



TEXAS A&M UNIVERSITY

COMMERCE

Designing an Assessment Plan You Can Live with and Learn From

Quality Day Aligning with Pride | November 12, 20

Texas A&M University Commerce



Introduction & Overview

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Why are we here?

*Required submission of QEP Impact Report
part of the SACSCOC 5 Year review process.
Using this report as an example, learn how setting
up a multifaceted, long term assessment model
serves both as a measure of institutional learning
while also identifying areas for improvement.*



Importance of Assessment

Determine what you want/need to measure before someone else shows you how or what you must measure. **The focus is to improve student learning.**

■ Internal Assessment

- ▶ Helps focus resources and time
- ▶ Determining and increasing quality
- ▶ Meeting needs/making high caliber graduates
- ▶ Who is your internal audience?

■ External

- ▶ Accreditation
- ▶ Local/Stated/Regional/Federal Requirements
- ▶ Boards or certifications



QEP Overview

- Background & Accreditation
- [Scope of Plan](#)
- QEP Components
 - Global Courses
 - Global Events & Travel
 - Global Fellows, Learners & Scholars

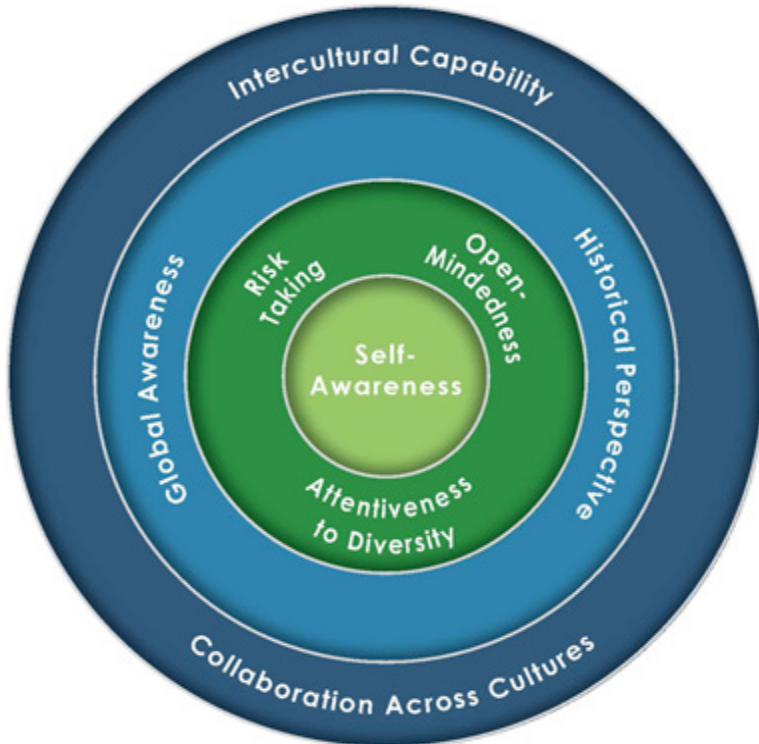


Preparing Students for an

Interconnected World



Global Competence Model (Hunter, 2004)



Global competence implies the ability to interact positively and effectively with anyone in the world.

Measured through the Global Competence Aptitude Assessment

QEP Timeline & University Initiatives

Preparing for the SACSCOC site visit (2014) and writing the first QEP narrative

2011-2014

University Mission Statement Updated (2014)

2015 | TX launches 60x30 Initiative

2015-2020
University Strategic Plan Released
Guiding principle “Globalization” added and assessed through QEP/IPO efforts

2019-2024

CREATE AN INCLUSIVE COMMUNITY
characterized by respect and collaboration

- Enhance civility and collegiality of administrators, faculty, staff and students
- Recruit, develop and retain diverse students, faculty, staff and administrators
- Create occasions for meaningful interactions across the university, including opportunities that enhance global awareness

New Strategic Plan | Under new administrative leadership, strategic plan is stream-lined and launched. “Global Awareness” remains a strategic priority/goal.

OUR MISSION

Texas A&M University-Commerce provides a personal, accessible, and affordable educational experience for a diverse community of learners. We engage in creative discovery and dissemination of knowledge and ideas for service, leadership, and innovation in an interconnected and dynamic world.

