Meta-Assessment: Providing Feedback on the 2017-2018 Annual Assessment Results Reports

A brief guide to applying the institutional rubric in Tk20

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Why Engage in Meta-Assessment?

- Meta-Assessment (assessment of assessment practices) is intended to provide **feedback** to programs/units participating in the institutional assessment process

- This will help UTRGV prepare for the SACSCOC reaffirmation by identifying the **level of assessment activity** at the university and gauging the **quality of assessment reporting** for 2017-2018.

- This process in **NOT** intended to measure the quality of an educational program or support unit

How will this be done?

- Feedback will be provided directly on Tk20, the system where the 2017-2018 Annual Results Reports were completed

Step 1: Log in

① Visit **utrgv.tk20.com** and log in using your UTRGV credentials

Step 2: Select Reviewer Role

② Click here and select **"Assessment Reviewer"**

Step 3: Access the Planning Module

③ Select **"Planning"** Module

Steps 4 & 5: Select the Organization and Call the Rubric

④ Select the appropriate **Organization**

⑤ Click on **Outcome** to open rubric

Annual Assessment Results Report

Feedback Rubric

1. **Find the rubric item being evaluated**

2. **Select Scores** (or select N/A if blank)

3. **Comment** (Optional)

4. **Submit or Save Scores if still in progress**

Note: Once submitted, feedback scores cannot be edited or deleted.

ASSESSMENT PLANNING

Continuous Improvement Activity

Assessment Plan: Annual Assessment Results Report - Student Support Service

Plan Overview | Measures | Summary of Results | Analysis | Improvements

Plan Overview

Plan Overview

Outcome/Goal: Continuous Improvement Activity
Assessment Period: 2017-2018
Description

Measures

Expected Outcome

Outcome Statement: Increase constituent participation in continuous improvement activities.

Instructions: Provide the operational statement of the expected outcome, and select the outcome type below.

Outcome Type: Administrative Outcome

Measures and Results

Measure 1 Description: Percent of administrative support service units and academic/student support service units that complete Comprehensive Assessment Plans.

Instructions: Describe the first measure used to collect data on this outcome this year. The details of the measure should match the description provided in your 2017-2021 comprehensive assessment plan.

Measure 1 Type: Unit/departmental records

Instructions: Choose the option that is best aligned to your measure.

Measure 1 Benchmark: 85% of support service units at UTRGV will comply with reporting expectations.

Instructions: State the target or minimum results needed to indicate success on this measure.

Measure 1 Results: 94% Compliance Rate

Instructions: Provide the overall results or data for this measure. Disaggregated data will be reported in the analysis section of the Tk20 annual results report.

Measure 2 Description: Percent of educational programs that complete SLO Comprehensive Assessment Plans.

Instructions: If applicable, describe the second measure used to collect data on this outcome this year. The details of the measure should match the description provided in your 2017-2021 comprehensive assessment plan.

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Feedback

Outcome: Continuous Improvement Activity
Assessment Plan: Annual Assessment Results Report - Student Support Service

Submit | Save | Close

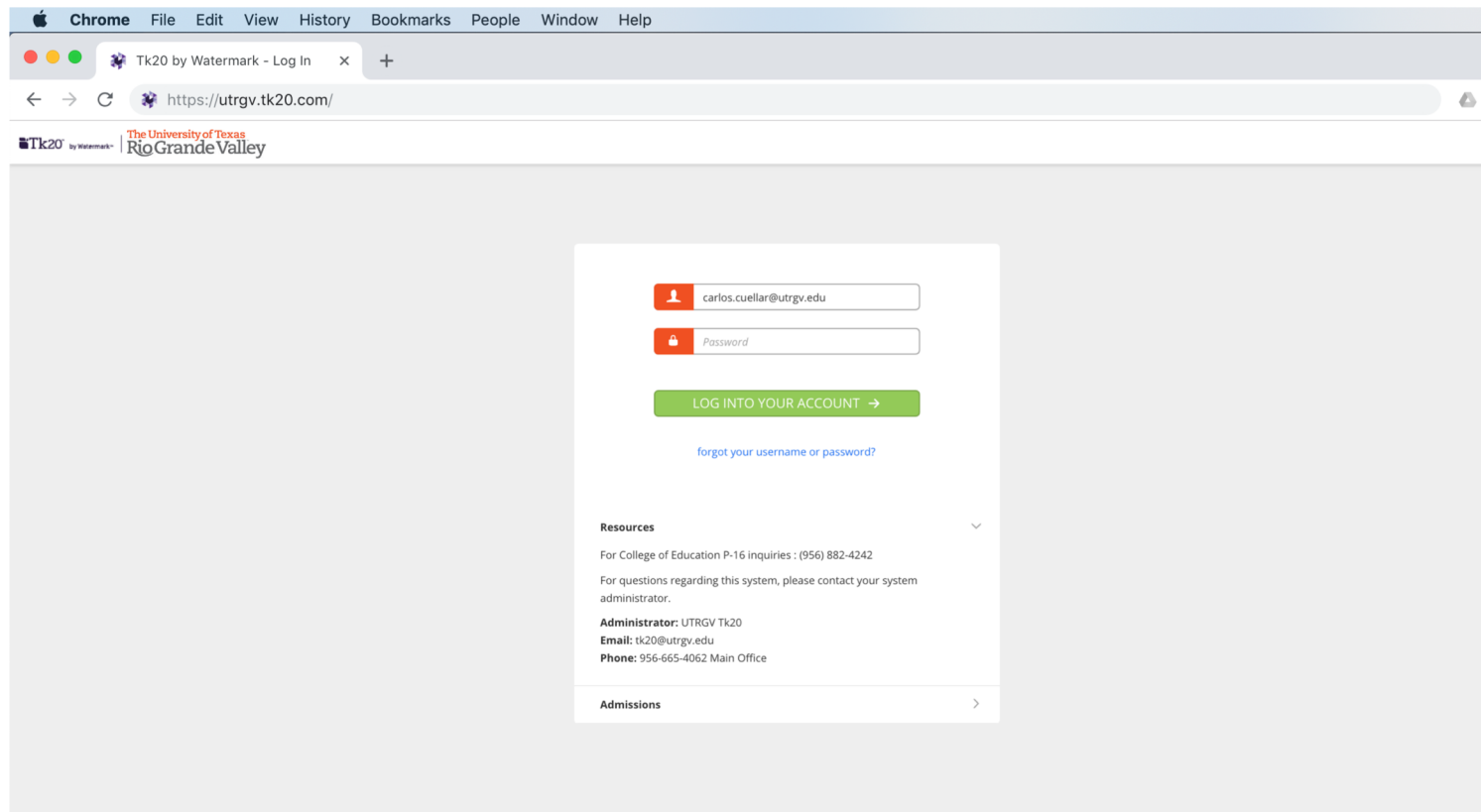**Assessment Plan Feedback Form**

Feedback

* Please Rate:

