

PRAIRIE VIEW A&M UNIVERSITY

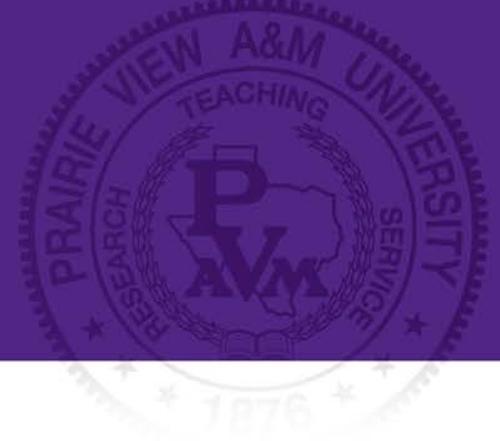
ACADEMIC AFFAIRS

Assessment and Taskstream 101
Workshop for Administrative
Support, Student Support,
Research, and Community/Public
Service Areas

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August 12, 2015



Workshop Overview

- SACSCOC 2.5 and 3.3.1 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 Taskstream?
- Designing an Assessment Plan for Taskstream AMS Entry

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)



SACSCOC 3.3.1: Institutional Effectiveness

Comprehensive Standard 3.3.1 (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
 - 3.3.1.2 administrative support services
 - 3.3.1.3 educational support services
 - 3.3.1.4 research within its educational mission, if appropriate
 - 3.3.1.5 community/public service within its educational mission, if appropriate



Effectiveness Begins with a Plan

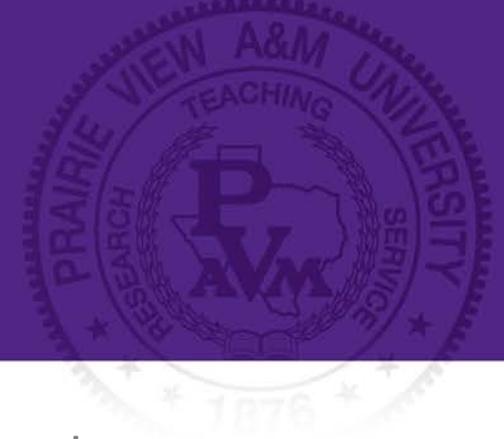
Typical Assessment Plans at PVAMU Have Included the Following:

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



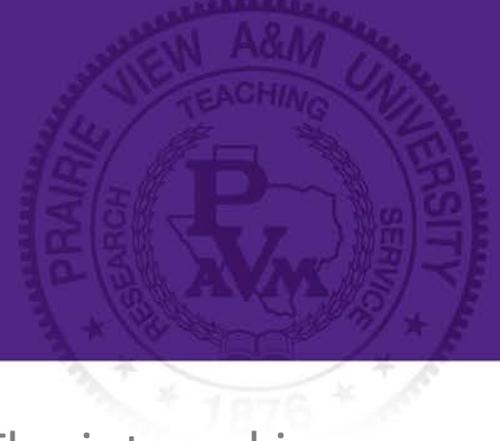
Key Definitions

- **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.



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.
- **Unit/Program 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.

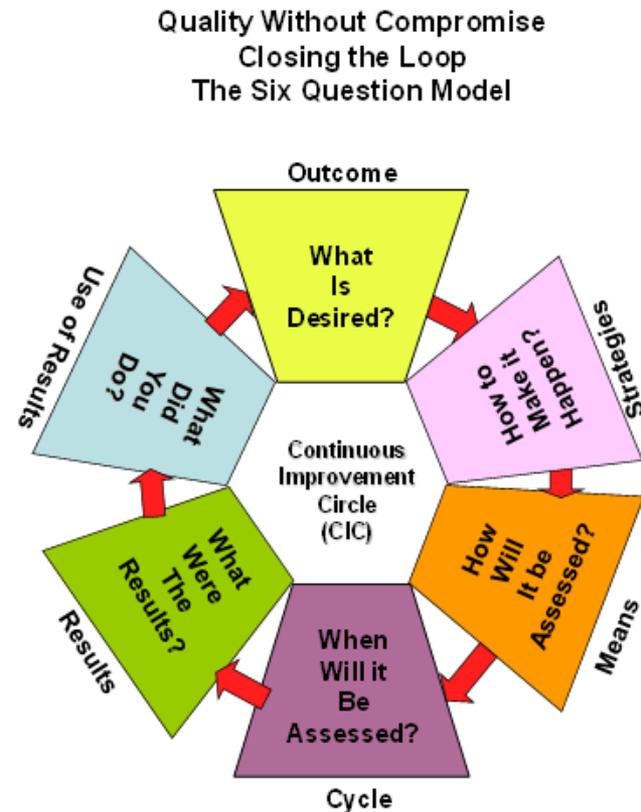


Key Definitions

- **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.