1

Identify Program-Based Student Learning Outcomes

Meaningful student learning outcomes reflect the goals and values of your specific program.



Student Learning Outcomes (SLOs)

SLO 1

Students will be able to demonstrate knowledge of the interconnectedness of global dynamics (issues, trends, processes, and systems).

SLO 2

Students will be able to apply knowledge of the interconnectedness of global dynamics (issues, trends, processes, and systems).

SLO 3

Students will be able to view themselves as engaged citizens within an interconnected and diverse world.

2

Map the Curriculum

Document the learning experiences students have to prepare them to meet your outcomes

Mapping to Student Learning Outcomes

Texas A&M University-Commerce QEP

— *Preparing Students for an Interconnected World* —

OVERARCHING GOAL: increase student learning and preparation, specifically in relation to global competence.

PURPOSE: improve students' global competence, specifically knowledge of global dynamics (issues, trends, processes, systems) [SL01]; ability and opportunity to apply that knowledge [SL02]; and awareness of their role as engaged citizens within a highly interconnected world [SL03].

GLOBAL SCHOLAR COMPONENTS Students	REQUIREMENTS
APPLICATION	-Experience Reflection - see Appendix H
ELECTRONIC PORTFOLIO contents:	-Rubric - see Appendix I
Global Course(s)	-1 required for degree, 3 recommended -Instructor graded artifact -Course reflection
Global Events/Activities	-2 required per semester, 4 recommended -Reflection for each
Global Travel	-Pre/Post GCAA (reports) for international travel (2 reports per student) -Reflection for each
Global Research	-Letter from Advisor -Project, paper, publication, and/or presentation
Global Competence Aptitude Assessment (GCAA)	-Incoming Freshman and Exiting Seniors (2 reports per student) -Reflection

Enrollment data indicate that of the nearly 12,000 A&M-Commerce students, more than 60% are undergraduate students. The targeted student population for the initial implementation of the QEP will include all first-year, full-time freshman (about 500 each fall). Following the current trend for four to six-year graduation rates of 38%, the QEP anticipates half of those who graduate will earn status as a Global Scholar, with about 20% earning a foreign travel scholarship opportunity.

Mapping to Student Learning Outcomes

Student Learning Outcome #1 (1.a)

Students will be able to demonstrate knowledge of the interconnectedness of global dynamics (issues, trends, processes, and systems).

Method of assessment (1.d)

Exiting seniors- Completion of the Global Competence Aptitude Assessment (GCAA)

Standard of success (1.e)

- 1) completion by at least 90% of exiting senior students each term
- 2) internal and external readiness scores to ranges indicative of developing/developing aptitude or developed/high aptitude global competence
UPDATED TO: Internal Readiness: 70-84 (Developing Aptitude) and 85+ (High Aptitude)
External Readiness: 67-81 (Developing Aptitude) and 82+ (High Aptitude)
- 3) utilization of results to inform strategic planning and university continuous improvement efforts.

Sample from 2012-2020 IE Plan

Results

Results for Assessment 2

List the IE cycles that this data have been collected. (2.e)

In the larger box below (or included in an appendix), provide multiple years of data for comparison over time.

Summer 2017: 14 Fall 2014 cohort members graduating; 3 completed assessments (21%)
Average Internal Readiness Score: 74 (developing) | Average External Readiness Score: 66 (under developed)
Fall 2017: 43 Fall 2014 cohort members graduating; 15 completed assessments (35%)
Average Internal Readiness Score: 76 (developing) | Average External Readiness Score: 67 (developing)
Spring 2018: 143 Fall 2014 cohort members graduating; currently at 52 responses (36%)
Average Internal Readiness Score: 75 (developing) | Average External Readiness Score: 69 (developing)

Describe the results for assessment 2. If this assessment assesses multiple SLOs, label the results accordingly. In addition to this narrative, an appendix may be submitted separately with images, tables, or charts as a visual representation of the results. (2.f)

All 3 SLOs are measured by the results of this assessment:
SLO 1-Students will be able to demonstrate knowledge of the interconnectedness of global dynamics (issues, trends, processes, and systems).
SLO 2- Apply knowledge of the interconnectedness of global dynamics.
SLO 3- View themselves as engaged citizens within an interconnected and diverse world.

