From:	Harris, Eboneigh
Sent:	Monday, May 1, 2023 3:13 PM
Subject:	Meeting Minutes
Attachments:	UAC Meeting 042623.pptx; Curriculum&Assessment Map.docx; Improvement Report.docx; Assessment Tracking.xlsx; Peer Review Rubric.xlsx; IE Proposal Overview.docx

Hello Everyone,

Below are the minutes from the last UAC meeting held on April 26th. See attachments for any referenced documents.

1. Brief overview of assessment-related items in the SACSCOC Off-site Committee report and response (see PowerPoint slides)
   a. Using grades (addressed in 2021-2022 assessment plans submitted to on-site committee for review)
   b. Insufficient action plans (addressed in 2021-2022 assessment plans submitted to on-site committee for review)
   c. Some plans missing sections (this was an issue with the report templates in Weave; redownloaded using a new format and resubmitted to on-site committee for review)
   d. Education uses a different report structure (explained this is due to balancing multiple accreditation requirements)
2. Brief overview of SACSCOC On-site Committee report (see PowerPoint slides)
   a. The only recommendations were for our QEP
3. Assessment Proposal from Institutional Effectiveness (see IE Proposal Overview and related documents).
   a. ***This is just a proposal and will not affect the assessment proceedings in the Fall.***
   b. IE will reach out in the fall to schedule meetings with the chairs and assessment coordinators from each college to provide an overview of the proposed assessment changes, answer any questions, and collect feedback. Feel free to share the proposal documents in the meantime.

Please let me know if you have any questions or concerns!

Eboneigh Harris, PhD
Director of Planning and Assessment
Office of Institutional Effectiveness

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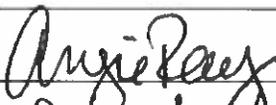
Hardin Administration 207B
(940) 397-4567
Pronouns: they/them

University Assessment Committee Meeting

Date: _____4/26/2023_____ Location: _____Student Center 116_____

	Name	Signature
1	Brown Marsden, Marcy	
2	Curry, Leann	*(signature)*
3	Dillard, Vicki	
4	Duff, Jeremy	*(signature)*
5	Fisher, Dawn	
6	Garcia, Pablo	
7	Garrison, Kristen	*(signature)*
8	Harris, Eboneigh	
9	Killion, Jeff	*(signature)*
10	Lee, Juheon	
11	Lewandowski, Elizabeth	
12	Lewis, Mitzi	*(signature)*
13	Park, Matt	*(signature)*
14	Policky, Amanda	*(signature)*
15	Raines, Amanda	
16	~~Ray,~~ Angie Reay	*(signature)*
17	Samuelson, Ryan	*(signature)*
18	Schmitter, Joel	*(signature)*
19	Shawver, Sandy	*(signature)*
20	Slavens, Dawn	*(signature)*

University Assessment Committee Meeting

Date: _____4/26/2023_____   Location: _____Student Center 116_____

	Name	Signature
21	Watts, Lynette	*(signature)*
22	Zhang, Grace	*(signature)*
23	Johnson, Rylan	*(signature)*
24	Leah Gose	*(signature)*
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29		
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32		
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From:	Harris, Eboneigh
Sent:	Tuesday, April 25, 2023 1:39 PM
To:	Policky, Amanda
Subject:	FW: UAC Proposal
Attachments:	Curriculum&Assessment Map.docx; Assessment Tracking.xlsx; Improvement Report.docx; Peer Review Rubric.xlsx

Eboneigh Harris, PhD
Director of Planning and Assessment
Office of Institutional Effectiveness

MSU TEXAS

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From: Harris, Eboneigh
Sent: Monday, April 24, 2023 6:27 PM
To: 'marcy.brownmarsden@msutexas.edu' <marcy.brownmarsden@msutexas.edu>
Subject: UAC Proposal

As discussed at our meeting yesterday, I have a multi-prong proposal for the UAC committee and I will do my best to explain each part and the reasoning behind each.

