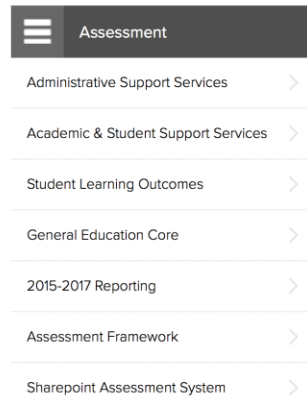


1 Click on "Assessment" Section

Office of Academic and Institutional Excellence
Division of Academic Affairs



2 Click on "Comprehensive Assessment Plan" Tab



Educational Program Student Learning Outcomes Assessment



3 Click on "Reporting Templates" Page Section

Comprehensive Assessment Plan

This multi-year plan submitted once at the beginning of a reporting period and updated as needed, identifies expected student learning outcomes (SLOs) and assessment methods for evaluating student achievement of each SLO. See [2017 Assessment Planning Guide](#) for more details.

Reporting Timeline

Expectations

Reporting Templates

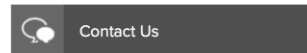
The 2017 Assessment Planning Guide ([PDF](#)) ([DOC](#)) includes a long-form template and step-by-step instructions for developing the components of your program's Comprehensive Assessment Plan.

- [Comprehensive Assessment Plan Template \(Blank, Short-Form\)](#)

Note: Programs may choose to complete their plans using either the long-form or short-form template.

Examples

4 Click on "Blank, Short-Form" to Download Template



Academic and Institutional Excellence
Edinburg: MASS 1.102
Brownsville: LHSB 2.402
Email: assessment@utrgv.edu
Phone: (956) 665-4062
Fax: (956) 665-5137



8 Comprehensive Assessment Plan Reporting Template

- Template is a procedures manual on assessment activities that cover a multi-year period. Thus, some items in Section III ask for a brief narrative explanation.
- This is to ensure that plans are continuously executed over multiple years and that future reports (results and use of results) meet SACSCOC expectations.
- Full plan details will only be asked once at beginning of every cycle or when major revisions are necessary. For efficiency, only key info will be reported in Tk20.

The University of Texas
Rio Grande Valley
Office of Accreditation
& Assessment

Comprehensive Assessment Plan Template (Short-Form)
for Programs with Student Learning Outcomes (SLOs)

Directions. Use this short-form template to complete your program's Comprehensive Assessment Plan. For detailed instructions for each element of the template see the [2017 Assessment Planning Guide](#).

I. Identify your program and mission statement.

Program Name: [Type program name here...]

Mission Statement: [Type program mission statement here...]

II. Identify expected Student Learning Outcomes (SLOs).

Student Learning Outcome (SLO) Title:

SLO (1): [Type SLO title here...]
 SLO (2):
 SLO (3):
 SLO (...):
 SLO (...):
 SLO (...):

Student Learning Outcome (SLO) and Measure Title:

SLO (1)	(1.1) [Type SLO 1 and (Measure 1 Title) here...]
	(1.2) [If applicable, type SLO 1 and (Measure 2 Title) here...]
	(1.3) [If applicable, type SLO 1 and (Measure 3 Title) here...]
SLO (2)	(.)
	(.)
SLO (3)	(.)
	(.)
SLO (...)	(.)
	(.)
SLO (...)	(.)
	(.)

Date Revised: 4-6-17 1

The University of Texas
Rio Grande Valley
Office of Accreditation
& Assessment

Comprehensive Assessment Plan Template (Short-Form)
for Programs with Student Learning Outcomes (SLOs)

III. Describe the assessment methodology used to evaluate student achievement for each SLO.

SLO (1.1) Assessment Methodology

Student Learning Outcome (SLO) Title:	
Student Learning Outcome (SLOs):	
Measure Title:	
Measure Description:	
Measure Type:	
Assessment Activity Data Collection:	
Benchmark for Success:	
Alignment of Measure:	
Analysis and Evaluation Approach:	
Multi-Year Assessment Phase Timeline:	
Course/Learning Experiences:	

Date Revised: 4-6-17 2

9 CAP Reporting Template – Section I

- Include your program name and mission statement here.

