# 1 2017-2021 Assessment Planning Overview

For Academic and Student Support Service Units

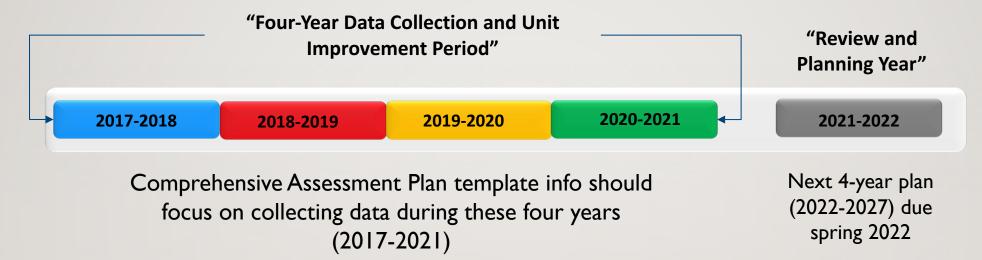


## 2 Presentation Outline

- Identify the assessment planning expectations for 2017-2021
- Describe the outline of the Comprehensive Assessment Plan Template
- Review the Comprehensive Assessment Plan Feedback Rubric
- Use examples to illustrate expectations for each major reporting component of the template.



## 3 UTRGV's New Assessment Framework: 2017- 2022



### Things to Note:

- 1) Plans will be submitted to OAA once at beginning of framework and updated on annual basis
  - Timeline: Nov. Ist (hard deadline) submit **final** draft of plan with approval signatures from liaison
  - Assessment Liaison will centralize completed plans in Word or PDF
- 2) Results and Use of Results for previous year will be submitted on an annual basis (every Oct. 1st)
  - 2016-2017 results will be reported in SharePoint

Rio Grande Valley 3) OAA will provide email communications regarding when and how to report future assessment activities

## 4 Justification for New Assessment Framework

Extends expectations over a longer period

 Provides more time and flexibility to plan, measure, take actions for continuous improvement, and measure impact of actions

Aligns to our SACSCOC Reaffirmation schedule



## 5 2017 Assessment Planning Guide - Outline

## **Academic and Student Support Service Units**

1)	Assessment Planning Overview	Page 2
2)	Comprehensive Assessment Plan Template with Component Descriptions	Page 3
3)	Comprehensive Assessment Plan Template with Examples.	Page 5
4)	Comprehensive Assessment Plan Template (Blank, Short-	Page 1/



## 6 General Expectations for Assessment Plans

- Include 3 to 5 expected outcomes that are aligned to the unit's mission and/or essential functions.
- Align expected outcomes to the university mission and/or strategic plan.
- Expected outcomes must address both student achievement outcomes and administrative outcomes.
- Collect data on all expected outcomes annually during the four-year data collection period (2017-2021).
- Note: Each expected outcome should have at least one measure.



## 7 Assessment Expectations

Step #1) Identify Expected Outcomes

Step #6) Close the Loop: Readminister assessments and determine whether and how actions/decisions led to actual improvements.

Step #5) Use results to take actions/decisions intended to bring about continuous improvement.

Step #2) Select measures and benchmarks to evaluate the extent to which outcomes are achieved.

Step #3) Identify systematic approach for collecting and evaluating assessment data.

**Note:** All units should plan to complete Steps #4, #5, and #6 for each expected outcome at least once during the four-year data collection period (2017-2021).

Units are welcome to revise list of expected outcomes and measures at any point.



Step #4) Evaluate the extent to which outcomes are achieved.

# 8 Planning Examples

	Year 1: 2017-2018		Year 2: 2018-2019		Year 3: 2019-2020			Year 4: 2020-2021				
	Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring	Summer
Example (1)	Assess	Intervene	Re- Assess/ Close the Loop	Assess	<u>Intervene</u>	Re- Assess/ Close the Loop	Assess	Intervene	Re- Assess/ Close the Loop	Assess	Intervene	Re- Assess/ Close the Loop
Example (2)	Assess	<i>Intervene</i>		Re-Assess/ Close the Loop	<u>Intervene</u>		Re-Assess/ Close the Loop	Intervene		Re-Assess/ Close the Loop	<u>Intervene</u>	
Example (3)	Assess	Intervene		Re-Assess/ Close the Loop			Assess	Intervene		Re-Assess/ Close the Loop		
Example (4)	Assess			Assess	Intervene		Re-Assess/ Close the Loop	Intervene		Assess		
Example (5)	Assess			Assess			Assess	Intervene		Re-Assess/ Close the Loop		

# Comprehensive Assessment Plan Reporting Template - Outline

- See Page 3 of guide for Descriptions of Reporting Components.
- See Page 5 of guide for Completed Template with Example Plans.
   (Dept. of Gender and Women's Studies)
- See Page 10 of guide for Completed Template with Example Plans. (Academic Advising Center)
- For blank template see Page 14 (use this as worksheet).



#### Comprehensive Assessment Plan Template with Component Descriptions for Academic and Student Support Service Units I. Identify your unit's mission and/or essential functions Section I. Overview: For this section of the reporting template, identify your unit and its mission. statement and/or essential functions. Tidentity the unit, office, or department that pertains to this assessment plan.) Provide a brief statement of your unit's core purpose, values, and/or Statement: essential functions within the context of the division and/or university. In Neuof a mission statement, write a brief statement of the unit's essential II. List all expected outcome statements and measure titles for 2017-2021 planning period Section II. Overview; For this section of the reporting template, provide a summary list of the following items covering the 2017-2021 planning period: (1) expected outcome statements and (2) measure title for each measure used to evaluate the expected outcomes. a) Expected Outcome Statements: Provide 3-5 expected outcome statements about the desired quality/performance of your unit's operations (e.g., functions, services, resources, processes, productivity, and/or efficiencies). Outcomes should be written as measurable statements of the expected quality/performance of your unit's operations. special Culture (1) | Provide a complete and measureable statement of the especial outcome.) Provide a companie and measureable statement of the expected outcome. Expected Distance (1) | Provide a complete and resummable statement of the expected outcome I b) Measure Titles: Create a short (3 to 4 words) title for the measure(s) or indicator(s) used to evaluate achievement of the expected outcomes identified above. Although units are encouraged to use multiple measures for each expected outcome, the expectation is for each objective to have at least one measure associated with it. Mote: Use the numbering convention below (1.1, 1.2. 1.3...etc.) to associate the multiple measures with the appropriate expected outcome. Tolerally a fee to three-word title for the measure.) Identify a two is three-word life for the measure.) [dentify a feo to three-word life for the measure.] III. Describe the assessment methodology for measures used to evaluate expected outcomes

Methodology for Measure 1.1 [include measure title here.] Create a short descriptive life (7 to 4 words) that captures/summarizes the Outcome Title: meaning of the expected outcome identified in Section IIIa) above. This is needed for easy identification in the Tk20 Assessment Management lidentify the expected outcome statement that will be associated with the b) Especied Outcome measure described in this section. This is from Section Ittal above.) Statement Standly whether the outcome is a student learning, student achievement or Outcome Type: administrative outcome? Provide brief explanation for why or how expected outcome is relevant to d) Expected Outcome Miss the unit's mission and assential functions) Alignment: Provide a brief explanation of any or how the expected outcome is relevant Expected to any of the following: UTRGV strategic plan, UTRGV mission, professional Outcome-Organizational organization/accreditation standards, state or federal regulatory bodies, or Alignment any other relevant organization.) Edentify the two to three-word title for one measure or indicator used to evaluate achievement of the expected outcomes identified in Sections II(s). and Itifb) above. This is needed for easy identification in the Tk20 Assessment Management System.) Describe the measure or indicator used to evaluate achievement of Description: expected outcome identified in Sections III(a) and III(b) above I Sidentify whether the measure is direct or indirect. Note: indirect measures to Measure Type evaluate attitudes and opinions using surveys, focus groups, and selfreflections about the expected outcome.) Briefly describe assessment data sources and the process for how the data and Collection L'betreflor ed lie Process: Ernelly describe when and how often the data will be collected.) Frequency and Timpling: Chale the minimum expected prilate for success.) Success: n Messure-Expen Briefly explain how the selected measure or indicator is appropriate for Outcome evaluating the expected outcome identified above.) Alignment: Describe the process the unit will use its evaluate or review the assessment data, including how it be reviewed and by whom. Also, describe how results Analysis. will be analyzed beyond the benchmark to identify strengths/weaknesses of achievement / When applicable, ettach scoring criteria, rubric or similar

"Wote: Complete the items in Section III above for subsequent expected outcomes and/or for additional measures utilized for the same expected outcome.

Section III. Overview: For this section of the reporting template, provide details of the methodology

# Comprehensive Assessment Plan Reporting Template – Section 1

 Include your mission statement or description of unit's essential functions here. Comprehensive Assessment Plan Template with Component Descriptions for Academic and Student Support Service Units

# Section I. Overview: For this section of the reporting temptate, identify your unit and its mission statement and/or essential functions. 2) Unit: [Identify the unit, office, or department that portains to this assessment plant.] [Identify the unit, office, or department that portains to this assessment plant.] [Indentify the unit, office, or department of your unit's core purpose, values, and/or statement. [Identify the unit's essential functions within the contest of the division and/or university. In Neurol a mission statement, write a brief statement of the unit's essential functions.]

