UTTyler
THE UNIVERSITY OF TEXAS AT TYLER

Assessment Handbook

Office of Assessment and Institutional Effectiveness

Table of Contents

Chapter One: Institutional Effectiveness and Assessment Overview

Office of Assessment and Institutional Effectiveness

Institutional Effectiveness and Assessment Planning

> *Effective institutions demonstrate a commitment to principles of continuous improvements, based on a systematic and documented process of assessing institutional performance with respect to mission in all aspects of the institution. An institutional planning and effectiveness process involves all programs, services, and constituencies; is linked to the decision-making process at all levels; and provides a sound basis for budgetary decisions and resource allocations. (SACSCOC, 2018)*

In *A Practitioner's Handbook for Institutional Effectiveness and Student Outcomes Assessment Implementation,* 3rd Ed., (1995), James O. Nichols identifies the common components of institutional effectiveness as 1) A sharpened statement of institutional mission and objectives; 2) Identification of intended departmental/programmatic outcomes or results; and 3) Establishment of effective means of assessing the accomplishment outcomes and results. Using the assessment results for continuous improvement is implicit within these elements. Moreover, Nichols (1995) states that while student and educational outcomes assessment is the most visible central focus of assessment, a sustainable effort is best achieved by integrating a culture of institutional effectiveness at the campus level. This is the intention and ambition of assessment efforts at The University of Texas at Tyler (UT Tyler).

The **Mission** of the UT Tyler Assessment and Institutional Effectiveness (AIE) Office: ***Lead systematic and comprehensive processes that provide assessment information to be used for continuous quality planning at the institutional and program or department levels.***

Values that have been identified and practiced by the AIE Office
- ***Integrity***
- ***Transparency***
- ***Continuous Quality Improvement***
- ***Student Learning***
- ***Accountability***

Institutional effectiveness includes both "macro" and "micro" level activities. Macro-level actions establish university priorities through its mission, vision, and strategic plan. Micro-level activities include the unit-by-unit assessment and planning processes. The unit level assessment and planning processes involve the following: identifying outcomes in alignment with the mission and strategic plan of the university, measuring and collecting the supporting results, and engaging in ongoing improvement planning through evaluation of the results and operational planning. The macro-level strategic planning thus guides the micro-level, and the micro-level provides support for operational planning and evidence of effectiveness.

Assessment planning occurs at many levels across an institution, both in and outside the classroom. A successful assessment process involves the support of faculty, staff, and administration. Assessment is also the formal process that documents continuous and ongoing improvement planning for accrediting bodies and external constituents.

Southern Association of Colleges and Schools Commission on Colleges Expectations

The Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) is the recognized regional accrediting body in the eleven U.S. Southern states (Alabama, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Texas and Virginia) and in Latin America for those institutions of higher education that award associate, baccalaureate, master's or doctoral degrees. The Commission on Colleges' Board of Trustees is the representative body of the College Delegate Assembly and is charged with carrying out the accreditation process.

The University of Texas at Tyler is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award baccalaureate, masters and doctorate degrees. External Accreditation Compliance Reports are maintained and updated on a continuous basis to ensure that polices, practices, and procedures are in alignment with the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). In *The Principles of Accreditation: Foundations for Quality Enhancement* (2018), emphasis is given to the importance of continuous improvement and institutional planning:

Core Requirement 7.1 The institution engages in ongoing, comprehensive, and integrated research-based planning and evaluation processes that (a) focus on

institutional quality and effectiveness and (b) incorporate a systematic review of institutional goals and outcomes consistent with its mission. *(Institutional planning)*

Standard 7.3 The institution identifies expected outcomes of its administrative support services and demonstrates the extent to which the outcomes are achieved. *(Administrative effectiveness)*

Core Requirement 8.1 The institution identifies, evaluates, and publishes goals and outcomes for student achievement appropriate to the institution's mission, the nature of the students it serves, and the kinds of programs offered. The institution uses multiple measures to document student success. *(Student achievement)*

Standard 8.2 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 in the areas below:

    a. student learning outcomes for each of its educational programs, *(Student outcomes: educational programs)*
    b. student learning outcomes for collegiate-level general education competencies of its undergraduate degree programs, *(Student outcomes: general education)*
    c. academic and student services that support student success. *(Student outcomes: academic and student services)*

Nine Principles of Good Practice for Assessing Student Learning:

The American Association for Higher Education's *Nine Principles of Good Practice in Assessing Student Learning* (Astin et al, 1992) are summarized below:

Principle One: The assessment of student learning begins with educational values.

Assessment is not an end in itself, but a method for improvement. Educational values should drive what and how we assess. When educational mission and values are bypassed, assessment loses its purpose of leading to improvement.

Principle Two: Assessment is most effective when it reflects an understanding of learning as multidimensional, integrated, and revealed in performance over time.

Learning is a complex process, involving not only knowledge but also values, attitudes, and "habits of mind" that affect academic success as well as performance beyond the classroom. Assessment should reflect this by employing a diverse array of methods, including authentic student work or performance, and aim to have a more comprehensive picture of learning.

Principle Three: Assessment works best when the programs it seeks to improve have clear, explicitly stated purposes.

Assessment is goal-oriented; therefore, having clear goals will make assessment useful and focused. Assessment encourages attention on how and where program goals will be taught.

Principle Four: Assessment requires attention to outcomes but also and equally to the experiences that lead to those outcomes.

To improve outcomes, knowledge about student experience along the way is essential. Assessment can help understand what efforts lead to particular outcomes, which students learn under what conditions, and under what conditions students learn best.

Principle Five: Assessment works best when it is ongoing, not episodic.

Assessment is an ongoing process; the purpose is to monitor progress toward intended outcomes for continuous improvement. This may mean evaluating the assessment process and refining as new insights emerge.