The GCAA completed upon graduation. Issued to students upon filing for graduation with approximately 10 weeks to complete. Only outreach to students who took the GCAA during the first weeks of their freshman year (2014/2015).

Completion of graduation GCAA by term for students beginning in Fall 2014 with "developed" or "developing" global competency :

Summer 2018: 43 Fall 2014/2015 cohort members graduating; 11 completed assessments (25%)
Summer 2018 Average Internal Readiness Score: 76 (developing)
Summer 2018 Average External Readiness Score: 68 (developing)

3

Determine Assessment Measures

Aligns with SLOs



QEP Environment: Assessment

Assessment	Type of Assessment			
	Direct	Indirect	Formative	Summative
Global Course Artifacts	✓		✓	✓
Global Competence Aptitude Assessment	✓		✓	✓
ePortfolio	✓			✓
Global Course Evaluations		✓	✓	✓
National Survey of Student Engagement		✓		✓
Graduation Exit Survey		✓	✓	✓
Placement Rates		✓	✓	✓

Tips for Choosing Assessment Measures¹

Ideally, chosen methods include both direct and indirect examples of student learning, with authentic, performance-based assessment performed at all levels.

Choose carefully what will help you be able to determine the following:

- **Documenting** whether or not your program's intended outcomes are actually being achieved.
- Informing key stakeholders and other decision makers of **areas of strength**.
- **Revealing student learning needs** in order to drive program improvement.

¹ Howto Guide: Developing a Program Assessment Plan (retrieved November 8, 2019, from <https://www.uc.edu/assessment/toolkit/planning/howtoplan.html>)

4

Draft & Implement

Determine assessment timeline and how assessment findings will be distributed/discussed

Implementation/ Sharing Findings

IE Collection Cycle

Running each year and with massive resources, IER makes it possible to plan and review

Use Your Resources

See what others are collecting that will support or aid your cause

(IER Website: Grad Exit Survey, NSSE, Placement Rates, etc)

Assessment Timeline

Keep track and set reasonable timelines for collecting information.

[QEP Example](#)

Share What You Know

IE forms are formulaic – ideally, report then plan

Consider an [annual report](#) – extra work but let's you share/analyze all you want!

[Condense information](#) for the VIPs to drive home key points



5

What We Have Learned

Growth, Change and Challenges

What do we know?

2014-2016 FTFTs Progress towards increasing Global Competency?

- 8 term graduation cycle began May 2018
- Current sample (~130)
- Connections between major, # of GBL/GLB courses, travel, languages studied, etc.
- ePortfolio reflections

Limitations

- Small sample size (graduates and study abroad)
- Incomplete reporting (GLB/GBL course reporting)
- Access to ePortfolios and collecting qualitative information easily
- Lower participation in Global Scholar