Comprehensive Assessment Plan Template (Short-Form) for Programs with Student Learning Outcomes (SLOs)

Directions. Use this short-form template to complete your program's Comprehensive Assessment Plan. For detailed instructions for each element of the template see the [2017 Assessment Planning Guide](#).

I. Identify your program and mission statement.

Program Name: [Type program name here....]

Mission Statement: [Type program mission statement here....]

II. Identify expected Student Learning Outcomes (SLOs).

Student Learning Outcome (SLO) Title:

SLO (1): [Type SLO title here....]

SLO (2):

SLO (3):

SLO (.):

SLO (.):

SLO (.):

Student Learning Outcome (SLO) and Measure Title:

SLO (1)	(1.1) [Type SLO 1 and (Measure 1 Title) here....]
	(1.2) [If applicable, type SLO 1 and (Measure 2 Title) here....]
	(1.3) [If applicable, type SLO 1 and (Measure 3 Title) here....]
SLO (2)	(.)
	(.)
SLO (3)	(.)
	(.)
SLO (.)	(.)
	(.)
SLO (.)	(.)
	(.)

Comprehensive Assessment Plan Template (Short-Form) for Programs with Student Learning Outcomes (SLOs)

III. Describe the assessment methodology used to evaluate student achievement for each SLO.

SLO (1.1) Assessment Methodology

Student Learning Outcome (SLO) Title:	
Student Learning Outcome (SLOs):	
Measure Title:	
Measure Description:	
Measure Type:	
Assessment Activity Data Collection:	
Benchmark for Success:	
Alignment of Measure:	
Analysis and Evaluation Approach:	
Multi-Year Assessment Phase Timeline:	
Course/Learning Experiences:	

10 CAP Reporting Template – Section II (SLOs/Measures Inventory)

The University of Texas
Rio Grande Valley
Office of Accreditation
& Assessment

Comprehensive Assessment Plan Template (Short-Form)
for Programs with Student Learning Outcomes (SLOs)

Directions. Use this short-form template to complete your program's Comprehensive Assessment Plan. For detailed instructions for each element of the template see the [2017 Assessment Planning Guide](#).

I. Identify your program and mission statement.

Program Name: [Type program name here...]

Mission Statement: [Type program mission statement here...]

II. Identify expected Student Learning Outcomes (SLOs).

Student Learning Outcome (SLO) Title:

SLO (1): [Type SLO title here...]
SLO (2):
SLO (3):
SLO (.):
SLO (.):
SLO (.):

Student Learning Outcome (SLO) and Measure Title:

	(1.1) [Type SLO 1 and (Measure 1 Title) here...]
SLO (1)	(1.2) [If applicable, type SLO 1 and (Measure 2 Title) here...] (1.3) [If applicable, type SLO 1 and (Measure 3 Title) here...]
SLO (2)	(. .)
SLO (2)	(. .)
SLO (3)	(. .)
SLO (3)	(. .)
SLO (.)	(. .)
SLO (.)	(. .)
SLO (.)	(. .)
SLO (.)	(. .)

Date Revised: 4-6-17

1

- 1st Provide brief title/descriptor for SLO.

- 4th Use 1.1, 1.2, 1.3... numbering convention to differentiate multiple measures for same SLO.

(see example on next slide)

- 2nd Provide operational statement that identifies the knowledge, skills, and/or attitudes that students will learn or develop by the end of an educational program.

- 3rd Include a brief measure title in parentheses at the end of the SLO statement

Assessment Plan Example
 for Programs with Student Learning Outcomes (SLOs)

I. Identify your program's mission statement.

Mission Statement:

The mission of the B.S. in Psychology is to prepare our graduates with the knowledge, skills and values necessary for careers in psychology or related fields.