Principle Six: Assessment fosters wider improvement when representatives from across the educational community are involved.

Student learning is a campus-wide responsibility. Assessment is not a task for one office or small group, but a collaborative activity. The aim is for better-informed decisions impacting student learning by all constituents.

Principle Seven: Assessment makes a difference when it begins with issues of use and illuminates questions that people really care about.

Assessment approaches should produce evidence that is relevant, credible, and applicable. Thinking of how the information will be used and by whom is essential. The purpose of assessment is not to gather data to report, but a process that involves being informed by data and using it for continuous quality improvement.

Principle Eight: Assessment is most likely to lead to improvement when it is part of a larger set of conditions that promote change.

Assessment alone will make little change, but on campuses where quality of teaching and learning is valued, it will be central to planning, budgeting, and personnel decisions.

Principle Nine: Through assessment, educators meet responsibilities to students and to the public.

Colleges have a responsibility to the public that support and depend on them to establish and report on meaningful goals and expectations for students, and to strive to continually improve student learning.

Overview of UT Tyler Assessment Review Process

The Assessment and Institutional Effectiveness (AIE) office staff facilitate the annual reviews of all assessment plans in collaboration with college and division representatives who serve on the Institutional Effectiveness (IE) Advisory Committee. The IE Advisory Committee membership includes a representative from each organizational division and faculty representatives as well as the College Assessment Coordinator for each academic college. The IE Advisory Committee meets at least twice each academic year as a full committee. Additional meetings to review and update administrative unit assessment plans are convened with the AIE office staff and the division representatives on an ongoing basis.

UT Tyler identifies four types of assessment units in compliance with SACSCOC standards. These include administrative departments, academic and student support services, academic programs, and the core curriculum. The process for each of these units is described in more detail in Chapters 2, 3 and 4.

Faculty and staff collect assessment data in a systematic process: results are analyzed and documented based on the degree of attainment toward a pre-determined success criterion; action plans for the upcoming assessment cycle are identified based on an analysis of the results; and closing the loop statements for the previous assessment cycle are recorded. Deadlines for each unit to submit assessment updates are identified below:

Academic Assessment Plans	Assessment Report Deadline	Friday preceding Thanksgiving
	Review Rubrics Deadline	May 31
Core Curriculum Assessment Plans	Assessment Report Deadline	May 31
	Review Rubrics Deadline	August 31
Non-Academic Assessment Plans	Assessment Report Deadline	October 31
	Review Rubrics Deadline	March 31

Figure 1.1 Assessment Cycle Timeline

The Office of Assessment and Institutional Effectiveness (AIE) staff complete initial reviews of the annual assessment plan updates with the chairs or directors, assessment professional staff, and IE Advisory Committee members using internal review rubrics. An annual Assessment and Planning Summary Review meeting with the appropriate Vice President, and/or Dean is the final step in the review process for each assessment cycle. The Vice President or Dean review meetings include discussion of the planning strategies identified in each assessment plan.

Chapter Two: Assessment Process for Educational Programs

Office of Assessment and Institutional Effectiveness

Educational Program Assessment Overview

Each educational program defines its mission in relation to the UT Tyler mission, identifies student learning outcomes that align with the institutional and college mission statement and goals. From there, a program can identify assessment methods and measures to collect and analyze results for ongoing progress to better increase student learning and success.

Define Mission and Program Goals

A mission statement should provide a clear and concise description of the purpose of the program. The mission statement sets the tone for the program goals and learning objectives. Mission statements should align with the College and University mission statements.
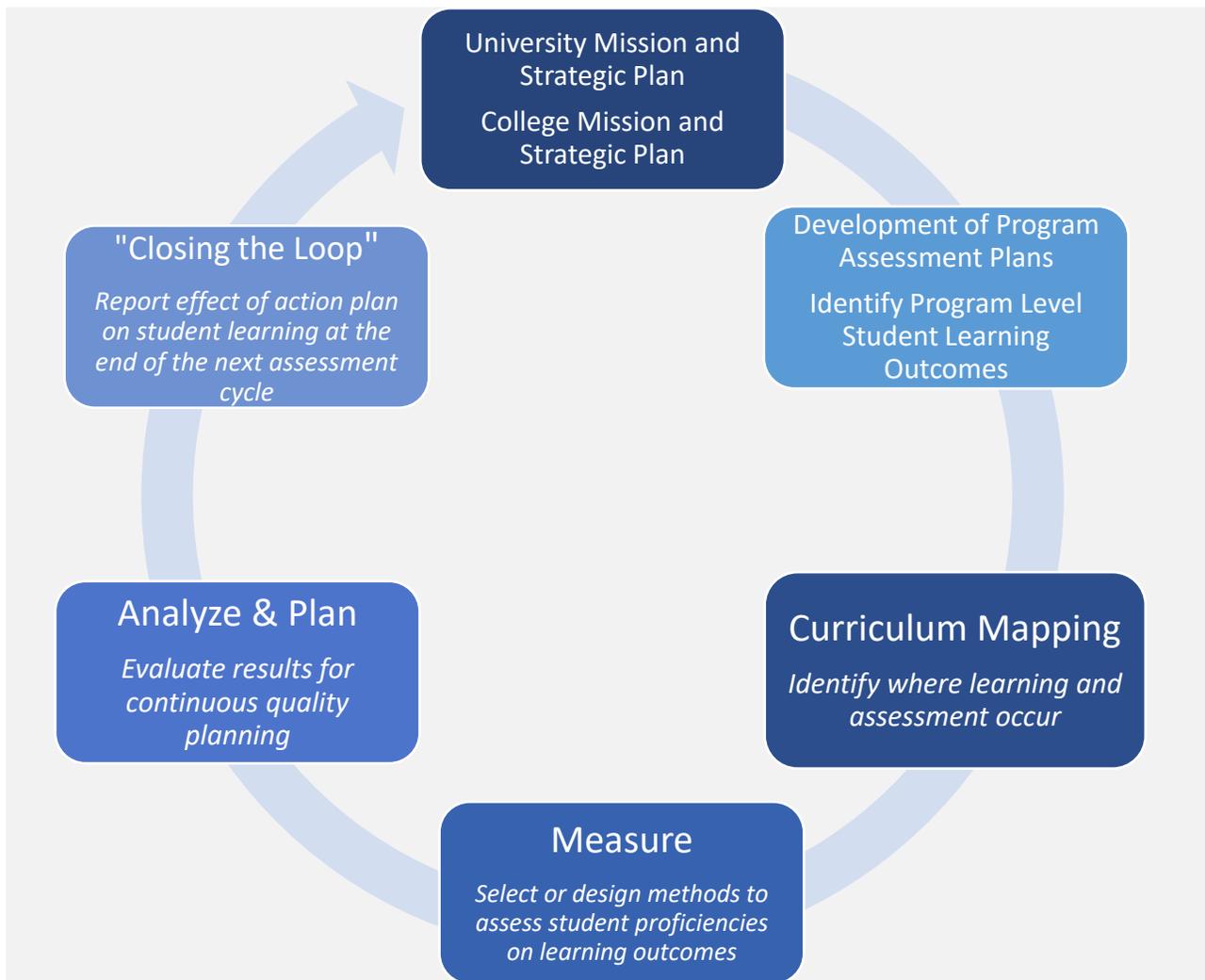

