Online Assessment Tracking Database

Sam Houston State University (SHSU) 2014 - 2015

Academic Planning And Assessment

Goal

Promote An Environment That Encourages Continuous Improvement Of Assessment Initiatives

The Office of Academic Planning and Assessment will encourage and promote an environment of continuous improvement for all departments, offices, and programs within the various Colleges and Divisions at Sam Houston State University.

Objective (P)

Ensure Quality Annual Assessment Processes P

The Office of Academic Planning and Assessment will ensure that members of the university community are conducting a quality, and effective annual assessment process.

KPI Performance Indicator

Annual Meta-assessment Process # P



The Office of Academic Planning and Assessment will utilize a locally developed rubric designed to evaluate the overall quality of a program's annual assessment plans to facilitate an annual review of assessment plans stored within the Online Assessment Tracking Database (OATDB). The results of this evaluation should indicate that 80%, or more, of the reviewed assessment plans for each College/Division reviewed should be rated as "Acceptable" or better. Additionally 80%, or more, of the total number of assessment plans reviewed from across the University should be rated "Acceptable" or better.

Result

Results From The 2014-2015 Meta-assessment Review & P

During the 2014-2015 assessment cycle, the Office of Academic Planning and Assessment oversaw the Meta-assessment review of assessment plans from all seven of the Academic Colleges. Four of the seven academic colleges conducted college-led meta-assessment reviews of their units. Units within the remaining three colleges were reviewed by the Director of Assessment. Additionally, final Meta-assessment Summary Reports were ultimately received from six of the seven colleges.

A summary of results are provided here for each of the seven colleges. Percentages represent the percentage of acceptable and exemplary assessment plans/elements from each college:

College 1 – Self-Reviewed

Overall – 95.24%

Goals - 100%

Objectives - 100%

Indicators – 87.50%

Criterion – 93.75%

KPIs – 87.50%

Findings/Results – 78.26%

Actions – 69.57%

Plan for Continuous Improvement Update – 72.73%

New Plan for Continuous Improvement – 65.22%

College 2 – OAPA Reviewed

Overall - 43.75%

Goals - 25%

Objectives - 93.75%

Indicators - 72.73%

Criterion - 81.82%

KPIs - 100%

Findings/Results - 100%

Actions - 43.75%

Plan for Continuous Improvement Update – 92.86%

New Plan for Continuous Improvement – 31.25%

College 3 - OAPA Reviewed

Overall - 48.28%

Goals - 72.41%

Objectives - 93.10%

Indicators - 95.83%

Criterion - 100%

KPIs - 71.43%

Findings/Results - 82.76%

Actions - 51.72%

Plan for Continuous Improvement Update - 82.14%

New Plan for Continuous Improvement – 42.31%

College 4 - Self-Reviewed

Overall - 100%

Goals - 100%

Objectives - 100%

Indicators – 100%

Criterion - 93.33%

Findings/Results - 93.33%

Actions - 86.67%

Plan for Continuous Improvement Update - 86.67%

New Plan for Continuous Improvement – 78.57%

College 5 – OAPA Reviewed

Overall - 25%

Goals - 100%

Objectives – 100%

Indicators - 93.75%

Criterion - 93.75%

KPIs - 83.33%

Findings/Results - 78.95%

Actions – 31.58%

Plan for Continuous Improvement Update - 73.68%

New Plan for Continuous Improvement – 31.58%

College 6 - Self-Reviewed

Overall - 92%

Goals - 88.46%

Objectives - 92.31%

Indicators – 82.61%

Criterion – 81.82%

KPIs - 68.75%

Findings/Results – 84.62%

Actions - 84%

Plan for Continuous Improvement Update - 80%

New Plan for Continuous Improvement – 76.92%

College 7 - Self-Reviewed

Overall - 78.05%

Goals - 97.56%

Objectives - 100%

Indicators – 93.94% Criterion – 78.13% KPIs – 78.57% Findings/Results – 79.49% Actions – 75.61% Plan for Continuous Improvement Update – 70.73% New Plan for Continuous Improvement – 70%

Overall for all Academic Colleges
Overall – 69.46%
Goals – 85.80%
Objectives – 97.06%
Indicators – 90.58%
Criterion – 88.24%
KPIs – 78.95%
Findings/Results – 83.83%
Actions – 64.88%
Plan for Continuous Improvement Update – 78.05%
New Plan for Continuous Improvement – 58.54%