#### B. List all expected outcome statements and measure titles for 2017-2021 planning period Section II. Overview; For this section of the reporting template, provide a summary list of the following flores overing the 2017-2021 planning period; (1) expected outcome statements and (2) measure 55s for each measure used to evaluate the expected outcomes.

a) Expected Cutcome Statements: Provide 3-5 expected outcome statements about the desired qualify/performance of your unit's operations (e.g., functions, services, resources, processes, productivity, and/or efficiencies). Outcomes should be written as measurable statements of the exceeded qualify/performance of your unit's operations.

1	Expected Outcome (1)	Provide a complete and measureable statement of the expected outcome.)
	Expedied Outcome (2)	Provide a complete and measureable statement of the expected outcome.)
	Especial Dutome (7)	[Provide a complete and measureable statement of the superied outcome.]

b) Measure Titles: Create a short (3 to 4 words) title for the measure(s) or indicator(s) used to evaluate achievement of the expected outcomes identified above. Although units are encouraged to use multiple measures for each expected outcome, the expectation is for each objective to have at least one measure associated with it. Mote: Use the numbering convention below (1,1,1,2,1,3, etc.) to associate the multiple measures with the appropriate expected outcome.

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[identify a two to three-word life for the measure.]	-
	[dentify a two to three-word life for the measure.]

#### III. Describe the assessment methodology for measures used to evaluate expected outcomes

Section III. Overview: For this section of the reporting template, provide details of the methodology used for each measure or indicator aligned to the expected outcomes identified in Section II above.

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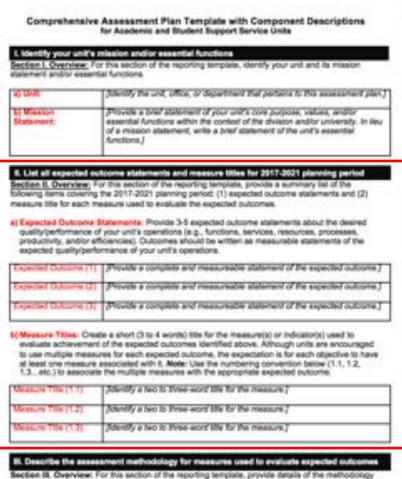
	asure 1.1 (Include measure title here.)
a) Expected Outcome Title:	[Create a short, descriptive little (2 to 4 words) that captures/turnmentoes the meaning of the expected outcome identified in Section little above. This is needed for easy identification in the Tk20 Assessment Management System.)
b) Espected Outcome Statement:	[identify the expected outcome statement that will be associated with the measure described in this section. This is from Section I(ia) above.)
C) Expected Outcome Type:	(identity whether the outcome is a student learning, student achievement or administrative outcome)
d) Expected Outcome Mission Alignment:	Provide brief explanation for why or how expected outcome is relevant to the unit's mission and essential functions)
e) Expected Outcome- Organizational Alignment	[Provide a brief explanation of arty or how the expected outcome is relevan to any of the following: UTHGV strategic plan, UTHGV mission, professional organization/accreditation standards, state or federal regulatory bodies, or any other relevant organization.]
f) Messure Title:	[Identify the two to three-word title for one measure or indicator used to evaluate achievement of the expected outcomes identified in Sections III(a) and III(b) above. This is needed for easy identification in the Tk20 Assessment Management System.)
g) Measure Description:	[Describe the measure or indicator used to evaluate achievement of expected outcome identified in Sections III(a) and III(b) above [
II) Measure Type	Jidentify whether the measure is direct or indirect. Note: Indirect measures evaluate attitudes and opinions using surveys, focus groups, and self- reflections about the expected outcome.)
Assessment Data and Collection     Process:	(Briefly describe assessment data sources and the process for how the data will be collected.)
j) Data Collection Frequency and Timeline	(Briefly describe when and how often the date will be collected.)
k) Benchmark for Success:	(State the minimum expected oritina for success.)
1) Measure-Expected Outcome Alignment:	(Briefly explain how the selected measure or indicator is appropriate for evaluating the expected outcome identified above.)
m) Approach for Evaluation and Analysis	(Describe the process the unit will use to evaluate or review the assessmentials, including how it be reviewed and by whom. Also, describe how results will be analyzed beyond the benchmark to identify strengths/weaknesses achievement / "Whom applicable, attach econing orderes, rubric or similar.

"Wote: Complete the items in Section III above for subsequent expected outcomes and/or for additional measures utilized for the same expected outcome.

4 8 15

# **Comprehensive Assessment Plan Reporting Template – Section 2**

- II (a) List all expected outcomes statements.
- II (b) List all measure titles associated with each outcome statement.
- Use 1.1, 1.2, 1.3... numbering convention to differentiate multiple measures for same expected outcome.



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used for each measure or indicator aligned to the expected outcomes identified in Section II above.

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Analysis will be analyzed beyond the benchmark to identify strengths/weaknesses of achievement / When applicable, attach scoring criteria, rubric or similar "Note: Complete the items in Section III above for subsequent expected outcomes and/or for additional measures utilized for the same expected outcome. 4.05.55

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evaluating the expected outcome identified above.)

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any other relevant organization )

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b) Especied

d) Expected Outcome Missi

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Outcome-

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meaning of the expected outcome identified in Section Illa) above. This is needed for easy identification in the Tk20 Assessment Management

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Standly whether the outcome is a student learning, student achievement or

Provide brief explanation for why or how expected outcome is relevant to

Provide a brief explanation of why or how the expected outcome is relevant

to any of the following: UTRGV strategic plan, UTRGV mission, professional

organization/accreditation standards, state or federal regulatory bodies, or

Edentify the two to three-word title for one measure or indicator used to evaluate achievement of the expected outcomes identified in Sections III(a).

and Itifb) above. This is needed for easy identification in the Tk20

Describe the measure or indicator used to evaluate achievement of

evaluate attitudes and opinions using surveys, focus groups, and self-

Briefly explain how the selected measure or indicator is appropriate for

Describe the process the unit will use its evaluate or review the assessment data, including how it be reviewed and by whom. Also, describe how results

Sidentify whether the measure is direct or indirect. Note: indirect measures

Briefly describe assessment data sources and the process for how the data

expected outcome identified in Sections III(a) and III(b) above I

Briefly describe when and how often the date will be collected.)

measure described in this section. This is from Section Ittal above.)

# Comprehensive Assessment Plan Reporting Template – Section 3

- Complete Sections III (a m) for each measure.
- Note: Section III (a e) will be repeated if using multiple measures for same expected outcome.

Comprehensive Assessment Plan Template with Component Descriptions for Academic and Student Support Service Units

## Monthly your unit's minition and/or etrescible functions. Section I. Overview: For this section of the reporting template, identify your unit and its mission statement and/or essential functions.

aj Line.	froming the unit, once, or department that persons to this assessment pain.)
Ej Wission Statement	Provide a brief statement of your unit's core purpose, values, and/or essential functions within the context of the division and/or university. In Neu of a mission statement, write a brief statement of the unit's essential functions.)

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#### B. Unit all expected outcome statements and measure titles for 2017-2021 planning period Section II. Overview: For this section of the reporting template, provide a summary list of the

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Expected Outcome (1)	Provide a complete and measureable statement of the expected outcome.)
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Expected Dutower (7)	[Provide a complete and measureable statement of the expected outcome.]

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Missaure Title [1.1]	[Stiently a two to three-word title for the measure ]	
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#### III. Describe the assessment methodology for measures used to evaluate expected outcomes

Section III. Overview: For this section of the reporting template, provide details of the methodologused for each measure or indicator aligned to the expected outcomes identified in Section II above.