Figure 2.1: Assessment Cycle for Programs

Student Learning Outcomes (SLOs) specifically state what a student will know, comprehend, or be able to demonstrate as a result of participating in a program. Publishing clearly defined learning outcomes allows students to know what they will learn and what is expected of them.

Faculty identify five to six measurable and observable SLOs based on the mission statement and goals. These SLOs should be the pivotal learning objectives that set this program apart from others. Bloom's Taxonomy provides action verbs to describe what students are learning. A worksheet for creating SLOs can be found in Appendix A, and a summary of Bloom's Taxonomy can be seen below in figure 2.2:

Bloom's Taxonomy

create — Produce new or original work
Design, assemble, construct, conjecture, develop, formulate, author, investigate

evaluate — Justify a stand or decision
appraise, argue, defend, judge, select, support, value, critique, weigh

analyze — Draw connections among ideas
differentiate, organize, relate, compare, contrast, distinguish, examine, experiment, question, test

apply — Use information in new situations
execute, implement, solve, use, demonstrate, interpret, operate, schedule, sketch

understand — Explain ideas or concepts
classify, describe, discuss, explain, identify, locate, recognize, report, select, translate

remember — Recall facts and basic concepts
define, duplicate, list, memorize, repeat, state
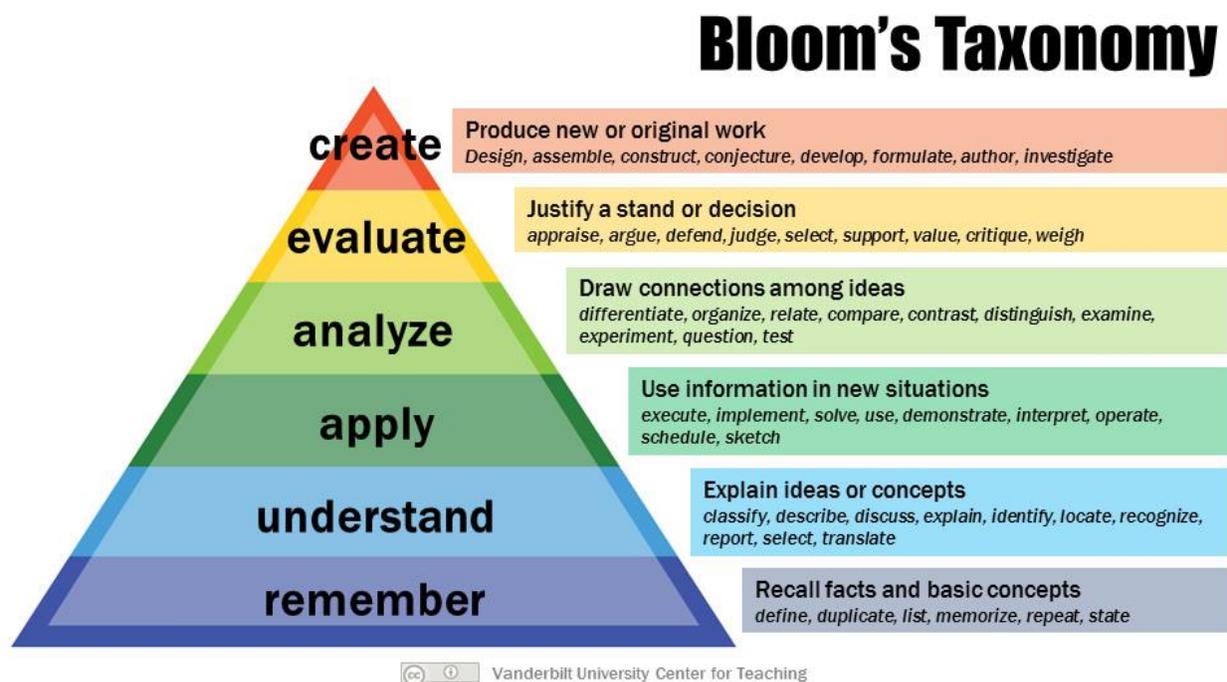
Vanderbilt University Center for Teaching

Figure 2.2: used with permission from Vanderbilt University Center for Teaching.

