ASSESSMENT 101

NICHOLAS VIATOR
AGENDA

Introduction to Assessment
- What is Assessment?
- Why is Assessment important?
- What are the benefits of Assessment?
- Myths of Assessment

SACS
- SACS Expectations
- Texas Tech

Assessment in Practice
- Office of the Library

Components of an Assessment Plan/Report
- Mission & Outcomes
- Measures
- Targets
- Findings
- Action Plans

Office of Assessment Homepage
- Reporting Timeline
- Helpful Links
- TracDat

Putting It All Together
- From Start to Finish: The Assessment Plan/Report

Q & A
WHAT IS ASSESSMENT?

Assessment is the systematic and ongoing method of gathering, analyzing and using information from measured outcomes to improve student learning, department...
WHY IS ASSESSMENT IMPORTANT?

Assessment is an integral part of instruction, as it determines whether or not the goals of education are being met.

Assessment affects decisions about grades, placement, advancement, instructional needs, curriculum, and, in some cases, funding.

Inspires us to ask questions:

Are we teaching what we think we are teaching?

Are students learning what we intended them to learn?

What are the needs of the department?

Is the department meeting its standards?
WHAT ARE THE BENEFITS OF ASSESSMENT?

ACADEMIC ASSESSMENT

Provides diagnostic feedback
Helps educators set standards
Evaluates progress
Motivates performance

NON-ACADEMIC ASSESSMENT

Provides diagnostic feedback
Helps managers set standards
Evaluates progress
Motivates performance
MYTHS OF ASSESSMENT

MYTH

Myth #1: Assessment is a necessary evil.
Myth #2: Assessment can and will be used against faculty.
Myth #3: Assessment is an intrusion on academic freedom.
Myth #4: Assessment should prove our program is successful.
Myth #5: Assessment is another one of those top-down initiatives with no faculty input.

TRUTH

Truth: Assessment is a SACS – mandated necessity.
Truth: The assessments are internal instruments that are responded to by the program's faculty, not by the university's administration.
Truth: The department defines the interpretations and assesses the degree to which our students have learned them.
Truth: The program assessment goal for SACS is not showing that you have enough books or enough faculty or enough credit hours (we have other SACS measures for that), the goal is improve your program
Truth: Faculty decide what the students should know; faculty decide how and when they should learn it; faculty assess the degree of learning; faculty implement changes based on their assessment.
SACS

The Southern Association of Colleges and Schools Commission on Colleges is the regional body for the accreditation of degree-granting higher education institutions in the Southern states. It serves as the common denominator of shared values and practices among the diverse institutions in Alabama, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Texas, Virginia and Latin America and other international sites approved by the Commission on Colleges that award associate, baccalaureate, master’s, or doctoral degrees.
SACS EXPECTATIONS

Comprehensive Standard 3.3.1.3
Institutional Effectiveness: Academic and Student Support Services

The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in each of the following areas:

3.3.1.1 educational programs, to include student learning outcomes
3.3.1.2 administrative support services
3.3.1.3 academic and student support services
3.3.1.4 research within its mission, if appropriate
3.3.1.5 community/public service within its mission, if appropriate.
SACS: THE TEXAS TECH CASE

December 2007;
Texas Tech placed on probation for “Insufficient reporting of general education data”.
# UNT Dallas Library Assessment

## 4 Categories

<table>
<thead>
<tr>
<th>Expected Outcome Name</th>
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</tr>
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<tbody>
<tr>
<td>FY2013-2014 - Enhance Information Literacy</td>
<td>Students will demonstrate enhanced information literacy through the ability to conduct independent research using electronic resources, perform analysis of scholarly peer-reviewed articles and identify authoritative resources.</td>
<td>Active</td>
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<td>FY2013-2014 - Maintain a library collection with current and relevant resources.</td>
<td>UNT Dallas students, faculty and staff will have access to a collection of print and electronic materials relative to course curricula.</td>
<td>Active</td>
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<td>FY2013-2014 - Improve Outreach and Collaboration with Campus, and Professional and Local Community</td>
<td>Through outreach and collaboration, library staff will sustain consistent working relationships with members of UNT Dallas and the local and professional communities.</td>
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<td>User services statistics will indicate which library services are in frequent and high demand, thereby identifying effectiveness of the services provided as well as measuring use of physical library space.</td>
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**Expected Outcomes**

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Following is an example of how the library gathers and reports statistics to assess student learning outcomes after receiving Research Literacy Instruction from the library staff.
**Enhance Information Literacy**  
**Student Evaluation Form**

Please provide the following information.

<table>
<thead>
<tr>
<th>Course Code</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Professor's Name</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td></td>
</tr>
<tr>
<td>Start Time</td>
<td></td>
</tr>
<tr>
<td>Librarian's Name</td>
<td></td>
</tr>
</tbody>
</table>

Instruction Evaluation

- [ ] I knew all or most of this information
- [ ] I learned about 50% - 75% new information
- [ ] I learned about 80% + new information

Select the description that best describes you.

- [ ] Freshman
- [ ] Sophomore
- [ ] Junior
- [ ] Senior
- [ ] Graduate
- [ ] PhD
- [ ] Staff
- [ ] Visitor
What was the most interesting parts of the instruction?