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Methodology for Me	sasure 1.1 (Include measure title here.)
a) Expected Outcome Title:	[Create a short descriptive title (7 to 4 worts) that captures/turnmerbes the meaning of the expected outcome identified in Section IIIa) above. This is needed for easy identification in the Tk20 Assessment Management System.]
b) Espected Outcome Statement:	[identify the expected outcome statement that will be associated with the measure described in this section. This is from Section I(s) above.]
Cutcome Type:	(identity whether the outcome is a student learning, student achievement or administrative outcome)
Outcome Mission Alignment:	Provide brief explanation for why or how expected outcome is relevant to the unit's massion and essential functions)
e) Expected Outcome- Organizational Alignment	Provide a brief explanation of any or how the expected outcome is relevant to any of the following: UTHOV strategic plan, UTHOV mission, professional organization/accreditation standards, state or federal regulatory bodies, or any other relevant organization.)
f) Massure Title:	Jidentify the two to three-word title for one measure or indicator used to evaluate achievement of the expected outcomes identified in Sections III(s) and III(b) above. This is needed for easy identification in the Tk20 Assessment Management System.)
g) Measure Description:	Describe the measure or sidicator used to evaluate softewarters of expected outcome identified in Sections (II(s) and (II(b) above J
N) Messure Type:	Jidentify whether the measure is direct or indirect. Note: indirect measures evaluate attitudes and opinions using surveys, focus groups, and self- reflections about the expected outcome.)
Assessment Data and Collection Process:	[Briefly describe assessment data sources and the process for how the data will be collected.]
Data Collection     Frequency and     Timeline	(Briefly describe when and how often the date will be collected.)
k) Benchmark for Success:	(State the normum expected orders for success.)
Messure-Expected     Outcome     Alignment:	[Briefly explain how the selected measure or indicator is appropriate for evaluating the expected outcome identified above.]
m) Approach for Evaluation and Analysis	(Describe the process the unit will use to evaluate or review the assessment data, including how it be reviewed and by whom. Also, describe how results will be analyzed beyond the benchmark to identify strengths/weeknesses of achievement.) "When applicable, ettach scoring orders, rubric or similar.

"Note: Complete the Items in Section III above for subsequent expected outcomes and/or for additional measures utilized for the same expected outcome.

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# OAA's Institutional Rubric for Evaluating Comprehensive Assessment Plans (2017-2021)

- Nine (9) Rubric Elements Focused on Planning:
  - Expected Outcome Statements
  - Assessment Methodology
  - Data Collection Process
- Each Rubric Element Scored From 0-3
  - 0 = Needs Improvement
  - 1 = Progressing
  - 2 = Mature
  - 3 = Commendable
- Note: if units utilize multiple measures for the same expected outcome, then rubric elements #1, #2, #4 will be scored once and repeated on each scoring sheet. Remaining rubric elements (#3, #5, #6, #7, #8, #9) will be applied to each distinct measure.



#### Comprehensive Assessment Plan Feedback Rubric for Administrative and Academic/Student Support Service Units

Overall Rating: 0-6 Needs Improvement; 7-13 Progressing; 14-20 Mature; 21-27 Commendable

Score:	Feedback:
3	Expected outcome provides a clear, specific, and measureable statement about the desired quality/performance of the unit's operations.
2	Expected outcome has identified the desired quality/performance of the unit's operations, functions, services, processes, productivity, and/or efficiencies. But, it is not measureable action verbs (e.g. improve, increase, enhance, reduce, minimize, etc.) AND/OR the desired quality/performance of a unit's operations is vague or unclear.
1	Statement is provided, but it has not identified the desired quality/performand of the unit's operations, functions, services, processes, productivity, and/or efficiencies. Statement simply refers to an action plan or task.
0	No expected outcome statement is provided.

(Alte	ement of expected outcome is specific and measurable. rnative rubric element for units with Student Learning/Student syement Outcomes)
0	No expected outcome statement is provided.
1	Statement is provided, but it has not identified the desired quality/performance of student learning or student achievement. Statement simply refers to an action plan or task.
2	Expected outcome has identified the desired quality/performance of student learning or student achievement. But, it is not measureable or lacks the use of measureable action verbs (e.g., identify, define, explain, improve, increase, enhance, reduce, minimize, etc.) AND/OR the desired quality/performance of student learning/achievement is vague or unclear.
3	Expected outcome provides a clear, specific, and measureable statement about the desired quality/performance of student learning or student achievement.
Score:	Feedback:

<sup>\*</sup>The rubric elements will be applied to every distinct Expected Outcome-Measure pair identified in the Comprehensive Assessment Plan. This means that if programs utilize multiple measures for the same expected outcome, then rubric elements #1, 82, 84 will be scored once and repeated on each scoring sheet.

## 14 Visualization of Feedback Report (1 Measure per Outcome)

Rubric Element	Research (1.1 - Publications)	Service (2.1 - Committees)	Teaching (3.1 - Awards)	AVG	Comments
*1. Statement of expected outcome is specific and measurable.	1	3	1		
*2. Statement of expected outcome is adequately aligned to the unit's mission and beyond.	3	3	1		
3. Measure/indicator of quality or performance is described in detail.	2	3	1		
*4. Observable measures/indicators of quality or performance are utilized for the expected outcome.	2	3	1		
5. A clear and detailed plan for data collection has been developed.	3	3	1		
6. Benchmark for success provides meaningful comparisons (reference points) for unit self-study and improvement.	1	3	1		
7. Measure is explicitly aligned to expected outcome (direct relationship between measure and expected outcome).	2	3	1		
8. Robust approach to evaluating and analyzing assessment activity has been developed.	1	3	1		
9. The planned frequency and timeline for data collection is ongoing and supports continuous improvement.	2	3	1		
	17	27	9		
	Mature	Commendable	Progressing		

## 15 Visualization of Feedback Report (For Multiple Measures)

Rubric Element	Research (1.1 - Publications)	Research (1.2 - Citations)	Research (1.3 - Awards)	AVG	Comments
*1. Statement of expected outcome is specific and					
measurable.	3	3	3		
*2. Statement of expected outcome is adequately aligned to					
the unit's mission and beyond.	3	3	3		
3. Measure/indicator of quality or performance is described					
in detail.	2	3	1		
*4. Observable measures/indicators of quality or					
performance are utilized for the expected outcome.	3	3	3		
5. A clear and detailed plan for data collection has been					
developed.	3	3	1		
6. Benchmark for success provides meaningful					
comparisons (reference points) for unit self-study and					
improvement.	1	3	1		
7. Measure is explicitly aligned to expected outcome (direct					
relationship between measure and expected outcome).	2	3	1		
8. Robust approach to evaluating and analyzing					
assessment activity has been developed.	1	3	1		
9. The planned frequency and timeline for data collection is					
ongoing and supports continuous improvement.	1	3	1		
	19	27	15		
	Mature	Commendable	Mature		

The University of Texas

# 16 Rubric Element #1) Expected Outcome Statement

*1. State	*1. Statement of expected outcome is specific and measurable.			
0	No expected outcome statement is provided.			
1	Statement is provided, but it has not identified the desired quality/performance of the unit's operations, functions, services, processes, productivity, and/or efficiencies. Statement simply refers to an action plan or task.			
2	Expected outcome has identified the desired quality/performance of the unit's operations, functions, services, processes, productivity, and/or efficiencies. But, it is not measureable or lacks the use of measureable action verbs (e.g., improve, increase, enhance, reduce, minimize, etc.) AND/OR the desired quality/performance of a unit's operations is vague or unclear.			
3	Expected outcome provides a clear, specific, and measureable statement about the desired quality/performance of the unit's operations.			
Score:	Feedback:			

## 17 Things to Consider Regarding Rubric Element #1

### Plans should include this:

- Statements should focus on the desired quality or performance of a unit's operations.
  - Effectiveness; Productivity
  - Efficiency; Target Audience Behavior
  - Satisfaction
- Statements should include <<action verbs>> to facilitate measuring achievement of outcomes (e.g., improve, enhance, reduce, provide, etc.).
- Also include expectations about student achievement.
  - Degree Completion; Job Placement;
     GPA; Retention; Attendance; DFW

### Plans should avoid this:

- Using vague language to operationalize statement of expected outcomes.
- Relying on action plans or tasks for developing expected outcomes.
   Better to use results to develop action plans or tasks for improvement.



# **Example for Rubric Element #1) Expected Outcome Statement**

In each example, expected outcome provides a clear, specific, and measureable statement about the desired quality/performance of the unit's operations.

## • (3) Commendable:

- The AAC will provide undergraduate students with a satisfactory academic advising experience.
- The department faculty will conduct high quality research.
- The Office of Institutional Compliance will reduce incidences of non-compliance.

# Rubric Element #2) Expected Outcome-Mission Alignment

*2. State	*2. Statement of expected outcome is adequately aligned to the unit's mission and beyond.			
o	No expected outcome statement is provided. OR the expected outcome statement does not seem related to a unit's mission and/or any other relevant organization.			
1	Expected outcome statement does not seem related to a unit's mission, functional responsibilities. AND/OR the information about the alignment is missing or vague.			
2	Expected outcome is relevant to a unit's mission and key functional responsibilities. AND the alignment description is clear and logical.			
3	Expected outcome is clearly and directly aligned to the unit's mission and key functional responsibilities. AND it clearly aligns to any of the following: UTRGV strategic plan, UTRGV mission, professional organization/accreditation standards, state or federal regulatory bodies, or any other relevant organization.			
Score:	Feedback:			

The University of Texas Rio Grande Valley

## 20 Look Here for Rubric Element #2

#### Comprehensive Assessment Plan Template with Component Descriptions for Academic and Student Support Service Units

#### I. Monthly your unit's mission and/or essential functions

Section I. Overview: For this section of the reporting template, identify your unit and its massion statement and/or essential functions.

A) Unit:	Specials are now success on arbitraries, and hindred and hindred by the
Statement	Provide a brief ablament of your unit's sore purpose, values, and/or essential functions within the context of the division and/or university. In feu of a mission statement, write a brief statement of the unit's essential functions.)