Criterion	Met	Not Met	Score
1. Expected Outcome Statement: A clear, specific, and measurable statement is provided about the desired quality/performance of student learning, student achievement, or support service operations/service delivery. *Measures Tab* NA	1	0	
2. Measures: Measures capture meaningful and relevant information regarding achievement of the expected outcome. *Measures Tab* NA			
3. Benchmarks: Benchmarks or targets of the minimum results needed to indicate success are defined in explicit terms. *Measures Tab* NA	1	0	
4. Results: Results are presented in a manner that clearly summarizes performance relative to desired expectations. *Measures and Summary of Results Tabs* NA	1	0	
5. Dissemination of Results: Assessment results/activities are shared with faculty, staff and/or others concerned with the program or support service unit. *Summary of Results Tab* NA	1	0	
6. Analysis: The program/unit disaggregates the data beyond summary results to explore patterns of strengths and weaknesses in at least one way. *Analysis Tab* NA	1	0	
7. Improvements: Assessment results and/or data analysis are used to seek improvements by proposing or implementing programmatic changes, service delivery changes, and/or assessment process changes. *Improvements Tab* NA	1	0	
8. Lessons Learned: The program/unit provides meaningful reflection of the lessons learned from improvements/changes (proposed, in progress, or implemented). *Improvements Tab* NA	1	0	
9. Closed Loop Process: The results and analysis reflect the re-assessment of expected outcomes after improvements/changes have been implemented, demonstrating a fully "closed loop" process. *Measures and Improvements Tabs* NA	1	0	
10. Supporting Evidence: The program/unit provides supporting evidence for results dissemination and/or actions taken to seek improvements (email thread, meeting agendas, meeting minutes, policies, guidelines, etc.). *Summary of Results and Improvements Tabs* NA	1	0	

Performance Rating

Rubric Score:
Rubric Mean:

- **Ten (10)** rubric elements focus on **KEY** institutional assessment expectations outlined in the SACSCOC standards

  1. ***Expectations & Measures***

  2. ***Results***

  3. ***Use of Results***

  4. ***Supporting Evidence***

Note: Although every program/unit may be at a different stage of assessment (assess, intervene, re-assess), this rubric will provide feedback on stages that are applicable for each expected outcome.

Things to Note about the Rubric:

1. **All** ten (10) rubric elements will be applied to the entries for each **Expected Outcome** in Tk20

2. Each rubric item includes the section of the Annual Report that should contain the information being evaluated.

3. For every rubric element that is **Met**, units/programs will be awarded **1-point;** The selection of **N/A** for a rubric item will neither award or takeaway points

4. **Sum** the points for all ten rubric elements

5. Refer to the **scale** to determine overall achievement level

A Few Notes about the Holistic Rubric Scale

Scale:	No Effort (0 Points)	Beginning (1-3 Points)	Emerging (4-5 Points)	Meets Expectations (6-7 Points)	Accomplished (8 Points)	Exemplary (9-10 Points)

- Annual Reports that receive 6 to 7 points, will **"Meet Expectations"**

- Annual Reports with scores less than 6 points will need to be **revised and resubmitted**

  - A good place to start: **The items where expectations were not met**

- Things that are easier to strengthen (without having to turn back the clock):

  - **Description of Results Dissemination; Analysis of Results**

  - **Improvements (Use of Results); Lessons Learned; Supporting Evidence**

- Tk20 has space for reviewers to comment to provide additional context for their feedback

The next portion of the presentation will focus on defining the criteria for each rubric element and provide examples

1) Expected Outcome Statement

- **Criterion:** A clear, specific, and measurable statement is provided about the desired quality/performance of student learning, student achievement, or support service operations/service delivery.

Tips on What to Look For

Expected Outcome Statement

- A statement that articulates what the target audience (students, faculty, staff) or support service unit **will do or achieve,** given the mission/essential functions of the unit or educational program.

- A statement that identifies a behavior or performance that can be **observed and measured.** (Action verbs help!)

- A statement that is not a simplified action step

Examples of Expected Outcomes Statements

Criterion Met

- Students will develop strong critical thinking skills

- Workshop participants will feel more confident about analyzing healthcare data

- Program faculty will improve their teaching effectiveness in STEM courses

- The department/office will enhance the quality of its programming for student veterans

- Students will graduate on time

Criterion Not Met

- Students will have a deep appreciation of the humanities

> *Difficult to measure*

- Students will learn about the field of political science

> *Not Specific*

- Participants will complete a research paper to demonstrate their competency in the program overall

> *Action Plan*

- The department will create a new website in the spring of 2019

> *Action Plan*

- The student support office will propose a new program for international students on the Edinburg campus

1 **Look Here to evaluate rubric item #1**

2 **Select Score**

3 **Comment Here**

Help

ASSESSMENT PLANNING

Continuous Improvement Activity

Assessment Plan: Annual Assessment Results Report - Student Support Service

Plan Overview | Measures | Summary of Results | Analysis | Improvements

Plan Overview

Plan Overview

Outcome/Goal	Continuous Improvement Activity
Assessment Period	2017-2018
Description	

Measures

Expected Outcome

Outcome Statement — Increase constituent participation in continuous improvement activities.

Instructions: Provide the operational statement of the expected outcome, and select the outcome type below.

Outcome Type: — Administrative Outcome

Measures and Results

Measure 1 Description: — Percent of administrative support service units and academic/student support service units that complete Comprehensive Assessment Plans.