Overall for Self-Reviewed Colleges
Overall – 88.24%
Goals – 96.15%
Objectives – 98.10%
Indicators – 90.80%
Criterion – 84.71%
KPIs – 76.32%
Findings/Results – 82.52%
Actions – 77.88%
Plan for Continuous Improvement Update – 75.73%
New Plan for Continuous Improvement – 71.84%

Overall for OAPA Reviewed Colleges
Overall – 40%
Goals – 69.23%
Objectives – 95.38%
Indicators – 90.20%
Criterion – 94.12%
KPIs – 84.21%
Findings/Results – 85.94%
Actions – 43.75%
Plan for Continuous Improvement Update – 81.97%
New Plan for Continuous Improvement – 36.07%

These results revealed several areas for institutional improvement. No individual college exceeded 80% for all assessment plan elements. Generally, the following elements saw the greatest weakness: Overall Score, KPIs, Actions, Updating Progress on the Previous Cycle's Plan for Continuous Improvement, and the New Plan for Continuous Improvement. Differences were also observed between the colleges that conducted their own meta-assessment reviews and those that were reviewed by OAPA. In general, OAPA reviews were lower than those conducted by the colleges. This would indicate that more work is needed to improve the quality of the college-led meta-assessment processes to ensure that they are meaningfully examining the quality of their assessment plans. A complete breakdown of the meta-assessment results can be found in the attached file.

Objective (P)

Provide Quality Assessment Support Resources

The Office of Academic Planning and Assessment will provide quality assessment resources to the University community through its website, ongoing training sessions, and workshops.

KPI Performance Indicator

Website Tracking

Utilizing Google Analytics, the Office of Academic Planning and Assessment will track traffic coming to the department's website. Data from the 2014-2015 cycle will serve as a baseline for subsequent assessment cycles.

Result

Google Analytics Results For The Office Of Academic Planning And Assessment

Google Analytics reports were compiled for each month of the 2015 Fiscal Year for the Office's homepage. A summary of the key results are provided below:

September 2014 - 252 sessions, 229 users, 521 page views

October 2014 - 225 sessions, 207 users, 396 page views

November 2014 - 243 sessions, 221 users, 394 page

Decembrer 2014 - 183 sessions, 166 users, 257 page views

January 2015 - 264 sessions, 217 users, 473 page views

February 2015 - 211 sessions, 193 users, 452 page views

March 2015 - 365 sessions, 322 users, 703 page views April 2015 - 457 sessions, 431 users, 716 page views May 2015 - 957 sessions, 943 users, 1,190 page views June 2015 - 706 sessions, 699 users, 800 page views July 2015 - 1,157 sessions, 1,136 users, 1,452 page views

August 2015 - 518 sessions, 488 users, 699 page views

Yearly Total - 5,538 sessions, 5,092 users, 8,053 page views

Direct comparisons are available for the months of

June, July, and August. The month of June saw increases from the previous fiscal year of 219% for sessions, 262% for users, and 68% for page views. The month of July saw increases from the previous fiscal year of 401% for sessions, 460% for users, and 225% for page views. The month of August saw increases from the previous Fiscial year of 114% for sessions, 124% for users, and 56% for page views.

KPI Performance Indicator

Number Of Workshops/Training Sessions Held /

The Office of Academic Planning and Assessment will conduct at least 100 workshops/training sessions related to the annual assessment process being conducted at SHSU. These sessions may range from large, group workshops to individual training sessions.

Result

Total Number Of Meetings, Workshops, And Training Sessions Fo FY15 /

For the 2015 FY, the Office of Academic Planning and Assessment did not meet its Objective of 100 meetings, workshops and training sessions. Only 76 total events were identified by the Director of Assessment. broken down as follows:

32 small group assessment meetings (decrease from the previous year)

16 meetings related to Core Curriculum Assessment 8 assessment workshops (increase from the previous year)

7 small group OATDB training sessions

- 6 meetings related to the implementation of CampusLabs
- 3 meetings related to the SACSCOC 5th Year Interim Report
- 2 meetings related to assessment mini-grants
- 1 meeting related to Meta-assessment
- 1 meeting related to Administrative Program Review

KPI Performance Indicator

Workshop Evaluation Survey - Satisfaction # P



Training session attendees will complete a brief survey, consisting of three Likert-scale questions and three openresponse questions, which indicate their satisfaction with the services provided by the Office of Academic Planning and Assessment. A copy of the survey is provided as an attachment. The average response to the Likert-scale question related to participant satisfaction should be 4 or higher, indicating that they were satisfied with the services provided by our Office. Additionally, respondent comments from the three open-response questions should be generally positive.