#### II. List all expected outcome statements and measure titles for 2017-3021 planning period

Section 8. Overview: For this section of the reporting template, provide a summary list of the following items covering the 2017-2021 planning period: (1) expected outcome statements and (2): measure life for each measure used to evaluate the expected outcomes.

a) Expected Outcome Statements: Provide 3-5 expected outcome statements about the desired qualify/performance of your unit's operations (e.g., functions, services, resources, processes, productivity, and/or efficiencies). Outcomes should be written as measurable statements of the expected quality/performance of your unit's operations.

Expedied Outcome (1)	регонов в сопрым али меакцивами абышкий от жи вироский оштоли»)
Extraction Continue (2):	Survive a combiner and weremargue appropriate to the extension continues.
Expedied Outcome (3):	Provide a complete and measureable statement of the expected outcome;

b) Measure Titles: Create a short (3 to 4 words) title for the measure(s) or indicator(s) used to evaluate achievement of the expected outcomes identified above. Although units are encouraged to use multiple measures for each expected outcome, the expectation is for each objective to have at least one measure associated with it. Water Use the numbering convention below (1.1, 1.2, 1.3. wit.) to associate the multiple measures with the appropriate expected outcome.

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#### III. Describe the assessment methodology for measures used to evaluate expected outcomes

used for each measure or indicator aligned to the expected outcomes identified in Section II above.

meaning of the expected outcome identified in Section that above. This is
needed for easy identification in the TAZZ Assessment Management System j
(Dentify the expected outcome statement that will be associated with the
measure described in this section. This is from Section I(ja) above./
(Mandly whether the outcome is a student learning, abusent achievement or administrative outcome)
/Provide brief explanation for why or how expected outcome is relevant to the unit's mission and eas* dial functions!
Provide a Sharf explanation of why or how the expected cultions in interest
to any of the following: UTROV shatego plan, UTROV mission, professional organization/accreditation standards, state or federal regulatory bodies, or any other relevant organization.)
plantify the tay to three word title for one measure or indicator used to evaluate active/ement of the expected outcomes identified in Sections III(a) and III(b) above. This is needed for easy identification in the Tk20 Assessment Management System.)
(Describe the measure or repositor used to evaluate achievement of expected outcome identified in Sections (II)s) and (II)b) above J
(Rentify whether the measure is direct or tederect flots, indirect measures evaluate attludes and opinions using surveys, focus groups, and self- reflections about the expected autoims (
promy describe assessment data sources and the process for how the data will be collected.)
periodly describe when and now offen the data will be conscised?
layers are working to the and the transfer of the layers to the layers t
(Briefly explain flow the solution measure or indicator is appropriate for evaluating the expected outcome identified above.)
Discords the process the unit will use to evaluate or receive the assessment date, including how it be reviewed and by whom. Also, describe how results will be analyzed beyond the benefitment to stendily strengths/weaknesses of achievement, 1 "other applicable, afterhiscoring orders, rubric or similar occurrence."

Mathedalage for Manauca I. I. Backets measure title have

Section III. Overview: For this section of the reporting template, provide details of the methodology

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additional measures utilized for the same expected outcome.

## 21 Things to Consider for Rubric Element #2

### **Units should include this:**

 Describe how the expected outcome is relevant to the unit's mission, essential functions, university's mission or any other relevant organizational goals or professional standards.

### **Units should avoid this:**

 Use of vague, broad, or incomplete descriptions about relationship between the expected outcome and unit mission and other organizational goals.



# **Examples for Rubric Element #2) Outcome-Mission**Alignment

Expected outcome is clearly and directly aligned to the unit's mission and key functional responsibilities.

AND it clearly aligns to UTRGV

Strategic Plan

## • (3) Commendable:

 The Academic Advising Center's support services are intended to facilitate students' timely progress toward their degrees. Positive advising experiences should be indicative that the unit is making progress toward its own mission.

The expected outcome statement is also directly aligned to the core priority of Student Success outlined in UTRGV's "Support our students in achieving their academic goals in a timely manner and reaching their professional aspirations through excellent integrated learning experiences both in and out of the classroom."

# 23 Rubric Element #3) Measure Description

3. Measu	re/indicator of quality or performance is described in detail.
0	No measures/indicators or descriptions are provided for expected outcome.
1	Measure/indicator of performance or quality is identified, but description is too vague for general audiences (e.g., a student, a parent, a staff member, a community member, or external accreditor) to understand.
2	Description of the measure/indicator of performance or quality provides some details, but not quite enough for general audiences (e.g., a student, a parent, a staff member, a community member, or external accreditor) to understand.
3	Measure/indicator of performance or quality is described with sufficient details for general audiences (e.g., a student, a parent, a staff member, a community member, or external accreditor) to understand.
Score:	Feedback:

## 24 Look Here for Rubric Element #3

#### Comprehensive Assessment Plan Template with Component Descriptions for Academic and Student Support Service Units

#### I. Monthly your unit's mission and/or essential functions

Section I. Overview: For this section of the reporting template, identify your unit and its massion statement and/or essential functions.

a) use:	[Secrety the cost, circle, or expenses many posterior to the assessment plan.]
Statement	Provide a brief ablement of your unit's sore purpose, values, and/or essential functions within the context of the division and/or university, in few of a mission statement, write a brief statement of the unit's essential functions.)

#### II. List all expected outcome statements and measure titles for 2017-3021 planning period

Section 8. Overview: For this section of the reporting template, provide a summary list of the following farms covering the 2917-2021 planning period: (1) expected outcome statements and (2) measure life for each measure used to evaluate the expected outcomes.

a) Expected Outcome Statements: Provide 3-5 expected outcome statements about the desired qualify/performance of your unit's operations (e.g., functions, services, resources, processes, productivity, and/or efficiencies). Outcomes should be written as measurable statements of the expected quality/performance of your unit's operations.

Expedied Outcome (1)	регонов в сопрым али меакцивами абышкий от жи вироский оштоли»)
Extraction Continue (2):	Survive a combiner and weremargue appropriate to the extension continues.
Expedied Outcome (3):	Provide a complete and measureable statement of the expected outcome;

b) Measure Titles: Create a short (3 to 4 words) title for the measure(s) or indicator(s) used to evaluate achievement of the expected outcomes identified above. Although units are encouraged to use multiple measures for each expected outcome, the expectation is for each objective to have at least one measure associated with it. Water Use the numbering convention below (1.1, 1.2, 1.3. wit.) to associate the multiple measures with the appropriate expected outcome.

Message Tree (1.1).	poently a two to mean work the for the measure.)	
Measure 10e (12):	[Spentify a fee to three-word title for the measure.]	
Message 1 (0 (13))	(Districtly a face to divise while the last wearning)	

#### III. Describe the assessment methodology for measures used to evaluate expected outcomes

Section III. Overview: For this section of the reporting template, provide details of the methodology used for each measure or indicator aligned to the expected outcomes identified in Section II above.

	essure 1.1 (Include measure title here.)
Outcome Title	PCREASE a short descriptive title 13 to 4 words; that captures/summarizes the meaning of the expected outcome identified in Section Dial above. This is needed for easy identification in the TR22 Assessment Management System.
Oylicams Statement	plantify the expected outcome statement that will be associated with the measure described in this section. This is from Section I(ia) above.)
Outcome Type:	plantly whether the outcome is a student learning, abutent scholarement or administrative outcome)
Outcome-Mission Alignment	Provide Shart explanation for any or how expected outcome is relevant to the unit's mission and essential functional
a) Expected Outcome- Organizational Alignment	Provide a brief exprenation of any or how the expected outcome is revivant to any of the following: UTROV shategic pilen, UTROV existion, professional organization/accreditation standards, state or federal regulatory bodies, or any other relevant organization.)
Measure Title	Differently the tay to three-word title for one measure or indicator used to evaluate achievement of the expected outcomes identified in Sections III(s) and III(s) above. This is needed for easy identification in the Tis20 Assessment Management System.)
(C Measure	(Describe the measure or indicator used to evaluate achievement of
Description	expected outcome identified in Sections III(s) and III(b) above.)
of mercan above	evaluate attitudes and opinions using surveys, focus groups, and self- reflections about the expected outsides (
Assissment Data and Collection Process:	promy describe assessment data sources and the process for how the data will be collected.)
Frequency and Timeline	/Briefly describe when any how offers the data will be conscise?
No Succession Succession	(State the minimum expected interests and excess)
Outcome Alignment	(Briefly explain flow the solected measure or indicator is appropriate for evaluating the expected outcome identified above (
m) Approach for Evaluation and Analysis	Discorde the process the unit will use to execute or review the assessment date, including how it be reviewed and by whom. Also, describe how results will be energied beyond the benefitment to Mentily strengths/weeknesses of achievement.) "When applicable, aftern scoring criteria, rubric or amiliar occurrence."

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additional measures utilized for the same expected outcome.