Instructions: Describe the first measure used to collect data on this outcome this year. The details of the measure should match the description provided in your 2017-2021 comprehensive assessment plan.

Measure 1 Type — Unit/departmental records

Instructions: Choose the option that is best aligned to your measure.

Measure 1 Benchmark: — 85% of support service units at UTRGV will comply with reporting expectations.

Instructions: State the target or minimum results needed to indicate success on this measure.

Measure 1 Results: — 94% Compliance Rate

Instructions: Provide the overall results or data for this measure.

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Feedback

Outcome: Continuous Improvement Activity
Assessment Plan: Annual Assessment Results Report - Student Support Service

Submit | Save | Close

Assessment Plan Feedback Form

Feedback

* Please Rate:

Criterion	Performance Rating		
	Met	Not Met	Score
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https://utrgv.tk20.com/campustoolshighered/k12_institutionalplanning_planning_menu.do?topmenu=true&action=planninglayout

Tk20 by Watermark | Planning

2) Measures

- **Criterion:** Measures capture meaningful and relevant information regarding achievement of the expected outcome.

Tips on What to Look For

Measures

- The selected measure(s) should be aligned (not mismatched) to the expected outcome.

- **Note:** this criterion applies to **ALL** measures used to evaluate the outcome (as listed in the annual report)
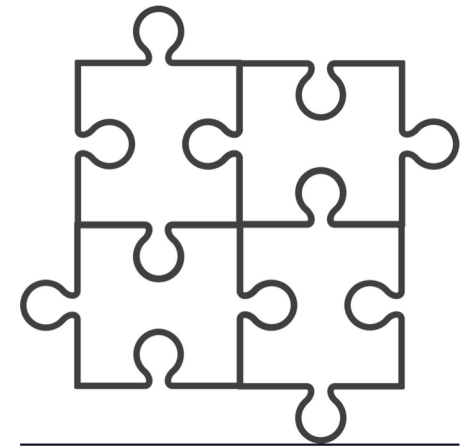
Examples of Measures

Criterion Met

Expected Outcome	Measure
Faculty Research Productivity	Publications
Critical Thinking	Assignment
Teaching Effectiveness	Student Evaluations
Departmental Productivity	Trainings/Sessions
Student Success	Graduation Rate
Efficient Service Delivery	Work Order Completion Rate

Criterion Not Met

Expected Outcome	Measure	
Faculty Research Productivity	Student Evaluations	*Mismatched*
Critical Thinking	Course Grades	*Too Broad*
Teaching Effectiveness	Attendance	*Not Meaningful*
Departmental Productivity	Absences	
Student Success	Total Missing Assets	*Not Directly Related*
Efficient Service Delivery	University Endowment	

Annual Assessment Results Report

Feedback Rubric

1 Look Here to evaluate rubric item #2

2 Select Score

3 Comment Here

ASSESSMENT PLANNING

Continuous Improvement Activity

Assessment Plan: Annual Assessment Results Report - Student Support Service

Plan Overview | Measures | Summary of Results | Analysis | Improvements

Plan Overview

Plan Overview

Outcome/Goal — Continuous Improvement Activity
Assessment Period — 2017-2018
Description

Measures

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Measure 2 Description: — Percent of educational programs that complete SLO Comprehensive Assessment Plans.

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Outcome: Continuous Improvement Activity
Assessment Plan: Annual Assessment Results Report - Student Support Service

Submit | Save | Close

Assessment Plan Feedback Form

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Rubric Score:
Rubric Mean:

3) Benchmarks

- **Criterion:** Benchmarks or targets of the minimum results needed to indicate success are defined in explicit terms.

Tips on What to Look For

Benchmarks

- Benchmark/target criteria **should** be clearly defined and aligned with the measure used to evaluate the expected outcome

  - (e.g., 90% of staff will earn a total score of 24 or higher on the certification training module).

- Benchmark/target criteria **should NOT** be too general or defined in broad terms

  - (e.g., will improve, will meet expectations, will meet standard, will do better than before)

- **Note:** this criterion applies to the benchmarks for **ALL** measures used to evaluate the outcome (as listed in the annual report)
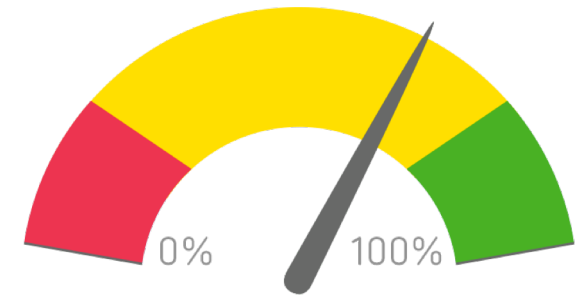
Examples of Benchmarks

Criterion Met

Expected Outcome	Measure	Benchmark
Faculty Scholarly Productivity	Scholarly Work	80% of the faculty will report the dissemination of scholarly work via written or oral format.
Ethical Behavior	Assignment	90% of students will achieve a score of "3" or "4" on each item of the rubric
Student Success	GPA	Departmental Grade Point Average of 3.12

Criterion Not Met

Expected Outcome	Measure	Benchmark	
Faculty Scholarly Productivity	Scholarly Work	Faculty will increase their productivity from last year	Vague
Ethical Behavior	Assignment	Will compare scores between the beginning and end of the semester	Too Broad
Student Success	GPA	Students will graduate on time	Mismatched

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Annual Assessment Results Report

Feedback Rubric

① *Look Here to evaluate rubric item #3*

② *Select Score*

③ *Comment*

ASSESSMENT PLANNING ∨

Continuous Improvement Activity

Assessment Plan: Annual Assessment Results Report - Student Support Service

| Plan Overview | Measures | Summary of Results | Analysis | Improvements |

Plan Overview

Plan Overview

Outcome/Goal — Continuous Improvement Activity
Assessment Period — 2017-2018
Description

Measures

Expected Outcome

Outcome Statement — Increase constituent participation in continuous improvement activities.

Instructions: Provide the operational statement of the expected outcome, and select the outcome type below.

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Measures and Results

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Measure 1 Type — Unit/departmental records

Instructions: Choose the option that is best aligned to your measure.

