ASSESSMENT MAPS

DEFINING ASSESSMENT METHODS AND TARGETS

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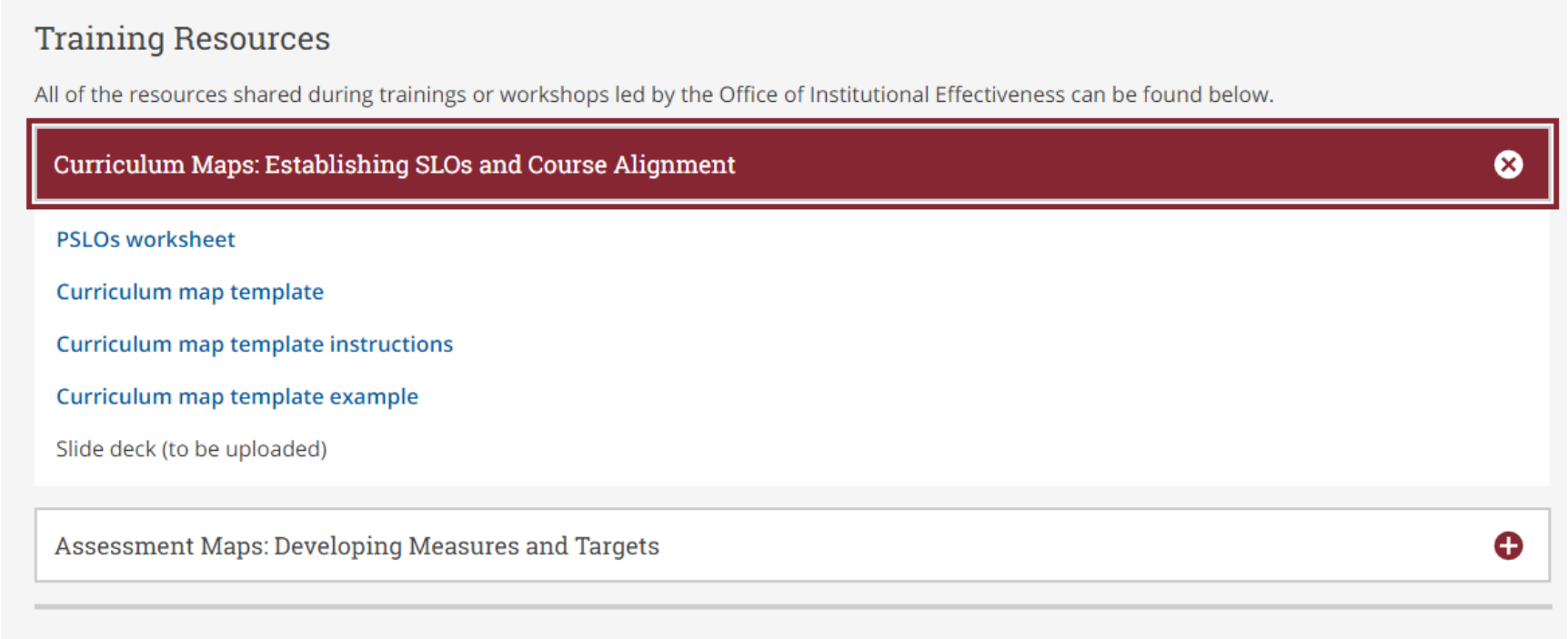
TRAINING RESOURCES

Resources for this training can be found at https://msutexas.edu/institutional-effectiveness/trainings-and-workshops.php



ASSESSMENT OVERVIEW

- **No longer using Weave to submit assessment plans**
  - Expensive
  - Inflexible
  - Difficult to navigate
  - Login and access issues
- **Moving toward more analog system that relies on resources we already have** (namely Microsoft products, possibly Qualtrics)
- **Under the new system, academic programs are required to submit**
  - Curriculum Maps by May 31st, 2024
  - Assessment Maps by Nov 1st, 2024
- **This will be a phased process. Programs will only need to identify information for three outcomes this first year**
- **At least 3 outcomes should be assessed each year and each outcome should be assessed, at minimum, every two years**
- **One direct measure per PSLO is required**