## 25 Things to Consider for Rubric Element #3

### **Units should include this:**

- Describe the measure with as much precision as possible and in a way that non-experts will understand.
- Think about what metrics/indicators will actually be reported.

### **Units should avoid this:**

- Use vague or broad description of measures used to evaluate quality or performance of unit's operations.
- Use terminology that will confuse non-experts about what is being measured.

# **Examples for Rubric Element #3) Measure Description**

Measure of unit's quality is described with sufficient details for general audiences to understand.

## • (3) Commendable:

Students who participate in advising sessions will be asked to complete an on-line survey to respond to the following statement: "My overall satisfaction with the academic advising session was: (1) Very Dissatisfied, (2) Dissatisfied, (3) Neutral, (4) Satisfied, (5) Very Satisfied." The average response category will be reported for assessment purposes.



# Rubric Element #4) Measures of Quality or Performance

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*4. Obse	rvable measures/indicators of quality or performance are utilized for the expected
0	No measures or descriptions are provided for the expected outcome.
1	At least <b>one</b> measure/indicator for the expected outcome is provided. But measure does not evaluate the quality or performance of a unit's operations using observable data (unit records, audit reports, productivity information, compliance statistics, timing of services rendered, satisfaction surveys, etc.). AND/OR the measure is an action plan.
2	Expected outcome uses at least <b>one</b> measure/indicator of unit's expected quality/performance. AND measure evaluates the quality or performance of a unit's operations using observable data (unit records, audit reports, productivity information, compliance statistics, timing of services rendered, satisfaction surveys, etc.)
3	Expected outcome uses <i>multiple</i> measures/indicators of unit's expected quality/performance. AND measures evaluate the quality or performance of a unit's operations using observable data (unit records, audit reports, productivity information, compliance statistics, timing of services rendered, satisfaction surveys, etc.).
Score:	Feedback:

## 28 Look Here for Rubric Element #4

#### Comprehensive Assessment Plan Template with Component Descriptions for Academic and Student Support Service Units

#### I. Identify your unit's mission and/or assential functions

Section 1. Overview: For this section of the reporting template, identify your unit and its massion statement and/or essential functions.

A) UNE	роскоу на сих, оток, от вершения направани на акциинатерии.)
NI Mission Statement	(Provide a End statement of your unit's core purpose, values, and/or essential functions within the control of the division and/or university, in lieu of a mission statement, write a tinef statement of the unit's essential functions.)

#### II. List all expected outcome statements and measure titles for 2017-3021 planning period

Section II. Overview: For this section of the reporting template, provide a summary ligt of the following items covering the 2917-2021 planning period: (1) expected outcome statements and (2) measure title for each measure used to evaluate the expected outcomes.

a) Expected Outcome Statements: Provide 3-5 expected outcome statements about the desired qualifytperformance of your unit's operations (e.g., functions, services, resources, processes, productivity, and/or efficiencies). Outcomes should be written as measurable statements of the expected qualifytperformance of your unit's operations.

Expedied Cultime (1).	provide a complete and measureable algebraic of the expected outcome?
Expensive Commercial	Survius a coulting and weremappe appearing to the extension concious?
Expedied Outcome (3):	Provide a complete and measureable statement of the expected outcome.)

b) Measure Titles. Create a short (3 to 4 words) title for the measure(s) or indicator(s) used to evaluate achievement of the expected outcomes identified above. Although units are encouraged to use multiple measures for each expected outcome, the expectation is for each objective to have at least one measure associated with it. Note: Use the numbering convention below (1.5, 1.2, 1.3, etc.) to associate the multiple measures with the appropriate expected outcome.

Message Title (1.1):	presently a two to move—word title for the measure.)	
	(Southly a two to three-word title for the measure.)	
Memora 1 de (1 do.	powerty a two to three-word the for the measure.)	

#### III. Describe the assessment methodology for measures used to evaluate expected outcomes

Section III. Overview: For this section of the reporting template, provide details of the methodology used for each measure or indicator aligned to the expected outcomes identified in Section II above.

Outcome Title:	[Create a short descriptive title   7 to 4 words; that captures/summarizes that meaning of the expected outcome identified in Section U(a) above. This is needed for easy identification in the TX22 Assessment Management System.)
Options Statement	fidently the expected outcome statement that will be associated with the measure described in this section. This is from Section I(is) above.)
Outcome Type	provinty whether the outcome is a student tearning, abutent achievement or administrative nutrients)
d) Expected Outcome-Missi Alignment	photos brail apparation for why or how expected outcome is reteven to the unit's mission and essential fundional
a) Expected Outcome- Organizational Alignment	provide a total exprendition of why or how the expected outcome is relevant to any of the following: UTROV strategic plan, UTROV mission, professional organization/accreditation atlandants, state or federal regulatory bodies, or any other relevant organization.)
Measure Title	Districtly the two to three word title for one measure or indicator used to evaluate achievement of the expected outcomes identified in Sections III(s) and III(s) above. This is needed for easy identification in the Ti20 Assessment Management System.)
g) Measure Description:	(Describe the measure or indicator used to evaluate achievement of expected outcome identified in Sections (II(s)) and (II(s)) above.)
NO Measure Type	[Identity whether the measure is direct or bedirect floto; indirect measures evaluate attitudes and opinions using surveys, house groups, and self-reflections about the expected surroms [
II Assessment D. and Collection Process	
J Data Conscious Frequency and Timeline	
A) Bucchese for	(State the minimum expected orders for success )
Outcome Alignment	(Briefly explain fow the solected measure or indicator is appropriate for evaluating the expected outcome identified above (
m) Approach for Explusion and Analysis	Discorde the process the unit will use to evaluate or replacifie assessment data, including how it be reviewed and by whom. Also, describe how results will be analyzed beyond the benchmark to identify strengths/lessionesses of achievement.) "When applicable, aftern scoring orders, rubric or smiles occurrence."

Methodology for Messure 1.1 (Include measure title here.)

"Wate. Complete the items in Section III above for subsequent expected outcomes and/or for additional measures utilized for the same expected outcome.

## 29 Things to Consider for Rubric Element #4

### **Units should include this:**

- Best practice is to use multiple measures for the same expected outcome to triangulate achievement.
  - Example: Lap time, heart rate, BMI are reasonable indicators of personal fitness.
- Measures should evaluate the quality or performance of a unit's operations using observable data.
  - unit records, audit reports,
  - productivity information, compliance statistics,
  - timing of services rendered, satisfaction surveys, etc..

### Units should avoid this:

- Using measures that are action plans and do not provide a metric or indicator of performance or quality.
  - Example: Joining a gym or registering for Weight Watchers are not good indicators of personal fitness.



# **Examples for Rubric Element #4) Measures of Quality/Performance**

For each expected outcome, there are multiple measures that use observable data to evaluate performance or quality of a unit's operations or essential functions.

## • (3) Commendable:

- Satisfaction with Services
  - Survey Responses, Focus Group Discussions
- Research Productivity
  - Publications, Citations
- Student Success
  - GPA, Job Placement Stats



# Rubric Element #5) Data Collection Process

5. A cle	ar and detailed plan for data collection has been developed.
0	No plan for collecting assessment data has been provided.
1	The plan provides incomplete or vague information regarding where and/or how the unit plans to collect assessment data, making it difficult to ensure the unit will follow through with implementation.
2	The plan provides adequate or sufficient information regarding where and/or how the unit will collect assessment data, increasing the likelihood that the unit will follow through with consistent implementation. However, some information regarding the data collection process is unclear.
3	The plan provides precise and clear information regarding where and/or how the unit will collect assessment data, making it highly likely it will follow through with consistent implementation.
Score:	Feedback:



## 32 Look Here for Rubric Element #5

#### Comprehensive Assessment Plan Template with Component Descriptions for Academic and Student Support Service Units

#### I. Monthly your unit's mission and/or essential functions

Section I. Overview: For this section of the reporting template, identify your unit and its massion statement and/or essential functions.

A) UNE	роскоу на сих, оток, от вершения направани на акциинатерии.)
NI Mission Statement	(Provide a End statement of your unit's core purpose, values, and/or essential functions within the control of the division and/or university, in lieu of a mission statement, write a tinef statement of the unit's essential functions.)

#### II. List all expected outcome statements and measure titles for 2017-3021 planning period

Section 8. Overview: For this section of the reporting template, provide a summary list of the following farms covering the 2917-2021 planning period: (1) expected outcome statements and (2) measure life for each measure used to evaluate the expected outcomes.

a) Expected Outcome Statements: Provide 3-5 expected outcome statements about the desired qualify/performance of your unit's operations (e.g., functions, services, resources, processes, productivity, and/or efficiencies). Outcomes should be written as measurable statements of the expected quality/performance of your unit's operations.