Measure 1 Benchmark: — 85% of support service units at UTRGV will comply with reporting expectations.

Instructions: State the target or minimum results needed to indicate success on this measure.

Measure 1 Results: — 94% Compliance Rate

Instructions: Provide the overall results or data for this measure. Disaggregated data will be reported in the analysis section of the Tk20 annual results report.

Measure 2 Description: — Percent of educational programs that complete SLO Comprehensive Assessment Plans.

Instructions: If applicable, describe the second measure used to collect data on this outcome this year. The details of the measure should match the description provided in your 2017-2021 comprehensive assessment plan.

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Feedback

Outcome: Continuous Improvement Activity
Assessment Plan: Annual Assessment Results Report - Student Support Service

Submit Save Close

Assessment Plan Feedback Form

Feedback

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Criterion	Performance Rating		
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Rubric Score:
Rubric Mean:

4) Results

- **Criterion:** Results are presented in a manner that clearly summarizes performance relative to desired expectations.

Tips on What to Look For

Results

- Results should be directly aligned to the expected outcome

- Results should presented in a manner that clearly summarizes performance relative to the benchmark or target criteria

  - Percentages, average, sum score, etc.

- **Note:** this criterion applies to the results for **ALL** measures used to evaluate the outcome (as listed in the annual report)

Examples of Results

Criterion Met

Expected Outcome	Measure	Benchmark	Results
Faculty Scholarly Productivity	Scholarly Work	80% of the faculty will report the dissemination of scholarly work via written or oral format.	60% of the faculty will report the dissemination of scholarly work via written or oral format.
Ethical Behavior	Assignment	90% of students will achieve a score of "3" or "4" on each item of the rubric	97% of students will achieve a score of "3" or "4" on each item of the rubric
Student Success	GPA	Departmental Grade Point Average of 3.12	Departmental Grade Point Average of 3.42

Criterion Not Met

Expected Outcome	Measure	Benchmark	Results
Faculty Scholarly Productivity	Scholarly Work	80% of the faculty will report the dissemination of scholarly work via written or oral format.	3 of 4 faculty were promoted last year
Ethical Behavior	Assignment	90% of students will achieve a score of "3" or "4" on each item of the rubric	Students exceeded expectations
Student Success	GPA	Departmental Grade Point Average of 3.12	The GPA increased

Mismatched

Too General

Performance Level Not Clear

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Annual Assessment Results Report

Feedback Rubric

① **Look Here to evaluate rubric item #4**

② **Select Score**

③ **Comment**

Note: Results may be attached to reporting template or reported in "Summary of Results" section

ASSESSMENT PLANNING

Continuous Improvement Activity

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| Rubric Score: | |
| Rubric Mean: | |

Annual Assessment Results Report Rubric

- **Criterion:** Assessment results/activities are shared with faculty, staff and/or others concerned with the program or support service unit.

Tips on What to Look For

Dissemination of Results

- Description should identify **that assessment results were shared with some or most program/unit personnel** (and/or) other stakeholders (e.g., students, administrators, accreditors, employers, etc.)

- Description should clearly articulate **how assessment results were shared** (departmental retreat, meeting, email, annual report, presentation, newsletter, website, etc.)

Examples of Dissemination of Results

Criterion Met

- The department's Assessment Committee meets regularly to discuss the results of assessment. All department faculty are invited to the meetings but those who teach in the area being assessed are the majority of the attendees. Minutes for all meetings are kept and posted in the faculty Blackboard site.

- Survey results are disseminated to all divisional area directors via email on a monthly basis. The aggregated results are posted on the departmental website once a semester to ensure that all students, staff, and faculty know that their feedback is being collected and reviewed by departmental administration.

- Assessment results were presented to all College of Sciences faculty at the Dean's Annual Data Summit in June.

Criterion Not Met

- The program coordinator had meetings with the faculty/staff that did not complete the required safety trainings. The program coordinator requested a corrective action plan to increase compliance.

- Dissemination of information was discussed frequently in the fall semester

- Compliance data will be disseminated during next month's departmental meeting

Results not shared internally

Who were results shared with? How?

Results were not shared

Annual Assessment Results Report

Feedback Rubric

1 Look Here to evaluate rubric item #5

2 Select Score

3 Comment

6) Analysis

Annual Assessment Results Report Rubric

- **Criterion:** The program/unit disaggregates the data beyond summary results to explore patterns of strengths and weaknesses in at least one way.

Tips on What to Look For

Analysis

- Detailed description and/or presentation of insightful **contrasts and comparisons** of the assessment data that reveals relationships, differences, changes, or patterns of strengths and weaknesses beyond the overall benchmark.

- Approaches for analyzing/disaggregating data may include, but are not limited to:

  - Rubric item analysis

  - Exam/Assignment subsection analysis

  - Sub-population/Categorical analysis

  - Event History analysis

  - Time-series analysis

  - Matched-pair analysis

  - Cross-sectional analysis
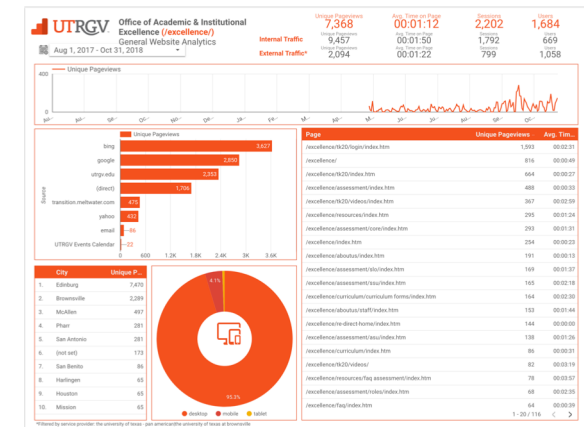
Examples of Analysis

Criterion Met

Sport	Attempted Hours	Passed Hours	Earned Hours	Overall (Includes Transfer GPA)
Men's Tennis	769	741	717	3.476
Men's Soccer	1830	1775	1727	3.377
Men's Golf	785	741	717	3.331
Men's Cross Country	804	771	749	3.110
Baseball	3305	3086	3062	3.064
Men's Track	2296	2146	2112	2.831
Men's Basketball	1998	1739	1553	2.773
MENS AVG	**1684**	**1571**	**1520**	**3.137**
Women's Tennis	694	646	627	3.534
Women's Volleyball	1427	1379	1431	3.510
Women's Soccer	2174	2058	2008	3.461
Women's Basketball	1527	1439	1424	3.298
Women's Golf	577	534	522	3.276
Women's Track	2393	2123	2081	2.907
Women's Cross Country	770	652	768	2.618
WOMEN'S AVG	**1366**	**1262**	**1266**	**3.229**
Cummulative			**Dept.**	**3.183**

Women's sports on average have higher GPAs than Men's sports. The four highest academically achieving teams, measured by GPA, are Women's Tennis, Women's Volleyball, Men's Tennis, and Women's Soccer. The four teams with the lowest GPA are Women's Cross Country, Men's Basketball, Men's Track, and Women's Track.