How could we improve the instruction? (All comments for improvement are welcome!)
The library staff also provides instruction on the following:
Select the research workshop you would like to attend (Optional)

- Advanced Research Techniques for Electronic Databases
- Business Research
- Refworks
- Google Plus (Getting the best out of Google)
- The Best Internet Resources
Enhance Information Literacy
Statistics

Student Response of Most Significant Areas of Library Instruction

- Learning to Search Electronic Databases: 56%
- Learning to Cite: 16%
- Using RefWorks to Save Research: 7%
- Texshare Program: 7%
- ILLIAD account: 6%
- Worldcat International Online Library: 7%
- Locating Books: 2%
- Needed this instruction sooner: 1%

Updated May 18, 2012
Enhance Information Literacy Statistics

<table>
<thead>
<tr>
<th>Knew Most of the Information</th>
<th>Learned 50-75% New Information</th>
<th>Learned 80%+ New Information</th>
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<tr>
<td>123</td>
<td>284</td>
<td>229</td>
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Updated May 18, 2012
Students who received prior library instruction are more likely to indicate they "knew most of the information."

The greatest number of students reported an increased learning rate of 50-75% which indicates a strong need to continue library instruction sessions.
FY 2012-2013
UNT Dallas Library - Additional Workshop Requests

- **Adv Res**: 142
- **Bus Res**: 101
- **Google**: 129
- **RefWorks**: 139
- **Other**: 41
RESULTS (2)
Enhance Information Literacy

• RefWorks, Google Advanced Search and Advance Research Techniques are the most popular requests for additional instruction.

• Although students commonly express interest in additional instruction, attendance is usually low (2-5 students) for special workshops.

• Library staff will continue to look for optimum times to present additional instruction to reach a wider audience.
RECOMMENDATION
Enhance Information Literacy

• Continue to market the availability of library instruction sessions to full time faculty members through face to face and written communication.

• Connect with university staff to access a current list of adjunct professors to make them aware of the availability of library instruction sessions.
Example
Library Service Desk Statistics

UNT Library 2012 - 2013 Service Desk Statistics

Chart reflects statistics from September 2012 to July 2013.

Last updated August 8, 2013
COMPONENTS OF AN ASSESSMENT PLAN/ REPORT

ASSESSMENT PLAN
- Mission
- Goals
- Outcomes
- Measures
- Achievement Targets

ASSESSMENT REPORT
- Findings/ Results
- Action Plan
COMPONENTS OF AN ASSESSMENT PLAN/ REPORT:
MISSION STATEMENTS

MISSION STATEMENT

The Mission Statement links functions of your unit to the overall mission of the institution.

MISSION STATEMENT EXAMPLE

“The primary purpose of the Office of Academic Advising is to assist students in the development and implementation of their educational plans.”
COMPONENTS OF AN ASSESSMENT PLAN/REPORT:

GOALS

A general statement about the expected learning outcome of students completing a program.

GOAL EXAMPLE

Ensure students are exposed to a range of diverse perspectives in literature.

Provide a range of experiences that challenge students to think critically and research effectively.
COMPONENTS OF AN ASSESSMENT PLAN/ REPORT: OUTCOMES

OUTCOMES

A specific, measureable and/or identifiable learning goal focusing on the end results of learning, rather than the process.

OUTCOME EXAMPLE

Students will be able to demonstrate understanding of micro/macro economic principles: price formation, opportunity costs, market structures, fiscal and monetary policy.
COMPONENTS OF AN ASSESSMENT PLAN/ REPORT: MEASURES

Assessment Methods (Measures) are the processes employed to gather assessment information.

After establishing your Outcomes...

- Define and identify sources of evidence you will use to determine whether you are achieving your outcomes
- Detail what will be measured
- Identify or create measures which can inform decisions about your program’s processes and services.
COMPONENTS OF AN ASSESSMENT PLAN/REPORT: MEASURES

Characteristics of an Effective Assessment Measure

- Measurable and/or Observable
  - Observe it, Count it, Quantify it
- Meaningful
  - Captures enough of the essential components of the objective to represent it adequately.
  - It will yield vital information about your program
- Manageable
  - Can be measured without excessive cost or effort.
COMPONENTS OF AN ASSESSMENT PLAN/ REPORT: TYPES OF MEASURES

DIRECT MEASURES

Direct assessment measures require individuals or entities to demonstrate their knowledge, skills, and/or a behavior that reflects achievement of the stated goal.

INDIRECT MEASURES

Indirect assessment measures rely on individual perceptions to determine if a goal/objective has been achieved.
COMPONENTS OF AN ASSESSMENT PLAN/ REPORT: TARGETS

ACHIEVEMENT TARGETS

The result, target, benchmark, or value that will represent success at achieving a given outcome.

ACHIEVEMENT TARGET EXAMPLE

95% of users will be satisfied with services.

75% of students will score 2.5 or better on the writing test.
COMPONENTS OF AN ASSESSMENT PLAN/ REPORT:

FINDINGS

The results gathered for assessment measures.

FINDINGS EXAMPLE

Our majors were evaluated in 5 W-courses. Of the 134 majors assessed, 126 or 94% were judged to have met or exceeded departmental expectations in written communication of economic principles.
COMPONENTS OF AN ASSESSMENT PLAN/ REPORT: ANALYZING THE RESULTS/ FINDINGS

Reflect on what was learned during an assessment cycle:

- What changes could or should be made to improve the program?
- What do the findings mean for your program?
- What will you do?
COMPONENTS OF AN ASSESSMENT PLAN/ REPORT: ACTION PLANS

ACTION PLAN EXAMPLE

Action Plans are actions taken to improve the program or assessment process based on the analysis of results.

After reflecting on the findings, you and your colleagues should determine appropriate action to improve the program.

ACTION PLAN EXAMPLES

- Adjust Achievement Targets
- Change Measures (Exam questions, survey, etc...)
- Change Outcomes
OFFICE OF ASSESSMENT