

# TAMIU ASSESSMENT CHANGES

Office of Institutional Assessment,  
Research and Planning  
Fall 2022





TEXAS A&M  
**INTERNATIONAL**  
UNIVERSITY

# TOPICS

- SACSCOC 8.2
- Timelines
- OIARP Assessment Rubric
- AEFIS



SOUTHERN ASSOCIATION OF COLLEGES AND SCHOOLS  
COMMISSION ON COLLEGES

## SECTION 8: Student Achievement

2. The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of seeking improvement based on analysis of the results in the areas below:
  - a. Student learning outcomes for each of its educational programs.  
*(Student outcomes: educational programs)*
  - b. Student learning outcomes for collegiate-level general education competencies of its undergraduate degree programs.  
*(Student outcomes: general education)*
  - c. Academic and student services that support student success.  
*(Student outcomes: academic and student services)*



SOUTHERN ASSOCIATION OF COLLEGES AND SCHOOLS  
COMMISSION ON COLLEGES

## SECTION 8: Student Achievement

2. The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of seeking improvement based on analysis of the results in the areas below:





**HOW CAN WE  
HELP?**

**NEW  
ASSESSMENT  
TIMELINES**



**Texas A&M International University**  
**Annual Academic Program Assessment Timeline**  
**2023-2024**



**SPRING 2023 – ASSESSMENT PLANNING**



**FALL 2024 – ASSESSMENT REPORTING**



Texas A&M International University  
Annual Academic Program Assessment Timeline  
2023-2024

