

# 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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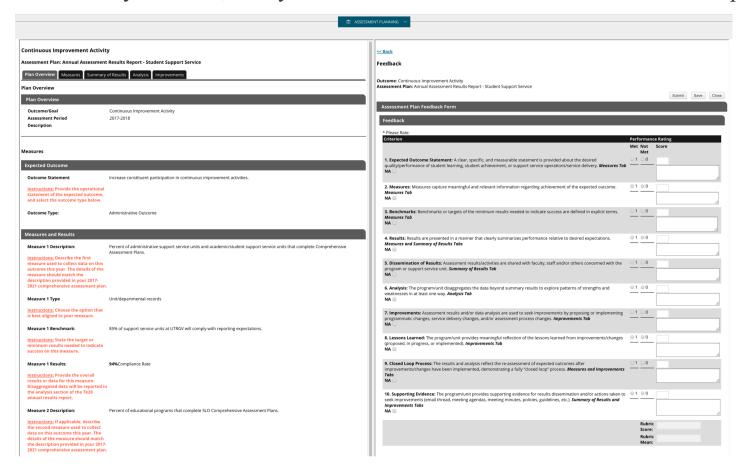
# Why Engage in Meta-Assessment?

- 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?

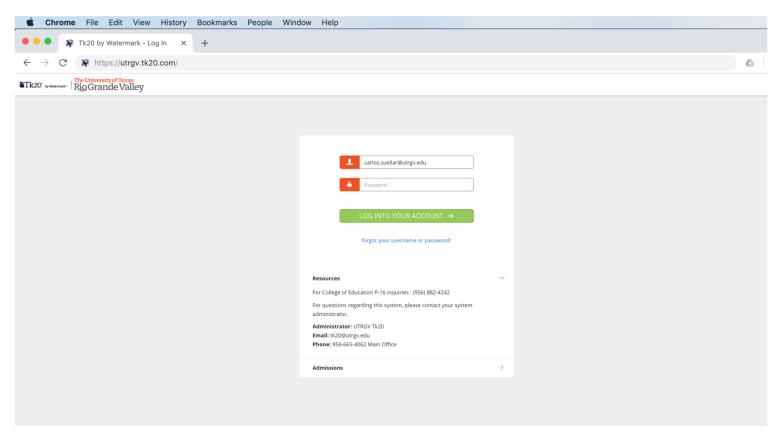
Feedback will be provided directly on Tk20, the system where the 2017-2018 Annual Results Reports were

completed



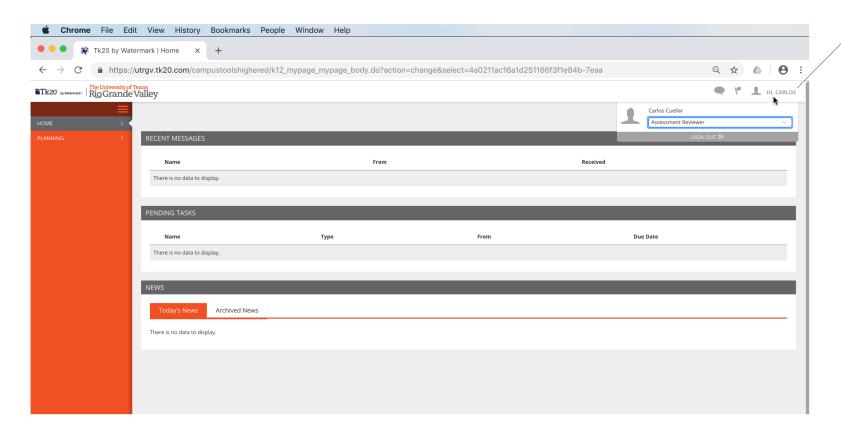
# Step 1: Log in

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



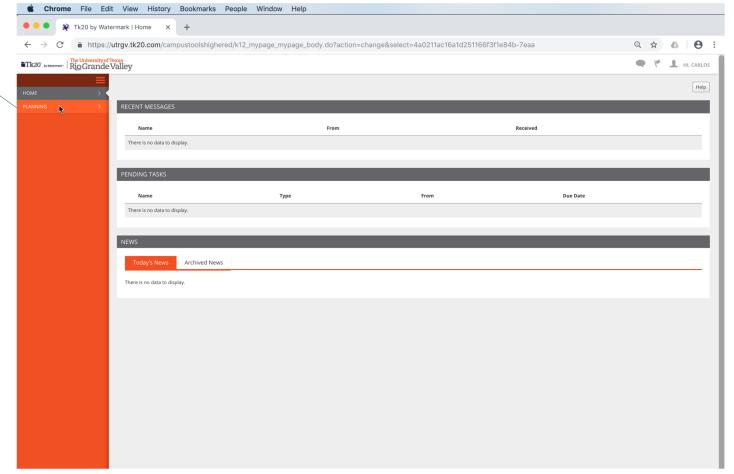
# Step 2: Select Reviewer Role

Click here and select "Assessment Reviewer"