Exam Section	% Correct BIOL1406 Majors (Pre-Curriculum)	% Correct BIOL4400 (Post Curriculum)	Gains
Theory of Evolution	43.98	76.68	32.7
Cellular Growth	49.87	81.39	31.52
Intracellular structures	54.97	85.2	30.23
Macromolecules and membranes	44.24	73.54	29.3
Protein Expression	49.87	76.46	26.59
Biochemical reactions	35.21	61.21	26
Water's effect on macromolecules	61.65	86.77	25.12
Solutes and membranes	29.84	54.26	24.42

The exam section sub-scores suggest that student's biggest gains are in providing evidence for the Theory of Evolution, cellular growth, and intracellular structures. Some of the highest overall scores of program graduates are knowledge about the flow of water and its effect on macromolecules, intracellular structures, and cellular growth.

Charts/Graphs are not required, but clear description of analysis is

No Chart/Graph

Students had the option to select multiple services/activities they participated in and provide their feedback. Results showed varied levels of satisfaction. The lowest level of satisfaction was in the Job Expos/Career Expos (80.5%) and the highest was in the Mock Interviews at (94.45%). Given that a critical mass of respondents were satisfied with the Job Expos, we do not consider it a "weakness." However, it is an area where satisfaction can improve vis-à-vis the other services/activities offered by our department.

Criterion Not Met

- The course grades show no weaknesses on written communication

- The results show that the assessment is holistic in scope and that the program is remarkably effective

No indication that data was analyzed to prove that there is no room for improvement

No attempt to disaggregate results beyond benchmark

- The results show that some months had higher student participation than others

- The department extended the deadline to increase the number of applications submitted for the program

Analysis lacks specificity in description/presentation

While this describes a relationship worth noting, it lacks a detailed description/presentation of the patterns in the data

Note: Check attachments and other reporting sections for any analysis of the data/results

ASSESSMENT PLANNING

Continuous Improvement Activity

Assessment Plan: Annual Assessment Results Report - Student Support Service

| Plan Overview | Measures | Summary of Results | **Analysis** | Improvements |

Analysis

Look Here to evaluate rubric item #6

Outcome Analysis

Pattern of strengths:

Instructions: Describe what drilling down into the data revealed about the pattern of strengths for this outcome. This applies to all outcome types such as student learning, student achievement, and administrative outcomes. The information provided here will guide responses to the Improvements section of the Tk20 annual results report for this outcome.

Support Service Unit Compliance Rates for Assessment Plannning
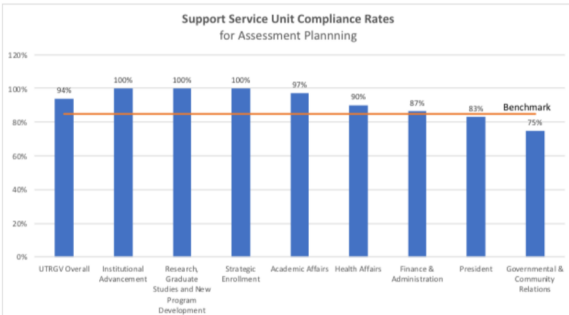
All divisional areas, save two, exceeded the benchmark. These include: Institutional Advancement; Research, Grad Studies, and New Program Development; Strategic Enrollment; Academic Affairs; Finance and Administration

Program SLO Compliance Rates for Assessment Plannning

Programs in every college exceed expectations of 85% compliance.

Pattern of weaknesses:

Instructions: Describe what drilling down into the data revealed about the pattern of weaknesses for

Support Service Unit Compliance Rates for Assessment Plannning

<< Back

Feedback

Outcome: Continuous Improvement Activity
Assessment Plan: Annual Assessment Results Report - Student Support Service

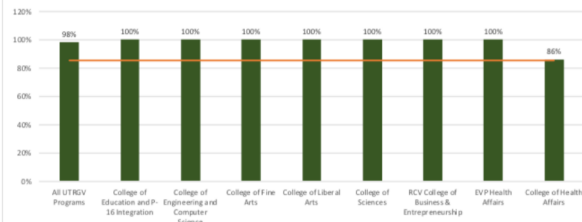| Submit | Save | Close |

Assessment Plan Feedback Form

Feedback

* Please Rate:

Criterion	Performance Rating		
	Met	Not Met	Score
1. Expected Outcome Statement: A clear, specific, and measurable statement is provided about the desired quality/performance of student learning, student achievement, or support service operations/service delivery. ***Measures Tab*** NA ☐	○ 1	○ 0	
2. Measures: Measures capture meaningful and relevant information regarding achievement of the expected outcome. ***Measures Tab*** NA ☐	○ 1	○ 0	
3. Benchmarks: Benchmarks or targets of the minimum results needed to indicate success are defined in explicit terms. ***Measures Tab*** NA ☐	○ 1	○ 0	
4. Results: Results are presented in a manner that clearly summarizes performance relative to desired expectations. ***Measures and Summary of Results Tabs*** NA ☐	○ 1	○ 0	
5. Dissemination of Results: Assessment results/activities are shared with faculty, staff and/or others concerned with the program or support service unit. ***Summary of Results Tab*** NA ☐	○ 1	○ 0	
6. Analysis: The program/unit disaggregates the data beyond summary results to explore patterns of strengths and weaknesses in at least one way. ***Analysis Tab*** NA ☐	○ 1	○ 0	

Select Score

Comment

36

7) Improvements

Criterion: Assessment results and/or data analysis are used to seek improvements by proposing or implementing programmatic changes, service delivery changes, and/or assessment process changes.