Expedied Outcome (1)	регонов в сопрым али меакцивами абышкий от жи вироский оштоли»)
Extraction Continue (2):	Survive a combiner and weremargue appropriate to the extension continues.
Expedied Outcome (3):	Provide a complete and measureable statement of the expected outcome;

b) Measure Titles: Create a short (3 to 4 words) title for the measure(s) or indicator(s) used to evaluate achievement of the expected outcomes identified above. Although units are encouraged to use multiple measures for each expected outcome, the expectation is for each objective to have at least one measure associated with it. Water Use the numbering convention below (1.1, 1.2, 1.3. wit.) to associate the multiple measures with the appropriate expected outcome.

Message Tree (1.1).	poently a two to mean work the for the measure.)	
Measure 10e (12):	(Next) a two to three-word title for the measure.)	
Message 1 (6 (13))	(DENTY 2 THE TO THE WORT THE TO THE MESSUR!)	

#### III. Describe the assessment methodology for measures used to evaluate expected outcomes.

Section III. Overview: For this section of the reporting template, provide details of the methodology used for each measure or indicator aligned to the expected outcomes identified in Section II above.

at Expected	
Outcome Title:	Toreste a short descriptive the 13 to 4 words; that captures/summarizes the meaning of the expected outcome identified in Section (I)a) above. This is needed for easy street/setter in the TAZ2 Assessment Management System 5.
60 Expected	Disensify the expected outcome statement that will be associated with the
Oylicama Statement:	measure described in this section. This is from Section II(a) above.
Outcome Type:	(Rently whether the subsone is a student learning, atutent achievement or administrative nutrieme)
Oviceme-Mission Alignment	Provide brief explanation for eity or flow expected outcome is likeward to the unifix mission and essential functions!
a) Expected Outcome- Organizational Alignment	provide a trial explanation of why or how the expected outcome is relevant to any of the following: UTROV shatepic pilen, UTROV mission, professional organization/econolidation atlandants, state or federal regulatory bodies, or any other relevant organization.)
Nessure Title	Discrify the fary to three word title for one measure or indicator used to evaluate achievement of the expected outcomes identified in Sections III(a) and III(b) above. This is needed for easy identification in the Tk20 Assessment Management System.)
O Western	(Describe the measure or indicator used to evaluate achievement of
Description	expected outcome identified in Sections III(s) and II(b) above.)
NO Measure Type:	(Identify whether the measure is direct or indirect. Note: Indirect measures evaluate attludes and opinions using surveys, focus groups, and set-infections about the expected outcome;
Assessment Data and Cottestion Freeza	(Briefly describe assessment data sources and the process for how the data will be collected (
Frequency and Timeline:	plinely describe when and now often the data will be corrected;
Success:	layer an women exhectes togethe an encourer t
Outcome Alignment	(Briefly explain fow the selected measure or indicator is agangmate for evaluating the expected outcome identified above.)
m) Approach for	Describe the process the soft will use to evaluate or review the assessment
Evaluation and Analysis	date, including how if he reviewed and by whom. Also, describe how results will be analyzed beyond the benchmark to Monthly strengths/weaknesses of

"Wate. Complete the James in Section III above for subsequent expected automes and/or for additional measures utilized for the same expected outcome.

## 33 Things to Consider for Rubric Element #5

### **Units should include this:**

- Be specific about where and/or how the unit will collect assessment data.
- The point is to demonstrate that the unit is highly likely to follow through with implementing plan to collect data.

### Units should avoid this:

 Providing vague information about data collection process.

# **Examples for Rubric Element #5) Data Collection Process**

The plan provides precise and clear information regarding where and/or how the unit will collect assessment data, making it highly likely it will follow through with consistent implementation.

## (2) *Mature:*

- Survey responses will be collected online.
- Daily attendance records will be collected by department staff.
- Compliance rates will be gathered from unit records of assessment reports submitted in SharePoint.

## • (3) Commendable:

 Data is from daily records of scheduled advising sessions compiled by academic advising staff. The director will aggregate monthly reports submitted by staff members into one annual report of total advising sessions.

# Rubric Element #6) Benchmarks

	hmark for success provides meaningful comparisons (reference points) it self-study and improvement.
0	No benchmark has been provided.
1	Benchmark for success has been defined in general or broad terms (e.g., will improve, will meet expectations, will meet national standards, will do better than peer institutions). AND/OR the benchmark represents an action plan or task the unit expects to achieve.
2	Benchmarks for success have been written relative to a desired level of performance or quality AND defined in explicit terms (e.g., 75% of students will report being somewhat satisfied or very satisfied with the unit's services).
3	Benchmarks for success have been written relative to a desired level of performance or quality AND defined in explicit terms AND specific information for how or why the benchmarks were selected has been provided (e.g., peer institutions, norm-reference groups, historical data, etc.).
Score:	Feedback:



## 36 Look Here for Rubric Element #6

#### Comprehensive Assessment Plan Template with Component Descriptions for Academic and Student Support Service Units

#### I. Monthly your unit's mission and/or essential functions

Section I. Overview: For this section of the reporting template, identify your unit and its massion statement and/or essential functions.

A) UNE	роскоу на сих, оток, от вершения направани на акциинатерии.)
NI Mission Statement	(Provide a End statement of your unit's core purpose, values, and/or essential functions within the control of the division and/or university, in lieu of a mission statement, write a tinef statement of the unit's essential functions.)

#### II. List all expected outcome statements and measure titles for 2017-3021 planning period

Section 8. Overview: For this section of the reporting template, provide a summary list of the following farms covering the 2917-2021 planning period: (1) expected outcome statements and (2) measure life for each measure used to evaluate the expected outcomes.

a) Expected Outcome Statements: Provide 3-5 expected outcome statements about the desired qualify/performance of your unit's operations (e.g., functions, services, resources, processes, productivity, and/or efficiencies). Outcomes should be written as measurable statements of the expected quality/performance of your unit's operations.

Expedied Cultime (1).	provide a complete and measureable algebraic of the expected outcome?
Expensive Commercial	Survius a louding and weremarge appropriate to an extense include 3.
Expedied Outcome (3):	Provide a complete and measureable statement of the expected outcome.)

b) Measure Titles: Create a short (3 to 4 words) title for the measure(s) or indicator(x) used to evaluate achievement of the expected outcomes identified above. Although units are encouraged to use multiple measures for each expected outcome, the expectation is for each objective to have at least one measure associated with it. Water Use the numbering convention below (1.1, 1.2, 1.3. wit.) to associate the multiple measures with the appropriate expected outcome.

Message Trip (1.1):	parently a two to mere-work the for the measure.)	
Measure 10e (12):	(Nonthly a feet to three-word title for the measure.)	
Message Title (1.30)	presently a two to move word the normal measure.)	

#### III. Describe the assessment methodology for measures used to evaluate expected outcomes.

Section III. Overview: For this section of the reporting template, provide details of the methodology used for each measure or indicator aligned to the expected outcomes identified in Section II above.

y for Messure 1.1 (Include messure title here.)
Toward a story descriptive title (7 to 4 world) that captures/summarizes the
meaning of the expected outcome identified in Section I/(a) above. This is needed for easy identification in the FX22 Assessment Management System J
fidently the expected outcome statement that will be associated with the
measure described in this section. This is from Section I(is) above./
heavish number are cracked at a stratest amount accommensurary.
priority brain apparation for why or how expected outcome is relevant to the unit's mission and essential functional
(Provide a Sharf augmention of why or how the expected outcome is relevant
to any of the following: UTRGV shelegic piles, UTRGV mission, professional organization/accreditation standards, state or federal regulatory bodies, or any other relevant organization.]
The Directly the fact to three word title for one measure or indicator used to
evaluate active-rement of the expected outcomes identified in Sections III(s) and III(s) above. This is needed for easy identification in the TH2C Assessment Management System.]
(Describe the measure or indicator used to evaluate achievement of
expected outcome identified in Sections (It)s) and (It)b) above.)
partition of the property of t
TOUR PROMY describe assessment data sources and the process for how the data and the collected J
MINE THE PROPERTY OF SCHOOL WELF, AND YOUR OWN THE SETS WIT SE CONCERN?
and
That the minimum expected orders for account?
Security Security and notice for making substitute in vincious or effectionate in
evaluating the expected outcome identified above (
Describe the process the out will out to exact an or move the assessment
and data, including how if he reviewed and by whom. Also, describe how results

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additional measures utilized for the same expected outcome.

### **Units should include this:**

- Identify the target or benchmark criteria that will define "success" of achievement in explicit terms.
- Benchmarks may be drawn from
  - Disciplinary or professional standards
  - Peer institutions and/or units
  - Previous findings
- Benchmarks should be realistic yet sufficiently challenging with room for growth.

- Providing vague information about expected benchmarks for success.
- Setting overly ambitious goals.
- Setting unreasonably low benchmarks.



# 38 Examples for Rubric Element #6) Benchmarks

Benchmark is vague. General audiences need more info!

Benchmark is stated in explicit terms.

Rationale is provided for benchmark.

## • (1) Progressing:

- Unit will meet expectations.
- Most units will be in compliance with standard.

## • (2) Mature:

 90% of staff will earn a total score of 24 or higher on the certification training module.

## • (3) Commendable:

 90% of staff will earn a total score of 24 or higher on the certification training module. This benchmark is based on exceeding the previous benchmark by 5 percentage points.