1) **Curriculum Maps** – This is a foundational component to academic program assessment. It's a best practice for programs to have these and to be able to justify clearly what students will be gaining through their coursework and program requirements. The attached template would clearly identify the learning outcomes attached to a program, align courses with outcomes, and could also include mastery levels. This would be incredibly helpful for figuring out course rotations.

2) **Assessment Maps** – Once a curriculum map has been created for each program, the next step would be to create an assessment map. For each of the outcomes, programs would decide how each outcome should be assessed, as well as the targets and needed frequency for assessment. As you had suggested, the institution could set a standard for annual assessment of each (with programs opting to assess more frequently), but it could also be that we move to a 3-5 year cycle where we ask programs to assess each outcome at least twice within a cycle (or something similar). The assessment map would be updated annually, with a section to document when the outcome was last assessed. This makes is very easy to see gaps. For each assessment, we could also document whether an improvement plan is needed (to be discussed).

3) **Assessment Tracking** – Currently, we only require that three outcomes be assessed per year and many programs do not include in their annual assessment reports everything they are tracking. I prefer a situation where outcomes are tracked annually or biannually as it allows for trend analysis. I propose we create a survey

submission process similar to how the core is collected. The attached Assessment tracking document gives an idea of what the data would look like once collected via the survey. Programs could submit their assessment data whenever they have it (I think semesterly is best, though it could be collected annually). This kind of format could be easily plugged into a PowerBI dashboard that anyone could reference. I haven't built this out yet, but I could show you an example soon (I saw this done at the SACSCOC conference). This would work well with required accreditation tracking, but could also extend beyond that.

4) **Improvement Report** – If a target reporting in the Assessment Tracking survey was not met, that would be reported in the Assessment Tracking survey and in the Assessment maps. For those situations, we would require a full report with all of the sections typically reported in Weave (see attached). This is an easy to read template that can fit most everything on one page. I created examples for three different scenarios: course-level improvements, program-level improvements, and administrative improvements. I think that it would be reasonable to expect that every program have at least one area they are attempting to improve each year. These improvement plans could also be based on multiple forms of evidence – for example, conversations with students or classroom observations that might not be captured by the more formal assessment processes developed by each program. These improvement plans could also be submitted by anyone working within a program/unit to document their own attempts to improve their services or the success of the students they work with, providing a platform for people that aren't normally recognized in academic assessment plans (secretaries, advisors, etc.). This also provided an avenue for academic programs to submit attempts to improve administrative outcomes beyond the required SLOs currently required. Overall, I think that the improvement reports would improve recognition for outstanding assessment and innovation and would contribute to building a culture of evidence.

5) **Reflections/Narrative** – Our current assessment plans require that programs submit a narrative reflection regarding assessment over the last year. I think this is still important, though I think there is room to change what is expected here (ex. SWOT analysis) and could also be customized to the needs of each college. I do not have a mock-up of this, but I think a simple Word Document would be sufficient to be turned in annually with the assessment map.

6) **Peer Review Rubric** – Instead of the survey that currently constitutes the peer review evaluation, I would like to move to a rubric that would allow us to quantify the quality of our assessments. I think this would be particularly useful for the improvement plans and awards could be partially based on the peer review scores. I have attached an example rubric that Amanda and I had been working on. It can definitely be reduced down depending on our needs.

This all works together, but can also be used independently. These ideas could also potentially replace an assessment platform with features that most people don't have the bandwidth or desire to use. And I think it would also be manageable for my office to oversee.

Let me know if you have any further questions.