II. Identify expected Student Learning Outcomes (SLOs).

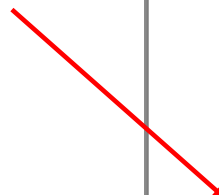
Student Learning Outcome (SLO) Title:

- SLO (1) Theories of Cognitive Psychology
- SLO (2) Clinical Assessment Skills
- SLO (3) History of Psychology
- SLO (4) Research Skills

Student Learning Outcomes (SLO):

SLO (1)	(1.1) Students will be able to explain the theories of cognitive psychology (Capstone Exam).
	(1.2) Students will be able to explain the theories of cognitive psychology (Capstone Presentation).
SLO (2)	(2.1) Students will be able to assess the cognitive, neuropsychological, academic and social-emotional functioning needs of clients with disabilities (Clinical Practicum Case Study Report).
SLO (3)	(3.1) Students will describe the history of psychology, by identifying and distinguishing between the major historical and conceptual divisions of psychology, the positions within those divisions, and major thinkers who contributed to those periods and specializations (Essay).
SLO (4)	(4.1) Students will be able to apply research and data analysis skills (Research Project).
	(4.2) Students will be able to apply research and data analysis skills (Grad Exit Survey).

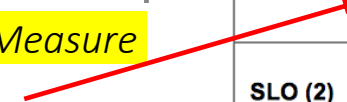
SLO Title #1



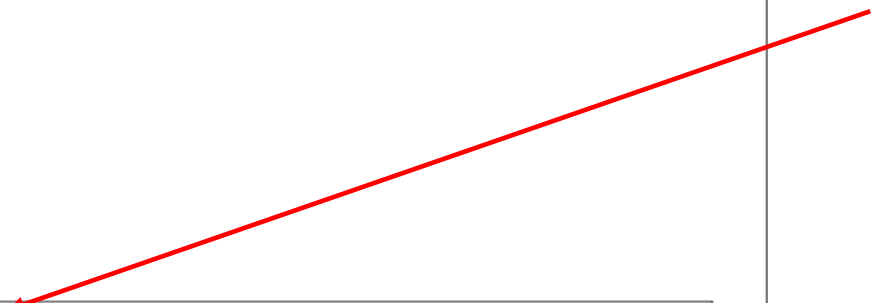
(1.1) denotes Measure #1 for SLO #1



(1.2) denotes Measure #2 for SLO #1



SLO Statement #1



(Measure #1 for SLO Statement #1)



(Measure #2 for SLO Statement #1)



12 CAP Reporting Template – Section III (Assessment Methodology)

- Complete Section III for each measure to describe assessment method and data collection process.
- **Note:** SLO title and SLO statement in Section III will be repeated if using multiple measures for same SLO.
- Also, follow numbering convention from cover page for denote which SLO-Measure is being described

Comprehensive Assessment Plan Template (Short-Form) for Programs with Student Learning Outcomes (SLOs)

Directions. Use this short-form template to complete your program's Comprehensive Assessment Plan. For detailed instructions for each element of the template see the [2017 Assessment Planning Guide](#).

I. Identify your program and mission statement.

Program Name: [Type program name here....]

Mission Statement: [Type program mission statement here....]

II. Identify expected Student Learning Outcomes (SLOs).

Student Learning Outcome (SLO) Title:

SLO (1): [Type SLO title here....]
SLO (2):
SLO (3):
SLO (.):
SLO (.):
SLO (.):

Student Learning Outcome (SLO) and Measure Title:

SLO (1)	(1.1) [Type SLO 1 and (Measure 1 Title) here....]
	(1.2) [If applicable, type SLO 1 and (Measure 2 Title) here....]
	(1.3) [If applicable, type SLO 1 and (Measure 3 Title) here....]
SLO (2)	(. .)
	(. .)
SLO (3)	(. .)
	(. .)
SLO (.)	(. .)
	(. .)
SLO (.)	(. .)
	(. .)

Comprehensive Assessment Plan Template (Short-Form) for Programs with Student Learning Outcomes (SLOs)

III. Describe the assessment methodology used to evaluate student achievement for each SLO.

SLO (1.1) Assessment Methodology

Student Learning Outcome (SLO) Title:	Repeat These Sections for SLOs with Multiple Measures
Student Learning Outcome (SLOs):	
Measure Title:	
Measure Description:	
Measure Type:	
Assessment Activity Data Collection:	
Benchmark for Success:	
Alignment of Measure:	
Analysis and Evaluation Approach:	
Multi-Year Assessment Phase Timeline:	
Course/Learning Experiences:	

