1. What is your primary assessment challenge?

- Discuss with a partner or your table.
- Be prepared to share with the larger group.

2. Today’s Agenda

1. The Big Picture
2. Establishing an Assessment Program
3. Strategies for Effective Reporting
4. Questions and Discussion
**WHAT IS OUTCOMES ASSESSMENT?**

Systematic, ongoing collection of information about attainment of program or office outcomes, and use of that information to guide decision-making and drive improvement.

**WHAT ASSESSMENT IS NOT**

- Not judging quality of a unit’s work.
- Review focuses solely on:
  - quality of assessment
  - clarity, completeness of report
  - documentation of efforts to improve
- Purpose is to identify opportunities to improve.
- No “gotcha” if criteria not met.*
- Just tell the story.

**WHY CONDUCT OUTCOMES ASSESSMENT?**

- Promote student learning and success.
- Sustain a supportive learning environment.
- Identify needs, implement steps to improve.
- Strengthen unit/institutional performance.
- Document progress/improvement over time.
- Advance the institutional mission.
- Comply with accreditation requirements.
SECTION 8.2: STUDENT ACHIEVEMENT

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.

b. Student learning outcomes for collegiate-level general education competencies of its undergraduate degree programs.

c. Academic and student services that support student success.


Plans to make improvements do not qualify as seeking improvement, but efforts to improve a program that may not have been entirely successful certainly do.


FOUR-COLUMN REPORT

Learning (or Program, or Operational) - XYZ Program/Office

<table>
<thead>
<tr>
<th>Objective/Outcome</th>
<th>Assessment Method</th>
<th>Results and Analysis</th>
<th>Use of New/Other Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Description</td>
<td></td>
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<td>Objective/Outcome</td>
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<td></td>
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</tbody>
</table>
With a partner/group:

- Review following sample for 2 min.
- Identify strengths and/or gaps.
- Note any questions.

Be prepared to discuss with the larger group:

- Based on the SACSCOC guidelines, do you think the sample is compliant?
**Rubric Overview**

<table>
<thead>
<tr>
<th>Initiative</th>
<th>Developing</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intended Outcomes</td>
<td></td>
<td>✔️</td>
</tr>
<tr>
<td>Assessment Methods</td>
<td>✔️</td>
<td></td>
</tr>
<tr>
<td>Criteria for Success</td>
<td></td>
<td>✔️</td>
</tr>
<tr>
<td>Results and Analysis</td>
<td></td>
<td>✔️</td>
</tr>
<tr>
<td>Follow-up on Previous Year Action Plans</td>
<td></td>
<td>✔️</td>
</tr>
<tr>
<td>Use of Results, New Action Plans</td>
<td></td>
<td>✔️</td>
</tr>
</tbody>
</table>

**Build Your Assessment Program One Relationship at a Time**

**Build Relationships**
- Listen to concerns, suggestions
- Respect people’s time
- Collaborate actively, often
- Respond quickly, thoroughly
- Be patient: quality, buy-in take time

**Build Knowledge & Skills**
- Personalized coaching on demand
- Workshops, group training
- Online and informal resources
- Continuous follow-up and guidance
- Reinforce (deadlines, expectations)

**Qualities of an Effective Report**
- Results aligned clearly with methods and outcomes
- Result Type (Criteria Met/Not Met, etc.) matches results
- Notable/unusual results are analyzed
- Related docs (student info redacted) illuminate results, support analysis
- Specific, logical action plans, tied to results
- Follow-up describing impact of previous plan
- Clarity of Communication
  - Any reader can follow and understand
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**Effective Assessment Reporting Requires Effective Communication**

- Clear to any reader.
- Interpretation not required.
- Thorough, connects all dots.
- Content flows logically across columns, years.
- Limited jargon, acronyms defined.
- Grammatically correct.

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**Seeking Improvement**

- View missed criteria/targets as opportunities.
- Identify and address areas in need of improvement.
- Discontinue or replace methods if criteria are continually met.
- Focus on action plans, follow-up and analysis.
- Describe impacts of plans, even if they didn’t work.
- Repeat.

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**Avoid In-Action Plans**

- **Buying Time:** “... collect more data before deciding if/what changes are needed.”
- **Could’ve Be Better:** “Criteria met. No action required.”
- **Play It Again:** “Continue to monitor...,” copy plans year to year, summarize results.
BUILD A BETTER ACTION PLAN

- Align directly and clearly with results, criteria and outcomes.
  - In light of student feedback regarding wait times, the office will....
- Focus on specific, achievable, measurable steps.
  - Avoid vague terms (“consider” a change, “encourage” students to “focus”).
  - Be explicit: describe what will be done, by whom, when, and why.
- Leverage ongoing practices. Standard planning and review, committee meetings, etc. can—and should—inform action plans.
- Think small. Targeted, granular adjustments can be solid action plans if they are clearly articulated, based on results and aligned with outcomes.
- Look ahead. Action plans should be presented in future tense (“will”).

DOCUMENT YOUR STORY

- Attach evidence/documentation.
  - Course syllabus
  - Policy statements
  - Scores
  - Publication/award lists
  - Exam/survey items used as methods
- Ensure that evidence is useful.
  - Relevant to assessment method
  - Clarifies results
  - Supports assertions/analysis
  - Redact personal info, identifiers.

CLOSE THE ASSESSMENT LOOP WITH ANALYSIS AND FOLLOW-UP

- Were this year’s results unusual? Are trends appearing?
- Why did scores go up, wait times increase, survey ratings drop?
  - Answers can point to new action plan items.
- Was last year’s action plan implemented? Did it work?
  - Follow-up on action plans that do not achieve desired results is evidence of seeking improvement.
  - Action plans without follow-up are proposals for change, not evidence of seeking improvement.
KEEP IN MIND

- Build assessment program/culture over time, through relationships.
- Seek improvement: results + analysis + action plan + follow-up -> repeat.
- Focus more on action plans and follow-up than on always meeting criteria.
- Clear communication and alignment for effective reporting.
- Assessment and reporting are tools for improvement and compliance.

THANK YOU!

Please complete an evaluation form.

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