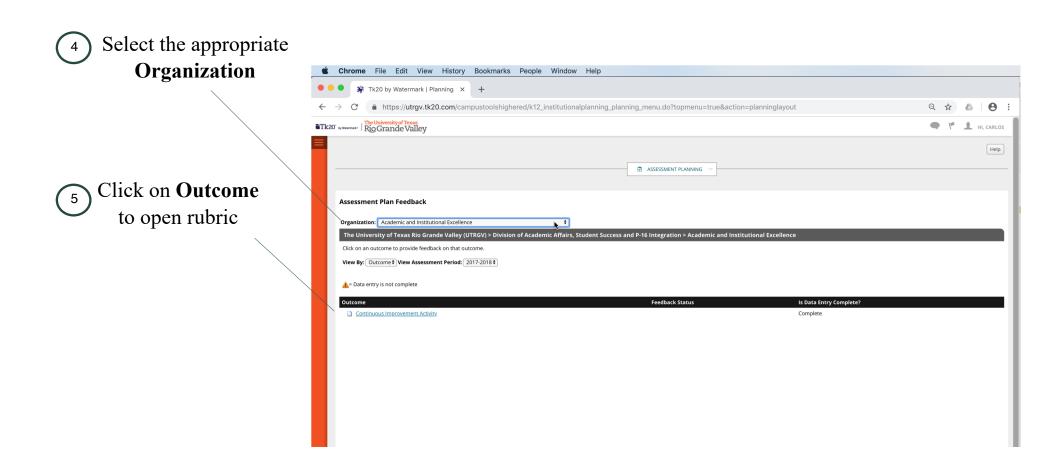


# Step 3: Access the Planning Module

(3) Select "Planning" Module



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

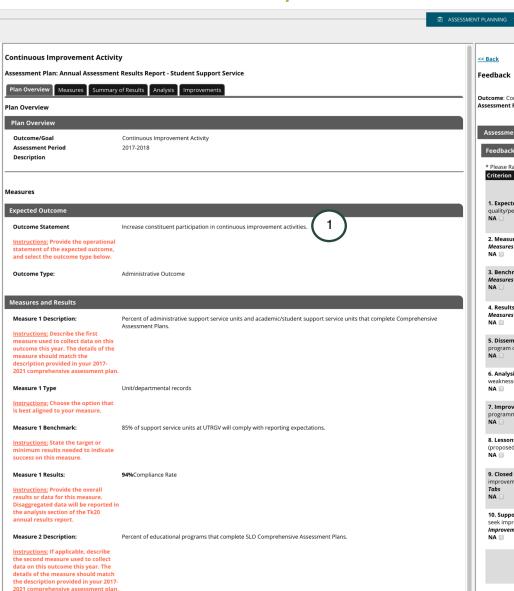


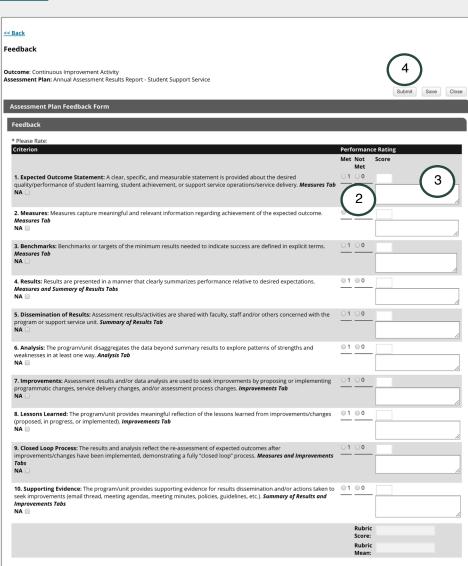
### Annual Assessment Results Report

#### Feedback Rubric

- 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.





### Rubric Overview

			tcome in Tk20. All	assessment process meet rubric items are weighted	equally and worth	
1)	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
ノ				asurable statement is dent learning, student	Met	Not Met
	achievement, or Measures Tab	support service op	erations/service de	ivery.		
	<ol><li>Measures: Meas</li></ol>	ures capture mean the expected outco		nformation regarding		
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		ncerned with the p	nt results/activities program or support	are shared with faculty, s service unit.	taff $\Box$	
	6. Analysis: The pro explore patterns Analysis Tab		egates the data bey reaknesses in at leas	ond summary results to it one way.		
	7. Improvements: A	ssessment results	and/or data analysis	are used to seek		
3		, and/or assessmer	lementing program nt process changes.	matic changes, service		
	8. Lessons Learned: learned from imp	provements/change improvements alre	es that are propose	al reflection of the lesson d and in progress, but	s	
	9. Closed Loop Proc	mprovements/char o" process.		e re-assessment of expec lemented, demonstrating		
	10 Supporting Fuide	nce: The program/	unit provides suppo	rting evidence for results		
4)	dissemination an (email thread, m	d, if applicable, evi	dence of actions tal eeting minutes, poli	ken to seek improvement cies, guidelines, etc.).		

- Ten (10) rubric elements focus on KEY institutional assessment expectations outlined in the SACSCOC standards
  - Expectations & Measures
  - <sup>2</sup> Results
  - (3) Use of Results
  - (4) Supporting Evidence

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

# Things to Note about the Rubric:

This rubric is intended to provide feedback on the strengths and weaknesses of the Annual Assessment Results Report to ensure that programs/units participating in the institutional assessment process meet expectations for best practice. This rubric will be applied to each expected outcome in Tk20. All rubric items are weighted equally and worth one point each.						
Sca	le: No Effort Beginning Emerging Meets Expectations (0 Points) (1-3 Points) (4-5 Points) (6-7 Points)	Accomplish (8 Points)	ed .	Exemplary (9-10 Points)		
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2.	achievement of the expected outcome.  Measures Tab	1				
3.	N/A   Benchmarks: Benchmarks or targets of the minimum results needed to indic success are defined in explicit terms.  Measures Tab N/A   N/A   N/A   N/A   N/A   D  N/A   N/A   D  N/A	ate				
4.						
5.	Dissemination of Results: Assessment results/activities are shared with facul and/or others concerned with the program or support service unit. Summary of Results Tab N/A					
6.						
7.		e I				
8.	Lessons Learned: The program/unit provides meaningful reflection of the les learned from improvements/changes that are proposed and in progress, but especially those improvements already implemented. Improvements Tab	t				
9.	NA   Gosed Loop Process: The results and analysis reflect the re-assessment of ex- outcomes after improvements/changes have been implemented, demonstra- fully "closed loop" process.  Measures-improvements Tabs NA   NA   NA   NA   NA   NA   NA   NA	ating a				
10	Jupporting Evidence: The program/unit provides supporting evidence for red dissemination and, if applicable, evidence of actions taken to seek improven (email thread, meeting agendas, meeting minutes, policies, guidelines, etc.). Summary of Results & Improvements Tabs	nents				

- 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.
- 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
- <sup>5</sup> 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

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• **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

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- Students will have a deep appreciation of the humanities
- Students will learn about the field of political science