Curriculum Mapping

Once SLOs have been identified, the next step is to determine where in the curriculum the learning occurs. A curriculum map can help with this step.

A curriculum map has one column for each SLO and one row for each course. Each column and each row should have at least one area marked. There should not be a blank row or a blank column. For example, if a class was not marked as contributing to the program outcomes, then the question could be raised as to the purpose of the course. Likewise, if a program level SLO is not taught in any course, then is that outcome essential to the program?

Through Nuventive Improve Analytics, curriculum maps are created for each academic program. Formative and summative assessments of learning are identified as well as high

impact practices for undergraduate programs. See [Appendix B](#) for an example of a curriculum map from the Economics BS program.

High-Impact Practices

High-Impact Practices (HIPs) are active learning activities that have been shown to engage students and consistently lead to meaningful results, often improving student retention and engagement (Kuh, 2008).

Kuh (2008) summarizes six reasons why HIPs are effective: HIPs may 1) demand considerable time devotion from students, 2) involve interaction with faculty and peers, 3) increase diversity, 4) allow frequent feedback from faculty on student performance, 5) engage students in learning in different settings both on and off campus, and 6) be life changing by deepening learning and values/beliefs. HIPs may include the following:

- First-Year Seminars
- Common Intellectual Experiences
- Learning Communities
- Writing-Intensive Courses
- Collaborative Assignments and Projects
- Undergraduate Research
- Diversity/Global Learning
- Service Learning
- Internships
- Capstone Courses and Projects

For more information on HIPs, visit https://www.aacu.org/leap/hips.

Assessment Methods

Once it is established where learning takes place, assessment methods can be identified. Efficiently integrating learning outcomes assessment into the existing curriculum will streamline the assessment process. A variety of methods can be used for assessment, but direct measures of student learning are essential. Educational programs often use course-embedded student work as a direct measure of student learning. Typically, the most seminal projects, papers, or presentations are selected and identified as "Signature Assignments."

Indirect measures typically assess student perceptions or values. Including both direct and indirect methods strengthens the assessment plan by giving meaningful data for ongoing improvement. A few examples of direct and indirect assessments are provided in the table below:

Direct	Indirect
Comprehensive exams	Surveys
Pretest-post test	Exit interviews
Course-embedded projects	Focus groups
Portfolio evaluations	Course Evaluations
Oral presentations	Reflection Papers
National achievement tests	
Licensure exams	
Written assignments/papers	
Capstone courses	

Rubrics

Rubrics are scoring guides used to evaluate the quality of student work, establish criteria, and operationalize definitions. They can be useful guides to help score students on performance outcomes. Holistic rubrics use a single grading scale and score, while analytic rubrics are multi-component and will have multiple scores for each area. Rubrics help faculty members collaborate and share results on the learning outcomes and can be internally or externally created. See Appendix C for example holistic and analytical rubrics.

The Association of American Colleges & Universities (AAC&U) organized teams of faculty from across the country in the creation of the VALUE (Valid Assessment of Learning in Undergraduate Education) rubrics. According to the AAC&U website, the rubrics have been accessed by more than 42,000 individuals from more than 4,200 institutions. All 16 rubrics may be obtained at the following address: https://www.aacu.org/value-rubrics.

Analysis of Results and Reporting Results

How results are analyzed will depend on the type of data collected. For example, is the data quantitative or qualitative? Were rubrics, external licensing exams, written assignments used? No matter what type of data, analyzing and interpreting assessment results should offer insights into both the strengths and limits of a program. When reporting results, the goals and outcomes of the program should be at the forefront. As stated by Grayson (2012), "Weaving the data together in the analysis, the results should be a cohesive answer to an evaluation question."

Analysis of results can answer questions such as those listed below, which are adapted from the Southeast Missouri State University, *Busy Chairperson's Guide to Assessment* (2017):

- What does the data say about students' mastery of the material, research skills, writing ability, etc.?
- In what area(s) are students performing remarkable?
- What area(s) are they underperforming?
- What do the results say about students' preparation for taking the next step?

- Are there areas where performance is adequate, but not outstanding?
- Are graduates of the program getting good jobs, being accepted to post-bachelor programs?

Results are recorded in Nuventive Improve Analytics along with sampled supporting student artifacts annually.

Using Results for Improvement and Closing the Loop

The purpose of assessment is not to gather data to report but is a process that involves being informed by data and using it for continuous quality improvement. Program faculty determine action plans to improve student learning based on assessment results. Action items should align specifically with the SLO and assessment results. Student-focused continuous improvement changes typically include updating course content or curriculum and might include adjusting the assessment method or instrument as well. Consider the following when reviewing results for planning:

- Drill down to class structure; did students perform better in one format versus another? Or at one location than another?
- If a rubric was used, break out by rubric category.
- What areas did students perform better? What were the weakest areas?
- Review performance levels and criteria; was the bar set to high or too low?
- Evaluate the effectiveness of the assessment methods and instruments. Did the assessment method measure what it as intended to measure?
- Involve other program faculty and stakeholders in planning.

Actions for ongoing improvement should be updated in Nuventive Improve Analytics.

The final step is to close the loop. Closing the loop involves looking back at previous planning and evaluation cycles and documenting the changes. Some planning activities may take more time to put into practice than one cycle, and this can also be recorded in the closing the loop statements.

Chapter Three: Assessment Process for Administrative and Academic and Student Services

Office of Assessment and Institutional Effectiveness

Administrative and Academic and Student Services Assessment Overview

Administrative units are those that lend administrative support services to the campus, helping support the mission of the institution in a more indirect way than educational programs or Academic and Student Services. These units include areas such as Student Business Services, Human Resources, Information Security, among others.

