Using Results for Improvement: Academic Programs and Support Units

Quality Day 2022 – Achieving with Pride!

Agenda

I. Reporting data

II. Analyzing data

III. Using results to develop an action plan

The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of seeking improvement based on analysis of the results for student learning outcomes for each of its educational programs.

Goals when analyzing data

When analyzing data for program assessment, our goals are to

1. Make sense of the information

2. Summarize the information in a way that provides feedback on achievement of student learning, goals or that responds to questions unit staff want answered

3. Provide information that informs faculty or unit staff as they decide how to respond to results

4. Document a clear plan for how the results can be used to seek improvements

4-Column Report

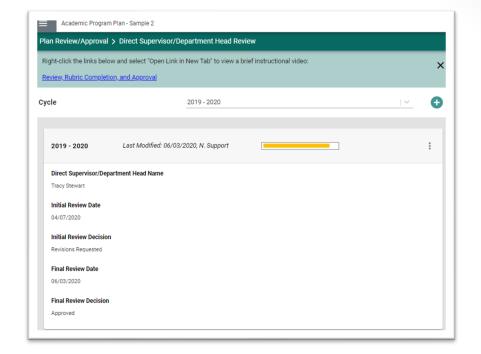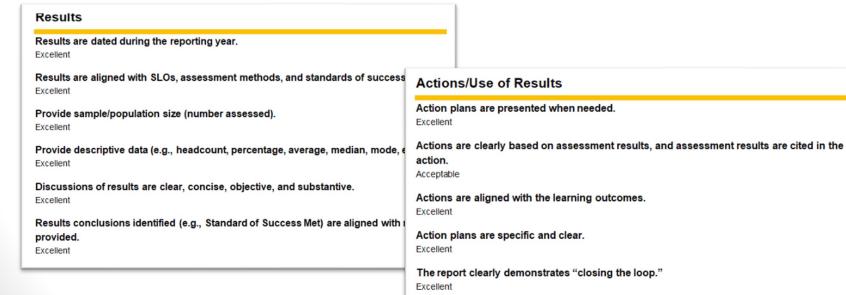| Student Learning Outcomes (SLOs)	Assessment Methods	Results	Actions/Use of Results
Analyze Human Impacts - Graduating students will be able to analyze human impacts on ecological processes and systems **Learning Outcome Status:** Active *** Planned Assessment Cycle:** 2019 - 2020, 2020 - 2021, 2021 - 2022 **Start Date:** 04/24/2020	**Student Evaluations -** Students will be evaluated by an internship supervisor at their internship site. Evaluations will be collected by the instructor of record for the internship course, NRMT 570. Students will be scored on 12 demonstrations of skills on a scale of 1 (insufficient) to 5 (exemplary). Internship course is required for all MS-NRMT students in their third semester of the program. *** Standard of Success:** 85% of students will be rated a 3.0 or higher on analytical skills. **Notes:** test entry	**Reporting Period:** 2021 - 2022 **Conclusion:** Standard of Success Met 22 students in internships were evaluated by their internship supervisors. 82% of student interns were rated a 3 or higher on analytical skills. Only 4 out of 22 students scored below a 3. We had more students complete internships this year, likely due to the pandemic and other demands on their times. Those that did complete internships received not only positive feedback in the rubric but also verbally conveyed to faculty when visited- however, the 4 that did not score well shared similar issues including timeliness, professionalism, and quality of work. (08/31/2022) **Follow Up on Previous Year Action Plan:** N/A **Reporting Period:** 2020 - 2021 **Conclusion:** Standard of Success Met 20 students in internships were evaluated by their internship supervisors. 90% of student interns were rated a 3 or higher on analytical skills. Only 2 out of 20 students scored below a 3. We had fewer students complete internships this year, likely due to the pandemic and other demands on their times. However, those that did complete internships received not only positive feedback in the rubric but also verbally conveyed to faculty when visited. (08/30/2021) **Follow Up on Previous Year Action Plan:** N/A	**Action/Use of Results:** Faculty will work with Career Services to offer a professionalism seminar during the first two weeks of classes beginning Fall 2022. This seminar will address the issues experienced with the 4 interns that were not highly scored. After this seminar, internship evaluations will be reviewed to see if any noticeable changes took place in the feedback provided. (09/08/2022)