Eboneigh Harris, PhD
Director of Planning and Assessment
Office of Institutional Effectiveness

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Subject:	UAC Meeting
Location:	CSC Comanche
Start:	Wed 4/26/2023 2:00 PM
End:	Wed 4/26/2023 3:00 PM
Show Time As:	Tentative
Recurrence:	(none)
Meeting Status:	Not yet responded
Organizer:	Harris, Eboneigh
Required Attendees:	Curry, Leann; Daugherty, Anna; Dillard, Victoria; Duff, Jeremy; Fisher, Dawn; Garcia-Fuentes, Pablo; Garrison, Kristen; Gose, Leah; Killion, Jeff; Lee, Juheon; Lewandowski, Elizabeth; Lewis, Mitzi; Pace, Jennifer; Page, Morgan; Park, Matthew; Policky, Amanda; Raines, Amanda; Reay, Angie; Samuelson, Ryan; Schmitter, Joel; Shawver, Sandra; Slavens, Dawn; Snodgrass, Amanda; Watts, Lynette; Zhang, Grace

Please see the agenda below:

1. Briefly review SACSCOC off-site committee report and response
2. Provide overview of SACSCOC on-site committee report and recommendations
3. Review assessment materials from IE proposal (see attachments)
   * Improvement Report

      i.   1 page format easy to see and read – consider moving toward this format for future submissions

      ii.   Centers "seeking continuous improvement" in plans submitted to IE by identifying what changes are being made and then assessing the success of these changes

      iii.   Could be open to all staff/faculty to submit improvement reports for their programs/units – has the potential for recognition through awards for outstanding assessment or innovative improvements and a platform for these innovative ideas to be heard by others on campus

      iv.   Easier to peer review

   * Curriculum and Assessment Maps

      i.   Lays out student learning outcomes and maps courses to SLOs

      ii.   Maps out in an easy to read format how SLOs will be assessed and how frequently

      iii.   Could be updated annually to provide a snapshot, birds eye view of assessment

iv.   Would help mitigate issues with turnover – the IE office would have these and would be able to share these with new assessment coordinators, chairs, etc.

v.   Could be used in conjunction with assessment data submissions and Improvement Reports

* Data collection survey (not attached) – will explain further at meeting

Example 1: Course-Level Improvement

Expected Outcome 1:

Students will be able to select and/or use appropriate genres for a variety of purposes, situations, and audiences.

Improvement Plan:

- *What data, observations, or experiences prompted this improvement plan?*
- *Describe any additions or changes to activities or processes meant to support achievement of this outcome.*
- *Specify parties responsible for implementation and any other relevant details.*

Using the Written Communication rubric to score the final paper for this course, only 65% of students from the Fall 2020 semester of this course scored a 2.6 or higher. To help students improve their writing, I have added a peer review component with a structured draft process. I have also provided an example of a high scoring paper from a previous semester to give students a clearer idea of how the rubric is being used to score papers.

Data Collection: *Explain how data was collected, including all relevant methodological details (who and what was assessed, by whom, when, and under what circumstances), and provide a description for each measure.*		**Targets:** *Provide the specific threshold used to indicate successful achievement of this outcome and the timeline within which this outcome will be achieved.*		**Findings:** *State relevant contextual information, data, and whether targets were met or not met.*	
a	Students enrolled in ENGL 1143 in the Spring semester wrote a final paper (5-7 pages) that was scored by the instructor, [insert name], using the Genre and Disciplinary Conventions criteria on the AAC&U rubric for Written Communication. (see attachments for prompt and rubric)	a	85% of students score a 2.6 or higher on the final paper due in early Dec 2023.	a	Final papers were collected from 20 students. Only 75% (n=15) of students who submitted final papers scored a 2.6 or higher. Target not met
b		b		b	
c		c		c	
d		d		d	

Discussion/Reflection:

- *Were the changes listed in the improvement plan successfully implemented?*
- *What do the findings suggest about the usefulness of these changes?*
- *If further changes are needed, what might they be?*
- *Describe any issues with the assessment process (data collection, analysis, etc.) and how this may have impacted findings.*

Overall, I feel pretty good about the assessment results. Although the target was not met, the results improved substantially. This indicates that I'm on the right track with my strategies, though I might need to make some tweaks for my next group of students. I think that the peer review process could be stronger by asking peer reviewers to score the papers using the rubric and providing specific examples for why the paper was scored as such. It may also be helpful to provide a list of guiding questions to consider.

As for the assessments process, I did not experience any issues.

