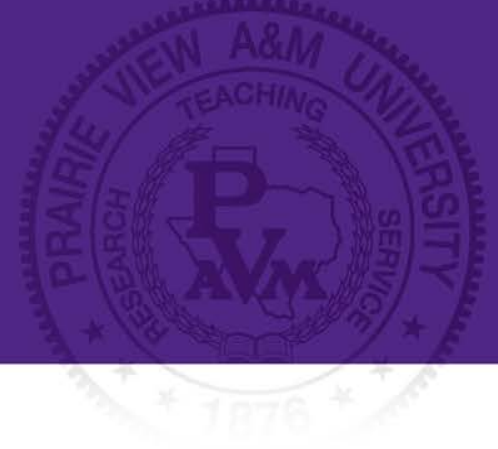PRAIRIE VIEW A&M UNIVERSITY

ACADEMIC AFFAIRS

Assessment and Taskstream 101 Workshop for Academic Areas

Drs. James M. Palmer and E. Joahanne Thomas-Smith

Charlene Stubblefield

August 12, 2015

Workshop Overview

- SACSCOC 2.5 and 3.3.1.1 Requirements
- PVAMU's Six Question Model
- Assessment (Plan) Components: mission, outcomes, measures, cycles, targets, use of results
- Examine Sample Plan/Cycle: From Start to Finish
- Overview and Demonstration of Taskstream AMS/LAT
- How Will Areas Represented Use Tasksteam?
- Examine Taskstream LAT; Data Reports

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SACSCOC 2.5: Institutional Effectiveness

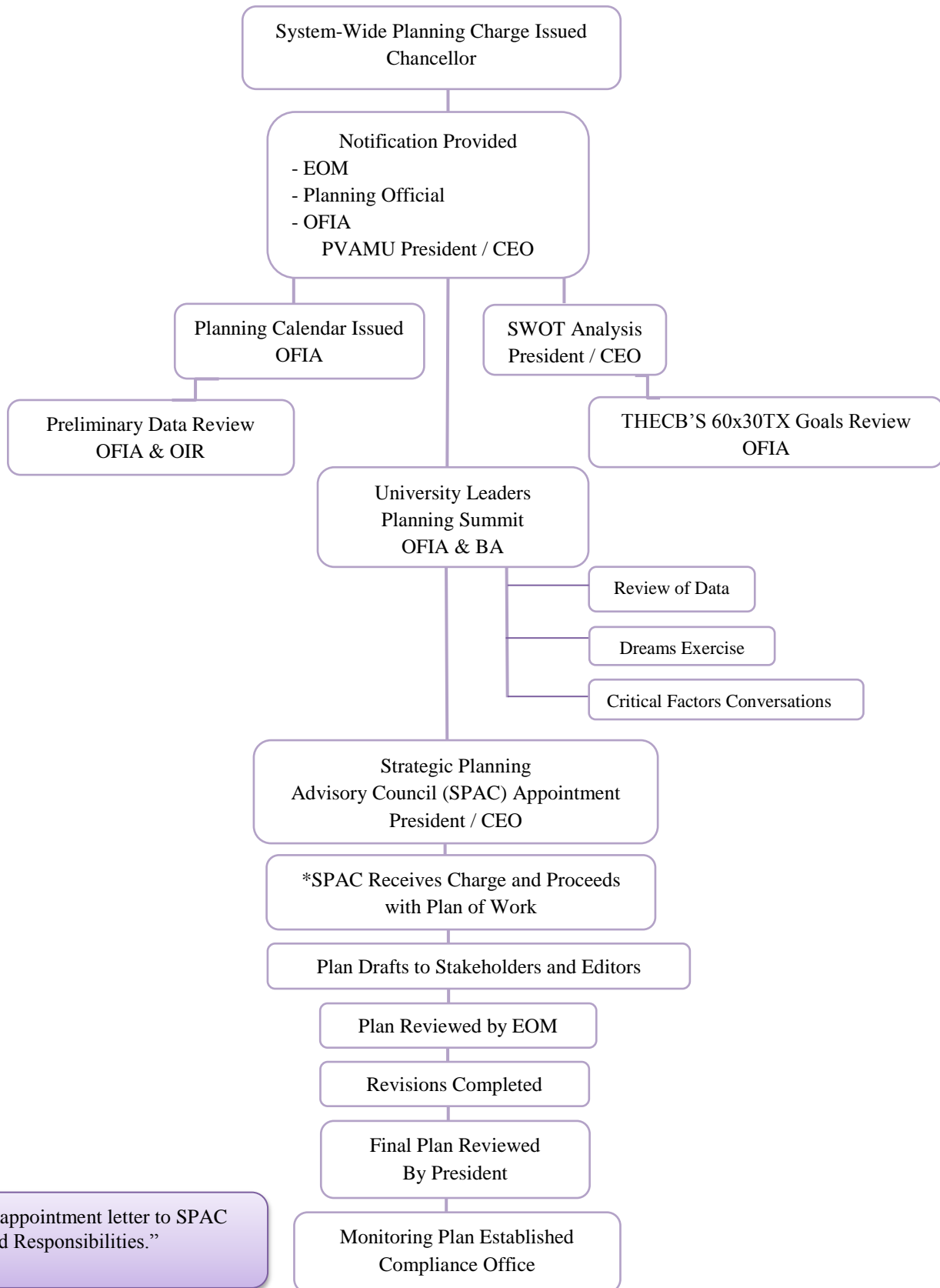Core Requirement (Institutional Effectiveness):