Result

Workshop Satisfaction Results & P

Workshop evaluation surveys were completed for 5 workshops during the 2014-2015 assessment cycle. The average satisfaction score for each workshop exceeded 4, indicating that respondents were satisfied with the training provided from our office. Responses

to the qualitative questions were similarly positive.

International Programs Assessment Workshop (9/5/2014) - 4.33

College of Criminal Justice, Victim Services Managemenent Assessment Committee Workshop (12/3/2014) - 4.57

College of Health Sciences Workshop (12/15/2014) -4.67

Residence Life Workshop (4/8/2015) - 4.44

College of Health Sciences Workshop (4/15/2015) - 5

Please see the attached reports for additional information.

KPI Performance Indicator

Workshop Evaluation Survey - Confidence # P



Training session attendees will complete a brief survey, consisting of three Likert-scale question and three openresponse questions, which indicate their satisfaction with the services provided by the Office of Academic Planning and Assessment and their confidence with assessment practices. A copy of the survey is provided as an attachment. 90% of respondents will report a pre-to-post increase in their confidence with regards to implementing effective programmatic assessment. Additionally, 90% of respondents reporting a post-score of 4 or 5, indicating they are now confident or very confident.

Result

Assessment Confidence Results # P



Workshop evaluation surveys were completed for 5 workshops during the 2014-2015 assessment cycle. In none of the workshops did 90% of the respondents report a pre-to-post increase. Additionally, in only 3 of the 5 workshops did 90% or more of the respondents indicate they were confident or very confident with their ability to design and implement effective programmatic assessment. However, averages did increase, pre-to-post, for three of the five workshops. In two workshops averages decreased, although this could be explained by very high pre-averages, meaning that those attendees may now have had a more accurate perception of their own abilities.

Please see the attached reports for a complete breakdown of the results for each workshop.

increase the number of assessment workshops it held. OAPA will be expanding its staff in 2015-2016, which should allow the office to conduct more workshops and meetings with campus constituents. Finally, office staff are also pleased with the results gained from the workshop evaluation surveys, In general, constituents are pleased with the quality of our training sessions. We did not meet the objectives related to increasing confidence with regards to assessment; however, this was because clients often reported high levels of confidence to begin with. At times, a decrease in confidence may be appropriate if clients have a much more realistic view of their abilities after a training session. Similarly, it should not be seen as a negative if a client maintains their existing level of confidence. Therefore, OAPA staff will look to revise this objective to better reflect what was observed from the data this year.

Goal

Support And Facilitate The Undergraduate Program Review Process

The Office of Academic Planning and Assessment will support and facilitate the Undergraduate Program Review Process as Sam Houston State University.

Objective (P)

Facilitate A Quality Undergraduate Program Review Process

The Office of Academic Planning and Assessment will facilitate a quality undergraduate program review process through the creation of formal policies and guidelines, program review templates, and acquisition of program-specific data. Such resources will be made available through the Office website and print materials.

KPI Performance Indicator

Undergraduate Program Review Guidelines P

Development and approval of formal policies and guidelines for Undergraduate Program Review.

Result

Undergraduate Program Review Process P

Work related to this Objective is still on-going. Reorganization within the Division of Academic Affairs, and staff-duty changes within the Office of Academic Planning and Assessment prevented more progress from being made in the development of guidelines for the Undergraduate Review process.

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Goal

Support The Institution's Ongoing Southern Association Of Colleges And Schools Commission On Colleges (SACSCOC) Accreditation Efforts

The Office of Academic Planning and Assessment will support the institution's ongoing efforts to respond to all SACSCOC requirements for maintaining accreditation.

Objective (P)

Facilitate Completion Of The SACSCOC Fifth-Year Interim Report P

The Office of Academic Planning and Assessment will work with the University community to ensure the successful completion of the SACSCOC Fifth-Year Interim Report. To this end, the Office will work to disseminate information and resources, provide necessary training, and complete and submit all required documents.

