



**Institutional  
Effectiveness and Research**

A&M-COMMERCE

# Intro to Assessment Reporting and Use of Results

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Writing Goals, SLOs, and Assessment Methods

Institutional Effectiveness and Research



# New Years Resolutions

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# Purpose of an Assessment Plan and Results

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Program and unit level planning

College/Department/Division strategic planning

Assessment direction and focus

Budget decisions

Trend analysis

SACSCOC Accreditation

“Assessment gives us several ways to gather, interpret, and use data to provide information we need to take appropriate action.” (Walvoord, 2010)

# 4-Column Report

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**Statistical Analysis** - Graduating students will be able to select appropriate statistical analyses to facilitate interpretation of data.  
**Learning Outcome Status:** Active  
**\* Planned Assessment Cycle:** 2019 - 2020, 2020 - 2021  
**Start Date:** 03/19/2020  
**Phase Out Date:**

**Comprehensive Exam** - Objective questions on comprehensive exam taken by psychology majors enrolled in PSY 490. Administered by course instructor of record each spring. A series of 10 multiple-choice questions tests student knowledge of descriptive and inferential statistics  
**\* Standard of Success:** 85% of students will correctly answer 7 out of 10 or more of the exam questions assessing knowledge of descriptive and inferential statistics  
**Notes:** Test bank for comprehensive exam reviewed every 3 years by program faculty committee.

**Reporting Period:** 2019 - 2020  
**Conclusion:** Standard of Success Not Met  
83% of students (n=48) answered correctly 7 out of 10 or more of the exam questions assessing knowledge of historical trends. See related documents for a breakdown of performance. This year's results were slightly higher than the prior year although still somewhat decreased from 2017-18. Enrollment growth in the undergraduate psychology program has presented challenges to performance on the comprehensive exam specifically in the content area of statistical analysis.  
(04/03/2020)  
**Follow Up on Previous Year Action Plan:** After not meeting the standard of success in 2018-19, the program added dedicated tutoring for students in Behavioral and Social Science Statistics. While this may have contributed to a slight increase in performance on the

**Action/Use of Results:** Psychology faculty discussed adding a mandatory tutoring requirement. Instead of leaving optional, students in the statistics course will be required to attend a minimum of 2 tutoring sessions. Course instructors will maintain a record of attendance. This requirement will be implemented Fall 2020.(04/06/2020)

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, etc.).**

Excellent

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

Excellent

**Results conclusions identified (e.g., Standard of Success Met) are aligned with the program goals and objectives 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

# Goals when analyzing data

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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 student mastery of learning objectives or that responds to questions that faculty want answered
3. Provide information that informs faculty as they decide how to respond to results
4. Document a clear plan for how the results can be used to seek improvements

# Reporting Assessment Results

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## Tell Your Story

- Think about who will be reading (needs, perspectives, priorities)
- Highlight interesting or unanticipated findings
- You know your data best- emphasize and explain differences or changes
- Provide context and helpful commentary



April Session!

## Be clear and concise

## Prepare for Feedback

- Provide supporting information that illustrates alignment
- Document quality
  - Assessment strategy
  - Assessment method
  - SLO/Goal
- We're all human doing a human process; acknowledge flaws



# Assessment Results: Comprehension

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Highlight the results related to the SLO/Goal and the standard of success

Include interpretation

- “90%, n=10, passed the test”
- “85% of responses were positive”
- “The time to completion decreased by 10 minutes on average”
- “90%, or 9 of the 10 students to take the test, passed. Though this was slightly lower than the previous year (95% pass rate), students demonstrated consistent understanding through classwork submission of understanding of the concepts. The largest challenge students encountered was describing the use of the DMS manual in understanding and providing a treatment plan for previously unidentified disorders”
- “85% of the 306 survey responses were positive. Though this meets and surpasses the standard of success (75% satisfaction), it is noted in the surveys that people were consistently unsatisfied with the fall training services and response time. The department met in January 2024 to discuss these findings. The CTO presented data that identified a decrease in perceived quality from the last two years to this year in the fall trainings. The instructor teaching these trainings was a new hire in August 2023; the individual will be scheduled for more one-on-one meetings with the CTO and additional instructional support will be provided.”