13 Example of Sec. III Table For SLO #1 with Two Measures

Same Info Above Fold

SLO (1.1) Assessment Methodology	
Student Learning Outcome (SLO) Title:	Theories of Cognitive Psychology
Student Learning Outcome (SLOs):	Students will be able to explain the theories of cognitive psychology.
Measure Title:	Capstone Exam
Measure Description:	Students will complete a final exam for the Senior Capstone Course PSYC 4401. The exam includes 40 multiple-choice questions and 3 essay questions.
Measure Type:	Direct
Assessment Activity Data Collection:	Senior Capstone Course: PSYC 4401 is offered every spring semester. The faculty teaching the course will disseminate the capstone final exam at the end of every spring semester.
Benchmark for Success:	75% of students will earn a score of 80% or higher on the relevant items of the final capstone course exam used to evaluate students' cognitive knowledge.
Alignment of Measure:	The final exam for PSYC 4401 includes three essay questions specifically designed to require students to describe their knowledge of the theories of cognitive psychology.
Analysis and Evaluation Approach:	Course instructors from PSYC 4401 will evaluate the capstone exams submitted by students using their professional judgment to score exams on a scale of 0-100. They will identify students' strengths and weaknesses on each exam. The Department Assessment Committee will analyze and disaggregate results. Analysis will compare overall scores with previous findings and highlight the main strengths/weaknesses described in the comments/feedback given to students.
Multi-Year Assessment Phase Timeline:	The theories of cognitive psychology SLO will be assessed spring 2018 and spring 2019. The results obtained in 2018 and 2019 will be used to develop interventions that will be implemented by spring 2020. To evaluate the impact of interventions, the SLO will be re-assessed (close the loop) spring 2021.
Course/Learning Experiences:	All 2000- and 3000-level courses offered as part of the degree plan introduce and reinforce the seminal theories of cognitive psychology by assigning course texts that describe these theories. For these courses, faculty are expected to teach students about the importance of these theories for shaping the discipline and regularly assess students' ability to learn these theories in multiple ways (quizzes, essays, exams, discussions, etc.). Therefore, students are expected to be successful on these learning outcomes by the time they reach 4000-level courses.

Info For Measure #1

Same Info Above Fold

SLO (1.2) Assessment Methodology	
Student Learning Outcome (SLO) Title:	Theories of Cognitive Psychology
Student Learning Outcome (SLOs):	Students will be able to explain the theories of cognitive psychology.
Measure Title:	Capstone Presentation
Measure Description:	Students will develop and present a PowerPoint slide as part of the requirements for the Senior Capstone Course PSYC 4401. The presentation will include a description and comparison of two theories of cognitive psychology.
Measure Type:	Direct
Assessment Activity Data Collection:	Students enrolled in the Senior Capstone Course PSYC 4401 will be required to present the PowerPoint presentation during the final month of the spring semester. The presentation will be made for an audience of undergraduate psychology majors enrolled in 1XXX and 2XXX level psychology courses. The course instructor for PSYC 4401 will coordinate all meeting times and locations.
Benchmark for Success:	90% of students will earn a score of 3 or higher on all items of the capstone presentation rubric.
Alignment of Measure:	The presentation prepared by students provides a direct way of assessing students' knowledge of theories of cognitive psychology. It also provides a way of evaluating students' understanding of the differences among major cognitive theorists. Throughout and following the presentation, faculty will ask questions requiring students to go beyond facts and rote details. This will provide additional opportunities for students to demonstrate their knowledge.
Analysis and Evaluation Approach:	Course instructors from PSYC 4401 will evaluate the capstone presentation using a faculty-developed rubric. They will identify students' strengths and weaknesses on the overall presentation and on each rubric item. The Department Assessment Committee will analyze and disaggregate results. Analysis will compare overall scores with previous findings and highlight the main strengths/weaknesses described in the comments/feedback given to students.
Multi-Year Assessment Phase Timeline:	The theories of cognitive psychology SLO will be assessed spring 2018 and spring 2019. The results obtained in 2018 and 2019 will be used to develop interventions that will be implemented by spring 2020. To evaluate the impact of interventions, the SLO will be re-assessed (close the loop) spring 2021.
Course/Learning Experiences:	All 2000- and 3000-level courses offered as part of the degree plan introduce and reinforce the seminal theories of cognitive psychology by assigning course texts that describe these theories. For these courses, faculty are expected to teach students about the importance of these theories for shaping the discipline and regularly assess students' ability to learn these theories in multiple ways (quizzes, essays, exams, discussions, etc.). Therefore, students are expected to be successful on these learning outcomes by the time they reach 4000-level courses.