- The institution engages in ongoing, integrated, and institution-wide research-based planning and evaluation processes that (1) incorporate a systematic review of institutional mission, goals, and outcomes; (2) result in continuing improvement in institutional quality; and (3) demonstrate the institution is effectively accomplishing its mission. (Institutional Effectiveness)

- See Planning Process Overview Next

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Prairie View A&M University
Planning
An Illustration of Process

Revised: March, 2015
Figure 3

System-Wide Planning Charge Issued
Chancellor

Notification Provided
- EOM
- Planning Official
- OFIA
　PVAMU President / CEO

Planning Calendar Issued
OFIA

SWOT Analysis
President / CEO

Preliminary Data Review
OFIA & OIR

THECB'S 60x30TX Goals Review
OFIA

University Leaders
Planning Summit
OFIA & BA

Review of Data

Dreams Exercise

Critical Factors Conversations

Strategic Planning
Advisory Council (SPAC) Appointment
President / CEO

*SPAC Receives Charge and Proceeds
with Plan of Work

Plan Drafts to Stakeholders and Editors

Plan Reviewed by EOM

Revisions Completed

Final Plan Reviewed
By President

Monitoring Plan Established
Compliance Office

* See attached appointment letter to SPAC
and "Duties and Responsibilities."

SACSCOC 3.3.1: Institutional Effectiveness

Comprehensive Standard 3.3.1.1 (Institutional Effectiveness):

- 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.
  - 3.3.1.1 educational programs, to include student learning outcomes

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Effectiveness Begins with a Plan

Typical Assessment Plans at PVAMU Have Included the Following:

- I.   Unit Mission
- II.   Mission Alignment Statement
- III.   Unit Vision
- IV.   Core Values
- V.   Conceptual Framework
- VI.   Goals
- VII.   Program/Unit and Student Learning Outcomes
- VIII. Assessment Cycle of Unit and Data Collection
        ...Execution of Plan...
- IX.   Assessment Reports and Responses to Data

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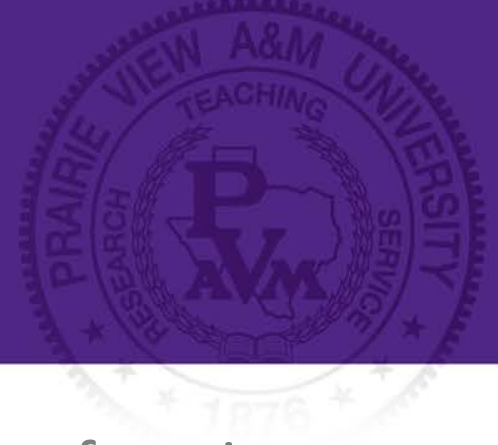
Key Definitions

- **Unit Mission** – A statement of the purpose, functions and activities of your unit. Your unit's outcomes derive from your mission statement.