# Representation of Data

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## TYPES OF DATA

Number assessed/sample or population size

Local Methods

- Headcount
- Percentage
- Mean/Average

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

Examples of  
Student work



CHANGE	POTENTIAL EVIDENCE
Develop and implement new assignment to reinforce knowledge needed to achieve the outcome	The new assignment. A syllabus that shows how the new assignment figures into the course grade.
A new textbook	A screenshot of the new book cover. A syllabus that shows the new book.
New laboratory equipment	A purchase order or, better yet, a vendor invoice for the purchase
Increased instruction in library research	A syllabus showing the additional library instruction. Communications detailing the specific instruction needed or handout from the librarian handling the instruction.
Adding a prerequisite to increase base knowledge before enrolling in the class in which the outcome is assessed.	Curriculum forms that show the added prerequisite. Catalog page that shows the new prerequisite.



*Include evidence that the indicated change occurred!*

**Straightforward outcomes, streamlined data collection, protocols that facilitate meaningful faculty reflection, and evidence that changes were made.**

## Results

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Excellent

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Excellent

**Provide sample/population size (number assessed).**

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# Reporting Results

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

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

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**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

---

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# Analyzing Results

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

## 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.**

## Follow Up on Previous Year Action Plan:

**In the prior year, Dining Services added 10 diet-specific menus to its rotation in an effort to better serve the needs of the community. While these offerings have been well-received, they have not yet contributed to meeting the standard of success for this assessment.**

# Analyzing Results

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

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

Conclusion: **Standard of Success Not Met**

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.

# Action/Use of Results

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## Questions to ask

- Based on what I/we know now, what am I/are we going to do to improve practices?
- Who needs to be part of these decisions? Who is responsible for implementing and checking changes? Who is responsible for reporting back to the department?
- What *exactly* will be taking place to make these improvements?
  - Ensure you can explain it well and clearly!
- What resources or support are needed to support this work or improvement?
- When will changes/updates/revisions/etc. be initially implemented? When will they be checked or confirmed?
- Where in the academic program or nit services will the changes be implemented or included? What does this look like for other pieces or people involved?
- Why is this important? Why did I/we decide to focus on this particular issue? What impact will it have throughout the college or division?

# SoS not Met or Inconclusive: What now?

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Using data, discussions, student feedback, industry guidance, peers, etc.

Changes to Curriculum	Changes to Practices
Revision/enforcement of prerequisites or other requirements	Revision/enforcement of prerequisites or other requirements
Revision of course sequence or content	Revision of order or types of offerings/services
Addition or deletion of courses	Addition or deletion of offerings/services

# SoS not Met or Inconclusive: What now?

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Using data, discussions, student feedback, industry guidance, peers, etc.

## Changes to Academic and/or Support Processes

Improvements or changes in technology

Changes in personnel

Additional training or professional development

Revision of advising, training standards or processes

Revision of admission, support criteria



# SoS not Met or Inconclusive: What now?

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Using data, discussions, student feedback, industry guidance, peers, etc.

## Changes to Assessment Plan

Revision of existing SLOs/Goals

Addition of new SLOs/Goals

Revision of existing Assessment Methods

Addition of new Assessment Methods

Revision of existing Standard of Success

Addition of new Standard of Success

Collection of additional assessment data

# Implementation Tracking

Improvement or Change	Description	Who is Accountable or Responsible?	Date to be Completed





# SoS MET: Now What?

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Consider setting more challenging goals or targets.

Look at other improvements wanted

Think through other feedback received

Consider populations that did not perform as expected and how can they be supported?

What about the other remaining X% that did not meet the SoS?

***Even if you meet the Standard of Success,  
what do the results mean or tell you?  
How will you use them?***

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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.

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**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.**

## Goal:

Visitors to University dining locations will be able to access food 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. 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.

## Follow Up on Previous Year Action Plan:

In the prior year, Dining Services added 10 diet-specific menus to its rotation in an effort to better serve the needs of the community. While these offerings have been well-received, they have not yet contributed to meeting the standard of success for this assessment.

**Actions are aligned  
with the goals.**

### Action/Use of Results:

Because survey results indicate that only a limited number of 64.55% of visitors to campus dining services agree that they are able to access food which meets their dietary needs, **despite recent steps taken to add diet-specific menus, Dining Services will engage with Marketing in a campaign to better advertise the diet-specific menus available.**

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.**

**Action plans are specific and clear (i.e., who is responsible, what is to be done, when implemented, where implemented, and how implemented.)**

# Completing Your IE Report

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

\* Result Date  ?