KPI Performance Indicator

Prepare A Quality And Thorough Compliance Narrative Document For The 5th Year Interim Report

The Office of Academic Planning and Assessment will work with university personnel to ensure that a thorough, accurate, and quality compliance narrative document is prepared for the SACSCOC 5th Year Interim Report.

Result

5th Year Report Submission And Response P

In March 2015, SHSU submitted its SACSCOC Fifth Year Interim Report. In July 2015, the institution received the SACSCOC findings associated with its 5th Year Report submission. SHSU was required to submit a Referral Report addressing only one SACSCOC standard. The extremely limited findings of the SACSCOC reviewers indicate that SHSU successfully submitted a thorough, accurate, and quality compliance narrative document. The requested Referral Report was submitted in September 2015.

Objective (P)

Ensure Institutional Compliance With And Timely Submission Of Required SACSCOC Documentation

The Office of Academic Planning and Assessment will work with the University administration to ensure that all required SACSCOC documents are submitted timely, and appropriately.

KPI Performance Indicator

Appropriate Submission Of SACSCOC Required Documentation

The SACSCOC liaison, and the Office of Academic Planning and Assessment, will ensure that all required SACSCOC documents, such as Institutional Profiles, Letters of

Notification, Prospectuses, Institutional Profiles, etc., will be summited timely and appropriately to the SACSCOC.

Result Enrollment And Financial Profiles P

SHSU submitted annual Enrollment Profiles and Financial Profiles, as required by SACSCOC, by stated

deadlines.

Result Substantive Change Reporting P

SHSU submitted substantive change notifications and prospectus' to SACSCOC, as per required timelines, for applicable changes implemented in the 2014-2015 academic year. SHSU also developed a Substantive Change Training and Education Program to be implemented in the 2015-2016 academic year.

KPI Performance Indicator

Address Functional Deficits In Faculty Credentials Reporting System P

Following the institution's conversion from a 'home-grown' ERP system to Banner, some functionality relating to Faculty Credentials reporting was lost. Steps will be taken to correct functional aspects of programming to include centralizing faculty degree entry into Banner and alteration of existing reports to align with new Banner structure.

Result Faculty Data Transition Into Banner P

During the 2014-2015 academic year, progress was made in the extensive work required to transition all faculty-related data into Banner. As of September, 2015, the Office of Academic Planning and Assessment has worked closely with the Office of the Provost, IT@Sam, Institutional Effectiveness, Graduate Studies, and the Registrar's Office to identify Banner fields for all faculty data functionality and reporting. Much progress has been made with regard to standardizing degree and major awards for faculty and identifying inconsistencies with existing FICE codes.

Related to the Faculty Credentials Reporting System, several technical improvements were made during the 2014-2015 academic year. Improved user functionality was added for the uploading of faculty vita and syllabi, improved administrative permissions management was added, and corrections were implemented to reflect accurate course listings.

Goal

Support The Strategic Planning Process For The Division Of Academic Affairs

The Office of Academic Planning and Assessment will support the ongoing strategic planning process underway within the Division of Academic Affairs.

Objective (P)

Provide Quality Strategic Planning Resources And Processes

The Office of Academic Planning and Assessment will provide quality strategic planning resources and facilitate effective planning processes within the Division of Academic Affairs.

KPI Performance Indicator

Facilitate Development Of A Comprehensive And Quality Academic Affairs Strategic Plan

The Office of Academic Planning and Assessment will facilitate strategic planning discussions within Academic Affairs, providing the necessary resources and structure to the process. Planning meetings and retreats will be scheduled and data resources provided as needed.

Result

Strategic Plan Development Delayed

Due to constraints on academic administrator personnel availability in the summer of 2015 and extensive, ongoing divisional projects, a decision was made to delay the strategic planning meetings until the following academic year. Preliminary planning meetings were held throughout the spring semester in which basic plan components were identified. Data requests were made and have been partially fulfilled. Work continues on annual operational planning and connection to the budgeting process.

Goal

Promote The Scholarship Of Assessment P

The Office of Academic Planning and Assessment will promote the

growing scholarship of assessment, within SHSU, Texas, and the nation, through research, presentations, and publications.

Objective (P)

Scholarly Presentations And Publications P

The Office of Academic Planning and Assessment will make presentations and submit publications on various assessment related topics through state, regional, and national venues.