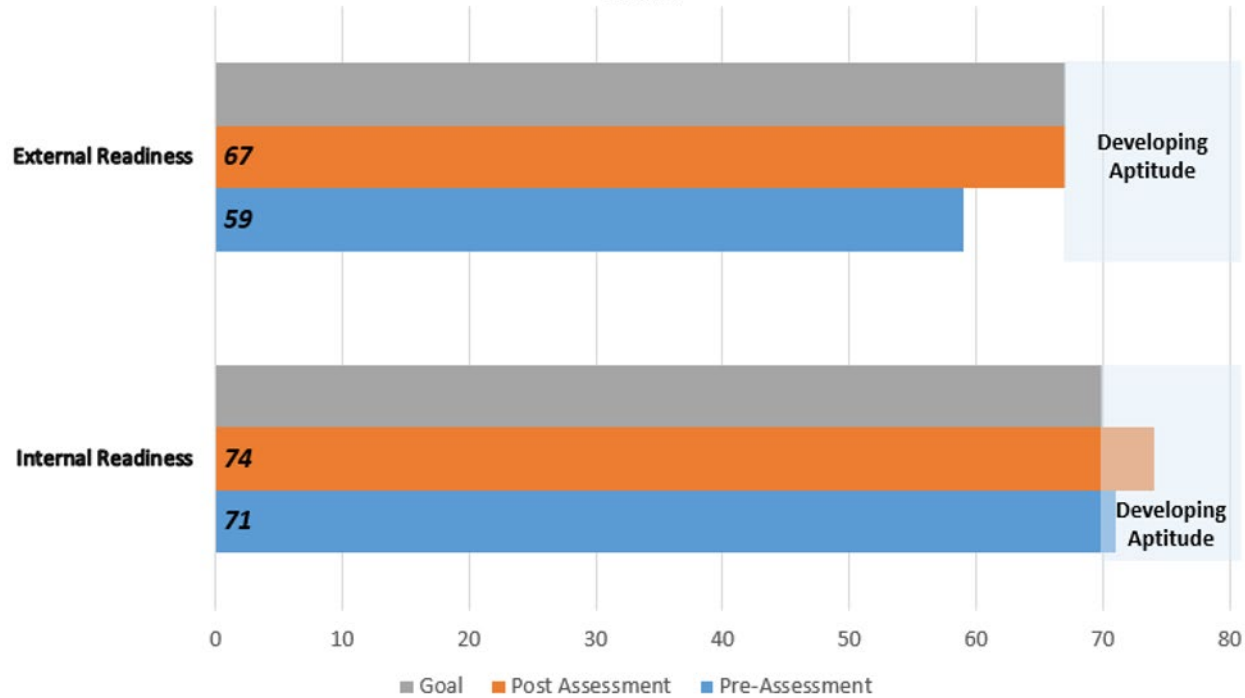
First-Time, Full-Time Freshman**GCAA Pre-Assessment Readiness Score Averages by Cohort**

	Fall 2013 (Baseline)	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018	Fall 2018
Assessments Completed	397	930	35	934	35	915	26	848	7	904
Internal Readiness Mean	68.2	73.1	67.7	70.4	66.6	69	67	69	71	70
External Readiness Mean	45.7	59.9	48.4	56.5	51.2	54	48	53	63	64

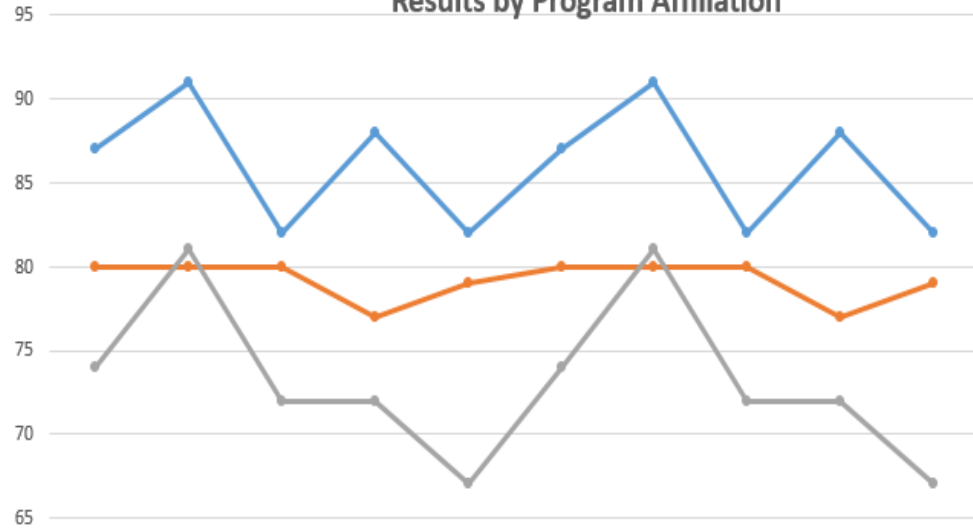
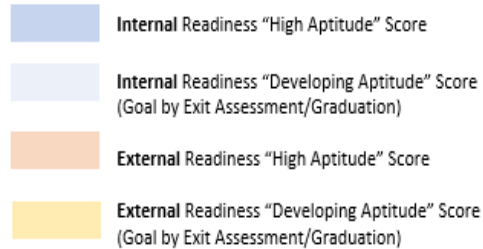
Average Pre and Post Global Competence Assessment Scores

Comparison

N=193



First-Time, Full-Time Freshman GCAA Post-Assessment Means Results by Program Affiliation