SLO 1	
SLO 2	
SLO 3	
SLO 4	
SLO 5	
SLO 6	
SLO 7	

1. Outline student learning outcomes for the program

Degree Requirements*	SLO 1	SLO 2	SLO 3	SLO 4	SLO 5	SLO 6	SLO 7

2. Align degree requirements with student learning outcomes

SLO		Description of Measure	Measure Type	Courses/ Populations	Frequency	Who will collect and analyze data?	Who will discuss results /determine next steps?	Target
1	1A							
	1B							
	1C							
	1D							
2	2A							
	2B							
	2C							
	2D							
3	3A							
	3B							
	3C							
	3D							
4	4A							
	4B							
	4C							
	4D							
5	5A							
	5B							
	5C							
	5D							
6	6A							
	6B							
	6C							
	6D							

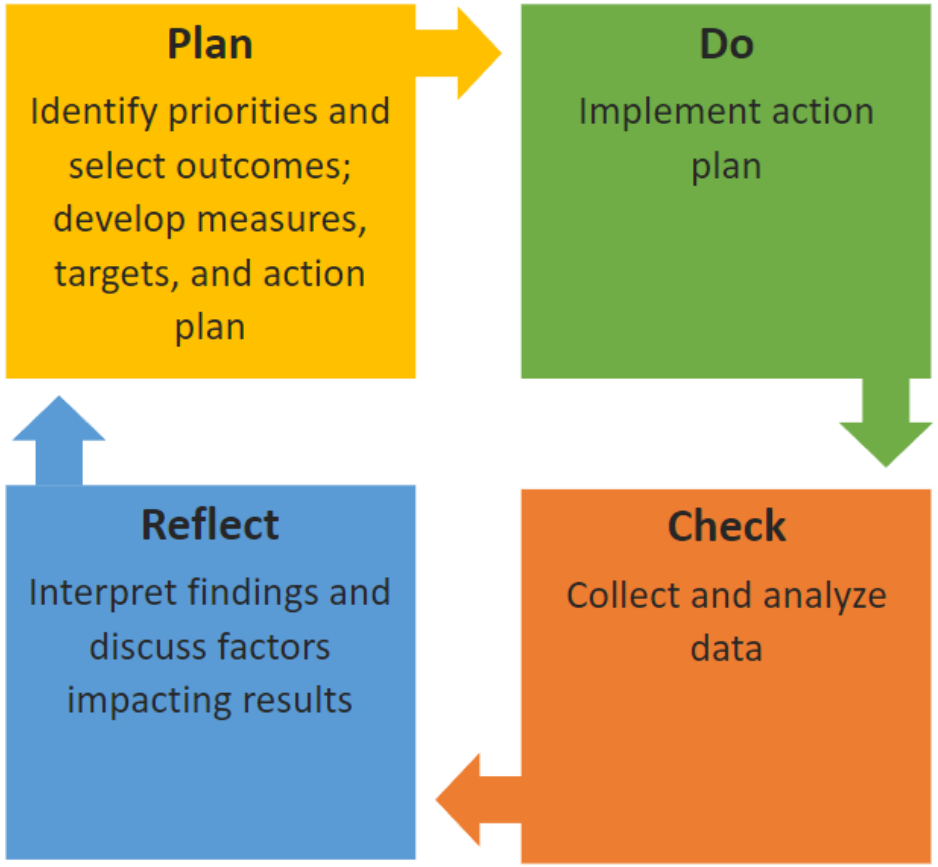
ASSESSMENT OF PSLOs

Assessment is the process by which units evaluate their own effectiveness and document efforts to improve operations. Assessment of academic units includes the systematic collection, review, and use of data to improve program-specific student learning outcomes.

The purpose of assessing PLSOs is to:

- gauge the overall "health" of the program
- generate actionable data that can be used to inform change within the program
- encourage and document efforts to improve student learning by faculty
- provide feedback to students regarding their demonstrated knowledge, skills, and abilities

ASSESSMENT PROCESS



The assessment process can be summarized in four cyclical steps – Plan, Do, Check, Reflect – with the following key components:

- ***Outcomes*** – the (intended) result or (desired) impact of (planned) activity
- ***Action Plan*** – the strategies and objectives devised to achieve the intended outcome
- ***Measures*** – the tools used to collect data
- ***Targets*** – the specific level of performance used to indicate success
- ***Findings*** – the actual results

DEFINING ASSESSMENT METHODS

Assessment maps should include the following methodological information:

- Description of measures, including
  - Mode of assessment (e.g., entrance/exit exam, portfolio, essay, etc.)
  - Scoring system (e.g., 4 point rubric, 1=Emerging, 2=Approaching, 3=Proficient, etc.)
  - Type of assessment (e.g., direct or indirect)
- Population(s) to be assessed (e.g., all entering first years/all graduating seniors, all students in a specific course, etc.)
- Frequency/timing of assessment
- Parties responsible for data collection, analysis, and evaluation of data to inform next steps

TYPES OF MEASURES

Direct Measures: Evaluation of student work products or performances

- Course-embedded tests, reports/essays, projects, performances, presentations, etc.
- Capstone projects, portfolios, theses
- Direct evaluation of performance by employer/internship supervisor
- Licensure exams
- Pre- and post-tests

Indirect Measures: Often evaluate student perceptions, attitudes, etc., but only ever imply that learning occurred

- Alumni, employer, student engagement surveys
- Graduate exit surveys
- Departmental surveys
- Focus groups
- Graduate school or job placement rates

DEVELOPING TARGETS

Targets delineate the specific level of performance at which point an outcome will have been achieved. Targets should be:

- specific to the measure used to assess the outcome
- rigorous, yet realistic
- evidence-based (internal or external metrics)

TARGET EXAMPLES

80% of students will score a 3.2 or higher.

80% of students will score a 3.2 or higher, a competency level required by our accreditors.

80% of students will score a 3.2 or higher. This is based on a 3-year average of 2.8. Performance on this essay has been shown to be highly correlated with later scores on the writing portion of the exit exam. If we can raise our scores from a 2.8, we may have higher success on the exit exam.

EVALUATING OUTCOMES

SLO 1:		
Description of Measure:		
Measure Type:	**Courses/Populations:**	**Frequency of assessment:**
Data collection and analysis:	**Evaluation and next steps:**	
Target:		

QUESTIONS TO CONSIDER

- What can students produce or do to demonstrate learning related to this outcome?
- What systems are already in place to collect information about student learning in your program?
- Are there key courses where data could or should be collected?
- What resources are available to your program in collecting and analyzing assessment data?

SLO 1	Students will be able to find, evaluate, and use appropriate bibliographic materials in their texts
SLO 2	Students will be able to adapt texts to various audiences and purposes
SLO 3	Students will be able to articulate a thesis and present evidence to support it
SLO 4	Students will be able to explain the relevance of themes found in literary texts to contemporary, personal, and cultural values
SLO 5	Students will be able to identify genres, conventions, and period-specific discourses and their relevance to broader historical forces
SLO 6	Students will be able to describe their own writing practices and how they have evolved
SLO 7	Students will be able to apply relevant theoretical concepts to texts and practices

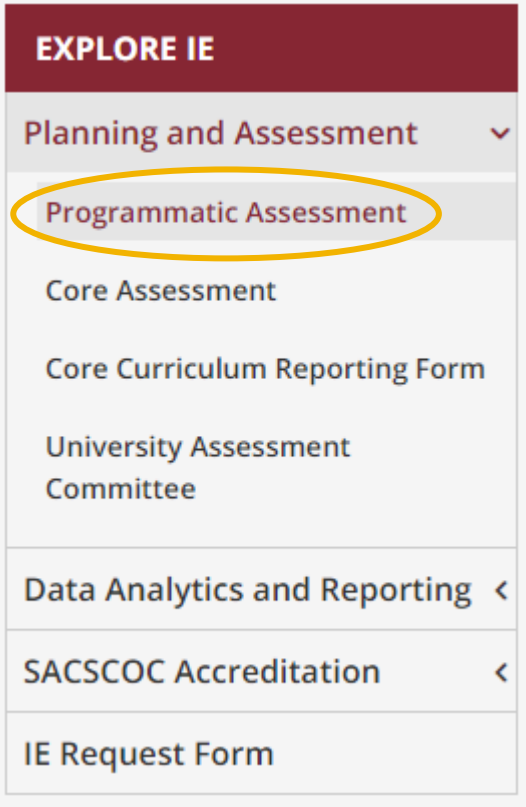
Degree Requirements*	SLO 1	SLO 2	SLO 3	SLO 4	SLO 5	SLO 6	SLO 7
ENGL 1023	I			I			
ENGL 1404			I				I
ENGL 1693					I		
ENGL 1714		I				I	
ENGL 1903		I		I			
ENGL 2274					R		
ENGL 2423				R			
ENGL 2474			R				
ENGL 2624	R						
ENGL 2853							R
ENGL 2904		R					
ENGL 3054						R	
ENGL 3603					R		
ENGL 3644	R			R			
ENGL 3644							
ENGL 4113				A			R
ENGL 4233		A					
ENGL 4294						A	
ENGL 4344					A		A
ENGL 4634	A		A				