Academic Program Plan - Sample 2

Plan Review/Approval > Direct Supervisor/Department Head Review

Right-click the links below and select "Open Link in New Tab" to view a brief instructional video:
Review, Rubric Completion, and Approval

Cycle   2019 - 2020

2019 - 2020   Last Modified: 06/03/2020, N. Support

Direct Supervisor/Department Head Name
Tracy Stewart

Initial Review Date
04/07/2020

Initial Review Decision
Revisions Requested

Final Review Date
06/03/2020

Final Review Decision
Approved

Results

Results are dated during the reporting year.
Excellent

Results are aligned with SLOs, assessment methods, and standards of success
Excellent

Provide sample/population size (number assessed).
Excellent

Provide descriptive data (e.g., headcount, percentage, average, median, mode,
Excellent

Discussions of results are clear, concise, objective, and substantive.
Excellent

Results conclusions identified (e.g., Standard of Success Met) are aligned with
provided.
Excellent

Actions/Use of Results

Action plans are presented when needed.
Excellent

Actions are clearly based on assessment results, and assessment results are cited in the action.
Acceptable

Actions are aligned with the learning outcomes.
Excellent

Action plans are specific and clear.
Excellent

The report clearly demonstrates "closing the loop."
Excellent

Reporting Results

Results are aligned with SLOs, assessment methods, and standards of success.

Student Learning Outcome:
Graduating students will be able to formulate a plan which incorporates alternative solutions to complex problems in a social-environmental context.

Assessment Method:
Student Evaluations

Students will be evaluated by an internship supervisor at their internship site and scored on 12 demonstrations of skills on a scale of 1 (insufficient) to 5 (exemplary).

Standard of Success: 85% of students will be rated a 3.0 or higher on ability to formulate a plan.

Results:

26 students in internships were evaluated by their internship supervisors. **50% of student interns were rated a 3 or higher on ability to formulate a plan.**

Reporting Results

Provide sample/population size (number assessed).

Goal:
Visitors to University dining locations will be able to access food which meets their dietary needs.

Assessment Method:
Survey

Dining Services will distribute a survey each November to faculty, staff, and students to assess satisfaction and feedback on dining services and food offerings. Agreement questions will be rated on a 4 pt scale (1 = Strongly Disagree; 4 = Strongly Agree)

Standard of Success: 80% of respondents will Agree or Strongly Agree that they are able to access food at on-campus dining locations which meets their dietary needs.

Results:
64.55% of respondents indicated that they Agreed or Strongly Agreed that they are able to access food which meets their dietary needs. **584 surveys were completed.**

Reporting Results

Provide descriptive data (e.g., headcount, percentage, average, median, mode, etc.)

Student Learning Outcome:
Graduating students will be able to formulate a plan which incorporates alternative solutions to complex problems in a social-environmental context.

Assessment Method:
Student Evaluations

Students will be evaluated by an internship supervisor at their internship site and scored on 12 demonstrations of skills on a scale of 1 (insufficient) to 5 (exemplary).

Standard of Success: 85% of students will be rated a 3.0 or higher on ability to formulate a plan.

Results:

26 students in internships were evaluated by their internship supervisors. **50% of student interns were rated a 3 or higher on ability to formulate a plan. A breakdown of results by performance level appears in the attached table.**

Reporting Results

#	Field	Insufficient		Below Expectations		Meets Expectations		Exceeds Expectations		Exemplary		Total
1	Quality of knowledge of ecological systems and processes	3.85%	1	0.00%	0	26.92%	7	38.46%	10	30.77%	8	26
2	Ability to analyze human impacts	3.85%	1	3.85%	1	19.23%	5	57.69%	15	15.38%	4	26
3	Collection of field data	4.00%	1	4.00%	1	32.00%	8	40.00%	10	20.00%	5	25
4	Ability to use field equipment	3.85%	1	3.85%	1	30.77%	8	46.15%	12	15.38%	4	26
5	Ability to formulate a plan	15.38%	4	34.62%	9	15.38%	4	23.08%	6	11.54%	3	26
6	Research skills	3.85%	1	26.92%	7	26.92%	7	26.92%	7	15.38%	4	26
7	Communication skills	3.85%	1	7.69%	2	34.62%	9	30.77%	8	23.08%	6	26
8	Teamwork skills	3.85%	1	11.54%	3	15.38%	4	34.62%	9	34.62%	9	26