Not Specific

Difficult to measure

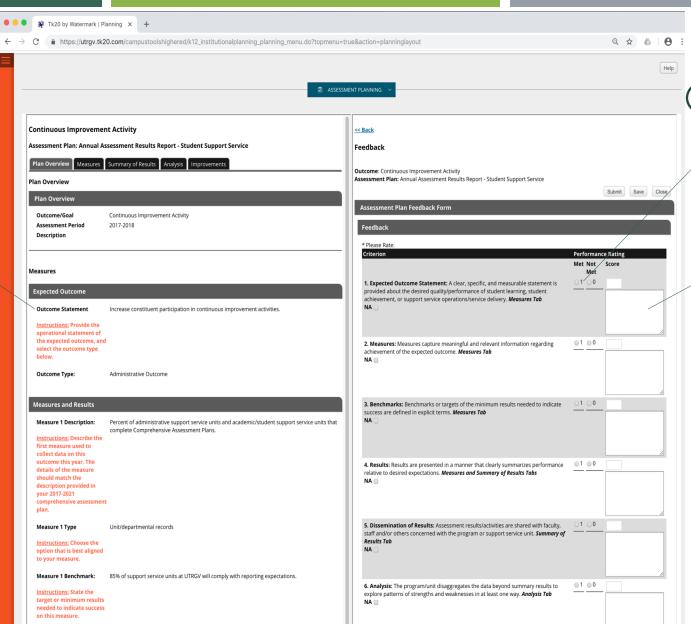
Participants will complete a research paper to demonstrate their competency in the program overall

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



7. Improvements: Assessment results and/or data analysis are used to seek

changes, and/or assessment process changes. Improvements Tab

improvements by proposing or implementing programmatic changes, service delivery

Look Here to evaluate

rubric item #1

Measure 1 Results:

this measure.

Instructions: Provide the

overall results or data for

94%Compliance Rate

2 Select Score

(3) Comment Here

# 2) Measures

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#### Annual Assessment Results Report Rubric

For Educational Programs, Administrative Support Services, and Academic/Student Support Services

This rubric is intended to provide feedback on the strengths and weaknesses of the Annual Assessment Results Report to ensure that programs/units participating in the institutional assessment process meet expectations for best practice. This rubric will be applied to each expected outcome in TR20. All rubric items are weighted equally and worth one point each.

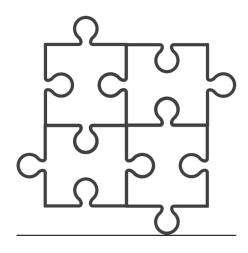
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pec	ted Outcome <u>Tit</u>	le:			SCORE:	

• **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

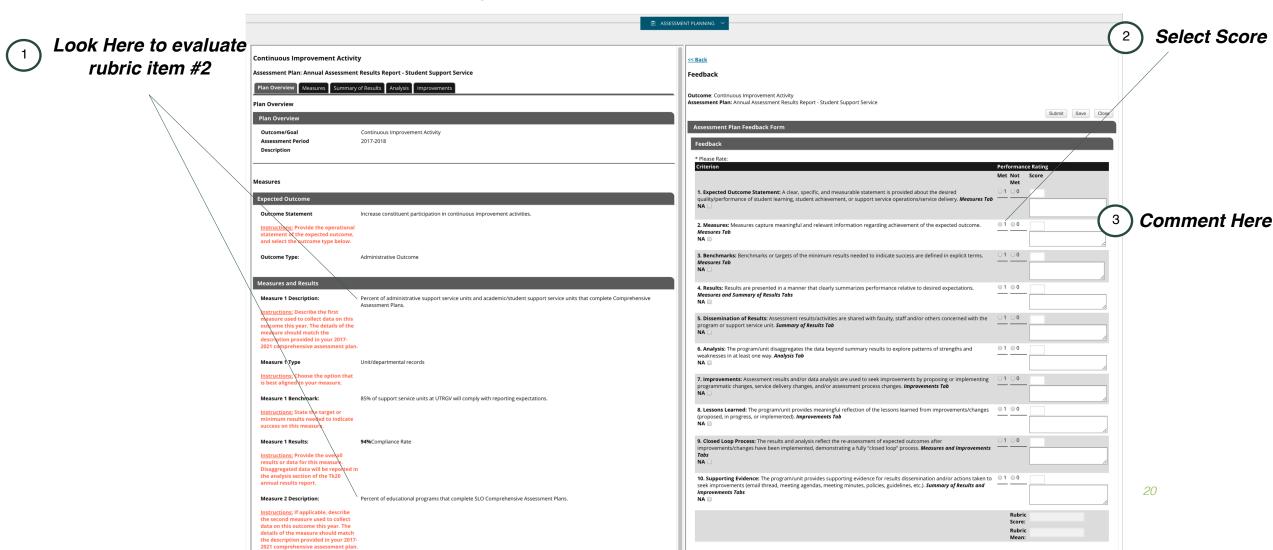
<b>Expected Outcome</b>	Measure
Faculty Research Productivity	Publications
Critical Thinking	Assignment
Teaching Effectiveness	Student Evaluations
Departmental Productivity	Trainings/Sessions
Student Success	Graduation Rate
Efficient Service Delivery	Work Order Completion Rate

### Criterion Not Met

<b>Expected Outcome</b>	Measure	Mismatched
Faculty Research	Student Evaluations	
Productivity		Too Broad
Critical Thinking	Course Grades	7/
Teaching Effectiveness	Attendance	Not
Departmental Productivity	Absences	Meaningful  Not Directly
Student Success	Total Missing Assets	Related
Efficient Service Delivery	University Endowment	

### Annual Assessment Results Report

#### Feedback Rubric



# 3) Benchmarks

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xpec	ted Outcome <u>Titl</u>	e:			- SCORE:	1
					JCONE.	