Academic and Student Services units may provide direct support to faculty and students or indirect support for student learning. Examples of these units include Tutoring, Supplemental Instruction, and Academic Advising, among others. See Appendix D for a flowchart for identifying if an assessment unit is categorized as Administrative or an Academic and Student Support Service.
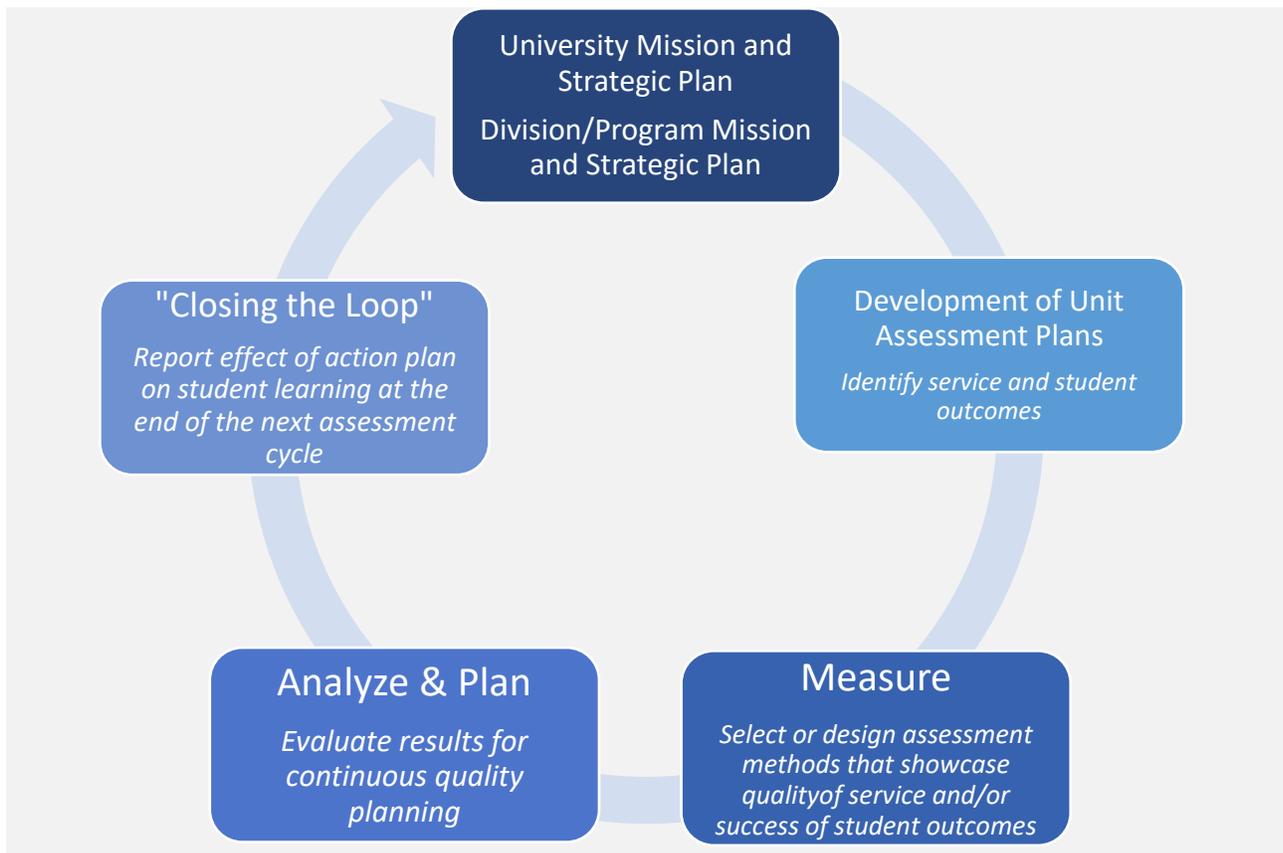

Figure 3.1 Assessment Cycle for Administrative and Academic and Student Services

Define Mission and Program Goals

A mission statement should provide a clear and concise description of the purpose of the department or support service. Mission statements should align with the Division and University mission statements.

<div align="center">Outcomes and Assessment Methods</div>

Administrative and Academic Student Services should have operational, or service, outcomes. Both Administrative and Academic and Student Service units should include performance or task-based outcomes. Assessment of services might include efficiency and quality of service, quantity or completion, timeliness of process, or satisfaction of services.

In addition to service outcomes, Academic and Student Service units should include student outcomes. According to SACSCOC Proposed Principles:

> Student outcomes – both within the classroom and outside of the classroom – are the heart of the higher education experience. Effective institutions focus on the design and improvement of educational experiences to enhance student learning and support appropriate student outcomes for its educational programs and related academic and student services that support student success. To meet the goals of educational programs, an institution is always asking itself whether it has met those goals, and how it can become even better. (pg. 57).

Student outcomes should be student focused and intentional. Academic and Student Service units may also have student learning outcomes (SLOs) like those of educational programs. It is recommended that these areas have student focused outcomes and if possible, directly measured SLOs. A worksheet for creating SLOs can be found in Appendix A, and a summary of Bloom's Taxonomy can be found in the previous chapter in figure 2.2.

Once service and student outcomes are established, assessment methods that align with the outcomes should be identified. Service outcomes may show quality, efficiency, and/or quantity of services provided. Student outcomes that are student focused might include direct student learning outcomes or might include measures that capture student's perceptions of learning. See Appendix E for more information on identifying outcomes and assessment methods for administrative and support units.