Representation of Data

Types of Data

- Number assessed/sample or population size
- Local Methods
  - Headcount
  - Percentage
  - Mean/Average
  - Dollar amounts
  - Response times
- External or Standardized Methods
  - Median
  - Range
  - Percentile
  - Statistical analysis
  - Comparison to benchmarks

Presentations of Data

- Narrative description
- Charts and Graphs
- Tables
- Displaying
  - Current results
  - Breakdown of performance levels
  - Historical comparison

Analyzing Results

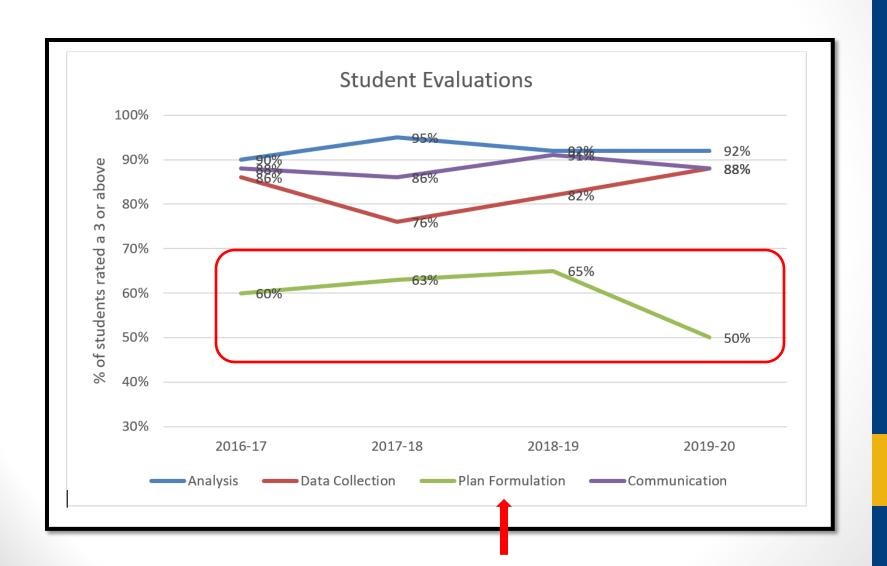**Discussion of results are clear, concise, objective, and substantive.**

Results:

26 students in internships were evaluated by their internship supervisors. 50% of student interns were rated a 3 or higher on ability to formulate a plan. A breakdown of results by performance level appears in the attached table. **Our students have performed below the standard of success on this learning outcome since the beginning of this assessment in 2016-17. Historical comparison appears in the attached chart. Modifications to curriculum and pedagogy have not been successful in better preparing students to formulate a plan in an applied setting. Discussions with internship supervisors indicate that students struggle to produce a clear plan unless given specific instructions.**

Follow Up on Previous Year Action Plan:

Program faculty have added courses assignments and additional lecture time dedicated to how to create and document resource plans in NRMT 548. However, the results do not suggest these have significantly impacted performance.

Analyzing Results

Student Evaluations

	2016-17	2017-18	2018-19	2019-20
Analysis	90%	95%	92%	92%
Data Collection	86%	76%	82%	88%
Plan Formulation	60%	63%	65%	50%
Communication	88%	86%	91%	88%

Analyzing Results

Results conclusion identified (e.g., Standard of Success Met, Standard of Success Not Met, Inconclusive) are aligned with results provided.

Standard of Success: 80% of respondents will Agree or Strongly Agree that they are able to access food at on-campus dining locations which meets their dietary needs.

Conclusion: **Standard of Success Not Met**

Results:

64.55% of respondents indicated that they Agreed or Strongly Agreed that they are able to access food which meets their dietary needs. 584 surveys were completed. See the attached documentation for a breakdown of results. This result falls below the standard of success and is similar to results from prior years (2018 results showed a 61% agreement level). There is still a challenge in both offering foods which align with specific dietary restrictions (vegetarian, vegan, gluten-free, etc.) as well as in helping visitors locate these foods when served.

Activity #1

- **For each example provided, select the rubric rating which best applies - Revise/Acceptable/Excellent**

  [see Qualtrics QR Code]

Activity – Example 1

Student Learning Outcome:

Graduating students will be able to apply theoretical perspectives in psychology to the analysis of personal, social, and organizational issues.