• **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

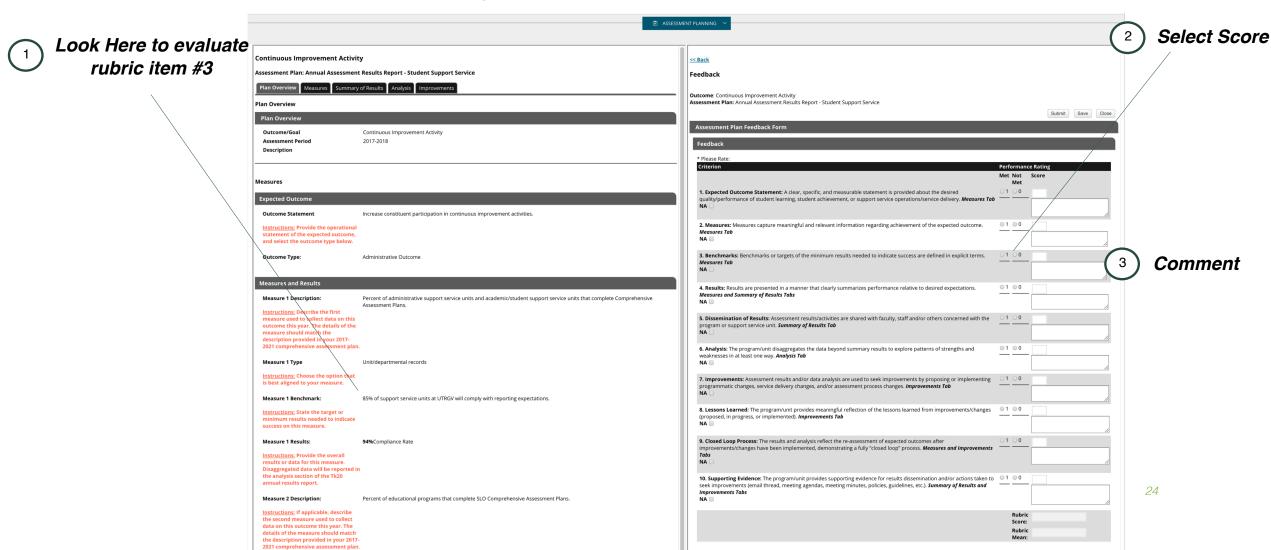
Criterion Not Met

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



### Annual Assessment Results Report

#### Feedback Rubric



# 4) Results

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#### Annual Assessment Results Report Rubric

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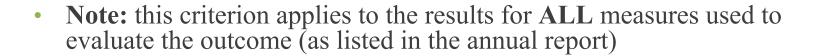
Scale:	: No Effort (0 Points)	Beginning (1-3 Points)	Emerging (4-5 Points)	Meets Expectations (6-7 Points)	Accomplished (8 Points)	Exemplary (9-10 Points)
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7.	Improvements: Assessment results and/or data analysis are used to seek improvements by proposing or implementing programmatic changes, service delivery changes, and/or assessment process changes. Improvements Tab					
8.		provements/change		ful reflection of the lessor ogress, or implemented).		
9.	<ul> <li>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.</li> <li>Measures-improvements Tabs</li> </ul>					
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• **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.





# Examples of Results

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

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

#### Annual Assessment Results Report

#### Feedback Rubric

Score:

Rubric

**Continuous Improvement Activity** << Back Select Score Assessment Plan: Annual Assessment Results Report - Student Support Service Feedback Look Here to evaluate Outcome: Continuous Improvement Activity Assessment Plan: Annual Assessment Results Report - Student Support Service rubric item #4 Submit Save Close Plan Overview Outcome/Goal Continuous Improvement Activity Assessment Period 2017-2018 Description \* Please Rate Measures 01 00 1. Expected Outcome Statement: A clear, specific, and measurable statement is provided about the desired Expected Outcome quality/performance of student learning, student achievement, or support service operations/service delivery. Measures Tab Outcome Statement Increase constituent participation in continuous improvement activities 2. Measures: Measures capture meaningful and relevant information regarding achievement of the expected outcome. Instructions: Provide the operational Measures Tab statement of the expected outcome, and select the outcome type below. 3. Benchmarks: Benchmarks or targets of the minimum results needed to indicate success are defined in explicit terms. Outcome Type: Administrative Outcome Measures and Results 01 00 4. Results: Results are presented in a manner that clearly summarizes performance relative to desired expectations. Comment Measures and Summary of Results Tabs Measure 1 Description: Percent of administrative support service units and academic/student support service units that complete Comprehensive Assessment Plans nstructions: Describe the first 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 neasure used to collect data on this outcome this year. The details of the measure should match the description provided in your 2017-6. Analysis: The program/unit disaggregates the data beyond summary results to explore patterns of strengths and ⊚1 ⊚0 weaknesses in at least one way. Analysis Tab Measure 1 Type Unit/departmental records Instructions: Choose the option that 7. Improvements: Assessment results and/or data analysis are used to seek improvements by proposing or implementing 0.1 0.0 is best aligned to your measure. programmatic changes, service delivery changes, and/or assessment process changes. *Improvements Tab* 85% of support service units at UTRGV will comply with reporting expectations. Measure 1 Benchmark: 8. Lessons Learned: The program/unit provides meaningful reflection of the lessons learned from improvements/changes 0 1 0 0 Instructions: State the target o (proposed, in progress, or implemented). Improvements Tab minimum results needed to indicate success on this measure. 01 00 9. Closed Loop Process: The results and analysis reflect the re-assessment of expected outcomes after Measure 1 Results: 94%Compliance Rate improvements/changes have been implemented, demonstrating a fully "closed loop" process. Measures and Improvements Instructions: Provide the overall results or data for this measure. Disaggregated data will be reported in the analysis section of the Tk20 10. Supporting Evidence: The program/unit provides supporting evidence for results dissemination and/or actions taken to 💮 1 💮 0 Note: Results may be attached annual results report. seek improvements (email thread, meeting agendas, meeting minutes, policies, guidelines, etc.). Summary of Results and 28 Improvements Tabs Measure 2 Description: Percent of educational programs that complete SLO Comprehensive Assessment Plans. Instructions: If applicable, describe

to reporting template or reported in "Summary of Results" section

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.

# 5) Dissemination of Results

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10.	dissemination an	d, if applicable, evi eeting agendas, m	dence of actions tal eeting minutes, poli	rting evidence for result sen to seek improvemen cies, guidelines, etc.).		