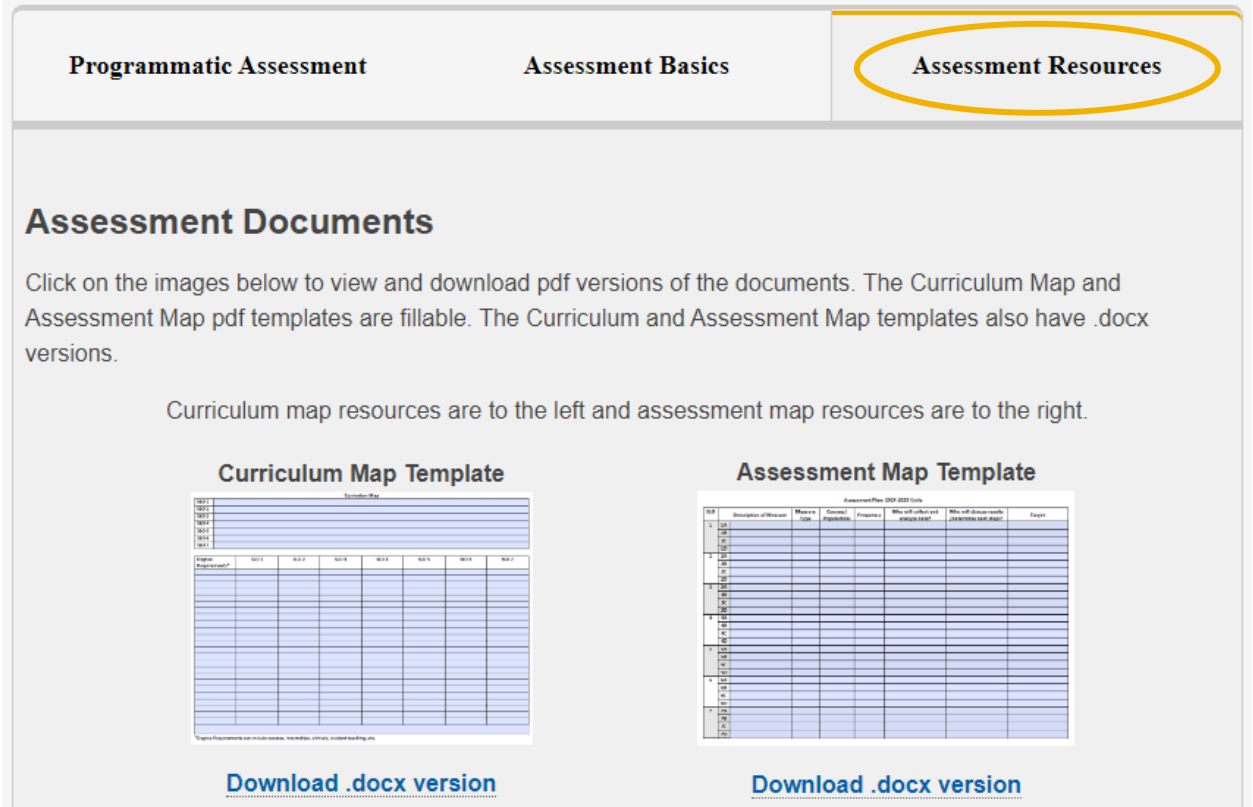
I=Introduced, R=Reinforced, A=Accomplished

SLO		Description of Measure	Measure Type	Courses/ Populations	Frequency	Who will collect and analyze data?	Who will discuss results /determine next steps?	Target
1	1A	AAC&U Written Communication Rubric/Final Paper (1-5 scale)	Direct	ENGL 3634	Yearly	Instructor from ENGL 3634 will collect data and papers will be scored by program's assessment committee	Results will be shared at our last meeting in May, the instructor will submit proposed action plan to chair for review	80% of students will score a 3.2 or higher
	1B	Exit Survey Item: On a scale of 1-10, how well did your English coursework prepare you to find, evaluate, and use bibliographic texts? (1=Not at all, 7=Extremely)	Indirect	All graduating seniors	Every semester	Chair of department	Results will be shared in August during our first program meeting of the semester, strategies will be discussed at the meeting	80% of students will rate the English department as having prepared them Moderately to Extremely well
	1C							
	1D							
2	2A							
	2B							
	2C							
	2D							
3	3A							
	3B							
	3C							
	3D							
4	4A							
	4B							
	4C							
	4D							
5	5A							
	5B							
	5C							
	5D							

