Outcomes Assessment Resource Guide and Template

INTRODUCTION
Who assesses?
- <u>Academic /Educational Programs:</u> (ie. BA Degree in Sociology, Core Curriculum Program etc.)
- <u>Administrative Support Services</u>: (ie. Human Resources, Institutional Planning, Research, and Assessment, Financial Aid, etc.)
- <u>Academic and Student Support Services</u>: (CAE, Campus Life, The Academy, Religious Life, etc.)
- <u>Research within its mission</u>, if appropriate: (Any major ongoing research projects-may not apply)
- <u>Community/Public Service</u> within its mission, if appropriate:(Any major ongoing community service projects-may not apply)

If you oversee a program that may fit into one of the above categories, but have not yet entered an assessment plan into Weave, please contact Ms. Jaya K. Soni at jksoni@htu.edu to confirm whether one is needed.

What types of outcomes are assessed?

Student learning outcomes vs. Operational outcomes

- Academic/Education programs are required to include ***student learning outcomes***.
- Academic and student support services, administrative services, research, and community/public service that <u>work directly with students should</u> incorporate **student learning outcomes.**
- All administrative support services, research, and community/public service entities that <u>do not</u> work directly with the student population then incorporate **operational outcomes**.

Assessment language differs among institutions, as well as within institutions by institutional function. Huston-Tillotson University will be employing **Student Learning Outcomes** and **Operational Outcomes** so as to be consistent across campus. Below is a rough translation of how other nomenclature may be associated. At Huston-Tillotson University, student learning outcomes focus upon student development, whereas operational outcomes focus upon institutional progress (enrollment, visibility, financial growth).

Student Learning Outcome (HT)	Operational Outcome (HT)
Learning Competencies	Administrative Objective
Administrative (Learning) Outcomes	Program Outcomes - Academic Departments (enrollment, program growth)
Learning Objectives	Objectives

Components and Structure of an Assessment Plan

Mission Statement: A brief and current description conveying the purpose of the program/area. The mission statement should be comprehensive and able to accurately guide program/area operations. The mission should also align to Huston-Tillotso University's mission.

For academic program mission statements, please see the following resource.
For administrative area mission statements, please see the following resources.

Goals: General statements indicating what the program/area intends to achieve based upon the mission. This will not be directly assessed, but the student learning outcomes and/or operational outcomes below it will be. Goals serve as a placeholder to organize the outcomes into various overarching categories. *(Typically between 1-3 goals per plan)*

Outcomes: As discussed within the introduction, you will create either student learning outcomes and/or operational outcomes. *(At least 3-6 outcomes per program/area assessment plan)*

- All outcome statements should be centered upon the end- result of program actions. The statement should not focus upon the process, but instead on the intended outcome.

- **Student learning outcomes** are specific measurable knowledge, skills, abilities, and other program specific attributes that students will be able to demonstrate as a result of participating in the program of study.

  - Academic Program/Student Learning Outcome Example: (Problem solving approach) "Students will be able to pose, identify, formulate, and solve engineering problems, including material balances." (ABET outcome)

- **Operational Outcomes** should be Specific, Measurable, Achievable, Realistic and Timebound (SMART). Operational outcomes should be detailed statements supporting the overarching goals.

  - Administrative Support Service/Operational Outcome Example: "The Office of Student Recruitment will maintain a visible and professional presence at recruitment events within the local community." (Dickson, 2013)

Measures: Are the methods for evaluating whether an outcome has been met. This section should describe when, where, and how the assessment will be implemented. The measure should include who was responsible for conducting the evaluation and how the participant pool was selected. If an assessment tool is used, such as a rubric, the "measures" section should include a description of how the tool was created or selected. *(3 Measures for each outcome)*

Target: Each measure needs to include a target also referred to as criterion. The target specifies the desired level of performance that must be reached in order for the outcome to be met. (*One target for each measure per year*).

- o Example of Student Learning Outcome->Measure-> Target: All students are expected to achieve a "Proficient" level on at least three of the four categories within the Marxism Theory Evaluation Rubric.