	Overall Internal Readiness	Self-Awareness	Risk Taking	Open-Mindedness	Attentiveness to Diversity	Overall External Readiness	Global Awareness	Historical Perspective	Intercultural Capability	Collaboration Across Cultures
Global Scholars (n=17)	87	91	82	88	82	87	91	82	88	82
Global Learners (n=4)	80	80	80	77	79	80	80	80	77	79
Other Graduates (n=94)	74	81	72	72	67	74	81	72	72	67

3,457 artifacts

from Global Course reported in 2018

Global Course Outcomes Spring 2018			
Students n = 1517			
		Artifact Type	Average Grade
SLO 1	1065 70.2%	Paper -65.4%	B
		Powerpoint - 8.1%	B
		Event Attendance - 0	
		Combination - 26.5%	B
SLO 2	1169 77.1%	Paper - 69.9%	B
		Powerpoint - 3.0%	B
		Event Attendance - 0	
		Combination - 27.1%	B
SLO 3	847 55.8%	Paper - 59.7%	B
		Powerpoint - 7.6%	B
		Event Attendance - 2.6%	A
		Combination - 30.1%	B

*Combination indicates the incorporation of multiple

What have we learned?

Revamping Assessment Quality

Global Courses

ePortfolio review

Cultivating Buy-In

Early communication and buy-in essential (students)

Maintaining interest and encouraging documentation

Faculty recognition & involvement

Asking Tough Questions

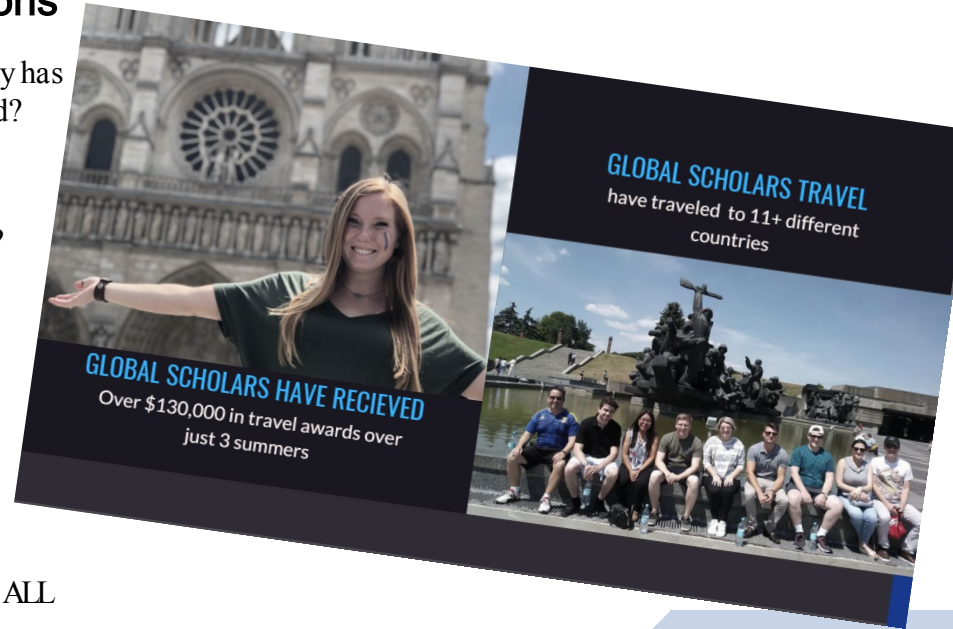
With a “global” environment, why has international travel not increased?

Is the program recognizing and serving the students it needs to?

Does the timeline work?

Updating language to “micro-credentialing” or considering a competency-based approach

Scaling initiative to campus and ALL students





Challenges to the perfect plan



Losing Tools

Adapting and developing when key assessment tools change. (ePortfolio)

Maintaining Resources

Keeping funding for assessment needs when it gets tight

Using campus partners to form great collaborations/sharing resources

Let go/update of things that are not quality assessment

Fighting Fatigue

Keeping the topic viable

Rewarding sustained interest/fighting turnover

Sharing new information/how you are implementing suggestions

Staying Nimble

Taking time to reflect and share what you're learning so you can make sure your resources/time are going to the right places



QUESTIONS?

Find us at: www.tamuc.edu/QEP

Email: QEP.Committee@tamuc.edu