Example 2: Program-Level Improvement

Expected Outcome 2:	Improvement Plan:
Students will demonstrate practical application of [this mathematical principle].	• What data, observations, or experiences prompted this improvement plan? • Describe any additions or changes to activities or processes meant to support achievement of this outcome. • Specify parties responsible for implementation and any other relevant details. Students in MATH 2634 were doing poorly on the first quiz which included many concepts that students should have already been familiar with from other courses. Only 60% of the students were getting 3 of the 4 items building on these concepts correct. After speaking with students and reviewing the curriculum map for the program, the instructor realized that students go about a year and a half between courses that touch on these specific subjects. This gap was brought to a faculty meeting where they identified a mid-level course where these concepts could be folded into the curriculum to provide a refresher before students take the higher-level course. The instructor also created a practice quiz and review materials on these topics for students.

	Data Collection: Explain how data was collected, including all relevant methodological details (who and what was assessed, by whom, when, and under what circumstances), and provide a description for each measure.		Targets: Provide the specific threshold used to indicate successful achievement of this outcome and the timeline within which this outcome will be achieved.		Findings: State relevant contextual information, data, and whether targets were met or not met.
a	Students in [mid-level course] took an instructor developed final exam scored by [Instructor] that includes concepts related to this outcome.	a	85% of students who attempt the final exam get 3 of the 4 items correct.	a	87% (n=26) of students who attempted the final exam got 3 of the 4 items correct.
b	Students in [high-level Fall course] took a quiz that builds on topics from previous coursework.	B	80% of students who attempt the quiz get 3 of the 4 items correct.	b	83% (n=25) of students who attempted the quiz for 3 of the 4 items correct.
c		C		c	
d		d		d	

Discussion/Reflection:
• Were the changes listed in the improvement plan successfully implemented?
• What do the findings suggest about the usefulness of these changes?
• If further changes are needed, what might they be?
• Describe any issues with the assessment process (data collection, analysis, etc.) and how this may have impacted findings.

The practice quiz and review materials in the high-level course were implemented successfully and the instructor for the mid-level course was able to fold in these concepts to their existing curriculum with few modifications. Overall, the changes had the intended effect of better preparing students for the high-level course and improving scores on the first quiz.

Example 3: Administrative Improvement

Expected Outcome 3:	Improvement Plan:
Student applications will be processed in a timely manner.	• What data, observations, or experiences prompted this improvement plan? • Describe any additions or changes to activities or processes meant to support achievement of this outcome. • Specify parties responsible for implementation and any other relevant details. We are happy with the amount of time that applications are currently processed and student feedback from our annual survey indicate that they are satisfied with this length of time, as well. However, our current system is work-intensive and creates a stressful environment for staff. We are implementing a new processing strategy to see if it makes the process more efficient (and pleasant) for staff.

	Data Collection: *Explain how data was collected, including all relevant methodological details (who and what was assessed, by whom, when, and under what circumstances), and provide a description for each measure.*	Targets: *Provide the specific threshold used to indicate successful achievement of this outcome and the timeline within which this outcome will be achieved.*	Findings: *State relevant contextual information, data, and whether targets were met or not met.*
a	The data will be collected by tracking the time between the application closing date and when students receive a decision. This is tracked using [Software Name]. Results will be available by April 1 and reviewed by the Admissions Coordinator.	a. All students submitting on-time applications will receive a decision within 2 months of application closing date.	a. All students submitting on-time applications received decisions within 2 months, with a 6-week average. Target met
b	Survey of staff: [list or attach questions]	b. 80% of staff will agree that the new process required less work than the previous process	b. 85% of staff strongly agreed that the new process was easier than the previous process. Target met

Discussion/Reflection:

• Were the changes listed in the improvement plan successfully implemented?
• What do the findings suggest about the usefulness of these changes?
• If further changes are needed, what might they be?
• Describe any issues with the assessment process (data collection, analysis, etc.) and how this may have impacted findings.

There were a few bumps in the road with implementation, but staff have overall appreciated the new processing system. The new system is less manually intensive, which means there have been fewer mistakes that require fixing. After implementation, we have also determined that the new process requires fewer staff, so we will be moving from six to four staff assigned to this system. We will reassess with the new four-person system, maintaining the same target of 2 months.