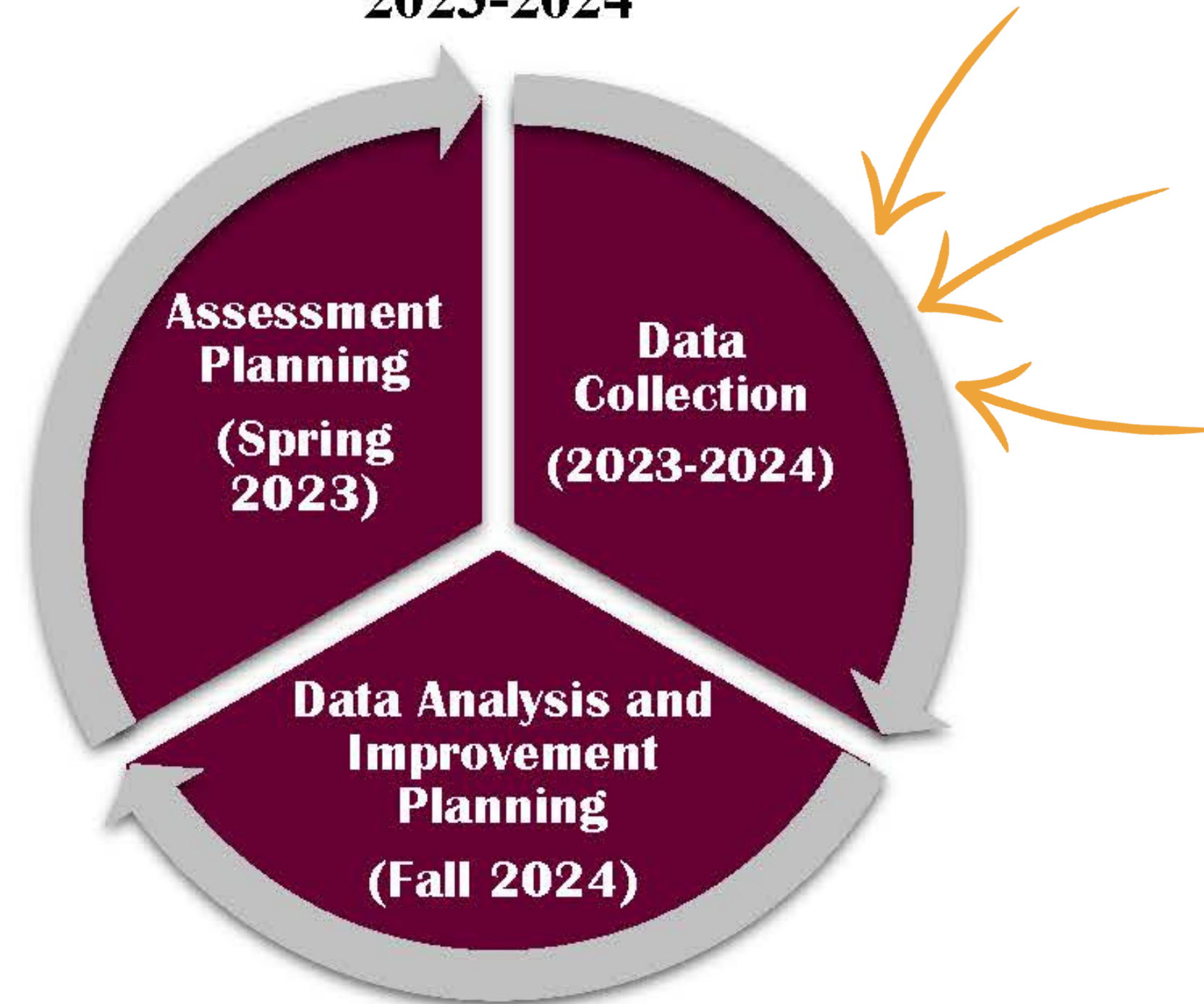


**SPRING 2023 – ASSESSMENT PLANNING**

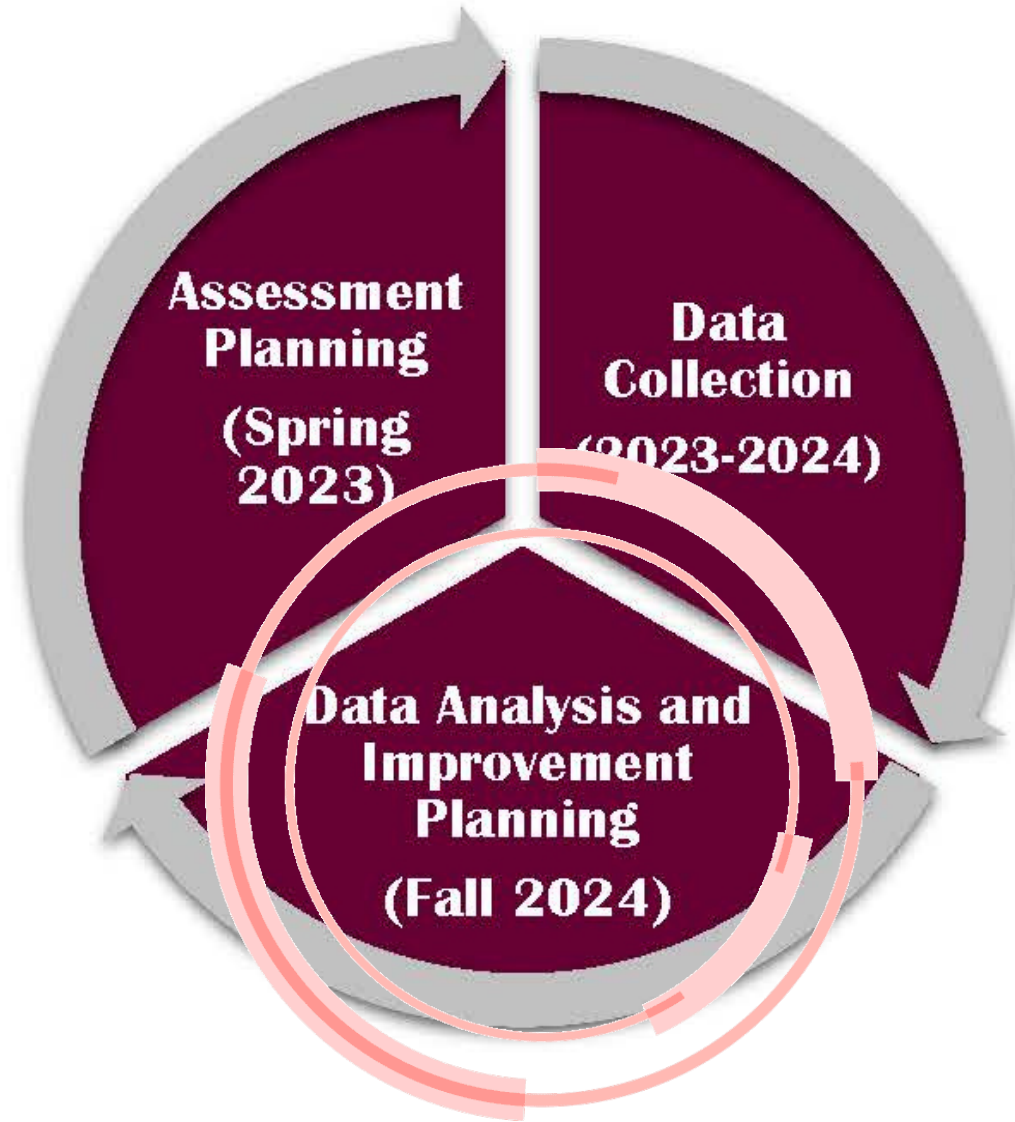




**Texas A&M International University**  
**Annual Academic Program Assessment Timeline**  
**2023-2024**



Texas A&M International University  
Annual Academic Program Assessment Timeline  
2023-2024



**FALL 2024 – ASSESSMENT REPORTING**







**What does this  
mean?**



# ACADEMIC YEAR

 FALL

SPRING 

REPORT  
FOR PREVIOUS AY

PLAN  
FOR UPCOMING AY



**What does this mean for 2022-  
2023**



## **FALL 2022 – ASSESSMENT PLANNING**

The Assessment Plan will be grandfathered from AY 2021-2022.

EXCEPTIONS: A program may be contacted by the Office of Institutional Assessment, Research and Planning to redo their plan if the 21-22 plan was unacceptable by University Assessment Standards.

## **FALL 2023 – ASSESSMENT REPORTING**





**Texas A&M International University  
Assessment Report Rubric 2021-2022**

TEXAS A&M INTERNATIONAL UNIVERSITY

*Use this rubric to assess the quality of assessment report*

Total Score

Report Element	Levels of Performance			
	Exemplary (3)	Sufficient (2)	Developing (1)	Needs Attention (0)
Findings	<input type="checkbox"/> Findings are <b>clear</b> and <b>well-organized</b> <input type="checkbox"/> Findings <b>directly align</b> with the measure. <input type="checkbox"/> Findings include <b>sufficient</b> supporting documentation (i.e., rubrics, data tables, blank artifacts). <input type="checkbox"/> Findings reflect past iteration(s) of results (e.g., last year's) provided for <b>majority</b> of assessments in addition to current year's.	<input type="checkbox"/> Findings are <b>mostly clear</b> and/or <b>mostly organized</b> . <input type="checkbox"/> Findings <b>closely align</b> with the measure. <input type="checkbox"/> Findings include <b>some</b> supporting documentation (i.e., rubrics, data tables, blank artifacts). <input type="checkbox"/> Findings reflect past iteration(s) of results (e.g., last year's) provided for <b>some</b> assessments in addition to current year's.	