\* Result  ?

\* Reporting Period  ?

\* Conclusion  ?

\* Follow Up on Previous Year Action Plan  ?

\* Required field

▼ Actions/Use of Results

Action/Use of Results 04/27/2020 The NRMT curriculum committee met to review a curriculum map for the program and identified two additional required courses where content related to the SLO 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.

# Repeat the Cycle

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Based on what you learned or discovered, ask yourself *again*, what do you need to know?

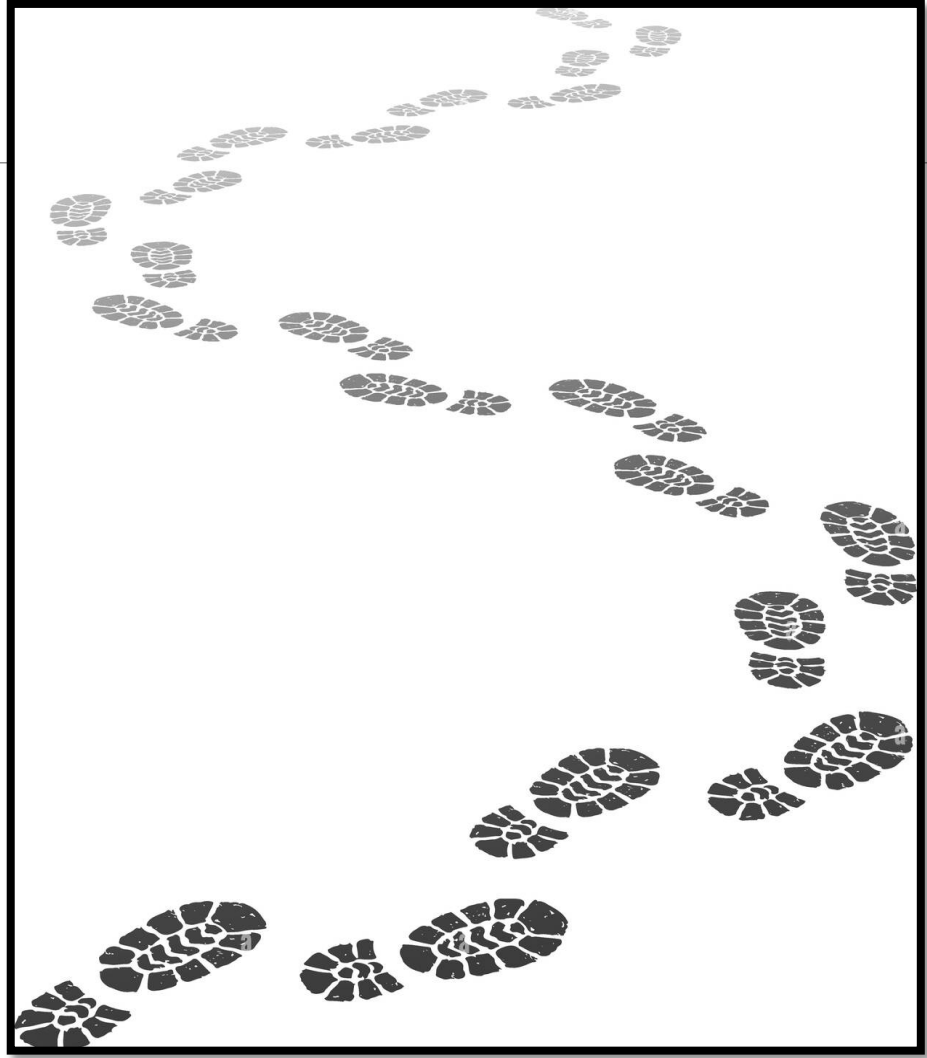
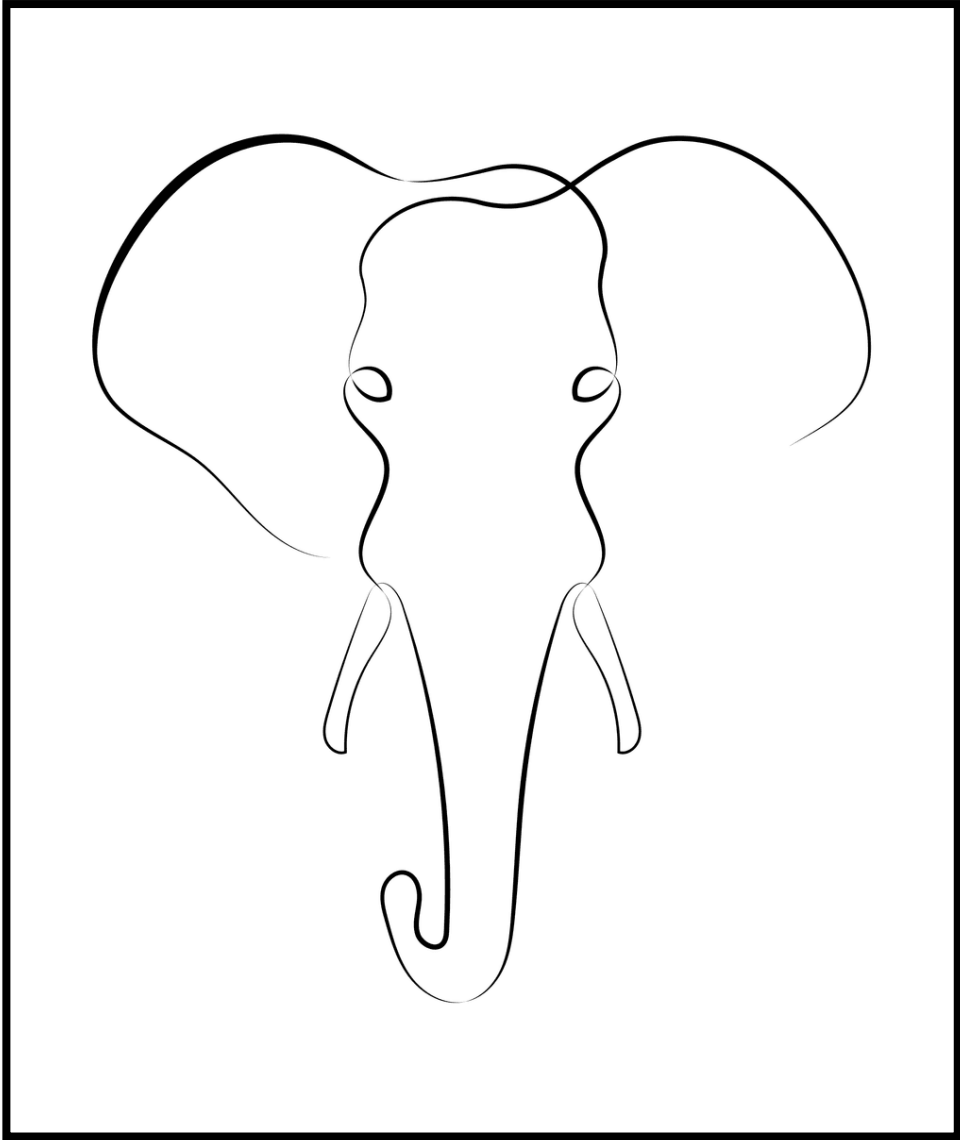
Start over by asking yourself this question and creating a plan to answer the question.

Rely on others- you are not an island

Make it easier- set reminders, put it on agendas







# Next Steps

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Discussion

Thoughtful review of current plan, assessment results

Research and findings

Discussion of results and implications

Discussion of next steps and use of results

How does this impact the *process* of assessment?

Meet with an IE Team member

Discussion

Nuventive updates and reporting



# Resources

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IE Resources @ [www.tamuc.edu/ier](http://www.tamuc.edu/ier)

- Office of Institutional Effectiveness
  - Assessment

+ Resources for using the Nuventive Improvement Platform

+ Instructions for Annual Assessment Reporting

+ Report Examples

+ Internal Resources for Program/Unit Assessment

+ External Resources for Program/Unit Assessment



Department of Institutional Effectiveness & Research

## IER SPRING SERIES

*This event series offers university faculty and staff professional development opportunities for continuous data-driven improvement within academic programs and support units.*

Register at [TAMUC.EDU/IER](https://tamuc.edu/ier)

### INSTITUTIONAL EFFECTIVENESS WORKSHOPS

Apr 25      Assessment as Storytelling – RSC Dedication

2:00-3:00 PM

Visit [www.tamuc.edu/ie](https://www.tamuc.edu/ie) to view details



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Please share your  
feedback with us!