# Rubric Element #7) Measure-Expected Outcome Alignment

7. Measure is explicitly aligned to expected outcome (direct relationship
between measure and expected outcome).

	Measure/indicator of quality or performance does not seem appropriate for evaluating achievement of expected outcome. AND No information regarding alignment of the measure to expected outcome is provided.
--	--

- Measure seems to match expected outcome, but explanation of alignment is vague or limited.
- General explanation of how measure was selected or designed provides adequate evidence that measures will capture meaningful and relevant information regarding achievement of expected outcome.
- Detailed explanation of how measure was selected or designed provides strong evidence that the measure will capture meaningful and relevant information regarding achievement of expected outcome.

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& Assessment

Score: Feedback:

## 40 Look Here for Rubric Element #7

#### Comprehensive Assessment Plan Template with Component Descriptions for Academic and Student Support Service Units

#### I. Monthly your unit's mission and/or essential functions

Section 1. Overview: For this section of the reporting template, identify your unit and its massion statement and/or essential functions.

A) UNE	роскоу на сих, оток, от вершения направани на акциинатерии.)
Statement	(Provide a End statement of your unit's core purpose, values, and/or essential functions within the control of the division and/or university, in lieu of a mission statement, write a tinef statement of the unit's essential functions.)

#### II. List all expected outcome statements and measure titles for 2017-3021 planning period

Section II. Overview: For this section of the reporting template, provide a summary list of the following items covering the 2917-2021 planning period: (1) expected outcome statements and (2) measure title for each measure used to evaluate the expected outcomes.

a) Expected Outcome Statements: Provide 3-5 expected outcome statements about the desired qualify/performance of your unit's operations (e.g., functions, services, resources, processes, productivity, and/or efficiencies). Outcomes should be written as measurable statements of the expected qualify/performance of your unit's operations.

Expedied Outcome (1)	регонов в сопрым али меакцивами абышкий от жи вироский оштоли»)
Extraction Continue (2):	Survive a combiner and weremargue appropriate to the extension continues.
Expedied Outcome (3):	Provide a complete and measureable statement of the expected outcome;

b) Measure Titles. Create a short (3 to 4 words) title for the measure(s) or indicator(s) used to evaluate achievement of the expected outcomes identified above. Although units are encouraged to use multiple measures for each expected outcome, the expectation is for each objective to have at least one measure associated with it. Note: Use the numbering convention below (1.5, 1.2, 1.3, etc.) to associate the multiple measures with the appropriate expected outcome.

Manager Trib (1.1).	powerty a two to three-word title for the measure.)
Measure 7/0e (1.2):	Journey's two to three-word title for the measure.)
Message Title (1.30)	(Discretly a law to three-word title for the measure.)

#### III. Describe the assessment methodology for measures used to evaluate expected outcomes

Section III. Overview: For this section of the reporting template, provide details of the methodology used for each measure or indicator aligned to the expected outcomes identified in Section II above.

Tokale a short descriptive title (3 to 4 world) that captures/summarizes the meaning of the expected outcome identified in Section ((a) above. This is
needed for easy identification in the TX22 Assessment Management System j
plantify the expected outcome statement that will be associated with the measure described in this section. This is from Section I(is) above.)
pountly whether the outcome is a student tearning, attacket schoolsenant or administrative outcome)
[Provide Snat explanation for why or how expected outcome is relevant to the unit's mission and essential functions]
Provide a tinef explanation of why or how the expected outcome is relevant to any of the following: UTROV strategic plan, UTROV mission, professional organization/accreditation atlandants, state or federal requisitory bodies, or any other relevant organization.)
[Mentify the tay to three word title for one measure or indicator used to evaluate activement of the expected outcomes identified in Sections III(s) and III(s) above. This is needed for easy identification in the Ti20 Assessment Management System.]
[Describe the measure or indicator used to evaluate actilizement of expected outcome identified in Sections III(s) and III(b) above.]
[Disn'tly whether the measure is direct or bedirect. Note: indirect measures evaluate attitudes and opinions using surveys, house groups, and self-reflections about the expected automs.]
printly discrete assessment data sources and the process for how the data will be collected.)
persony describe when some new other than data with the conscious?
State an women extends being an encount.
[Briefly explain how the solected measure or indicator is appropriate for evaluating the expected outcome identified above [
date, including from it be reviewed and by whom. Also, describe how results will be analyzed beyond the development is identify strengthaterestnesses of achievement.) Tether applicates, attach scoring others, subric or a

"Wate. Complete the items in Section III above for subsequent expected autoomes and/or for additional measures utilized for the same expected outcome.

### **Units should include this:**

- Use measures that are appropriately aligned to expected outcome.
- Provide a brief rationale for why measure is aligned to expected outcome – even if it is obvious.

- Mismatching measure with expected outcome.
  - Are satisfaction survey responses appropriate for evaluating compliance with reporting?

## 42

# **Examples for Rubric Element #7) Measure-Outcome**Alignment

## • (3) Commendable:

 A satisfaction survey will be used to evaluate the expected outcome focused on students' satisfaction with advising sessions.

There is a clearly explained link between the measure and the expected outcome.



# Rubric Element #8) Evaluating and Analyzing Assessment Data

8. Robust approach to evaluating	and analyzing assessment activity has	been
developed		

0	No planned evaluation and analysis approach has been provided.
1	The unit's plan for evaluation and analysis includes few details or insufficient information regarding how assessment activities will be evaluated and how results will be analyzed.
2	The unit's plan for evaluation and analysis is adequate, but does not include all relevant information regarding how assessment activities will be evaluated and how results will be analyzed.
3	The unit's plans for evaluation and analysis is comprehensive. The plan details how the assessment data will be reviewed/evaluated and by whom. AND the unit plans to "drill-down" or disaggregate assessment data beyond the benchmark in multiple ways (e.g., item analysis, rubric subscore analysis, peer-comparisons, subpopulation characteristics, and other data disaggregation approaches).
Score:	Feedback:

The University of Texas
Rio Grande Valley

Office of Accreditation

8: Accessment

## 44 Look Here for Rubric Element #8

#### Comprehensive Assessment Plan Template with Component Descriptions for Academic and Student Support Service Units

#### I. Monthly your unit's mission and/or essential functions

Section 1. Overview: For this section of the reporting template, identify your unit and its massion statement and/or essential functions.

a) Unit:	[постоју во стол, отког, се вершеного виграмата то вто акционатерия.]
Statement	Provide a brief statement of your unit's sore purpose, values, and/or essential functions within the context of the division and/or university, in feu of a mission statement, write a brief statement of the unit's assential functions.)

#### II. List all expected outcome statements and measure titles for 2017-3021 planning period

Section II. Overview: For this section of the reporting template, provide a summary ligt of the following items covering the 2017-2021 planning period: (1) expected outcome statements and (2) measure title for each measure used to evaluate the expected outcomes.

a) Expected Outcome Statements: Provide 3-5 expected outcome statements about the desired qualify/berformance of your unit's operations (e.g., functions, services, resources, processes, productivity, and/or efficiencies). Outcomes should be written as measurable statements of the expected quality/berformance of your unit's operations.

Expedied Cultime (1).	provide a complete and measureable algebraic of the expected outcome?
Expensive Commercial	Survius a louding and weremarge appropriate to an extense include 3.
Expedied Outcome (3):	Provide a complete and measureable statement of the expected outcome.)

b) Measure Titles: Create a short (3 to 4 words) title for the measure(s) or indicator(s) used to evaluate achievement of the expected outcomes identified above. Although units are encouraged to use multiple measures for each expected outcome, the expectation is for each objective to have at least one measure associated with it. Note: Use the numbering convention below (1.5, 1.2, 1.3, etc.) to associate the multiple measures with the appropriate expected outcome.

Message Tree (1.1).	poently a two to mean work the for the measure.)	
Measure 10e (12):	[Spentify a fee to three-word title for the measure.]	
Message 1 (0 (13))	(Distribly a last to stoke while the title we welltown)	

#### III. Describe the assessment methodology for measures used to evaluate expected outcomes

Section III, Overview: For this section of the reporting template, provide details of the methodology used for each measure or indicator aligned to the expected outcomes identified in Section II above.