<input type="checkbox"/> Findings are <b>identified</b> , but <b>vague</b> or <b>difficult</b> to understand. <input type="checkbox"/> Findings <b>partially align</b> with the measure. <input type="checkbox"/> Findings include <b>little</b> or <b>unfitting</b> supporting documentation (i.e., rubrics, data tables, blank artifacts). <input type="checkbox"/> Findings <b>do not</b> reflect past iteration(s) of results. Only current year's results.	<input type="checkbox"/> Findings are <b>not included</b> . <input type="checkbox"/> Findings <b>do not align</b> with the measure. <input type="checkbox"/> Findings <b>do not</b> include supporting documentation (i.e., rubrics, data tables, blank artifacts). <input type="checkbox"/> No Results provided.
Action Plan	<input type="checkbox"/> Action plans contain examples of modifications (or plans to modify) documented and directly related to findings of assessment. These modifications are <b>very specific</b> (e.g., approximate dates of implementation and where in curriculum they will occur.) <input type="checkbox"/> Critical evaluation of past and current assessment, including acknowledgement of flaws; both present improvements and intended improvements are provided; for both, <b>specific details</b> are given. Either present improvements or intended improvements <b>must encompass a major revision</b> .	<input type="checkbox"/> Action plans contain examples of modifications (or plans to modify) documented and directly related to findings of assessment. However, the modifications <b>lack specificity</b> . <input type="checkbox"/> Critical evaluation of past and current assessment, including acknowledgement of flaws; Plus evidence of <b>some</b> moderate revision, or <b>general plans</b> for improvement of assessment process.	<input type="checkbox"/> Action plans contain examples of modifications documented but the link between them and the assessment findings is <b>not clear</b> . <input type="checkbox"/> <b>Some</b> critical evaluation of past and current assessment, including acknowledgement of flaws, but <b>no evidence</b> of improving upon past assessment or making plans to improve assessment in future iterations	<input type="checkbox"/> Action plan <b>does not</b> mention any modifications. <input type="checkbox"/> Action plan <b>does not</b> mention how this iteration of assessment is improved from past administrations.