- **Mission Alignment** – A statement showing how your mission aligns with that of the university.

- **Unit Vision** – A statement about what you would like to see your unit become. How will unit evolve?

- **Core Values** – A set of values that are clearly defined and aligned to the University's core values of access and quality; accountability; diversity; leadership; relevance; and social responsibility.

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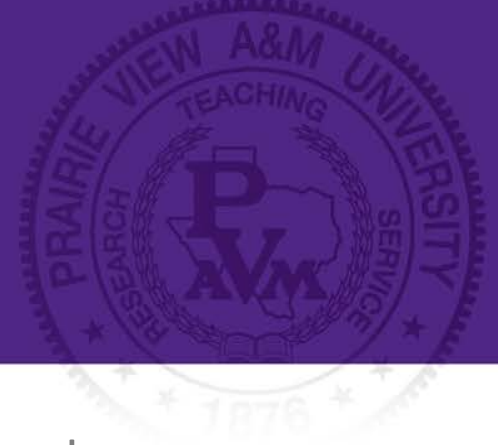
Key Definitions

- **Conceptual Framework** – A narrative that outlines the foundation—knowledge, skills, and services—on which you are assessing your unit. Typically, the conceptual framework is researched-based.

- **Goals** – Broad statements that describe the career and professional accomplishments that the program is preparing graduates to achieve.

- **Program/Unit Outcomes** – are statements that describe what the unit hopes to achieve, whether in customer service, personnel expertise, efficiency, fundraising, research, destination, licensure rates, enrollment, career placement, retention, etc. A program outcome is a specific, measurable statement that describes desired performance.
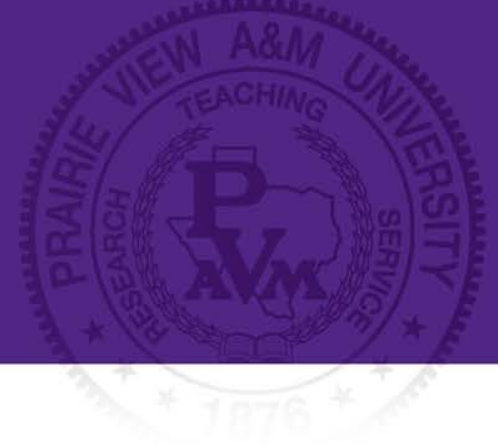
Key Definitions

- **Core Curriculum Outcomes**– are those to which the 42 SCH core respond and are given by the State. All academic units reinforce the core through upper-division courses.

- **Student Learning Outcomes** --describe specific behavior—intended abilities, knowledge, values, and attitudes—a student should demonstrate after completing the program. Three questions to guide the assessment in these domains are: 1) What should the student know? (cognitive); 2) What should the student be able to do? (psychomotor/behavioral); 3) What should the student care about? (affective)

Key Definitions

- **Assessment Cycle of Unit and Data Collection –**The interval in which your unit will collect data. The assessment cycle indicates when outcomes of all types will be assessed, the **measures** used to assess them, and target achievement.
    - **Direct measures** provide for the direct examination or observation of achievement, knowledge or skills: numbers of companies represented at a career fair; percentage of work orders fulfilled; dollar value of grant funds; numbers of events hosted; analysis of a student's assignment, performance, task, etc.
    - **Indirect measures** assess achievement and learning based on the opinion of a customer or student who judges the value of the experience provided. Surveys, interviews, and focus groups are indirect measures. Examples of additional measures:

- **Assessment Reports and Responses to Data–** This is a summary of the data collected and statements (strategies) regarding how the data will be used to improve learning and/or service delivery.