• **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

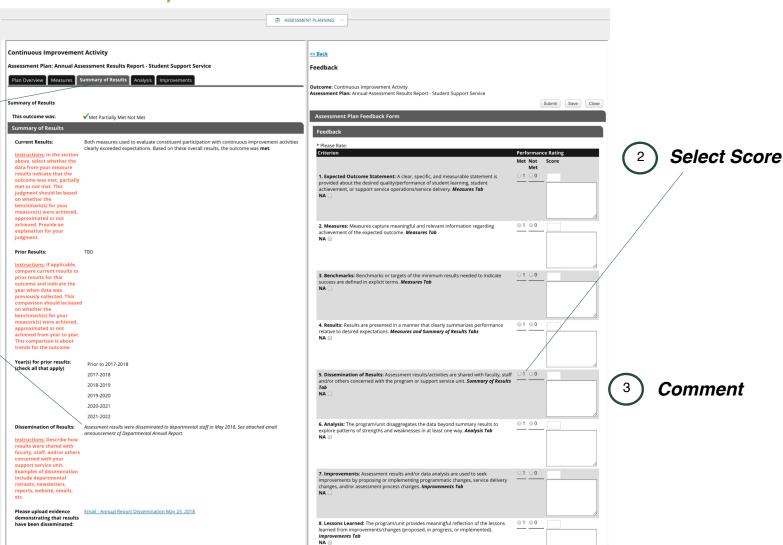
Who were results shared with? How?

Results were not shared

### Annual Assessment Results Report

#### Feedback Rubric

Look Here to evaluate rubric item #5



# 6) Analysis

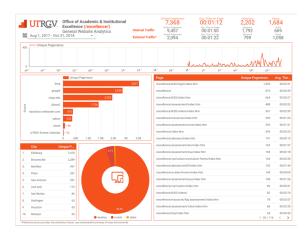
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7.	improvements by	, and/or assessmen	ementing program	matic changes, service		
8.		provements/change		ul reflection of the lessons ogress, or implemented).		
9.	Closed Loop Process: The results and analysis reflect the re-assessment of expected outcomes after improvements/changes have been implemented, demonstrating a fully "closed loop" process.  Measures-improvements Tabs					
10.	dissemination an (email thread, me	d, if applicable, evi	dence of actions ta eting minutes, poli	orting evidence for results ken to seek improvements cies, guidelines, etc.).	· 🗆	

• **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.

### 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

Charts/Graphs are not

required, but clear description of analysis is

35

### Annual Assessment Results Report

drilling down into the data revealed about the pattern

#### Feedback Rubric

ASSESSMENT PLANNING **Continuous Improvement Activity** << Back Assessment Plan: Annual Assessment Results Report - Student Support Service Feedback Plan Overview Measures Summary of Results Analysis Improvements Outcome: Continuous Improvement Activity Assessment Plan: Annual Assessment Results Report - Student Support Service Analysis Submit Save Close Assessment Plan Feedback Form **Outcome Analysis** Feedback Pattern of **Support Service Unit Compliance Rates** strengths: for Assessment Plannning \* Please Rate: **Describe** what Met Not Score drilling down into the data revealed 01 00 1. Expected Outcome Statement: A clear, specific, and measurable statement is about the pattern 80% of strengths for provided about the desired quality/performance of student learning, student achievement, or support service operations/service delivery. *Measures Tab* this outcome. This 60% applies to all outcome types such as student learning, student achievement, and ⊚1 ⊚0 2. Measures: Measures capture meaningful and relevant information regarding administrative achievement of the expected outcome. Measures Tab outcomes. The Select Score information provided here will guide responses All divisional areas, save two, exceeded the benchmark, These include; Institutional Advancement; to the Research, Grad Studies, and New Program Development; Strategic Enrollment; Academic Affairs; Finance Improvements section of the 3. Benchmarks: Benchmarks or targets of the minimum results needed to indicate Tk20 annual success are defined in explicit terms. *Measures Tab* results report for **Program SLO Compliance Rates** this outcome. for Assessment Plannning **4. Results:** Results are presented in a manner that clearly summarizes performance  $0 \ 1 \ 0 \ 0$ relative to desired expectations. Measures and Summary of Results Tabs NA 🗆 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 [ 36 Programs in every college exceed expectations of 85% compliance. Pattern of **Support Service Unit Compliance Rates** 01 00 weaknesses: 6. Analysis: The program/unit disaggregates the data beyond summary results to for Assessment Plannning explore patterns of strengths and weaknesses in at least one way. Analysis Tab Comment Describe what

Look Here to evaluate rubric item #6

# 7) Improvements

Exce				Results Repo			Services
sur	e that programs/u	inits participating i	n the institutional	and weaknesses of the A assessment process me rubric items are weighte	et expectations	for best	practice. Thi
icale:	No Effort (0 Points)	Beginning (1-3 Points)	Emerging (4-5 Points)	Meets Expectations (6-7 Points)	Accomplished (8 Points)	i	Exemplary (9-10 Points)
					М	et	Not Met
1.	provided about t		performance of stu	easurable statement is ident learning, student livery.			
2.		ures capture meani he expected outco		information regarding			
3.		chmarks or targets ed in explicit terms		esults needed to indicate	•		
4.	Results: Results a relative to desire Measures and Su	Се					
5.	<b>Dissemination of</b> and/or others con Summary of Resu	staff					
6.		gram/unit disaggre of strengths and w					
7.	Improvements: A improvements by delivery changes, Improvements Ta						
8.	<b>Lessons Learned:</b> The program/unit provides meaningful reflection of the lessons learned from improvements/changes (proposed, in progress, or implemented). Improvements Tab						
9.	Closed Loop Proc outcomes after in fully "closed loop Measures-Improv						
10.	dissemination an (email thread, me	d, if applicable, evid	dence of actions ta eting minutes, pol	orting evidence for resul- ken to seek improvement icies, guidelines, etc.).			

• **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.