<div align="center">The Council for the Advancement of Standards in Higher Education</div>

The Council for the Advancement of Standards in Higher Education (CAS; 2015) provides relevant standards and practices to guide educators within higher education. CAS (2015) is comprised of 45 standards that each address a functional area within higher education. CAS (2015) lists six main learning outcomes that address the whole student. These include:

1. Knowledge acquisition, integration, construction, and application
2. Cognitive complexity
3. Intrapersonal development
4. Interpersonal competence
5. Humanitarianism and civic engagement
6. Practical competence

CAS also provides Self-Assessment Guides (SAGs) to guide the self-study process for program evaluation. These guides give a recommended plan for self-assessing, with rubrics covering

twelve components of common criteria, referred to as the "general standards." Please contact the AIE Office if you would like your SAG to conduct your own self-assessment.

Analysis and Reporting of Results

How results are analyzed will depend on the type of data collected. For example, is the data quantitative or qualitative? Were rubrics used, satisfaction surveys, student perception data? When reporting results, the goals and outcomes of the program should be at the forefront. (See Analysis of Results and Reporting Results under Chapter Two for more information on this topic).

Results should be recorded in Nuventive Improve Analytics along with supporting artifacts.

Using Results for Improvement and Closing the Loop

As mentioned previously, the purpose of assessment is not to gather data just to report, but a process that involves being informed by data and using it for continuous quality improvement. Action plans may include changes to service, procedures, program curriculum, or the assessment instrument itself. Consider the following when reviewing results for planning:

- Review performance levels and criteria; was the bar set to high or too low?
- Drill down to location; was feedback from one location or modality better than another? Was this adequately accessed?
- What services were rated higher and lower? Was the assessment instrument broken out enough to identify strengths and weaknesses?
- For student outcomes, how did students perform or what were student perceptions on services/programs?
- Evaluate the effectiveness of the assessment methods and instruments. Did the assessment method measure what it as intended to measure?
- Involve program and unit staff/administrators and other stakeholders in planning.

After actions for ongoing improvement have been identified, these can be captured in Nuventive Improve Analytics.

The final step is to close the loop. Closing the loop involves looking back at previous planning and evaluation cycles and documenting the changes. Some planning activities may take more time to put into practice than one cycle, and this can also be recorded in the closing the loop statements.

Appendix A: Writing Student Learning Outcomes

What are Student Learning Outcomes?

Student Learning Outcomes (SLOs) specifically state what a student will know, comprehend, or be able to demonstrate as a result of participating in your program, course, or project.

SLOS should be consistent with program mission and goals. SLOs should be measurable, use active verbs, and be useful and meaningful.

How to write a Student Learning Outcome

1) Begin with the mission statement of your program/department. Then answer the following questions in the box below:

Why does your program exist? What are you expecting students to learn as a result of participating in your program?

2) Use Bloom's Taxonomy action verbs to help you with creating an SLO that is measurable. Below is a list of verbs to consider when writing your SLO:

apply, appraise, argue, arrange, assemble, assess, calculate, categorize, compare, compose, conclude, contrast, create, define, demonstrate, describe, differentiate, discuss, distinguish, evaluate, examine, explain, express, formulate, identify, integrate, interpret, memorize, modify, practice, predict, propose, recall, recognize, relate, report, review, summarize, translate, utilize, write.

➢ Notice that these verbs were NOT on the list: appreciate, know, learn, understand.

3) To turn these statements into student learning outcomes, fill in the following sentence:

"As a result of participation in (*name of your program, course, or project),* students will be able to _____."

Examples of Student Learning Outcomes Using Bloom's Action Verbs

Students will be able to….

…..*identify* the most appropriate resource to help with their issue.

…..*articulate* the importance of ethics in a professional setting.

…..*analyze* clinical lab data to articulate a solution.

…..*evaluate* educational research critically.

……*apply* anger management techniques to assist classmates in resolving conflicts.

…..*utilize* technology to create a professional resume.

After you have written your SLO statements, use this checklist as a guide:

☐ Does your SLO support the program mission and objectives?

☐ Does it directly relate to what your program does?

☐ Is it measurable and using action verbs?

☐ Is it student-outcome focused (a result of learning)?

☐ Does it avoid combining multiple outcomes?

☐ Is it specific and concise?

Selecting Assessment Methods

You have now determined that your SLO is useful and that it is a result of learning. The next question to ask is can it be measured?

Assessing an SLO involves measuring to what extent the learning took place. A variety of methods should be used for SLO measurement, but direct measures are necessary. Below are a few examples of direct and indirect assessment methods:

Direct	Indirect
Comprehensive exams	Graduation rates
Pre test-post test	Surveys
Scoring rubrics	Exit interviews
Portfolio evaluations	Focus groups
National achievement tests	Retention rates
Licensure exams	
Reflective journals	
Capstone courses	

Appendix B: Example Curriculum Map

Program (CAS) - Economics - BA/BS - College of Arts and Sciences

Legend: (*) = High Impact Practices, (1) = Formative, (2) = Summative, (X) = Taught not assessed

Outcomes	ECON1301	ECON2301	ECON2302	ECON3310	ECON3311	ECON3314	ECON3317	ECON3325	ECON4320	ECON4330	ECON4340	ECON4345	ECON4350	ECON4355	ECON4360	ECON4399
Analyze Microeconomic Models (1)	X	*, X	*, X	*, X		*, X		*, X	*, 2	*, X	*, X	X			X	
Explain the Economic Consequences of Various Shocks (2)		*, 1		X	X	*, X	*, X	*, X	*, 2	*, X	*, X	X				
Understand Macroeconomic Variables and Individual Behavior (3)	X								*, 2	*, X	*, X				X	
Knowledge of Quantitative Tools (4)		*, X	*, X	X	X	*, X	*, X		*, 2	*, X		X	*, X	*, X	X	X
Analyze Firm Behavior Models (5)			*, X			*, X			*, 2			X				
Knowledge of Analytical Tools (6)		*, 1	*, X		X	*, X	*, X	*, X	*, 2	*, X	*, X				*, X	