# Assessment Report Rubric





**Texas A&M International University  
Assessment Report Rubric 2021-2022**

TEXAS A&M INTERNATIONAL UNIVERSITY *Use this rubric to assess the quality of assessment report*

Report Element	Levels of Performance	
	Exemplary (3)	Sufficient (2)
Findings	<input type="checkbox"/> Findings are <b>clear</b> and <b>well-organized</b> <input type="checkbox"/> Findings <b>directly align</b> with the measure. <input type="checkbox"/> Findings include <b>sufficient</b> supporting documentation (i.e., rubrics, data tables, blank artifacts). <input type="checkbox"/> Findings reflect past iteration(s) of results (e.g., last year's) provided for <b>majority</b> of assessments in addition to current year's.	<input type="checkbox"/> Findings are <b>mostly clear</b> and/or <b>mostly organized</b> . <input type="checkbox"/> Findings <b>closely align</b> with the measure. <input type="checkbox"/> Findings include <b>some</b> supporting documentation (i.e., rubrics, data tables, blank artifacts). <input type="checkbox"/> Findings reflect past iteration(s) of results (e.g., last year's) provided for <b>some</b> assessments in addition to current year's.
Action Plan	<input type="checkbox"/> Action plans contain examples of modifications (or plans to modify) documented and directly related to findings of assessment. These modifications are <b>very specific</b> (e.g., approximate dates of implementation and where in curriculum they will occur.) <input type="checkbox"/> Critical evaluation of past and current assessment, including acknowledgement of flaws; both present improvements and intended improvements are provided; for both, <b>specific details</b> are given. Either present improvements or intended improvements <b>must encompass a major revision</b> .	<input type="checkbox"/> Action plans contain examples of modifications (or plans to modify) documented and directly related to findings of assessment. However, the modifications <b>lack specificity</b> . <input type="checkbox"/> Critical evaluation of past and current assessment, including acknowledgement of flaws; Plus evidence of <b>some</b> moderate revision, or <b>general plans</b> for improvement of assessment process.

## How to get Approval from OIARP

- Each Report Element score must be 2 or 3
- Reporting element total score is the lowest score in the categories

# An Example





Report Element	Levels of Performance			
	Exemplary (3)	Sufficient (2)	Developing (1)	Needs Attention (0)
Findings	<input checked="" type="checkbox"/> Findings are <b>clear</b> and <b>well-organized</b> <input checked="" type="checkbox"/> Findings <b>directly align</b> with the measure. <input type="checkbox"/> Findings include <b>sufficient</b> supporting documentation (i.e., rubrics, data tables, blank artifacts). <input type="checkbox"/> Findings reflect past iteration(s) of results (e.g., last year's) provided for <b>majority</b> of assessments in addition to current year's.	<input type="checkbox"/> Findings are <b>mostly clear</b> and/or <b>mostly organized</b> . <input type="checkbox"/> Findings <b>closely align</b> with the measure. <input type="checkbox"/> Findings include <b>some</b> supporting documentation (i.e., rubrics, data tables, blank artifacts). <input checked="" type="checkbox"/> Findings reflect past iteration(s) of results (e.g., last year's) provided for <b>some</b> assessments in addition to current year's.	<input type="checkbox"/> Findings are <b>identified</b> , but <b>vague</b> or <b>difficult</b> to understand. <input type="checkbox"/> Findings <b>partially align</b> with the measure. <input type="checkbox"/> Findings include <b>little</b> or <b>unfitting</b> supporting documentation (i.e., rubrics, data tables, blank artifacts). <input type="checkbox"/> Findings <b>do not</b> reflect past iteration(s) of results. Only current year's results.	<input type="checkbox"/> Findings are <b>not included</b> . <input type="checkbox"/> Findings <b>do not align</b> with the measure. <input checked="" type="checkbox"/> Findings <b>do not</b> include supporting documentation (i.e., rubrics, data tables, blank artifacts). <input type="checkbox"/> No Results provided.