### *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

meeting minutes, policies, guidelines, etc.). Summary of Results and Improvements Tabs

Outcome: Continuous Improvement Activity ssessment Plan: Annual Assessment Results Report - Student Support Service Submit Save Close ssment Plan Feedback Form ructions: All support service units must use results to seek improvements/enhancements regardless if benchmarks et. If benchmarks are routinely met, they could be too low and may need to be revisited. Support service units may to implement operational/service delivery changes and/or assessment process changes. nstructions: Select operational/service delivery change(s) from the list below or select other and specify. Operational/Service Delivery Changes Look Here to evaluate Select all operational/service 1. Expected Outcome Statement: A clear, specific, and measurable statement is provided about 0100 Change current service(s) or initiative(s) delivery changes that apply: the desired quality/performance of student learning, student achievement, or support service Delete service(s) or initiative(s) operations/service delivery. Measures Tab rubric item #7 Add new service(s) or initiatives(s) Make personnel or resources allocation changes Make policy changes 2. Measures: Measures capture meaningful and relevant information regarding achievement of  $\phantom{-}0\,1\phantom{0}0$ Make technology improvements the expected outcome. Measures Tab Implement additional trainings/professional development activities ✓ Communicate accomplishments and/or performance expectations Instructions: Describe the operational/service delivery activities during 17-18. Few units/programs were disengaged. Our office needs to publicize this major 3. Benchmarks: Benchmarks or targets of the minimum results needed to indicate success are  $\bigcirc$  1  $\bigcirc$  0 defined in explicit terms. Measures Tab 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 🗸 Are proposed **4. Results:** Results are presented in a manner that clearly summarizes performance relative to 0.0delivery changes are proposed Are in progress desired expectations. Measures and Summary of Results Tabs and will occur in the near Have been implemented future, have begun and continue to be in progress, or have been implemented. Instructions: Provide the The department plans to implement this action during the summer in time for the fall semester so that anticipated or actual timeline faculty/staff are available to meet in person and/or receive announcements 5. Dissemination of Results: Assessment results/activities are shared with faculty, staff and/or 01 00 for the implementation of others concerned with the program or support service unit. Summary of Results Tab operational/service delivery Instructions: Select the assessment change(s) from the list below or select other and specify. Assessment Changes Select all assessment changes **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** ⊚1 ⊚0 Restructure outcome statement that apply: Revise measure Review approach/instrument to evaluate measure Revise benchmark for success ✓ Collect and analyze additional data and information 7. Improvements: Assessment results and/or data analysis are used to seek improvements by 01 00 Change methods of data collection proposing or implementing programmatic changes, service delivery changes, and/or assessment process changes. Improvements Tab Revise assessment timeline Revise assessment setting Revise assessment oversight structure/responsibilities Revise communications with staff/faculty/others about assessment activities 8. Lessons Learned: The program/unit provides meaningful reflection of the lessons learned 0 1 0 0 from improvements/changes (proposed, in progress, or implemented). Improvements Tab ✓ Other Another measure of compliance reporting will go beyond planning to include the Annual Assessment assessment change(s) in Results report. Our plan is to also add another outcome related to improving the quality of assessment reporting. Instructions: Identify whether 🗸 Are proposed 9. Closed Loop Process: The results and analysis reflect the re-assessment of expected the assessment changes are outcomes after improvements/changes have been implemented, demonstrating a fully "closed proposed and will occur in the loop" process. Measures and Improvements Tabs near future, have begun and Have been implemented have been implemented. Instructions: Provide the The department plans to implement this action during the summer in time for collecting data during the anticipated or actual timeline upcoming academic year. 10. Supporting Evidence: The program/unit provides supporting evidence for results ⊚1 ⊚0 dissemination and/or actions taken to seek improvements (email thread, meeting agendas,

assessment changes.

2 Select Score

(3) Comment

41

### 8) Lessons Learned

The U	nivers		exas
Rio	Grai		Valley
Office	of Acad	emic &	

#### Annual Assessment Results Report Rubric

For Educational Programs, Administrative Support Services, and Academic/Student Support Services

This rubric is intended to provide feedback on the strengths and weaknesses of the Annual Assessment Results Report to ensure that programs/units participating in the institutional assessment process meet expectations for best practice. This rubric will be applied to each expected outcome in TX20. All rubric items are weighted equally and worth one point or the process of the

Scale	(O Points)	Beginning (1-3 Points)	Emerging (4-5 Points)	Meets Expectations (6-7 Points)	Accomplished (8 Points) Met	(9-10 Points) Not Met
1.	5	***********************************		easurable statement is	IVIEL	NOUNEL
1.	provided about t	he desired quality/	performance of stu	udent learning, student		
	Measures Tab	support service op	erations/service de	envery.		
2.				information regarding		
	Measures Tab	the expected outco	me.			
3.				esults needed to indicate		
	success are defin	ned in explicit terms				
	N/A 🗆					
4.	relative to desire		nanner that clearly	summarizes performance		
	Measures and Su N/A	ımmary of Results 1	abs			
5.	Dissemination of			are shared with faculty, sta	aff	
	Summary of Resi	incerned with the pults Tab	rogram or support	service unit.		
6.	N/A □ Analysis: The pro	gram/unit disaggre	gates the data bey	ond summary results to		
		of strengths and w				
	N/A 🗆					
7.		Assessment results a		is are used to seek nmatic changes, service		
	delivery changes	, and/or assessmen				
	Improvements Ta					
8.				ful reflection of the lessons ed and in progress, but		
	especially those	improvements alrea		and in progress, but		
_	N/A					
9.				ne re-assessment of expection of expection of expection of expections are not recommended as a second of the comment of expection of ex		
	fully "closed loop	o" process.	Bes nave been my	sierrieties, derrioristiating		
	Measures-Impro					
10.				orting evidence for results sken to seek improvements		
	(email thread, m	eeting agendas, me	eting minutes, pol	licies, guidelines, etc.).		
	N/A    N/A	ults & Improvement	IS TADS			
фес	ted Outcome Tit	le:			SCORE:	
					- SCORE:	
ogr	am/Unit		Evaluator(	s):		

• **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.