Info For Measure #2

14 Expected Outcome Title

- Create a short, descriptive title the summarizes the student learning outcome statement

Examples:

- Critical Thinking
- Quantitative Reasoning
- Application
- Grit
- Tolerance
- Written Communication

Comprehensive Assessment Plan Template (Short-Form) for Programs with Student Learning Outcomes (SLOs)

III. Describe the assessment methodology used to evaluate student achievement for each SLO.

SLO (1.1) Assessment Methodology	
Student Learning Outcome (SLO) Title:	
Student Learning Outcome (SLOs):	
Measure Title:	
Measure Description:	
Measure Type:	
Assessment Activity Data Collection:	
Benchmark for Success:	
Alignment of Measure:	
Analysis and Evaluation Approach:	
Multi-Year Assessment Phase Timeline:	
Course/Learning Experiences:	

15 Student Learning Outcome Statement (Copy From Pg. 1)

- Provide operational statement that identifies the knowledge, skills, and/or attitudes that students will learn or develop by the end of an educational program.

Example SLOs:

- Recognize the seminal theories of political behavior.
- Analyze arguments about immigration politics and policy.
- Identify the interactions between geography and other realms of knowledge such as, history, politics, economics, etc.
- Deconstruct stress data to evaluate the benefits of exercise science.
- Demonstrate respect for the cultural beliefs and customs of clinical patients.

III. Describe the assessment methodology used to evaluate student achievement for each SLO.

SLO (1.1) Assessment Methodology	
Student Learning Outcome (SLO) Title:	
Student Learning Outcome (SLOs):	
Measure Title:	
Measure Description:	
Measure Type:	
Assessment Activity Data Collection:	
Benchmark for Success:	
Alignment of Measure:	
Analysis and Evaluation Approach:	
Multi-Year Assessment Phase Timeline:	
Course/Learning Experiences:	

16 Things to Consider Regarding Expected Outcome Statements

Do this:

- Use action verbs in SLO statement to facilitate measurement (e.g., Identify, Analyze, Communicate, Apply, etc.).
 - "If you can see it, you can assess it"

Avoid this:

- Expectations that are not about student learning (e.g., graduation rates, job placement, GPA).
- Use terms that are difficult to measure (e.g., have knowledge of, appreciate, learn, understand, etc.).

For more help, see handout

An Assessment Resource Document for Aligning Measurable Student Learning Outcomes of Cognitive Processes to Different Learning Experiences

Cognitive Process (Bloom's Revised Taxonomy)	Example SLOs (Program)	Example SLOs (Course)	Example SLOs (Course Topic)
Remember (Develop memory of facts and concepts)	<<Recognize/identify/recall>> relevant knowledge, facts, and concepts in the discipline of (specify area here).	<<Recognize/identify/recall>> the foundational values and central ideas about the organizational structure of American politics.	<ul style="list-style-type: none"> • <<Recognize/identify/recall>> the constitutional functions of the legislative branch of American government. • <<Recognize/identify/recall>> the value systems of the major political parties in American politics. • <<Recognize/identify/recall>> the role of interest groups in American politics.
		<<Recognize/identify/recall>> the functions of the major components of the human nervous system.	
		<<Recognize/identify/recall>> the works of major Renaissance artists.	
Understand (Construct Meaning)	<<Summarize/illustrate/explain/classify>> ideas, theories, models, approaches, concepts, and processes in the discipline of (specify area here).	<<Summarize/illustrate/explain/classify>> the themes in American political discourse.	<ul style="list-style-type: none"> • <<Summarize/illustrate/explain/classify>> the themes of Federalists and Anti-Federalists during the struggle over ratification of the Constitution. • <<Summarize/illustrate/explain/classify>> the themes of the recent SOTU address. • <<Summarize/illustrate/explain/classify>> the themes of the supreme court ruling and dissenting opinion in <i>Brown v Board</i> (1954).