Office of Assessment and Institutional Effectiveness　　　　22

Appendix C: Holistic and Analytic Rubric Examples

Example Rubrics: Holistic Rubric

Rubric for Case Studies	
20 points	• Clear point of view • Strong argumentation • Multiple and relevant connections with course readings • Exhibits a tone of respect for other points of view (does not preclude disagreement) • Follows the instructions • Proper citations
19-18 points	• Clear point of view • Good argument • Some connections with course readings • Exhibits a tone of respect for other points of view (does not preclude disagreement) • Follows the instructions • Proper citations
17-16 points	• Point of view may not be clear • Argument may be weak or missing

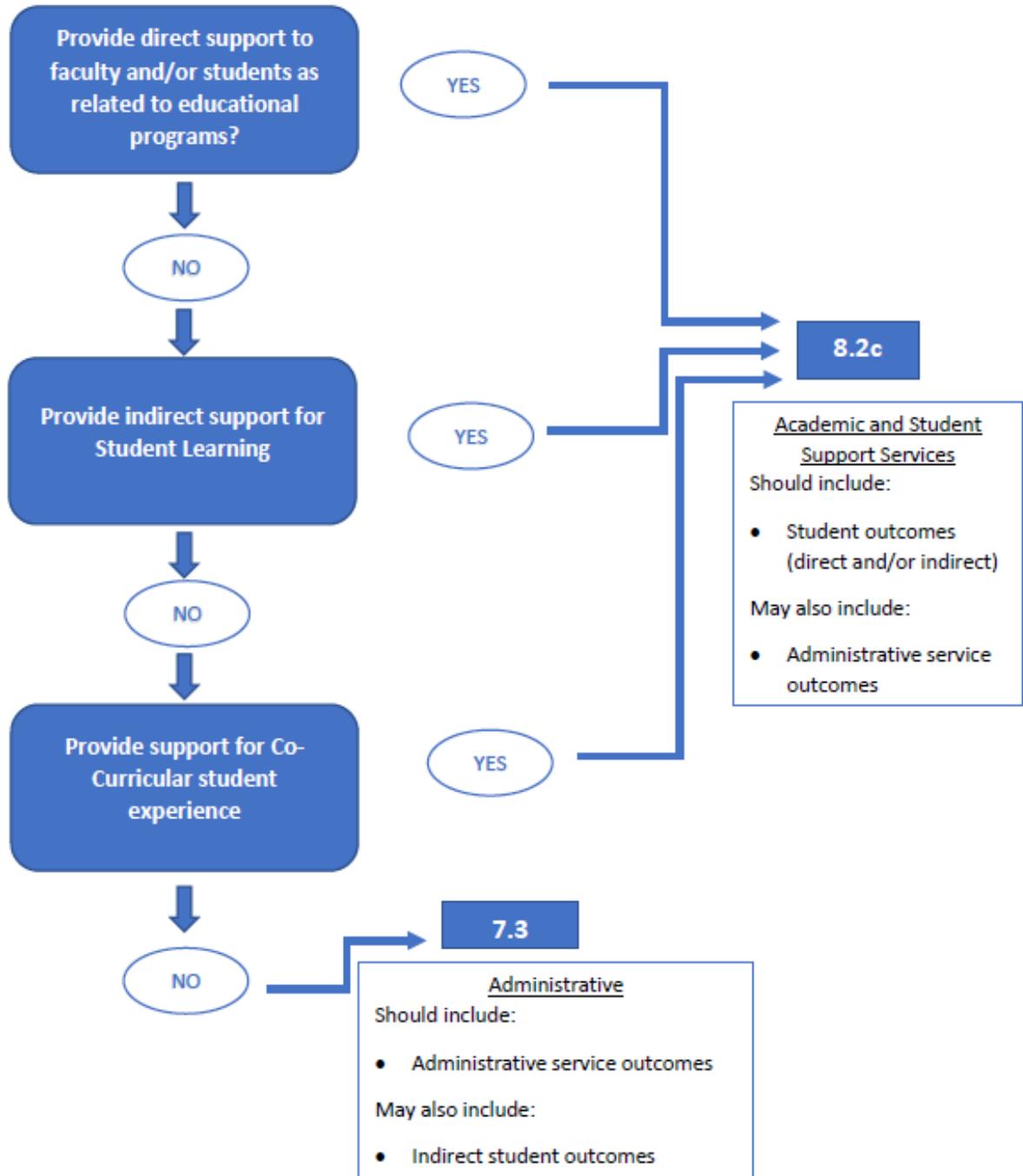|	
	- Possibly only one connection with course readings - Exhibits a tone of respect for other points of view (does not preclude disagreement) - Follows the instructions except for maybe in one case - Proper citations
15-14 points	- Point of view may not be clear - Argument may be weak or missing - Possibly only one connection with course readings - Exhibits a tone of respect for other points of view (does not preclude disagreement) - Follows the instructions except for maybe in one case - Proper citations
13-1 point	- Point of view may not be clear - Argument may be weak or missing - No connections with course readings - May not exhibit a tone of respect for other points of view - May not follow the instructions - Citations may be absent
0 points	- Plagiarism or no submission