#### 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.



#### Annual Assessment Results Report have been met. If benchmarks are routinely met, they could be too low and may need to be revisited. Support service units may

Look Here to evaluate rubric item #8

#### Feedback Rubric

nave been met. If benchmarks a choose to implement operationa	re routinely met, they could be too low and may need to be revisited. Support service units may al/service delivery changes and/or assessment process changes.	* Please Rate:		
nstructions: Select operational/	service delivery change(s) from the list below or select other and specify.	Criterion	Performance Rating	
	Operational/Service Delivery Changes		Met Not Score Met	
Select all operational/service	Change current service(s) or initiative(s)	Expected Outcome Statement: A clear, specific, and measurable statement is provided about	01 00	
delivery changes that apply:	Delete service(s) or initiative(s)	the desired quality/performance of student learning, student achievement, or support service operations/service delivery. <i>Measures Tab</i>		
	Add new service(s) or initiatives(s)	NA		
	Make personnel or resources allocation changes			
	Make policy changes		//	
	Make technology improvements	2. Measures: Measures capture meaningful and relevant information regarding achievement of	⊚1 ⊚0	
	Implement additional trainings/professional development activities	the expected outcome. <i>Measures Tab</i> NA   Output  Description:		
	✓ 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 publicite 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.	3. Benchmarks: Benchmarks or targets of the minimum results needed to indicate success are defined in explicit terms. Measures Tab NA	01 00	2 Select Score
<u>Instructions:</u> Identify whether the operational/service	✓ Are proposed		//	
delivery changes are proposed	Are in progress	4. Results: Results are presented in a manner that clearly summarizes performance relative to	<u>01</u> <u>00</u>	
and will occur in the near future, have begun and continue to be in progress, or have been implemented.	Have been implemented	desired expectations. Measures and Summary of Results Tabs  NA		
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.	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	01 00	
nstructions: Select the assessme	ent change(s) from the list below or select other and specify.			
	Assessment Changes			
Select all assessment changes that apply:	Restructure outcome statement	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	01 00	
	Revise measure	NA 🗓		
	Review approach/instrument to evaluate measure			
	Revise benchmark for success			
	Collect and analyze additional data and information	7. Improvements: Assessment results and/or data analysis are used to seek improvements by	01 00	
	Change methods of data collection	proposing or implementing programmatic changes, service delivery changes, and/or assessment		
	Revise assessment timeline	process changes. <i>Improvements Tab</i> NA □		
	Revise assessment setting			
	Revise assessment oversight structure/responsibilities			
	Revise communications with staff/faculty/others about assessment activities	8. Lessons Learned: The program/unit provides meaningful reflection of the lessons learned	01 00	
	✓ Other	from improvements/changes (proposed, in progress, or implemented). Improvements Tab  NA		(3) Commont
Instructions: Describe the assessment change(s) in detail.	Another measure of compliance reporting will go beyond planning to include the Annual Assessment Results report.			(3) Comment
Instructions: Identify whether	Our plan is to also add another outcome related to improving the quality of assessment reporting.		//	
the assessment changes are	✓ Are proposed	<ol> <li>Closed Loop Process: The results and analysis reflect the re-assessment of expected outcomes after improvements/changes have been implemented, demonstrating a fully "closed</li> </ol>	01 00	
proposed and will occur in the near future, have begun and	Are in progress	loop" process. Measures and Improvements Tabs		
continue to be in progress, or have been implemented.	Have been implemented	NA 🗆		
Instructions: Provide the anticipated or actual timeline	The department plans to implement this action during the summer in time for collecting data during the			
for the implementation of assessment changes.	uponnig acaucins, year.	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 =	01 00	
Lessons Learned	N/A			45
Instructions: Describe the lessons learned from operational/service delivery			Rubric	
or assessment changes in			Score:	

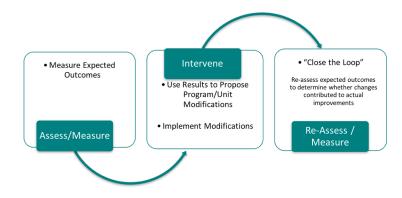
## 9) Closed Loop Process

	For Educationa	al Programs, Admir	nistrative Suppor	t Services, and Academ	ic/Student Suppor	t Services
nsur	e that programs/	units participating i	n the institutional	and weaknesses of the Ar assessment process mee rubric items are weighter	t expectations for b	est practice. T
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
1	Superior of Outcome	Ct A -I-			Met	Not Met
1.	provided about		performance of stu	easurable statement is udent learning, student elivery.		
2.		sures capture meani the expected outco		information regarding		
3.		nchmarks or targets ned in explicit terms		results needed to indicate		
4.	relative to desire	are presented in a need expectations.  ummary of Results 1	e			
5.	Dissemination of and/or others co Summary of Res	staff				
6.	Analysis: The pro explore patterns Analysis Tab					
7.	Improvements: A improvements b delivery changes Improvements T					
8.	Lessons Learned learned from im Improvements T	ns				
9.		improvements/char p" process.		ne re-assessment of expec plemented, demonstratin		
10.	dissemination ar	nd, if applicable, evi neeting agendas, me	dence of actions to eting minutes, pol	orting evidence for result: sken to seek improvemen licies, guidelines, etc.).		

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

### **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 biweekly	Departmental Grade Point Average of 3.42

#### Annual Assessment Results Report

Percent of educational programs that complete SLO Comprehensive Assessment Plans.