18 Measure Title

- Create a short (3 to 4 words) descriptor/title for the assessment activity that students will complete to demonstrate achievement of the SLO.
- **Note:** Avoid using general measures of achievement such as course grades or pass/fail rates to evaluate the SLO.

Examples:

- Capstone Presentation
- Licensure Examination
- Research Paper
- Artistic Exhibition
- Case Study
- Graduate Exit Survey

Comprehensive Assessment Plan Template (Short-Form)
for Programs with Student Learning Outcomes (SLOs)

III. Describe the assessment methodology used to evaluate student achievement for each SLO.

SLO (1.1) Assessment Methodology	
Student Learning Outcome (SLO) Title:	
Student Learning Outcome (SLOs):	
Measure Title:	
Measure Description:	
Measure Type:	
Assessment Activity Data Collection:	
Benchmark for Success:	
Alignment of Measure:	
Analysis and Evaluation Approach:	
Multi-Year Assessment Phase Timeline:	
Course/Learning Experiences:	

19 Measure Description

- Describe the direct measure or assessment activity (e.g., exams, assignments, performances) students will complete to demonstrate achievement of the SLO. Alternatively, describe the indirect measure or self-assessment activity (e.g., written reflections, survey responses, focus group discussion) students will complete to provide perceptions of their own learning. Avoid using general measures of achievement such as course grades or pass/fail rates to evaluate the SLO.

Examples:

- Students will deliver a 25 minute oral presentation to the class accompanied with a PowerPoint slide deck. The presentation must identify and define two theories of legislative organization. Additionally, presenters must defend the theory that, in their view, most accurately explains the state of contemporary American politics.
- Student achievement scores on Domain III on the Texas Examination of Educator Standards (TEXES) Fitness Education Exam will be used to evaluate the extent to which students meet the expected SLO.
- Students will successfully complete a senior research project by the time they graduate. The project requires students to identify a research question, develop a testable hypothesis using previous research, and to collect, analyze, and interpret data.

III. Describe the assessment methodology used to evaluate student achievement for each SLO.

SLO (1.1) Assessment Methodology	
Student Learning Outcome (SLO) Title:	
Student Learning Outcome (SLOs):	
Measure Title:	
Measure Description:	
Measure Type:	
Assessment Activity Data Collection:	
Benchmark for Success:	
Alignment of Measure:	
Analysis and Evaluation Approach:	
Multi-Year Assessment Phase Timeline:	
Course/Learning Experiences:	

20 Measure Type

- Identify whether the measure is direct or indirect.
- **Note:** indirect measures evaluate students' attitudes and opinions of their own achievement and/or learning using surveys, focus groups, and self- reflections. Direct measures, on the other hand, evaluate work/performances produced by students.

Direct Measures:

- Test
- Presentation
- Performance

Indirect Measures:

- Survey
- Reflection Essay
- Focus Group

Comprehensive Assessment Plan Template (Short-Form)
for Programs with Student Learning Outcomes (SLOs)

III. Describe the assessment methodology used to evaluate student achievement for each SLO.

SLO (1.1) Assessment Methodology	
Student Learning Outcome (SLO) Title:	
Student Learning Outcome (SLOs):	
Measure Title:	
Measure Description:	
Measure Type:	
Assessment Activity Data Collection:	
Benchmark for Success:	
Alignment of Measure:	
Analysis and Evaluation Approach:	
Multi-Year Assessment Phase Timeline:	
Course/Learning Experiences:	

21 Assessment Activity Data Collection

- Briefly describe the courses and/or learning experiences **where** data will be collected in the program. If applicable, identify the program stage **when** students will complete the assessment activity.

Examples:

- Data will be collected every semester from from all sections of Capstone Course 4301, which is the program’s culminating experience for all students who are about to graduate from the program.
- Graduate Exit Survey data will be collected on an annual basis following each spring commencement ceremony.