Example Rubrics: Analytic Rubric

Written Communication Assessment Rubric for Chemistry Core Courses					
	Capstone (4)	Milestone (3)	Milestone (2)	Benchmark (1)	Below Benchmark (0)
Context of and Purpose for Writing: Includes considerations of audience, purpose, and the circumstances surrounding the writing task(s).	Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s).	Demonstrates adequate consideration of context, audience, purpose and a clear focus on the assigned task(s).	Begins to show awareness of context, audience, purpose or lacks focus on the assigned task(s).	Demonstrates minimal attention to context, audience, purpose, or wanders from assigned task(s).	Demonstrates no attention to context, audience, purpose, or does not address the assigned task(s)
Content Development	Illustrates mastery and understanding of the subject using appropriate, relevant, and compelling content throughout the whole work.	Explores ideas within the context of the discipline using appropriate, relevant, and compelling content throughout the whole work.	Develops and explore ideas using appropriate and relevant content through most of the work.	Develops simple ideas using appropriate and relevant content in some parts of the work.	Does not use appropriate or relevant content to develop even basic ideas.
Sources and Evidence	Demonstrates skillful use of high quality, credible, relevant	Demonstrates consistent use of credible, relevant	Demonstrates an attempt to use credible and/or	Demonstrates an attempt to use	No attempt to use sources to support ideas in the writing.

	sources to develop ideas that are appropriate for the discipline and genre.	sources to support ideas that are situated within the discipline and genre.	relevant sources to support ideas that are appropriate for the discipline and genre.	sources to support ideas in the writing.	
Control of Syntax and Mechanics	Concisely uses language and presents data that skillfully communicates meaning to readers with clarity and is virtually error free.	Adequately uses language and presents data in a way that generally communicates meaning to readers with minimal errors.	Uses language and presents data that generally conveys meaning to readers with clarity.	Uses language and presents data in a way that sometimes impedes meaning due to errors, inappropriate usage or being overly verbose.	Fails to use language or present data in way that conveys meaning.

Appendix D: Non-Academic Assessment Flowchart

Office of Assessment and Institutional Effectiveness

Does the program or unit....

Provide direct support to faculty and/or students as related to educational programs?

YES

NO

Provide indirect support for Student Learning

YES

8.2c

Academic and Student Support Services
Should include:

- Student outcomes (direct and/or indirect)

May also include:

- Administrative service outcomes

NO

Provide support for Co-Curricular student experience

YES

NO

7.3

Administrative
Should include:

- Administrative service outcomes

May also include:

- Indirect student outcomes

Appendix E: Writing Outcomes for Administrative and Support Units

Office of Assessment and Institutional Effectiveness

Writing Outcomes
Administrative and Academic Support Units

1. Before writing outcomes, take an inventory of things that your program/outcome does and review your mission. Outcomes become more meaningful when they are closely connected to what you do as a program/unit. Having meaningful outcome is essential as it will likely make assessment data more useful to you, increasing your capacity to make data informed changes/improvements.

2. Using your mission as guide, decide what aspects of the management of your program that you would like to measure. There are four core areas where you can collect data: Resources, activities/services/products, impacts, and learning.

3. Determine the types of outcomes that you would like to measure. Outcomes types are tied to different aspects of program management. There are several types of outcomes that be measured, singularly or in combination with each other: Efficiency (resource use, cost), Quality, Delivery/ Completion, Perceptions/Behaviors (client/student); Satisfaction (client/student); University Environment/Achievement, Knowledge/skills (client/student) .

4. Chose the subject of the outcome. If your outcomes are internal (e.g. quality, delivery/completion, efficiency), the subject of the outcome will be the program. If your outcome is external (e.g. perceptions/behaviors, satisfaction, knowledge/skill), the subject of the outcome will be students, staff, and/or faculty outside of your program. With external types of outcomes the subject may also be the university or another community.

5. Think about verbs and key words. For outcomes types related to impacts and learning, verbs are very important. Choose action verbs that convey meaning. For quality and delivery/completion outcomes, describe what these mean for your program and consider key ideas.

Writing Outcomes

Management Area	Resources	Activities/Services /Products	Impact	Learning*
Outcome Types	Efficiency	Quality Delivery/ Completion	Perceptions/Behaviors Satisfaction University Environment/Achievement	Knowledge/Skills
Verbs	Reduce Maximize Minimize Maintain	Increase Enhance Improve Develop Expand	(see key ideas)	Apply Critique Compare Connect Describe Explain Evaluate Identify Integrate Recall Synthesize
Key Ideas	Faster Less Cost "__per__"	Quality #	Feelings Beliefs Being satisfied Actions of others Achievements of others	

*Adapted from: http://www.learningoutcomesassessment.org/TW0%20SLOS.pdf

Measuring Outcomes

Management Area	Resources	Activities/Services /Products		Impact	Learning
Outcome Types	Efficiency	Quality	Delivery/Completion	Perceptions/Behaviors Satisfaction University Environment/Achievement	Knowledge/ Skills

Measures	• Delivery
	• Impact Outcomes
	• Resources
	  o Funding
	  o Number of Staff, programs, events
	  o Number of materials (amount, type)
	  o Space (amount)
	  o Professional development (amount, type)
		• Number of errors/issues/ complaints
		• Survey satisfaction & feedback
		• Interviews, focus groups
		• Rubrics and checklist reflection
		• Content/ records analysis
		• Observations (real or role-play)
		• External standard comparison
			• Contact/service hours/ time to completion
			• Frequency of activity (how often)
			• Number of participant/clients/ people contacted
			• Number of items distributed/ created
				• Surveys
				• Interviews, focus groups
				• Student records data
				• University records
				• Content analyses
				• Rubrics and checklists
				• Observations
				• External standard comparison
					• Writing (retell/recall, reflection, essay, summaries)
					• Surveys (open-ended questions)
					• Rubrics and checklists
					• Test/quizzes
					• Presentations
					• observation

Sources: (Baruch College, 2008, Berman, 2006; Bresciani, Gardner, & Hickomott, 2009/2010; Henning & Roberts, 2015/2016; Krist et al., 2008, Lee & Nove112015; Nichols & Nichols, 2000; Schuh, Biddix, Dean & Kinzie, 2016; Tucker, 2014)

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