PVAMU's Six-Question Assessment Model

Strategies
Means / Measures
Cycle
Results
Use of Results



The Fundamentals: What's Needed in Taskstream for 3.3.1 Compliance?

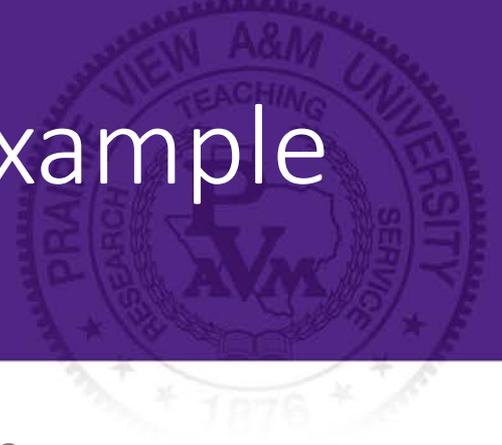


- Unit Mission
- Mission Alignment
- Outcomes
- Measures and Cycle

Outcome	Assessment 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

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.



Starting The Loop: An Examination of The Unit Mission

- Unit Name: Information Resources
- Unit Mission: Information Resources will assist the university in achieving its first class status in research, teaching, and service by providing efficient and effective information resources, VoIP network and web presence in an impeccable manner [and ensure] compliance with applicable laws, policies, and regulations.
 - What outcomes stem from this mission?

Starting The Loop: Outcomes Stem from The Mission



- Unit Name: Information Resources
- Unit Mission: Information Resources will assist the university in achieving its first class status in research, teaching, and service by 1) providing efficient and effective information resources, VoIP network and web presence in an *impeccable manner* [and ensure] 2) compliance with applicable laws, policies, and regulations.



Starting the Loop: Establishing Outcomes and Strategies

Outcome

Clients served will rate responsiveness to requests/client needs with at least an 80% satisfaction rating.

Strategies

- Respond to requests via email, telephone, office visits in a timely fashion.
- Interact with clients in a friendly and professional manner.
- Supply relevant and meaningful information regarding their requests.



Continuing the Loop: Establishing Measures and Targets

- What measure(s) would be appropriate for the following outcome: *Clients served will rate responsiveness to requests/client needs with at least an 80% satisfaction rating.*

Direct:

Portfolios
Licensure exams
Exams (standardized / local)
Performance appraisals
Internships, Clinical Experience

Financial data
Student artifacts
Audits, Reviews, Complete orders
Behavior observations
Campus statistics

Indirect:

Exit and other interviews
Surveys and questionnaires
Job placement data



Continuing the Loop: Means/Measures and Cycle

Means/Measures

- Satisfaction Survey Q1, Q2, and Q4

Cycle

- Survey is administered and results reported yearly.



Continuing the Loop: Sample Measure Q1

Means/Measures

OIRM - The Department representatives are readily accessible to customers via phone, email, or office visit?			Answer Percent	Answer Total
Strongly Disagree			5.13%	2
Disagree			7.69%	3
Agree			46.15%	18
Strongly Agree			33.33%	13
N/A			7.69%	3
			Total answers	39
			Unique Respondents	39



Continuing the Loop: Results

Results

- Q1 (readily available)
 - 2012 results: 76% agree; 24% disagree
 - 2014 results: 79.4% agree; 12.8% disagree; remaining N/A (new option)
- Q2 (courteous and professional)
 - 2012 results: 94% agree; 6% disagree
 - 2014 results: 84.6%; 7.7% disagree, remaining N/A (new option)
- Q4 (responsive to my needs)
 - 2012 results= 82% agree; 18% disagree
 - 2014 results= 76.9% agree; 15.4% disagree; remaining N/A (new option)

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

Use of Results

- Given results of Q1 and Q4 falling below the 80% target, Information Resources will 1) cross-train Mr. Larry Management to assist with phone and email responses and 2) develop and use a script for incoming calls. The cross training will make more staff available to answer phones and the script will help us to better assess client needs. To further address satisfaction rates, by October 15, we will further 3) update our FAQ page on the web, as mentioned and requested in seven of 39 surveys. The FAQ update will include several questions regarding sign-up for web development training and survey development in Qualtrics.

Taskstream: 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
by Taskstream

ACCOUNTABILITY
MANAGEMENT SYSTEM



LAT
by Taskstream

LEARNING
ACHIEVEMENT TOOLS

Creating an Assessment Plan for Entry into Taskstream: A Hands-on Session



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.

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