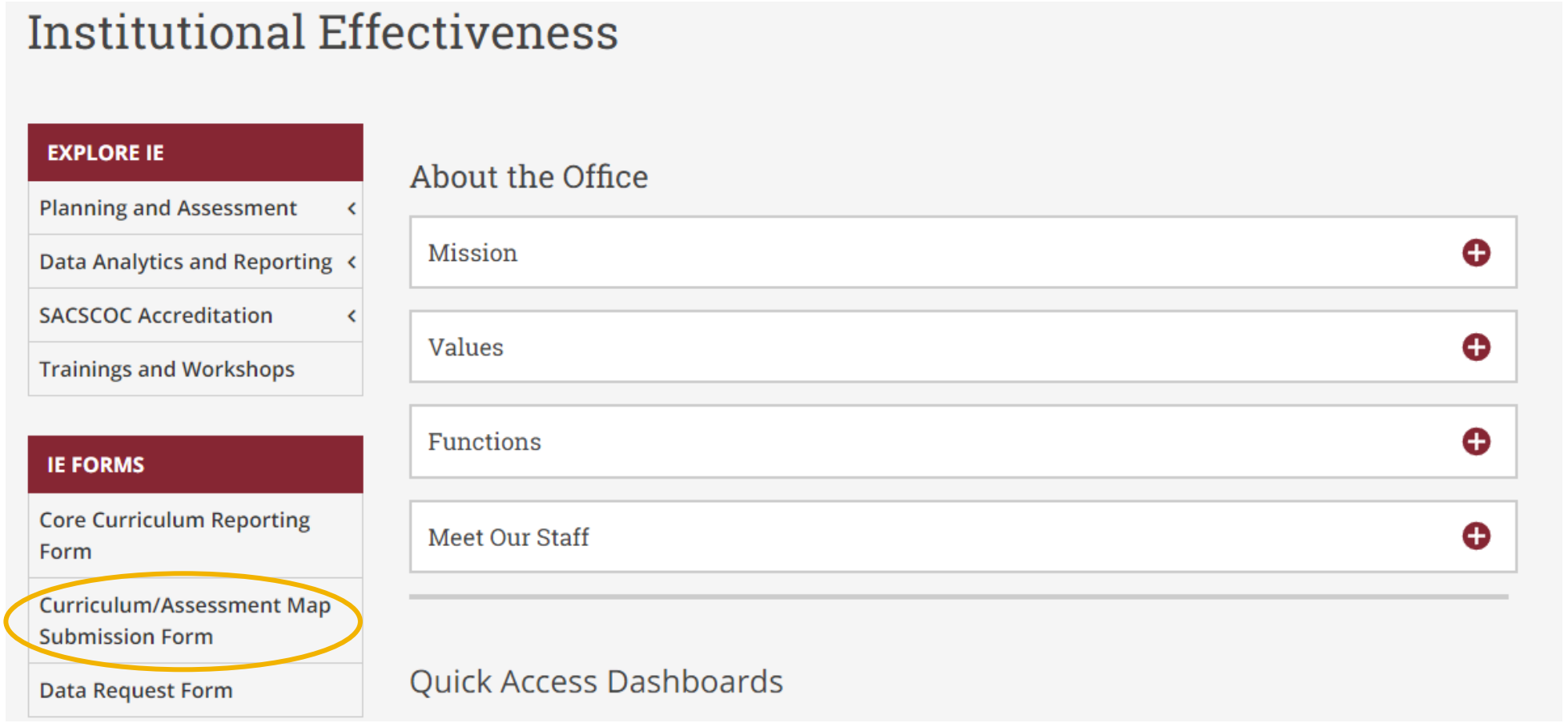
ASSESSMENT RESOURCES

Curriculum and assessment maps templates can be found on the IE homepage: https://msutexas.edu/institutional-effectiveness/index.php, and additional resources can be found on the Programmatic Assessment page





CURRICULUM MAP SUBMISSION



THANK YOU!

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