III. Describe the assessment methodology used to evaluate student achievement for each SLO.

SLO (1.1) Assessment Methodology	
Student Learning Outcome (SLO) Title:	
Student Learning Outcome (SLOs):	
Measure Title:	
Measure Description:	
Measure Type:	
Assessment Activity Data Collection:	
Benchmark for Success:	
Alignment of Measure:	
Analysis and Evaluation Approach:	
Multi-Year Assessment Phase Timeline:	
Course/Learning Experiences:	

22 Benchmark for Success

- State the target or minimum results needed to indicate program success on this outcome.
- **Note:** Benchmarks should be realistic yet sufficiently challenging with room for growth.

Examples:

- 75% of students will correctly answer 80% or more of the questions in Domain III of the certification exam.
- 90% of students will earn a total score of 24 or higher on the presentation rubric.

Comprehensive Assessment Plan Template (Short-Form)
for Programs with Student Learning Outcomes (SLOs)

III. Describe the assessment methodology used to evaluate student achievement for each SLO.

SLO (1.1) Assessment Methodology	
Student Learning Outcome (SLO) Title:	
Student Learning Outcome (SLOs):	
Measure Title:	
Measure Description:	
Measure Type:	
Assessment Activity Data Collection:	
Benchmark for Success:	
Alignment of Measure:	
Analysis and Evaluation Approach:	
Multi-Year Assessment Phase Timeline:	
Course/Learning Experiences:	

23 Alignment of Measure

- Explain why the selected measure is appropriate for evaluating achievement of the SLO.
- **Note:** We will look for an explanation/description of how or why the selected measure will capture meaningful and relevant information regarding achievement of student learning outcome.

Examples:

- Course embedded essay assignment asks students to describe the history of psychology.
- Course embedded essay assignment asks students to describe the history of psychology. Essay responses should reveal the extent to which students do this by identifying and distinguishing between the major historical and conceptual divisions of psychology, the positions within those divisions, and major thinkers who contributed to those periods and specializations.
- The Texas Examination of Educator Standards (TEXES) Dance Instruction Exam contains about 25 test items in Domain III that are designed to assess students' knowledge and skills of SLO #1: dance production (e.g., lighting, costuming, set design, makeup).

Comprehensive Assessment Plan Template (Short-Form)
for Programs with Student Learning Outcomes (SLOs)

III. Describe the assessment methodology used to evaluate student achievement for each SLO.

SLO (1.1) Assessment Methodology	
Student Learning Outcome (SLO) Title:	
Student Learning Outcome (SLOs):	
Measure Title:	
Measure Description:	
Measure Type:	
Assessment Activity Data Collection:	
Benchmark for Success:	
Alignment of Measure:	
Analysis and Evaluation Approach:	
Multi-Year Assessment Phase Timeline:	
Course/Learning Experiences:	

24 Analysis and Evaluation Approach

- Describe the process the program will use to evaluate the assessment activity, including how it be evaluated, by whom, when, which students will be included, etc. Describe how results of the evaluation will be analyzed to identify patterns of achievement including strengths and weaknesses.

Examples:

- Program faculty and external evaluators will conduct a juried evaluation of the student work sample. Evaluators will apply a scoring guide (see attached) to the student artifacts. Evaluations will be provided for all graduating seniors. The chair of the Program Assessment Committee will aggregate and analyze the evaluations provided by the jury. The analysis will disaggregate scores for each element of the rubric to identify where students performed well and where they need improvement.
- The Program Assessment Coordinators and Program Director will evaluate the results of the teacher certification exam to determine the percentage of students with a “Pass” score on Domain III. Student scores will be evaluated on a semester basis, as soon as they become available. Analysis will compare average scores by sub-section in Domain III of the standardized exam to highlight strengths and weaknesses.

Comprehensive Assessment Plan Template (Short-Form)
for Programs with Student Learning Outcomes (SLOs)

III. Describe the assessment methodology used to evaluate student achievement for each SLO.

SLO (1.1) Assessment Methodology	
Student Learning Outcome (SLO) Title:	
Student Learning Outcome (SLOs):	
Measure Title:	
Measure Description:	
Measure Type:	
Assessment Activity Data Collection:	
Benchmark for Success:	
Alignment of Measure:	
Analysis and Evaluation Approach:	
Multi-Year Assessment Phase Timeline:	
Course/Learning Experiences:	

25 Multi-Year Assessment Phase Timeline

- To ensure that programs establish a mature assessment process, all three phases of assessment must be completed at least once over the four-year data collection period (2017-2018; 2018-2019; 2019-2020; 2020-2021) for each SLO. The three phases are: Phase I, Assess; Phase II, Intervene; and Phase III, Re-assess/Close the Loop. Identify and describe the year/semester/date (or other time period) your program anticipates completing each assessment phase during the four-year data collection period. The dates can be revised as necessary throughout the multi-year timeline.