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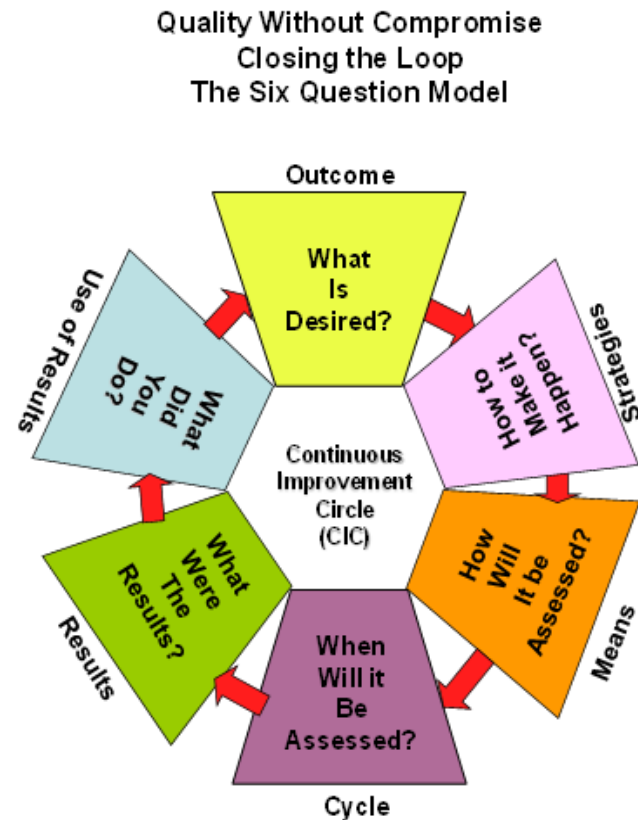# PVAMU's Six-Question Assessment Model

Strategies
Means / Measures
Cycle
Results
Use of Results

Quality Without Compromise
Closing the Loop
The Six Question Model

The Fundamentals: What's Needed in Taskstream for 3.3.1.1 Compliance?

- Unit Mission

- Mission Alignment

- Outcomes

- Measures and Cycle

Outcome	Assess -ment Cycle	Name of Measures to Assess Outcome (Indicate Direct or Indirect Measure) (I) or (D)	Brief Description of Measures	Acceptable Assessment Target Include %, #, $	Ideal Assessment Target Include %, #, $	Strategies To Be Used to Meet Target in First Cycle	Names of Responsible Personnel for Assessment Reporting
Unit/Program/Administrative Outcomes (including customer service, research outcomes, student destination, licensure rate, retention, enrollment outcomes, etc.)							

- Data Collection and Responding to Data

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Closing of The Loop: An Example from Start to Closure

Always consider the University Mission first.

Mission

Prairie View A&M University is a state-assisted, public, comprehensive land grant institution of higher education. The university was designated in a 1984 amendment to the Texas Constitution as an "institution of the first class." It is dedicated to achieving excellence and relevance in teaching, research and service. It seeks to invest in program and services that address issues and challenges affecting the diverse ethnic and socioeconomic population of Texas and the larger society including the global arena. The university seeks to provide a high quality educational experience for students who, upon completion of bachelors, masters, or doctorate degrees, possess self-sufficiency and professional competences. The experience is imbued by the institution's values including, but not limited to, access and quality, accountability, diversity, leadership, relevance, and social responsibility.

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Starting The Loop: An Examination of The Unit Mission

- Unit Name: English

- Unit Mission: Through emphases on teaching, research, and service, the English program prepares students to write informed, organized essays that demonstrate appropriate engagement with primary and secondary sources; to analyze texts through the development of critical and analytical skills; and to possess knowledge of major historical periods and literary movements in culturally diverse literature. Students study the English language arts, including areas such as language development and various approaches to grammar, which complement the advantage of being multi-dialectic. The English program supports students who aspire to become teachers of composition and literature, who seek admission to graduate and professional studies, and who choose to develop their skills for careers in the private and public sectors.

- What outcomes stem from this mission?

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Starting The Loop: An Examination of The Unit Mission

- **Unit Name**: English

- **Unit Mission:** Through emphases on teaching, research, and service, the English program prepares students to 1) write informed, organized essays that 2) demonstrate appropriate engagement with primary and secondary sources; 3) to analyze texts through the development of critical and analytical skills; and to possess 4) knowledge of major historical periods and literary movements in culturally diverse literature. Students study the English language arts, including areas such as language development and various approaches to grammar, which complement the advantage of being multi-dialectic. The English program supports students who aspire to become teachers of composition and literature, who seek admission to graduate and professional studies, and who choose to develop their skills for careers in the private and public sectors.