Curriculum Map

SLO 1	Find, evaluate, and use appropriate bibliographic materials in their texts
SLO 2	Adapt texts to particular audiences and purposes
SLO 3	Articulate a thesis and present evidence to support it
SLO 4	Explain the relevance of themes found in literary texts to contemporary, personal, and cultural values
SLO 5	Identify genres, conventions, and period-specific discourses and their relevance to broader historical forces
SLO 6	Describe their own writing practices and how they have evolved
SLO 7	Apply relevant theoretical concepts to literary or other texts and practices

Degree Requirements*	SLO 1	SLO 2	SLO 3	SLO 4	SLO 5	SLO 6	SLO 7
ENGL 1022	I			I			
ENGL 1404			I		I		I
ENGL 1695							
ENGL 1710		I				I	
ENGL 1903		I		I			
ENGL 2270					R		
ENGL 2422				R			
ENGL 2478			R				
ENGL 2629	R						
ENGL 2854							R
ENGL 2909		R					
ENGL 3059						R	
ENGL 3601					R		
ENGL 3643	R			R			
ENGL 3644							
ENGL 4111				A			R
ENGL 4236		A					
ENGL 4292						A	
ENGL 4342					A		A
ENGL 4631	A		A				

I=Introduced, R=Reinforced, A=Accomplished

*Degree Requirements can include courses, internships, clinicals, student teaching, etc.

Credit to the Elmhurst University's Department of English for the SLO examples

Assessment Plan: 2023-2028 Cycle

SLO		Description of Measure	Measure Type	Target	Courses	Frequency	Date(s) Assessed	Improvement Plan Status
1	1A	AAC&U Written Communication Rubric/Final Paper (1-5 scale)	Direct	80% of students will score a 3.4 or higher	ENGL 4631	Yearly	11/13/2022	Not required
	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, 10=Extremely)	Indirect	80% of students will rate the English department as having prepared them Moderately to Extremely well (7 or higher)		Every two years	4/12/2021 4/15/2023	Submitted In Progress
	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							
7	7A							
	7B							
	7C							
	7D							

SACSCOC Off-Site report

- The institution provided three cycles of assessment reports to document the assessment process for educational programs. From the evidence provided; it was not clear to the off-site review committee how the institution is seeking improvement in student learning based on the analysis of results.

- This is further complicated by inconsistencies observed in the assessment reports provided, which showed that some programs provided a "Narrative" based on the findings which helped to contextualize how the programs were using assessment findings, and for others, this information was missing.

- The off-site review committee also observed in some reports that even when targets for performance were not met, the programs indicated "we will continue this target for another year" and/or did not address what would be done to seek improvement in student learning.

- Finding 1: The institution explained that the West College of Education (WCOE) not only must adhere to the University assessment policies and practices but also must fulfill assessment requirements for three additional external accreditors: TEA, CAEP, and CACREP. The process and the reporting format for annual program assessment that the WCOE follows allow them to meet requirements for the institution and also meet guidelines of the external accrediting bodies. The institution provided an example from the BSIS Special Education program that demonstrated the assessment plan, findings, analysis of data, and plans for improvement for the 2019-2020 year, and also demonstrated in a second report that the program met the institutional requirement that all academic programs submit an assessment narrative through the software WEAVE that responds to required key components.

- Finding 2a: The On-Site Reaffirmation Committee reviewed the institution's evidence for compliance for the five programs cited by the Off-Site Reaffirmation Committee: Social Work BSW, BA Humanities, BA Mass Communication, BS Physics, and BSIS Special Education. For the first three, the institution stated that the reports were downloaded incorrectly, generating only an abridged version of the report. For the Focused Report, they submitted unabridged, complete reports for these three programs as evidence to support that the reports were, indeed, complete. For the fourth program, Physics, the institution reiterated and highlighted narrative from the program annual assessment report that indicates that there were no graduates from the program (that is offered in a consortial arrangement as part of the Texas Physics Consortium) in the 2020-2021 year (the year of the report in question), so assessment data (ETS major field test) were not available. They further explained that, because of low enrollment, they are currently in the process of submitting a notification to SACSCOC to close the program for MSU. For the fifth program, BSIS Special Education, their explanation accompanies Finding 1 where they explained the difference in reporting for all programs in the West College of Education. The BSIS report was resubmitted and demonstrated to be complete according to the approved assessment procedures for their College.

