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
- Various presentations/workshops
- Assessment Mini-Grants
- Brown Bag Lunches
- Personalized assistance with curriculum mapping, consulting, and brainstorming of assessment plans
Welcome

Sam Houston State University is committed to the continuous improvement of its programs and services. To this end, the Office of Academic Planning and Assessment is dedicated to supporting accreditation, assessment, undergraduate program review, and strategic planning efforts across the institution.
The Office of Academic Planning and Assessment provides several tools for faculty and staff to help in creating and updating assessment plans for both academic and non-academic units across campus. Visit the links below to help guide you, but do not hesitate to contact our office for personalized training or assistance.

- Visit our YouTube channel where you will find the following helpful training videos:
  - Accessing CampusLabs at Sam Houston State University
  - Running an Assessment Plan Summary Report in CampusLabs
  - Adding New Assessment Plan Items in CampusLabs
- Presentations:
  - Assessment Overview Presentation
  - Using Curriculum Mapping to Help Drive Assessment Plan Development
- Print Resources:
  - Assessment FAQ
  - Definitions of Assessment Plan Items
  - Assessment Plan Elements Flowchart
  - Action Verbs for Assessment Planning
  - Best Practices for Documenting Assessment of Online and Distance Education Programs
  - Meta-assessment Rubric
  - CampusLabs User Guide
What is Assessment?
Assessment Defined

Banta and Palomba (2015):

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
What Does Assessment Involve?

- Identify goals
- Identify objectives
- 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 Assessment 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
Examples Will Feature:

- Basket Weaving BFA
- “It’s Monday” Margarita Machine, Inc.

* Illustrative purposes only; No actual baskets were weaved in the making of this presentation.

*...and no actual margaritas were consumed.
Goal

- A broad statement of mission or purpose that serves as the guiding principle of a unit; not necessarily measurable
  - No “magic” number, but goals should address the full mission of the unit
  - Re-evaluate goals each year to make sure they are up-to-date and meaningful
Example Goals

- **Basket Weaving BFA**
  - Students completing a degree in Basket Weaving will develop the knowledge and skills necessary to gain employment as a professional basket weaver.

- **“It’s Monday” Margarita Machine, Inc.**
  - “It’s Monday” Margarita Machine, Inc. will build its customer base through targeted advertising.
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
  - Degree programs must have learning objectives as the primary focus, and generally 2 or more per goal would be reasonable
Demonstration of Basket Weaving Techniques

- Students will be able to accurately demonstrate the four different basket weaving techniques: coiling, twining, plaiting, and wicker.
Indicator (LO)

- The instruments, processes, or evidence, both direct and indirect, used by a unit to assess a learning objective
  - Be detailed and clearly explain how it was developed, was implemented, and was used to gather useful results
  - Include an attachment of the instrument used, when appropriate
Measuring Success in Capstone Course

- Students will take a capstone course during the last semester of the Basket Weaving BFA. By the end of this semester students will participate in a hands-on demonstration in which they will create baskets using the four different techniques, along with choosing the correct traditional materials used for each technique. Up to 100 points will be awarded for accuracy of materials and techniques used. Each technique is worth up to 25 points. See attached locally-developed rubric for additional details.
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
  - It is OK if a criterion is not met. That only means you have identified an area in which to take action!
Example Criterion

Measuring Success in Capstone Course

- 80% of students will score an 80% or better. Last year, only 75% of students scored and 80% or better due to confusion about the types of materials used for each technique. Additional time will be spent teaching on this topic, so criterion will remain the same as the last assessment cycle.
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.)

- Generally, these are found within all units not directly engaged with student instruction
Margarita Machine Sales Will Increase at Higher Education Institutions

- As a result of appearing in Office Max email advertisements, margarita machine sales will increase at higher education institutions.
The instruments, processes, or evidence, both direct and indirect, used by a unit to assess a performance objective; it should also include information that outlines expected levels of attainment/success.

- Like the Indicator/Criterion, provide plenty of detail, and it’s OK if the KPI is not met.
Example KPI

Increase in Sales
  ◦ Email address will be required when ordering machines. The number of .edu addresses will be compared to the prior fiscal year. Sales to these addresses will increase by 20%. This is the first time we are measuring an increase in sales to higher education institutions, so this criterion will be used as a benchmark for future assessments.
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
  - 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
Increase in Students Meeting Requirements

- Criterion was met. Overall 85% of students scored 80% or better. This was a 10% increase from the prior year. We found that the increased instruction helped them to better understand the correct types of material to use. However, when disaggregating data, students were losing points by confusing two of the techniques: twining and plaiting.
Example Results (PO)

- Slight Increase in Sales
  - Benchmark was not met. As a result of targeting advertising via Office Max emails, sales in machines to higher education institutions increased by only 10%. Upon further investigation, we found that there was confusion on if university funds could be used for this type of purchase.
The next steps to be taken by a unit in response to specific assessment Findings or Results

- 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.

- Actions must be added into CampusLabs separately and related to the appropriate Indicator/Criterion or KPI.
Example Action (LO)

- Add Mid-Term Project
  - Since students lost points due to confusion between two of the basket weaving techniques, a mid-term project will be added to the capstone course. Students will be given one week to create four items using each of the techniques and appropriate materials. Since they can complete this at home and are able to use references, it will be worth fewer points, but is expected to help with accurately completing the final in class demonstration.
Example Action (PO)

- Adjust Marketing to Higher Ed
  - Rather than call them “margarita” machines, advertising directed at Higher Education Institutions will refer to them as “frozen drink” or “slush” machines. The uncertainty in purchasing these items likely stemmed from the implication that alcohol must be used. The 20% increase in sales target will remain for the next assessment cycle.
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
  - Be sure to address each action item from the prior PCI
  - 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
  - Action items included should be clearly based on findings/results; also identify any new action items not included elsewhere in the plan
  - 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

- 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</th>
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<tbody>
<tr>
<td>December 2, 2019</td>
<td>Deadline for Assessment Plan Updates (Goals, Objectives, Indicators/Criterion, and KPIs)</td>
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<tr>
<td>August 3, 2020</td>
<td>Deadline for Entering Findings and Results</td>
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<td>September 4, 2020</td>
<td>Deadline for Entering Actions and Plan for Continuous Improvement Elements</td>
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<td>October 1, 2020</td>
<td>2019–2020 Period Closes for Entry</td>
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Upcoming Events

- Curriculum Mapping Presentation
  - November 6th 10:00–11:00 am
- CampusLabs Software Training
  - November 7th 9:00–10:30 am
- Brown Bag Lunch – Assessing for Compliance vs. Assessing for Improvement
  - November 14th 12:00–1:00 pm
Questions?

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