	Messure 1.1 (Include messure title here.)
Outcome Title:	portion a short descriptive the (3 to 4 world) that each medium markes the meaning of the expected outcome identified in Section (3)) above. This is needed for easy strotification in the TA22 Assessment Management System J.
Oylicams Statement	plantify the expected outcome statement that will be associated with the measure described in this section. This is from Section I((s) above.)
Outcome Type:	plantly whether the outcome is a student learning, atutor's achievement or administrative outcome)
Outcome-Mission Alignment	Provide brief explanation for why or how expected outcome is relevant to the unit's mission and essential functional
Outcome- Organizational Alignment	Provide a brief explanation of any or how the expected outcome is selevant to any of the following: UTRGV shategic pilen, UTRGV mission, professional organization/accreditation standards, state or federal regulatory bodies, or any other relevant organization.)
Measure Title	plantify the fact to three word title for one measure or indicator used to evaluate activerement of the expected outcomes identified in Sections III(a) and II(b) above. This is needed for easy identification in the Tk20 Assessment Management System.)
g) Measure Description:	(Describe the measure or register used to evaluate achievement of expected outcome identified in Sections III(s) and II(b) above.)
to Measure Type:	[Stantify whether the measure is direct or bedirect tools, indirect measures evaluate attitudes and opinions using surveys, house groups, and set-reflections about the expected outcome.]
Assessment Data and Collection Process:	
Frequency and Timeline	proving describe when any how offers the data will be consciled?
No Succession State	(State the mornion expected interte for success?)
Outcome Alignment	[Shelly explain New the selected measure or indicator is appropriate for evaluating the expected outcome identified above ]
m) Approach for Evaluation and Analysis	presence the process the unit will use to evaluate or review the assessment data, including how if the reviewed and by whom. Also, describe how results will be analyzed beyond the benchmark to Mentily strengths/resilinesses of achievement.) "When applicable, attach scoring orders, rubric or similar

additional measures utilized for the same expected outcome.

## **Units should include this:**

- Evaluation Approach: Describe the process the unit will use to evaluate or review the assessment data,
  - How data be reviewed or evaluated?
  - Who will review or evaluate data?
- Analysis: Also, describe how results will be analyzed beyond the benchmark to identify strengths/weaknesses of achievement.
- \*When applicable, be sure to attach scoring criteria, rubric or similar documents.

- Evaluation Approach: Being vague about how student work will be evaluated.
- Analysis: Broad/vague descriptions for how the program plans to identify strengths/weakness of achievement.

## 46

# **Examples for Rubric Element #8) Evaluation and Analysis**

# Detailed description of evaluation and analysis approach

## • (3) Commendable

- The unit director will review the survey data provided by respondents. Data will be disaggregated by semester timing, student status, major, minor, race/ethnicity, and gender.
- The department chair will evaluate self-reported teaching awards data provided by the program faculty. Data will be disaggregated by years of experience, subject expertise, and gender.

# Rubric Element #9) Timeline and Frequency of Data Collection

The University of Texas

9. The planned frequency and timeline for data collection is ongoing and supports continuous improvement.							
0	No information regarding data collection frequency and timeline is provided.						
1	A vague or unclear data collection timeline has been provided for the measure. It is missing specific information about when and/or how often data will be collected.						
2	Information about when and how often data will be collected is adequately described. However, more information is needed to demonstrate that data collection process provides a balanced, feasible approach to assessment and continuous improvement. AND/OR assessment expectations are omitted from plan (assess, intervene, re-assess).						
3	The unit provides a multi-year timeline for collecting data for the selected measure. The plan provides a frequent, balanced, and feasible approach to assessment and provides sufficient opportunity for continuous improvement. AND all assessment expectations are included in plan (assess, intervene, reassess).						
Score:	Feedback:						

## 48 Look Here for Rubric Element #9

#### Comprehensive Assessment Plan Template with Component Descriptions for Academic and Student Support Service Units

#### I. Monthly your unit's mission and/or essential functions

Section 1. Overview: For this section of the reporting template, identify your unit and its masson statement and/or essential functions.

10 Over	Special are true in an arbitrary and horizon as a transfer of the							
Statement	Provide a tiref statement of your unit's sore purpose, setues, and/or essential functions within the context of the division and/or university, in feu of a mission statement, write a tiref statement of the unit's essential functions.)							

#### II. List all expected outcome statements and measure titles for 2017-3021 planning period

Section II. Overview: For this section of the reporting template, provide a summary list of the following items covering the 2917-2021 planning period: (1) expected outcome statements and (2) measure title for each measure used to evaluate the expected outcomes.

a) Expected Outcome Statements: Provide 3-5 expected outcome statements about the desired qualifytperformance of your unit's operations (e.g., functions, services, resources, processes, productivity, and/or efficiencies). Outcomes should be written as measurable statements of the expected qualifytperformance of your unit's operations.

Expedied Outcome (1)	регонов в сопрым али меакцивами абышкий от жи вироский оштоли»)
Extension Continue (2):	Notice a combine and wiresmappe appropriate to the extense continue l.
Expedied Outcome (3):	Provide a complete and measureable abdoment of the expected outcome.)

b) Measure Titles: Create a short (3 to 4 words) title for the measure(s) or indicator(s) used to evaluate achievement of the expected outcomes identified above. Although units are encouraged to use multiple measures for each expected outcome, the expectation is for each objective to have at least one measure associated with it. Note: Use the numbering convention below (1.5, 1.2, 1.3, etc.) to associate the multiple measures with the appropriate expected outcome.

Message Tree (1.1).	poently a two to mean work the for the measure.)	
Measure 10e (12):	[Spentify a fee to three-word title for the measure.]	
Message 189 (13).	(Districtly a face to divise while the last weathing )	

#### III. Describe the assessment methodology for measures used to evaluate expected outcomes

Section III, Overview: For this section of the reporting template, provide details of the methodology used for each measure or indicator aligned to the expected outcomes identified in Section II above.

70	Expected .	TOTAL A STORY SELECTION THE TOTAL PROPERTY SELECTION AND AND THE
	Outcome Title	meaning of the expected outcome identified in Section I(ia) above. This is needed for easy identification in the TA22 Assessment Management System (
60	Outcome Statement	plaintly the expected outcome atetement that will be associated with the measure described in this section. This is from Section II(a) above.)
al-	Expected Outcome Type:	pountly whether the outcome is a student tearning, abutent achievement or administrative outcome)
a,	Expected Outcome-Mission Alignment	Provide Shart explanation for ethy or how expected outcome is relevant to the unit's mission and essential functions?
41	Expected Outcome- Organizational Alignment	Provide a brief expansation of why or how the expected outcome is relevant to any of the following: UTROV strategic pilen, UTROV existion, professional organization/accreditation atlandants, state or federal regulatory bodies, or any other relevant organization.]
n	Measure Title	Discrify the Tay to three word title for one measure or indicator used to evaluate active/ement of the expected outcomes identified in Sections III(a) and III(b) above. This is needed for easy identification in the Tix20 Assessment Management System.)
00	Messare	(Describe the measure or indicator used to evaluate achievement of
	Description	expected outcome identified in Sections (If(s) and If(b) above.)
N	Measure Type	plantly whether the measure is direct or bedirect floto, indirect measures evaluate attliudes and opinions using surveys, focus groups, and self-reflections about the expected surrows;
II.	Assissment Data and Collection Process:	Shorty describe assessment data sources and the process for how the data will be collected.)
0	Prequency and Timeline	(Briefly describe when and how often the data will be collected.)
NI.	Baccase:	ptiete the minimum expected ordere for aucones (
	Measure Expenses Outcome Alignment	(Briefly explain how the solution measure or indicator is appropriate for evaluating the expected outcome identified above (
-	Approach for Evaluation and Analysis	Discorde the process the unit will use to evaluate or review the assessment date, including how if the reviewed and by whom. Also, describe how results will be analyzed beyond the benchmark to Mexity strengths/weaknesses of achievement? "When assessment, assess, assess, or one prison, such a sense.

"Wate. Complete the items in Section III above for subsequent expected outcomes and/or for additional measures utilized for the same expected outcome.

### **Units should include this:**

- Plan to collect data at least once a year to help track performance over time.
- Plan to use results to take actions/decisions intended to improve performance of expected outcome
- Plan to re-assess expected outcomes to determine if "use of results" has positive impact on expected outcome.

- Vague language regarding the timing of collecting data
- Omitting the planning of any of the 3 assessment expectations.
  - Assess
  - Intervene (use results)
  - Re-Assess
  - Note: Timeline can be revised as needed.

## 50

# Examples for Rubric Element #9) Timeline and Frequency of Data Collection

Description of timeline is vague.

Timeline seems to provide sufficient opportunity for continuous improvement. But, more details could be included about when they plan to use results and take actions as well as when they will evaluate impact of actions on expected outcome (assess, intervene, re-assess).

Detailed description of multi-year timeline; includes all assessment expectations (assess, intervene, reassess); Opportunity for continuous improvement.

## 1) Progressing:

• Expected outcome will be assessed each year. If changes need to be made, the department will convene a meeting.

## • (2) Mature:

 Data will be collected annually at the end of each spring semester.

### • (3) Commendable:

• The expected outcome will be assessed fall 2017. The results obtained in 2017 will be used to develop interventions that will be implemented by summer 2018. To evaluate the impact of interventions, the expected outcome will be re-assessed (close the loop) fall 2018. This cycle will be repeated until 2021.

Expected Outcomes	Year 1: 2017-2018			Year 2: 2018-2019		Year 3: 2019-2020			Year 4: 2020-2021			
	Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring	Summer
Outcome (1)	I. Assess		II. Intervene	III. Re- Assess			I. Assess		II. Intervene	III. Re- Assess		