Tips on What to Look For

Improvements

- A clearly articulated rational and explanation for how the program/unit **responds** to the assessment results/analysis for continuous improvement

- Units/programs are encouraged to make **changes/modifications** to the curriculum, pedagogical approaches, any aspect of service delivery, department operations, and/or assessment methods.

- Items may be **proposed, in progress, or implemented**

- In the event that expectations are achieved, programs/units are still encouraged to use results for seeking improvements.

  - **Supplement instruction/operations**

  - **Scale successes up**

  - **Revise benchmarks**

  - **Triangulation (Add measures)**

  - **Improve/implement assessment tools and/or evaluation techniques**

Examples of Improvements

Criteria Met

- The Undergraduate Assessment Committee recommends an overhaul of the writing component in the SPAN-2313-2315 sequence (the one leading to the advanced course in Grammar and Composition SPAN-3300). To that end, the following measures are proposed. **Curriculum-specific (course):** To establish an across-the-board policy for SPAN-2313 and 2315 to include a significant writing component. It was observed during the sample selection process that some sections in SPAN-2313 had not including an essay writing component (composition) in their grading scheme. It is proposed that a compositions as instruments be a mandatory writing component on both courses. **Program-specific (sequencing of writing components/instruments):** To set a minimum of writing components in the form of essays for the 2313-1315 sequence, recommending a minimum of ONE (1) for SPAN-2313, a TWO (2) for SPAN-2315, and a minimum of FOUR (4) in SPAN-3300. **To inform all faculty teaching these courses of such requirement:** Technology-specific (format of submission): To train faculty teaching SPAN2313, 2315 and 3300 in the setup of Blackboard assignment submission system (Safe Assign) in order to be able to produce an even sampling of materials for assessment that is truly cross-sectional and involves all sections in the specific course numbers.

- To avoid the problems of students taking the capstone course prematurely, we have now adopted a policy where students wont be able to register in the course unless it is their last semester. This way students have completed all major areas of chemistry before taking the exam. We will discuss with seniors the expectations and its significance in program evaluation of their skills. This strategy will also ensure that students either completed or must be finishing up the Chemistry problem (a required independent study) course likely to sharpen their critical thinking abilities. Since the Capstone course is also undergone a major change it is likely help to improve out results of students performance. The course previously (until spring-2018) was offered as CHEM-4105 which is now changed to CHEM-4305. This course is merge to include a communication component to improve that aspect and more emphasis will be given on ethics in science and professionalism.

Criteria Not Met

- Given that the outcome was not met, the department should implement additional training to improve students' quantitative reasoning abilities.

- Next time, before students are assessed, faculty will review the rubric criteria.

- New initiatives were implemented. Additional information was acquired with focus group interviews and surveys.

- No improvements necessary because outcome was met.

Explanation of improvement is not fully developed

No rational/explanation of improvement

Too Vague

Programs/units can always be improved in some way

Examples of Improvements (Cont'd)

Criterion Met

- Although our assessment method is strong and sophisticated (survey), partially meeting the benchmark revealed a need for improvement to change the service from advising by college clusters to advising by college cluster with caseload management. Case management provides strategic focus and intervention for students, offers proactive means to manage medium to large loads, and leverages student data to guide advisor interventions and co-develop a success plan.

- The faculty assessment committee has decided (with support from all program faculty) to implement two interventions: 1) Aligning assessments in all classes mapped to this objective and 2) Putting greater emphasis on the capstone presentation. A brief description of each intervention is provided below, followed by a proposed timeline for implementation. **1. Aligning Assessments in Classes Mapped to Oral Communication Objective:** The faculty are in the process of developing a common oral communication rubric to be used in the six courses in which students give presentations. This same rubric will also be used for the capstone course presentation. After the rubric has been finalized, with the help of the Office of Academic and Institutional Excellence, faculty will attend a training session on how to use the rubric, which should improve inter-rater agreement and give us confidence in the results of the assessments. **2. Greater Emphasis on the Capstone Presentation:** Since students were not meeting the faculty standards for the capstone oral presentation, we are planning to make the presentation more formal. That is, all faculty and students in the program will be invited to attend these presentations and they will be rated by three program faculty members. Students will be told that this presentation is intended to demonstrate to the faculty and their fellow students what they have learned during their time in the program and it should be given like a formal conference presentation.

Annual Assessment Results Report

Feedback Rubric

① Look Here to evaluate rubric item #7

② Select Score

③ Comment

Plan Overview | Measures | Summary of Results | Analysis | **Improvements**

Improvements

Actions for Seeking Improvement

General Instructions: All support service units must use results to seek improvements/enhancements regardless if benchmarks have been met. If benchmarks are routinely met, they could be too low and may need to be revisited. Support service units may choose to implement operational/service delivery changes and/or assessment process changes.

Instructions: Select operational/service delivery change(s) from the list below or select other and specify.

Operational/Service Delivery Changes

Select all operational/service delivery changes that apply:
- Change current service(s) or initiative(s)
- Delete service(s) or initiative(s)
- Add new service(s) or initiatives(s)
- Make personnel or resources allocation changes
- Make policy changes
- Make technology improvements
- Implement additional trainings/professional development activities
- ✓ Communicate accomplishments and/or performance expectations
- Other

Instructions: Describe the operational/service delivery change(s) in detail.

The data suggest that critical mass of the university community participated in continuous improvement activities during 17-18. Few units/programs were disengaged. Our office needs to publicize this major accomplishment to let our constituents know that their work is being documented and reviewed. Also, we need to make a special effort to continue to reach out to those units/programs that have not complied with reporting expectations, directly by developing a communications calendar. We also need to document how frequently we communicate with and/or contact constituents.

Instructions: Identify whether the operational/service delivery changes are proposed and will occur in the near future, have begun and continue to be in progress, or have been implemented.
- ✓ Are proposed
- Are in progress
- Have been implemented

Instructions: Provide the anticipated or actual timeline for the implementation of operational/service delivery changes.