Assessment Method:

Written Assignment/Essay

Students in PSY 340 will be assigned an essay analyzing contemporary topics in psychology through a theoretical lens. Essays will be scored on a five point rubric (1=unsatisfactory; 5=exceptional).

Standard of Success: 90% of students receive an overall rubric rating of 3 out of 5 or more.

Conclusion: Standard of Success Met

Results:

The average rubric rating was 3.5 (n = 52).

Use of Results

Action plans are presented when standards of success are not met, there are inconclusive results, or when standards are met but data indicate changes are needed to curriculum or pedagogy.

Results:

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Follow Up on Previous Year Action Plan:

Program faculty have added courses assignments and additional lecture time dedicated to how to create and document resource plans in NRMT 548. However, the results do not suggest these have significantly impacted performance.

Action plans are clearly based on assessment results, and assessment results are cited in the action

Action/Use of Results:
Because results show that only 50% of students are achieving mastery of the SLO, the NRMT curriculum committee met to review a curriculum map for the program and identified two additional required courses where content related to plan formulation can be added.

Student Learning Outcome:

Graduating students will be able to formulate a plan which incorporates alternative solutions to complex problems in a social-environmental context.

Results:

26 students in internships were evaluated by their internship supervisors. 50% of student interns were rated a 3 or higher on ability to formulate a plan. A breakdown of results by performance level appears in the attached table. Our students have performed below the standard of success on this learning outcome since the beginning of this assessment in 2016-17. Historical comparison appears in the attached chart. Modifications to curriculum and pedagogy have not been successful in better preparing students to formulate a plan in an applied setting. Discussions with internship supervisors indicate that students struggle to produce a clear plan unless given specific instructions.

Follow Up on Previous Year Action Plan:

Program faculty have added courses assignments and additional lecture time dedicated to how to create and document resource plans in NRMT 548. However, the results do not suggest these have significantly impacted performance.

Actions are aligned with the learning outcomes.

Action/Use of Results:
Because results show that only 50% of students are achieving mastery of the SLO, the NRMT curriculum committee met to review a curriculum map for the program and **identified two additional required courses where content related to plan formulation can be added.**

Action plans are specific and clear (i.e., who is responsible, what is to be done, when implemented, where implemented, and how implemented.)
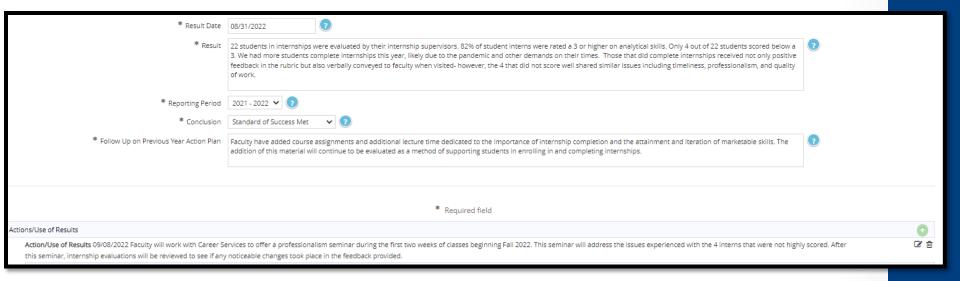
Action/Use of Results:
Because results show that only 50% of students are achieving mastery of the SLO, the NRMT curriculum committee met to review a curriculum map for the program and identified two additional required courses where content related to plan formulation can be added. **NRMT 520 will add a case study problem which will include a planning component. NRMT 524 will adopt a new textbook which includes a chapter on policy and planning for forest management. The changes will be implemented beginning Fall 2020. The program coordinator is responsible for working with course instructors to implement the new textbook and case study problem.**

Completing Your IE Report

The detail you provide in these spaces will help provide evidence of seeking improvement based on analysis of the results

Workshop Evaluation

Resources

- IE Resources @ www.tamuc.edu/ier
  - Office of Institutional Effectiveness

ASSESSMENT

A&M-Commerce identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of seeking improvement based on analysis of the results for each of its educational programs and support units. These assessment practices are overseen through a university-wide institutional effectiveness process governed by university procedure **03.01.99.R0.03 Institutional Effectiveness** and directed by the Department of Institutional Effectiveness and Research in conjunction with the **Institutional Effectiveness Leadership Team**, which includes representatives from every college and division of A&M-Commerce.

Instructions for Annual Assessment Reporting

Report Examples

Internal/External Assessment Resources