Agenda

- Who we are and what we do
- Assessment defined
- Why we do assessment
- Creating an assessment plan
- Brief overview of CampusLabs
- Assessment cycle timeline
- Time for Q&A
Office of Academic Planning and Assessment

- CampusLabs Training
  - Group and individual sessions
  - Online resources

- Assessment Mini-Grants – Competitive Grants, valued up to $1000

- Brown Bag Lunches – informal discussions of assessment best practices

- Personalized assistance with curriculum mapping, consulting, and brainstorming of assessment plans
What is Assessment?
Assessment is the process of providing credible evidence of resources, implementation actions, and outcomes; undertaken for the purpose of improving the effectiveness of instruction, programs, and services (p. 2)
Assessment Defined: What is Assessment?

- Internally driven
- Process of self-reflection for self-improvement
Assessment Defined: What We Do

- Identify objectives to accomplish
- Measure the attainment of the objectives
- Use the results to develop actions for improvement
Why We Do Assessment

- Students benefit when we improve degree programs, activities, and services.
- Departments and programs benefit when they identify areas for improvement and take needed actions.
- SHSU benefits when it shows stakeholders we are serious about ensuring our students receive the best possible educational experience.
Who is responsible for creating the plan?

- It should not be just one person!

- Participation of all people involved with the unit – collaborative effort leads to meaningful assessment
Assessment Plan Elements

- Goal
- Objective (Learning and/or Performance)
- Indicator/Criterion/Findings (for Learning Objectives)
- Key Performance Indicator/Results (for Performance Objectives)
- Actions
- Plan for Continuous Improvement Elements
Goal

- A broad statement of mission or purpose that serves as the guiding principle of a unit; not necessarily measurable
  - **Pro Tip:** No “magic” number, but goals should address the full mission of the unit
  - **CampusLabs Tip:** Re-evaluate goals each year to make sure they are up-to-date and meaningful
Learning Objective (LO)

- Specific, detailed, and measurable statements of the expected knowledge or skills someone should gain as a result of receiving instruction or training
  - **Pro Tip:** Degree programs must have learning objectives as the primary focus, and generally 2 or more per goal would be reasonable
  - **CampusLabs Tip:** Take care to choose the correct TYPE of objective, and be sure to relate it to the appropriate goal
The instruments, processes, or evidence, both direct and indirect, used by a unit to assess a learning objective

- **Pro Tip:** Be detailed and clearly explain how it was developed, was implemented, and was used to gather useful results

- **CampusLabs Tip:** Indicators are related to Learning Objectives NOT Performance Objectives; include an attachment of the instrument used, when appropriate
Criterion (LO)

- The specific and detailed level of expected attainment for a Learning Objective. It should include all relevant information about how it was established and determined to be appropriate.
  - **Pro Tip:** It is OK if a criterion is not met. That only means you have identified an area in which to take action!
  
  - **CampusLabs Tip:** Criterion are related to Indicators as part of Learning Objectives NOT Performance Objectives.
Performance Objective (PO)

- Specific, detailed, and measurable statements of the expected attainment of non–learning tasks (i.e. satisfaction with service, attendance/participation levels, general administrative functions, etc.)
  - **Pro Tip:** Generally, these are found within all units not directly engaged with student instruction

  - **CampusLabs Tip:** Take care to choose the correct TYPE of objective, and be sure to relate it to the appropriate goal
Key Performance Indicator (KPI) (PO)

- The instruments, processes, or evidence, both direct and indirect, used by a unit to assess a performance objective; it should also include information that outline expected levels of attainment/success
  - **Pro Tip:** Like the Indicator/Criterion, provide plenty of detail, and it’s OK if the KPI is not met
  
  - **CampusLabs Tip:** KPIs are related to Performance Objectives NOT Learning Objectives
Findings (LO) and Results (PO)

They are the data or information gathered from a unit’s assessment measures, which are used to determine whether an objective was successfully met

- **Pro Tip:** Provide detail, highlighting what was discovered as a result of the assessment, or provide explanation if there were no findings/results. Identify areas for potential improvement

- **CampusLabs Tip:** These are already included within the Indicator/Criterion and KPI elements
Actions

- The next steps to be taken by a unit in response to specific assessment Findings or Results
  - **Pro Tip:** Even when an Objective is met, units may find some reason for action when they analyze their assessment results. Focus should not be on improving only the assessment process or continuing existing processes.

  - **CampusLabs Tip:** Actions must be added in separately and related to the appropriate Indicator/Criterion or KPI.
Update to Previous Cycle’s Plan for Continuous Improvement (PCI)

- Narrative updating the unit’s progress towards completing the action-items identified in their previous year’s Plan for Continuous Improvement
  - **Pro Tip:** Be sure to address each action item from the prior PCI
  - **CampusLabs Tip:** The Update to Prior PCI is not the same thing as the New PCI
Plan for Continuous Improvement (PCI)

- Narrative summarizing all actions to be implemented together into one coherent and detailed plan
  - **Pro Tip:** Action items included should be clearly based on findings/results; also identify any new action items not included elsewhere in the plan
  - **CampusLabs Tip:** New PCI is a new item that must be added in separately each cycle; it’s not related to any other assessment plan item
Overview of CampusLabs

- CampusLabs Compliance Assist

- Contact our office to schedule a full training and overview of CampusLabs, OR

- Attend a group training session
<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>December 1, 2017</td>
<td>Deadline for Assessment Plan Updates (Goals, Objectives,</td>
</tr>
<tr>
<td></td>
<td>Indicators/Criterion, and KPIs)</td>
</tr>
<tr>
<td>August 1, 2018</td>
<td>Deadline for Entering Findings and Results</td>
</tr>
<tr>
<td>September 5, 2018</td>
<td>Deadline for Entering Actions and Plan for Continuous</td>
</tr>
<tr>
<td></td>
<td>Improvement Elements</td>
</tr>
<tr>
<td>October 1, 2018</td>
<td>2017–2018 Period Closes for Entry</td>
</tr>
</tbody>
</table>
Questions?

Brandi Jones
4–1353
bjones@shsu.edu

Tama Hamrick
4–3279
thamrick@shsu.edu