The department plans to implement this action during the summer in time for the fall semester so that faculty/staff are available to meet in person and/or receive announcements.

Instructions: Select the assessment change(s) from the list below or select other and specify.

Assessment Changes

Select all assessment changes that apply:
- Restructure outcome statement
- Revise measure
- Review approach/instrument to evaluate measure
- Revise benchmark for success
- ✓ Collect and analyze additional data and information
- Change methods of data collection
- Revise assessment timeline
- Revise assessment setting
- Revise assessment oversight structure/responsibilities
- Revise communications with staff/faculty/others about assessment activities
- ✓ Other

Instructions: Describe the assessment change(s) in detail.

Another measure of compliance reporting will go beyond planning to include the Annual Assessment Results report.

Our plan is to also add another outcome related to improving the quality of assessment reporting.

Instructions: Identify whether the assessment changes are proposed and will occur in the near future, have begun and continue to be in progress, or have been implemented.
- ✓ Are proposed
- Are in progress
- Have been implemented

Instructions: Provide the anticipated or actual timeline for the implementation of assessment changes.

The department plans to implement this action during the summer in time for collecting data during the upcoming academic year.

Lessons Learned   N/A

Outcome: Continuous Improvement Activity
Assessment Plan: Annual Assessment Results Report - Student Support Service

Submit | Save | Close

Assessment Plan Feedback Form

Feedback

* Please Rate:

Criterion	Met	Not Met	Score
1. Expected Outcome Statement: A clear, specific, and measurable statement is provided about the desired quality/performance of student learning, student achievement, or support service operations/service delivery. *Measures Tab* NA	1	0	
2. Measures: Measures capture meaningful and relevant information regarding achievement of the expected outcome. *Measures Tab* NA	1	0	
3. Benchmarks: Benchmarks or targets of the minimum results needed to indicate success are defined in explicit terms. *Measures Tab* NA	1	0	
4. Results: Results are presented in a manner that clearly summarizes performance relative to desired expectations. *Measures and Summary of Results Tabs* NA	1	0	
5. Dissemination of Results: Assessment results/activities are shared with faculty, staff and/or others concerned with the program or support service unit. *Summary of Results Tab* NA	1	0	
6. Analysis: The program/unit disaggregates the data beyond summary results to explore patterns of strengths and weaknesses in at least one way. *Analysis Tab* NA	1	0	
7. Improvements: Assessment results and/or data analysis are used to seek improvements by proposing or implementing programmatic changes, service delivery changes, and/or assessment process changes. *Improvements Tab* NA	1	0	
8. Lessons Learned: The program/unit provides meaningful reflection of the lessons learned from improvements/changes (proposed, in progress, or implemented). *Improvements Tab* NA	1	0	
9. Closed Loop Process: The results and analysis reflect the re-assessment of expected outcomes after improvements/changes have been implemented, demonstrating a fully "closed loop" process. *Measures and Improvements Tabs* NA	1	0	
10. Supporting Evidence: The program/unit provides supporting evidence for results dissemination and/or actions taken to seek improvements (email thread, meeting agendas, meeting minutes, policies, guidelines, etc.). *Summary of Results and Improvements Tabs* NA	1	0	

8) Lessons Learned

- **Criterion:** The program/unit provides meaningful reflection of the lessons learned from improvements/changes that are proposed and in progress, but especially those already implemented.

Tips on What to Look For

Lessons Learned

- A reflection about the positive and negative experiences of any **actions, decisions taken to improve** a program or support service and/or of the assessment methods to evaluate performance.

- Does program/unit rely on evidence to determine whether the **changes/modifications led to any actual improvements** in student learning, student achievement, department operations/service delivery, or assessment methods?

- *Note:* Programs/units are not required to engage in hypothesis testing, but line of reasoning should be informed by empirical evidence.

Examples of Lessons Learned

Criteria Met

- During the previous iteration of the assessment process, faculty determined that the presentations varied considerably by course as did the artifact score. Faculty placed different emphasis on the skills necessary and appropriate for the presentation and therefore graded students based on varying criteria. Therefore, faculty implemented interventions of standardizing the assessment measure, evaluation tool (rubric), and evaluation process. The next iteration of student assessments improved inter-rater agreement and increased the faculty's confidence in the results of the assessments. Patterns of student achievement are more clearly identified and now faculty can move forward with the next phase of continuous improvement – which is focused on formalizing the oral presentations in the capstone to a conference format. In addition, a cadre of students from all sections of the capstone courses wrote in their course evaluations that the assignment they made the most effort in was the oral presentation. This provides some indication that students are taking this assignment more seriously than before.

Criteria Not Met

- Additional training for faculty did not have much of an impact

- The rubric criteria discussed with students only occurred in 2 of the 8 sections of the capstone course.

- Focus group interviews and surveys shows that attitudes changed as a result of the department amending the department productivity expectations.

Explanation limited

Rationale needs further development

Too Vague

Annual Assessment Results Report

Feedback Rubric

1 — *Look Here to evaluate rubric item #8*

2 — *Select Score*

3 — *Comment*

Annual Assessment Results Report (left document)

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Instructions: Select operational/service delivery change(s) from the list below or select other and specify.

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- Make technology improvements
- Implement additional trainings/professional development activities
- ✓ Communicate accomplishments and/or performance expectations
- Other

Instructions: Describe the operational/service delivery change(s) in detail.

The data suggest that critical mass of the university community participated in continuous improvement activities during 17-18. Few units/programs were disengaged. Our office needs to publicize this major accomplishment to let our constituents know that their work is being documented and reviewed. Also, we need to make a special effort to continue to reach out to those units/programs that have not complied with reporting expectations, directly by developing a communications calendar. We also need to document how frequently we communicate with and/or contact constituents.

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- ✓ Are proposed
- Are in progress
- Have been implemented

Instructions: Provide the anticipated or actual timeline for the implementation of operational/service delivery changes.

The department plans to implement this action during the summer in time for the fall semester so that faculty/staff are available to meet in person and/or receive announcements.

Instructions: Select the assessment change(s) from the list below or select other and specify.