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Starting the Loop: Establishing Outcomes and Strategies

Outcome

- Students will write informed, well-organized texts with clear purpose and comprehensive, critical evidence.

Strategies

- All English classes require a major essay. Primary sources are typically literature and secondary sources are analyses or theory. Revision is built into many courses with a requirement of multiple drafts to improve information, organization, and engagement. In particular, revision workshops were added to ENGL 4433: Special Topics, to help ensure that portfolios showed the students' strongest possible work. Grading rubrics deal with many of these issues to stress their importance to students.

Continuing the Loop: Establishing Measures and Targets

- **What measure(s) would be appropriate for the following outcome:** Students will write informed, well-organized texts with clear purpose and comprehensive, critical evidence.

Direct:

		Indirect:
Portfolios	Financial data	Exit/other interviews
Licensure exams	Student artifacts	Surveys/questionnaires
Exams (standardized/local)	Audits, Reviews	Job placement data
Performance appraisals	Complete orders	
Internships, Clinical	Behavior observations	
Experience	Campus statistics	

Continuing the Loop: Means/Measures and Cycle

Means/Measures

- Capstone rubric, items 6-9, applied to portfolio of revised essays

- Upper-division rubric, items 7-8 (organization + details) applied to artifacts in Taskstream

- Survey, items 2, 6, 23, applied to skills at graduation

Cycle

- 2014-15; 2015-16

Continuing the Loop: Results

Means/Measures

First Direct Measure: Capstone Portfolio

			2012	2013	2014
#6	writer expresses ideas completely & precisely	(target = 3.20)	2.75	3.25	3.07
#7	writer develops sound organization	(target = 3.20)	2.94	3.17	2.93
#8	writer uses appropriate substantial details	(target = 3.40)	3.19	3.42	3.13
#9	writer supports ideas with research	(target = 3.40)	3.06	3.33	3.27

First Indirect Measure: Senior Exit Survey

	2012 results	2013 results	2014 results
#2, understand writing as recursive process	5.00	5.00	**4.60**
#6, use a composing process for a purpose	4.80	4.25	**4.20**
#23, skill at organizing written material	5.00	4.75	**4.00**

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Closing the Loop: Use of Results (Strategies for Improvement)

Use of Results

- Faculty decided at its May 2015 assessment summit to take a closer look at deadlines and due dates for major assignments moving ahead, to try to spread out paper writing so students are not composing all of their work for multiple classes in one week.

- Faculty agreed that with the portfolio, focus for assessment would be placed on revised drafts only.

- Targets were met for 1 of the 3 survey items, but for students' belief that they can skillfully organize written material, the average score dropped substantially, from 4.75 to 4.20. To improve self perception, faculty will make organization one of the key components of the required professor consultations for the capstone experience.

These become the strategies for the next cycle, and the process starts again. The "Use of Results" is one of the most important elements of the assessment cycle.

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Taskstream: An Overview of PVAMU's Assessment System

Strategic planning
Accreditation preparation
General Education assessment
Discipline-specific assessment
Non-academic assessment
Signature, capstone, or key assessments
Direct, evidence-based assessments
e-Portfolio assessments
Performance assessments

TaskStream
Advancing Educational Excellence

AMS ACCOUNTABILITY MANAGEMENT SYSTEM
by TaskStream

LAT LEARNING ACHIEVEMENT TOOLS
by TaskStream

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Utilizing Taskstream's LAT Side and Running Data Reports: A Hands-on Session

- **How Do Students Upload Artifacts?**

- **How Do I Assess Student Artifacts?**

    -Course and Program Approaches

- **How Do I Run Data Reports?**

    -Course and Program Approaches

TaskStream
Advancing Educational Excellence

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Best Practices

- Be Transparent – share and discuss residual data
- Align measures with outcomes
- Gather data from a variety of sources
- Be on-going and integrated
- USE the results. Data-driven units are facilitated by assessment results when making decision regarding strategies for Continuous Quality Improvement.

Thanks to Dr. Kay Norman and many others for assistance with a prior version of this presentation.

James M. Palmer,

E. Joahanne Thomas-Smith, Charlene Stubblefield

jmpalmer@pvamu.edu

936-261-2214