Examples:

- The SLO will be assessed spring 2018 and spring 2019. The results obtained in 2018 and 2019 will be used to develop interventions that will be implemented by spring 2020. To evaluate the impact of interventions, the SLO will be re-assessed (close the loop) spring 2021.

Program SLOs	Year 1: 2017-2018			Year 2: 2018-2019			Year 3: 2019-2020			Year 4: 2020-2021		
	Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring	Summer
SLO (1)					I. Assess			II. Intervene			III. Close the Loop	

Comprehensive Assessment Plan Template (Short-Form) for Programs with Student Learning Outcomes (SLOs)

III. Describe the assessment methodology used to evaluate student achievement for each SLO.

SLO (1.1) Assessment Methodology	
Student Learning Outcome (SLO) Title:	
Student Learning Outcome (SLOs):	
Measure Title:	
Measure Description:	
Measure Type:	
Assessment Activity Data Collection:	
Benchmark for Success:	
Alignment of Measure:	
Analysis and Evaluation Approach:	
Multi-Year Assessment Phase Timeline:	
Course/Learning Experiences:	

26 Course/Learning Experiences

- Briefly describe the courses and/or learning experiences designed to help students achieve this SLO.

Examples:

- All 2000- and 3000-level courses offered as part of the degree plan introduce and reinforce the seminal theories of legislative organization by assigning course texts that describe these theories. For these courses, faculty are expected to teach students about the importance of these theories for shaping the discipline. Additionally, faculty regularly assess students' ability to learn these theories in multiple ways (quizzes, essays, exams, discussions, etc.). Therefore, students are expected to master the learning outcome by the time they reach 4000-level courses.
- Courses in the Fitness Education sequence all contribute to performance on Domain III of the Texas Examination of Educator Standards (TEXES) . This includes The Fitness Teaching Profession, Elementary Fitness Techniques, and Secondary Fitness Assessment & Pedagogy. In these courses, faculty reinforce instructional best practices in their lectures and assignments.

Comprehensive Assessment Plan Template (Short-Form)
for Programs with Student Learning Outcomes (SLOs)

III. Describe the assessment methodology used to evaluate student achievement for each SLO.

SLO (1.1) Assessment Methodology	
Student Learning Outcome (SLO) Title:	
Student Learning Outcome (SLOs):	
Measure Title:	
Measure Description:	
Measure Type:	
Assessment Activity Data Collection:	
Benchmark for Success:	
Alignment of Measure:	
Analysis and Evaluation Approach:	
Multi-Year Assessment Phase Timeline:	
Course/Learning Experiences:	

27 Things to Consider for Course Learning Experiences

Programs should include this:

- Provide a brief description for how the program helps prepare students to meet the student learning outcomes.
 - Course sequencing
 - Course work in key stages of career
 - Pedagogical approaches
 - Other program experiences (internships, practicum work, thesis research, fieldwork)
- At minimum, identify where in the program, the SLOs are covered.
- Plans should include specific information so that the program is intentional for using achievement data to take actions/decisions for maintaining or improving the quality of student learning.

Programs should avoid this:

- Provide vague platitudes about this reporting component.
- Omit information about this reporting component.

28 Deliverables and Things to Note...

- Revise/(Re)submit Plan by **December 1, 2018**
- Collect, analyze data for 2018-2019
- Review data with colleagues and other stakeholders
- Maintain documentation of all steps of the process
- Report Results for 2018-2019 in Tk20 by **June 1, 2019**
- Look out for Tk20 trainings in the spring

29 Questions/Comments?

- Contact us for a personal consultation or feedback on your plans
- Visit: www.utrgv.edu/excellence
- Email: assessment@utrgv.edu
- Call: 956-665-4062
- Stop by: BLHSB 2.406; EMASS 1.102