In this example, no supporting documentation was attached. Because the overall report element "Findings" will be scored on the lowest category, the lowest score on here is a 0. That means the "Findings" score will be a 0.



# Findings Categories

Findings

-   Findings are **clear** and **well-organized**
-   Findings **directly align** with the measure.
-   Findings include **sufficient** supporting documentation (i.e., rubrics, data tables, blank artifacts).
-   Findings reflect past iteration(s) of results (e.g., last year's) provided for **majority** of assessments in addition to current year's.

# CATEGORY 3: SUPPORTING DOCUMENTS

1. Documents should provide evidence of program faculty meetings to discuss the results and seek improvement.
  - Meeting Minutes
  - Recorded Virtual Meeting
  - Transcript of Virtual Meeting
  - Email Thread
2. Documents should provide evidence of outcomes being assessed and any description of that assessment
  - Scoring Rubrics
  - Student Artifacts (Anonymized)
  - Tables of Students Scores (Anonymized)
  - Syllabi, Assignment Description, or blank test





# SUPPORTING DOCUMENTS

1. Documents providing evidence of program faculty meetings to discuss the results and seek improvement.

3

2. Documents providing evidence of outcomes being assessed and any description of that assessment

- 75% of measures - 3
- 50% - 74% - 2
- 1% - 49% - 1
- 0% - 0



# CATEGORY 2: ALIGNMENT OF MEASURES AND FINDINGS

# EXAMPLE OF NO ALIGNMENT

Benchmark: 85% of students will score a **3** or higher

Findings: 78% of students scored an **80** or higher

**3 and 80 do not align**

# EXAMPLE OF ALIGNMENT

**You have to align the scoring with the benchmark**

Benchmark: 85% of students will score a 3 or higher

Findings: 78% of students scored a 3 or higher

**\*\*Special Note\*\***

If the scoring changed in the time period between planning and reporting you must make note of that in your findings box. Then rewrite the benchmark to match the new scoring