- Finding 2b: The On-Site Reaffirmation Committee noted that the Off-Site Reaffirmation Committee cited eleven programs that did not provide sufficient information to inform how the institution is seeking improvement in student learning based on the analysis of results. In particular, they noted that the programs either offer vague plans for seeking improvement or are missing the assessment narrative that is a required component of the annual assessment cycle for all educational programs. In response, the Institutional Accreditation Liaison met with each of these programs to address concerns and to help them remediate their assessment procedures and ensuing reports, instituting changes that will assist each program in writing more "complete and appropriate action plans for improving student performance." In the Focused Report, the institution submitted additional annual reports for each of the eleven programs for the 2021-2022 assessment cycle that presented improved reports that address stronger action plans for seeking program improvement. The On-Site Reaffirmation Committee notes that, for each program, the new reports reach at least a minimum threshold for demonstrating that the program has developed better-quality plans for seeking continuous improvement. While these plans won't be actualized until the 2023 assessment cycle is complete, the reports detail plans for seeking improvement that were not previously evident.

- Finding 3: Two instances were cited where course grades were used as direct assessment measures. In the first case, the Criminal Justice program, the institution remedied the finding by assisting the program to replace final grades as measures of student learning with appropriate course assignments and/or surveys. The On-Site Reaffirmation Committee noted that these changes will take effect in Fall 2023 and will be evident in the Criminal Justice program's FY24 annual assessment report. The institution reported that the finding for the second program, Radiologic Administration, was generated based on inaccurate information provided in their compliance report. The On-Site Reaffirmation Committee reviewed the table of the program's measures used in their FY21 annual assessment report provided by the institution. The assessments included graded discussion forums, embedded essay questions, a graded presentation, final writing assignments, and an exit paper. The institution also resubmitted the program's annual assessment report in full.

- Additionally, the On-Site Reaffirmation Committee affirmed the institution's claim of compliance in on-site interviews with the Interim Provost, Institutional Accreditation Liaison, Director of Planning and Assessment, Assessment Specialist, and Director of Assessment and Accreditation for the West College of Education. Information from the interviews documented the assessment processes, annual timelines, and programmatic use of data for continuous improvement. Academic chairs and faculty interviewed discussed how student learning assessment is carried out in their particular programs. They described an Assessment Day that is held annually by some of the colleges, and they discussed the role of the University Assessment Committee and the peer review process which is the main function of that Committee. Both groups discussed examples of changes/improvements they are making as a result of lessons learned during this accreditation process.

Interviewer Comments

- "Looks like assessment is part of your culture and that you were doing assessment regularly for the right reasons."

- "You have a real culture of assessment."

- "Your assessment process is good and easy to follow."