#### Feedback Rubric

seek improvements (email thread, meeting agendas, meeting minutes, policies, guidelines, etc.). Summary of Results and

Rubric

Improvements Tabs

**Continuous Improvement Activity** << Back Assessment Plan: Annual Assessment Results Report - Student Support Service Feedback Look Here to evaluate Outcome: Continuous Improvement Activity Plan Overview Assessment Plan: Annual Assessment Results Report - Student Support Service rubric item #9 Submit Save Close Plan Overview Outcome/Goal Continuous Improvement Activity Assessment Period 2017-2018 Description \* Please Rate Measures 01 00 1. Expected Outcome Statement: A clear, specific, and measurable statement is provided about the desired Expected Outcome quality/performance of student learning, student achievement, or support service operations/service delivery. Measures Tab Select Score Outcome Statement Increase constituent participation in continuous improvement activities 2. Measures: Measures capture meaningful and relevant information regarding achievement of the expected outcome. Instructions: Provide the operational Measures Tab statement of the expected outcome, and select the outcome type below. 3. Benchmarks: Benchmarks or targets of the minimum results needed to indicate success are defined in explicit terms. Outcome Type: Administrative Outcome Measures and Results ⊚1 ⊚0 4. Results: Results are presented in a manner that clearly summarizes performance relative to desired expectations. Measures and Summary of Results Tabs Measure 1 Description: Percent of administrative support service units and academic/student support service units that complete Comprehensive Assessment Plans Instructions: Describe the first 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 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. 6. Analysis: The program/unit disaggregates the data beyond summary results to explore patterns of strengths and ⊚1 ⊚0 weaknesses in at least one way. Analysis Tab Measure 1 Type Unit/departmental records Instructions: Choose the option that 7. Improvements: Assessment results and/or data analysis are used to seek improvements by proposing or implementing 01 00 is best aligned to your measure. programmatic changes, service delivery changes, and/or assessment process changes. Improvements Tab 85% of support service units at UTRGV will comply with reporting expectations. Measure 1 Benchmark: 8. Lessons Learned: The program/unit provides meaningful reflection of the lessons learned from improvements/changes 0 1 0 0 Instructions: State the target or (proposed, in progress, or implemented). Improvements Tab minimum results needed to indicate success on this measure. 9. Closed Loop Process: The results and analysis reflect the re-assessment of expected outcomes after Measure 1 Results: 94%Compliance Rate Comment improvements/changes have been implemented, demonstrating a fully "closed loop" process. Measures and Improvements Instructions: Provide the overall results or data for this measure. Disaggregated data will be reported in the analysis section of the Tk20 10. Supporting Evidence: The program/unit provides supporting evidence for results dissemination and/or actions taken to 💮 1 💮 0 annual results report.

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

Measure 2 Description:

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.

### 10) Supporting Evidence

The University of Texas Rio Grande Valle

#### Annual Assessment Results Report Rubric

For Educational Programs, Administrative Support Services, and Academic/Student Support Services

This rubric is intended to provide feedback on the strengths and weaknesses of the Annual Assessment Results Report to ensure that programs/junits participating in the institutional assessment process meet expectations for best practice. This rubric will be applied to each expected outcome in TR2O. All rubric items are weighted equally and worth one point each.

cale:	(0 Points)	Beginning (1-3 Points)	Emerging (4-5 Points)	Meets Expectations (6-7 Points)	Accomplished (8 Points) Met	(9-10 Points Not Met
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1.	provided about t achievement, or Measures Tab		performance of stu	easurable statement is udent learning, student elivery.		
2.	N/A  Measures: Meas achievement of the Measures Tab N/A					
3.		nchmarks or targets ned in explicit terms		esults needed to indicate		
4.	relative to desire			summarizes performand	ce	
5.	Dissemination of	ncerned with the p		are shared with faculty, service unit.	staff	
6.	Analysis: The pro explore patterns Analysis Tab					
7.	N/A   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					
В.	learned from imp	provements/change improvements alre	es that are propose	ul reflection of the lesson and in progress, but	ns	
9.	Closed Loop Proc	mprovements/char o" process.		e re-assessment of expe plemented, demonstratir		
10.	Supporting Evide dissemination an (email thread, m	d, if applicable, evi	dence of actions to eting minutes, pol	orting evidence for result ken to seek improvemer icies, guidelines, etc.).		
	.,,,,					
	ted Outcome Tit	I.e.			SCORE:	

Evaluator(s):

• **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.).

### 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

From:

To: VAOUEROS@LISTSERV.UTRGV.EDU

Subject: UTRGV Athletics Unveils 2017-18 Annual Report Date: Wednesday, August 1, 2018 3:13:14 PM

View the Complete Annual Report | Downloadable PDF

EDINBURG - The University of Texas Rio Grande Valley (UTRGV) Department of Intercollegiate Athletics unveiled on Wednesday its 2017-18 annual report, detailing the successes of the 2017-18 academic year in competition, in the classroom and in the community.

Below is a letter from UTRGV Director of Athletics Chris King that highlights some of this past year's accomplishments found in the annual report:

There is a lot to be excited about at UTRGV, and our student-athletes are leading the

#### Contact Information

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COMM 1311 is designed to showcase the communication studies discipline by introducing basic human communication principles in a variety of contexts including interpersonal, small group, and public speaking. The purpose of this course is twofold. First, students will learn how to adapt and deliver verbal and monrebal messages to communicate effectively with family, friends, and convolents. Second, students will learn to to successfully develop and editiver a persuasive presentation in abort, COMM 1311 will prepare students to be effective communication in the personal and professional lives.

#### COMM 1311 Learning Objectives

After completing COMM 1311, students will be able to:

- Understand and apply the five principles of human communication.
   Value and recognize the five principles of human communication during personal and professional

- Engage in effective group/team communication.
   Develop, organize, and deliver a persuasive presentation.
   Value and recognize an effective persuasive presentation.

For those majoring in Communication, upon completing all your course work, you will be able to:

1. Apply cognitive and behavioral skills in critical listening and thinking within multiple venues of

- 2. Exhibit an appreciation and tolerance for the culturally diverse patterns in which humans
- Effectively implement competent verbal and nonverbal communication behaviors in various situations—one-to-one, one-to-a few, and one-to-many—for different purposes—to inform, to
- persuade, to entertain.

  Demonstrate ethical communication practices.
- Demonstrate ethnica communication practices.
   Assess your only level of communication competence and critique others' level of performance in verbal and nonverbal communication.
   Demonstrate knowledge and understanding of information (i.e., concepts, principles, theories, critical issues, problems and behaviors).
   Demonstrate effictive research skills using professional journal articles, and other academic or

- substantial, credible sources
- Use discipline-appropriate technology applications, such as library databases, computer applications, Internet research, non-print media, multi-media applications, desktop publishing Blackboard, course-based electronic communication, etc.) in preparation and presentation of