- o Example of Operational Outcome ->Measure->Target (Administrative Area): By 2014, 75% of all employees will have completed and passed the FERPA confidentiality training.

- o Example Operational Outcome->Measure-> Target (Academic Service): HT will reduce the number of undeclared majors by 30% within three years.

Findings and Summary: Each measure must include reported results and a summary. The data must be described and discussed so that reviewers can understand the meaning and impact of such findings. Raw data is not informative, particularly for those who may not have context. **(Findings and summary for each measure)**

Analysis and Recommendations: After reviewing your assessment plan, please answer the following questions:

- o What do your assessment plan results indicate regarding outcomes that require additional attention? Please discuss the impact of assessment results for each outcome separately.

- o What do your assessment plan results indicate regarding outcomes that were met? Please discuss the impact of assessment results for each outcome separately.

- o Identify and discuss program improvements in recent years citing key reasons for change.

- o Given this discussion and analysis, please provide recommendations that will support progress towards achieving program/area mission and goals.

Action Plan: Once you have given recommendations for program/area improvement, you will need to include follow-up action items. Each action item should have the following:

1. Description
2. Indicate related Outcome.
3. Implementation Status: Planned, In-Progress, Finished, On-Hold, or Terminated
   ****(Status should be updated yearly until action item is finished or terminated)*
4. Project completion date:
5. Implementation Description:

6. Priority: Low, Medium, High
7. Responsible Person/Group
8. Additional Resources Needed
9. Select "Yes" for include in action plan tracking page
10. Select "Yes" for include in reports.
11. Select current year for establish in cycle.
12. Select "remain active" for active through cycle (can adjust when close action item at later date).
13. Select "draft/in-progress" while establishing action items.

Referenced Sources

Bresciani, M. (2006) *Outcomes-Based Academic and Co-Curricular Program Review*. Sterling, VA: Stylus Publishing.

Dickson, K. (WEAVE). (2013). Beyond the Classroom-Documenting Effectiveness in Administrative Units [Webinar]. In *WEAVE Webinar Series*. Retrieved from http:// http://www.weaveonline.com/webinars/.

Outcomes Assessment Plan Template

Mission Statement:

Goal 1: (Typically between 1-3 goals per plan)

*(G1)**Outcome 1***: (At least 3-6 outcomes per program/area assessment plan)*

- *(O1)Measures 1: (3 Measures for <u>each</u> outcome)*
- *(O1M1)Target: (One target for each measure per year).*
- *(O1M1)Findings and Summary: (Findings and summary for each measure)*

- *(O1)Measures 2:*
- *(O1M2)Target:*
- *(O1M2)Findings and Summary:*

- *(O1)Measures 3:*
- *(O1M3)Target:*
- *(O1M3)Findings and Summary:*

*(G1)**Outcome 2***:

- *(O2)Measures 1:*
- *(O2M1)Target:*
- *(O2M1)Findings and Summary:*

- *(O2)Measures 2:*
- *(O2M2)Target:*
- *(O2M2)Findings and Summary:*

- *(O2)Measures 3:*
- *(O2M3)Target:*
- *(O2M3)Findings and Summary:*

Goal 2:

*(G2)**Outcome 1***:

- *(G2O1)Measures 1:*
- *(G2O1M1)Target:*
- *(G2O1M1)Findings and Summary:*

- *(G2O1)Measures 2:*
- *(G2O1M2)Target:*
- *(G2O1M2)Findings and Summary:*

- *(G2O1)Measures 3:*
- *(G2O1M3)Target:*
- *(G2O1M3)Findings and Summary:*

*(G2)*__Outcome 2__*:*

- *(G2O2)Measures 1:*
- *(G2O2M1)Target:*
- *(G2O2M1)Findings and Summary:*

- *(G2O2)Measures 2:*
- *(G2O2M2)Target:*
- *(G2O2M2)Findings and Summary:*

- *(G2O2)Measures 3:*
- *(G2O2M3)Target:*
- *(G2O2M3)Findings and Summary:*

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