1. **Curriculum Maps** – This is a foundational component to academic program assessment. It's a best practice for programs to have these and to be able to justify clearly what students will be gaining through their coursework and program requirements. The attached template would clearly identify the learning outcomes attached to a program, align courses with outcomes, and could also include mastery levels.
   a. ***What is a reasonable timeline to expect programs to be able to complete this?*** That is something for the UAC committee to discuss further and will also require talking to colleges/programs to determine a feasible timeline. But definitely not this Fall.
   b. ***How will this be used? Who is going to look at this?***
      i. Useful for developing course rotations
      ii. Useful for turnover – allows new chairs, assessment coordinators, deans, and IE office to easily see what a program's priorities are and how they have structured degree requirements to align with learning outcomes
      iii. Lays the foundation for the Assessment Map (next) – provides an easy way to see when assessments should occur, where data should be collected, and who should be included during data collection
2. **Assessment Maps** – Once a curriculum map has been created for each program, the next step would be to create an assessment map. For each of the outcomes, programs would decide how each outcome should be assessed, as well as the targets and needed frequency for assessment. The assessment map would be updated annually, with a section to document when the outcome was last assessed. This makes is very easy to see gaps. For each assessment, we could also document whether an improvement plan is needed (see Improvement Report).
3. **Assessment Tracking** – It's best practice to track outcomes over time (annually or biannually is best for trend analysis). Currently, we only require that three outcomes be assessed per year and many programs do not include in their annual assessment reports everything they are tracking. There is no easy way to see when outcomes were last tracked. It is also difficult to see trends using the Weave Reports. IE proposes we create a survey submission process similar to how the core is collected. The attached Assessment Tracking document gives an idea of what the data would look like once collected via a survey (not yet developed). This kind of format could be easily plugged into a PowerBI dashboard that would be able to display data trends easily based off of targets and findings. This could also work to support accreditation tracking by providing programs with a central location to store (data could be submitted via the survey) and track assessment data (easily viewed in a PowerBI dashboard). Programs could submit their assessment data whenever they have it. This would replace the need to submit full assessment reports for every assessed outcome in Weave. Only attempts to improve outcomes would need to be documented with a full report (see Improvement Report).
   a. ***Concern about who will be able to see assessment data and how it will be used, worried that it will be used punitively or to justify budget cuts***
      i. People with the power to alter budgets have their own criteria for evaluating programs which does not typically include reviewing assessment plans.
      ii. It is unlikely that learning outcomes assessment will be used to determine allocation of physical resources – enrollment, retention, graduation rates are already widely available to anyone looking for that information.
      iii. Assessment can actually be used to strengthen arguments for additional funding, either by showing the impact of new initiatives or by demonstrating the need for additional resources to fund new initiatives. Strong assessment practices allow programs/units to document what works and what doesn't and provides the data needed to inform strategic planning.

      iv.   Transparency allows for greater communication and collaboration.

4. **Improvement Report** – If a target reported in the Assessment Tracking survey was not met, an Improvement Report (see attached) would then be submitted documenting what attempts were made to improve the outcome and the impact of these changes. For those situations, we would require a full report with all of the sections typically reported in Weave. This is an easy to read template that can fit most everything on one page. I created examples for three different scenarios: course-level improvements, program-level improvements, and administrative improvements. A reasonable expectation would be that every program has at least one area they are attempting to improve each year. These improvement plans could also be based on multiple forms of evidence – for example, conversations with students or classroom observations that might not be captured by the more formal assessment processes developed by each program. These improvement plans could also be submitted by anyone working within a program/unit to document their own attempts to improve their services or the success of the students they work with, providing a platform for people that aren't normally recognized in academic assessment plans (secretaries, advisors, etc.). This also provides an avenue for academic programs to submit attempts to improve administrative outcomes beyond the required SLOs currently required in their assessment plans. Overall, I think that the improvement reports would improve recognition for outstanding assessment and innovation and would contribute to building a culture of evidence.

    a. *Some concern with the name, might lead to pre-occupation with "improvement" when it is the "seeking" improvement that is the most important part.*

5. **Reflections/Narrative** – Our current assessment plans require that programs submit a narrative reflection regarding assessment over the last year. This is appreciated by SACSCOC and should be a continued practice, though I think there is room to change what is expected here (ex. SWOT analysis) and could also be customized to the needs of each college. I do not have a mock-up of this, but I think a simple Word Document would be sufficient to be turned in annually with the Assessment Map.

1) **Peer Review Rubric** – Instead of the survey that currently constitutes the peer review evaluation, I would like to move to a rubric that would allow us to quantify the quality of our assessments. I think this would be particularly useful for the improvement plans and awards, if we move in that direction, could be partially based on the peer review scores. I have attached an example rubric that Amanda and I had been working on. It can definitely be reduced down and or reformatted depending on our needs. Could potentially be put into a d2l shell.