KPI Performance Indicator

Scholarly Presentations P

The Office of Academic Planning and Assessment will track the number of scholarly presentations conducted by members of its staff for the 2013-2014 assessment cycle. The minimum target for success will be 4 presentations at state, regional, or national conferences or meetings.

Result

Scholarly Presentations During 2014-2015 -

During the 2014-2015 assessment cycle, members of the Office of Academic Planning and Assessment made a total of 6 presentations at state, regional, or national conferences or meetings. This total exceeded the expected target of 4. Presentations by OAPA staff are outlined below:

Roberts, J. (2015, February). Building global citizens: One institution's plan to use multiple measures to assess social responsibility, intercultural knowledge, and civic engagement. Presented at the 15th Annual Texas A&M University Assessment Conference, College Station, TX.

Roberts, J. (2015, February). *Promoting the scholarship of assessment at Sam Houston State University through mini-grants.* Poster presented at the 15th Annual Texas A&M University Assessment Conference, College Station, TX.

Simon, J. F., Roberts, J., Bledsoe, E. C. (2015, February). Assessing the assessment: Utilizing rubrics to evaluate the quality of programmatic assessment plans. Workshop presented at the 15th Annual Texas A&M University Assessment Conference, College Station, TX.

Roberts, J., Bledsoe, E. C., & McLawhon, R. (2014, October). *The development and evolution of assessment review processes at two Texas institutions.* Presented at the 2014 Assessment Institute, Indianapolis, IN.

Roberts, J. (2015, February). Maturation of assessment practices for states within the Southern

Association of Colleges and Schools accreditation region. Paper presented at the Southwest Educational Research Association Conference, San Antonio, TX.

Franklin, S., Bledsoe, E. C., Roberts, J (2015, January). *Two universities approach to core curriculum and meta-assessment.* Invited presentation at the Texas Council of Chief Academic Officers Annual Retreat, Austin, TX.

KPI Performance Indicator

Scholarly Publications P

The Office of Academic Planning and Assessment will track the number of scholarly articles submitted and accepted for publication by member of its staff. As this is a new measure the minimum target for success will be one article submitted and accepted for publication, per year.

Result

No Scholarly Publications Submitted For 2014-2015

Although several potential articles are in the works, the staff within the Office of Academic Planning and Assessment submitted no scholarly works for publication during the 2014-2015 assessment cycle. The primary reason for this was a lack of available time. Because of the numerous other tasks of the office (e.g., submission of the SACSCOC 5th Year Interim Report, Core Curriculum Implementation, ongoing programmatic assessment), and the lack of staff resources.

Objective (P)

Assessment Mini-Grants

The Office of Academic Planning and Assessment will help promote the scholarship of assessment at SHSU through sponsorship of assessment mini-grants. These grants are available to faculty and staff at SHSU to help fund new or ongoing assessment practices within programs, offices, or departments; or to help fund travel to make assessment-related presentations at professional conferences.

KPI Performance Indicator The Office of Academic Planning and Assessment will award 5 \$1,000 Assessment Mini-Grants during the 2014-2015 assessment cycle. At the completion of each grant-funded project, each recipient will also complete and submit a follow-up report.

Result

Total Assessment Mini-Grants Awarded In 2014-2015

Expectations for the assessment Mini-Grants were exceeded. A total of 12 applications were received, and funds were available to award 10 \$1,000 grants. At this time, the Office of Academic Planning and Assessment is still waiting to received follow-up reports from all of the grant recipients. Grant recipients were as follows:

Julie Albert and Linda Zientek, Department of Mathematics and Statistics - Student Success Rates of Developmental Mathematics Students By Student Profiles

Maria Holmes, Honors College - Honors College Admission and Retention Assessment

John Jordan, SAM Center - *Qualitative Program Assessmen*t

Steven Koether, College of Sciences - FoS: Online Peer Evaluation of Effort - *Improving the Ease of Use*

Valerie Powell, Department of Art - Assessing Risk-Taking in the Classroom

Todd Primm, Department of Biological Sciences - Developing the Microbiology Concept Inventory

Glenn Sanford and David Wright, Department of Psychology and Philosophy - Assessing Student Metacognition as an Indicator of Critical Thinking Skills

Jesse Starkey, Global Center for Journalism and Democracy - *International Journalism Training Follow-up Assessments*

James Van Roekel, Lowman Student Center - LSC Student Evaluation

Tamara Waggener, Department of Political Science - Assessment and Pedagogy in Required POLS Course