Assessment Changes

Select all assessment changes that apply:
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- Review approach/instrument to evaluate measure
- Revise benchmark for success
- ✓ Collect and analyze additional data and information
- Change methods of data collection
- Revise assessment timeline
- Revise assessment setting
- Revise assessment oversight structure/responsibilities
- Revise communications with staff/faculty/others about assessment activities
- ✓ Other

Instructions: Describe the assessment change(s) in detail.

Another measure of compliance reporting will go beyond planning to include the Annual Assessment Results report.

Our plan is to also add another outcome related to improving the quality of assessment reporting.

Instructions: Identify whether the assessment changes are proposed and will occur in the near future, have begun and continue to be in progress, or have been implemented.
- ✓ Are proposed
- Are in progress
- Have been implemented

Instructions: Provide the anticipated or actual timeline for the implementation of assessment changes.

The department plans to implement this action during the summer in time for collecting data during the upcoming academic year.

Lessons Learned — N/A

Instructions: Describe the lessons learned from operational/service delivery or assessment changes in progress or implemented.

Evidence of Actions Taken — Departmental priority list has this action planned for summer.

Feedback Rubric (right document)

Feedback

* Please Rate:

Criterion	Performance Rating		
	Met	Not Met	Score
1. Expected Outcome Statement: A clear, specific, and measurable statement is provided about the desired quality/performance of student learning, student achievement, or support service operations/service delivery. *Measures Tab* NA	○ 1	○ 0	
2. Measures: Measures capture meaningful and relevant information regarding achievement of the expected outcome. *Measures Tab* NA	○ 1	○ 0	
3. Benchmarks: Benchmarks or targets of the minimum results needed to indicate success are defined in explicit terms. *Measures Tab* NA	○ 1	○ 0	
4. Results: Results are presented in a manner that clearly summarizes performance relative to desired expectations. *Measures and Summary of Results Tabs* NA	○ 1	○ 0	
5. Dissemination of Results: Assessment results/activities are shared with faculty, staff and/or others concerned with the program or support service unit. *Summary of Results Tab* NA	○ 1	○ 0	
6. Analysis: The program/unit disaggregates the data beyond summary results to explore patterns of strengths and weaknesses in at least one way. *Analysis Tab* NA	○ 1	○ 0	
7. Improvements: Assessment results and/or data analysis are used to seek improvements by proposing or implementing programmatic changes, service delivery changes, and/or assessment process changes. *Improvements Tab* NA	○ 1	○ 0	
8. Lessons Learned: The program/unit provides meaningful reflection of the lessons learned from improvements/changes (proposed, in progress, or implemented). *Improvements Tab* NA	○ 1	○ 0	
9. Closed Loop Process: The results and analysis reflect the re-assessment of expected outcomes after improvements/changes have been implemented, demonstrating a fully "closed loop" process. *Measures and Improvements Tabs* NA	○ 1	○ 0	
10. Supporting Evidence: The program/unit provides supporting evidence for results dissemination and/or actions taken to seek improvements (email thread, meeting agendas, meeting minutes, policies, guidelines, etc.). *Summary of Results and Improvements Tabs* NA	○ 1	○ 0	
	Rubric Score:		
	Rubric Mean:		

45

- **Criterion:** The results and analysis reflect the re-assessment of expected outcomes after improvements/changes have been implemented, demonstrating a fully "closed loop" process.

Tips on What to Look For

Closed Loop Process

- Evidence that three phases of assessment occurred:

  - **Assessment** (Weigh the Pig)

  - **Intervention** (Feed the Pig)

  - **Re-assessment** (Weigh the Pig)

- *Notes:*

  - Programs/units are not required to engage in hypothesis testing, but three phases of assessment should occur to demonstrate that it cycles through the continuous improvement process.

  - Phases of assessment do not need to take place all in one semester or in year.
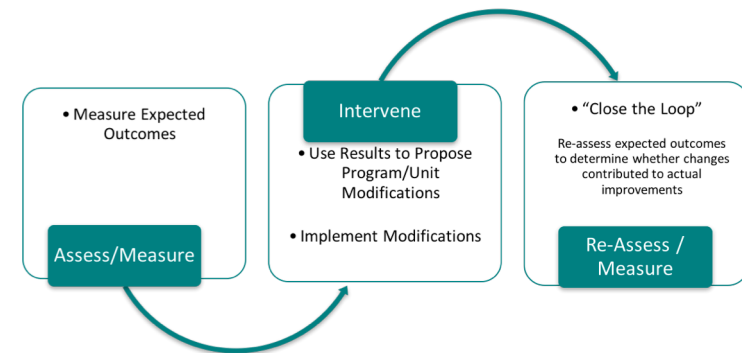
Examples of Closed Loop Process

Criterion Met

Expected Outcome	Measure	Phase 1: Results (Assessment)	Phase 2: Use of Results (Intervention)	Phase 3: Results (Closing the Loop)
Faculty Scholarly Productivity	Scholarly Work	50% of the faculty reported the dissemination of scholarly work via written or oral format.	Research Mentorship Program	75% of the faculty reported the dissemination of scholarly work via written or oral format.
Ethical Behavior	Assignment	62% of students achieved a score of "3" or "4" on each item of the rubric	Active Learning Implemented in Capstone Course	97% of students achieved a score of "3" or "4" on each item of the rubric
Student Success	GPA	Departmental Grade Point Average of 3.12	Require all student athletes below 3.0 GPA to meet with advisors bi-weekly	Departmental Grade Point Average of 3.42

Annual Assessment Results Report

Feedback Rubric

Look Here to evaluate rubric item #9 ①

Note: Results may be attached to reporting template or reported in "Summary of Results" section

② **Select Score**

③ **Comment**

10) Supporting Evidence

- **Criterion:** The program/unit provides supporting evidence for results dissemination and, if applicable, evidence of actions taken to seek improvements (email thread, meeting agendas, meeting minutes, policies, guidelines, etc.).

Tips on What to Look For

Supporting Evidence

- **Documentation** evidencing that assessment results are disseminated to stakeholders and/or that interventions have been proposed, are in progress, or are implemented

  - Meeting Minutes

  - Agendas

  - Email Thread

  - Revised Department Policies

  - Revised Syllabi

- *Note:* Descriptions of results dissemination and interventions are insufficient

Examples of Supporting Evidence

Criterion Met