# Category 1: Clear vs. Mostly Clear Findings

## Mostly Clear Example

50% of students scored a 3 or higher

## Vague

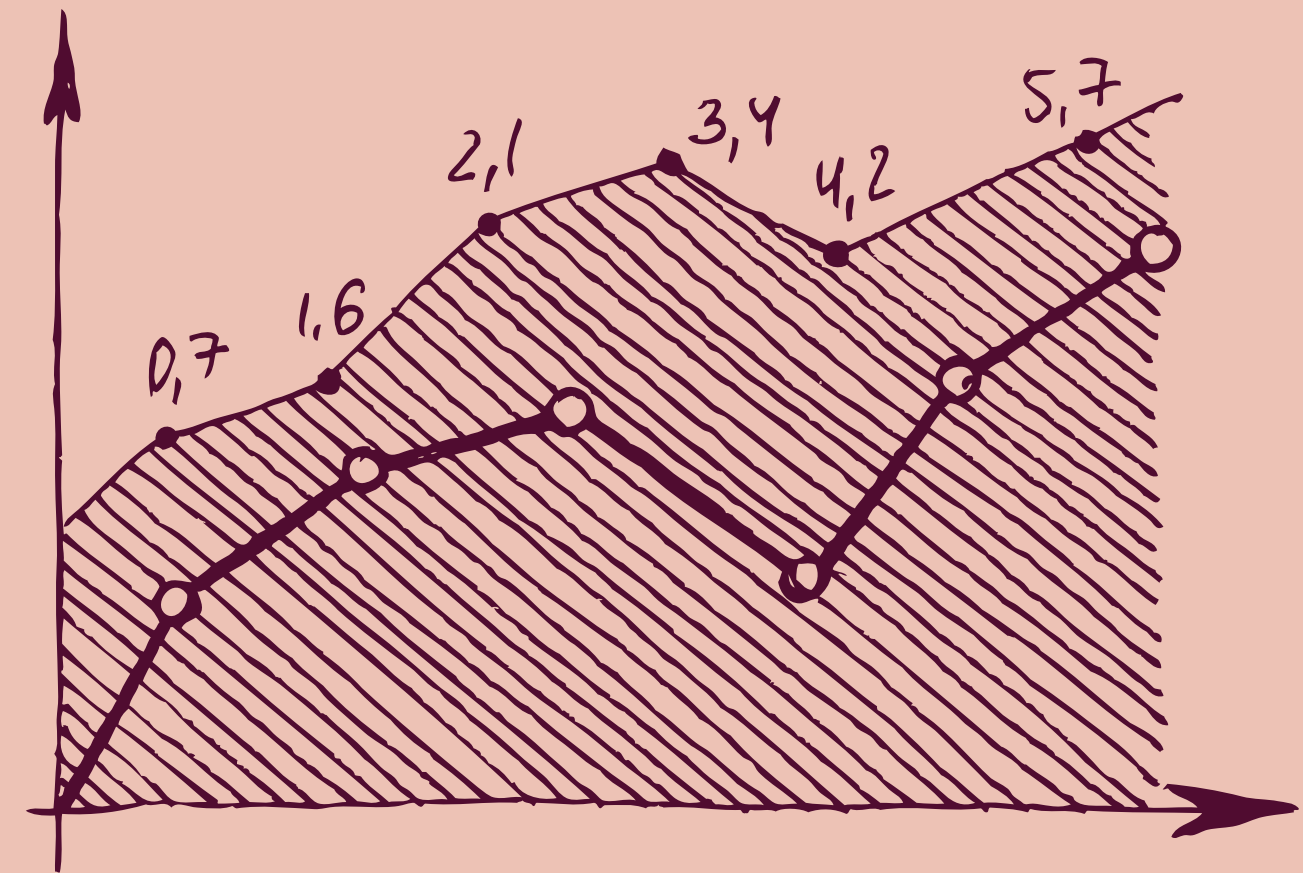
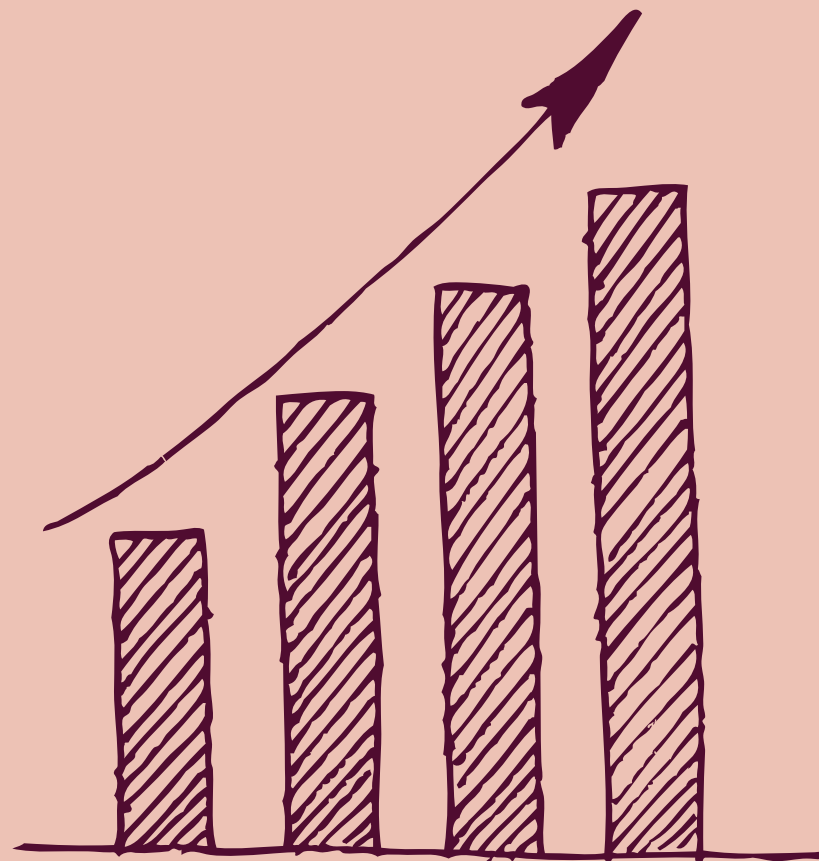
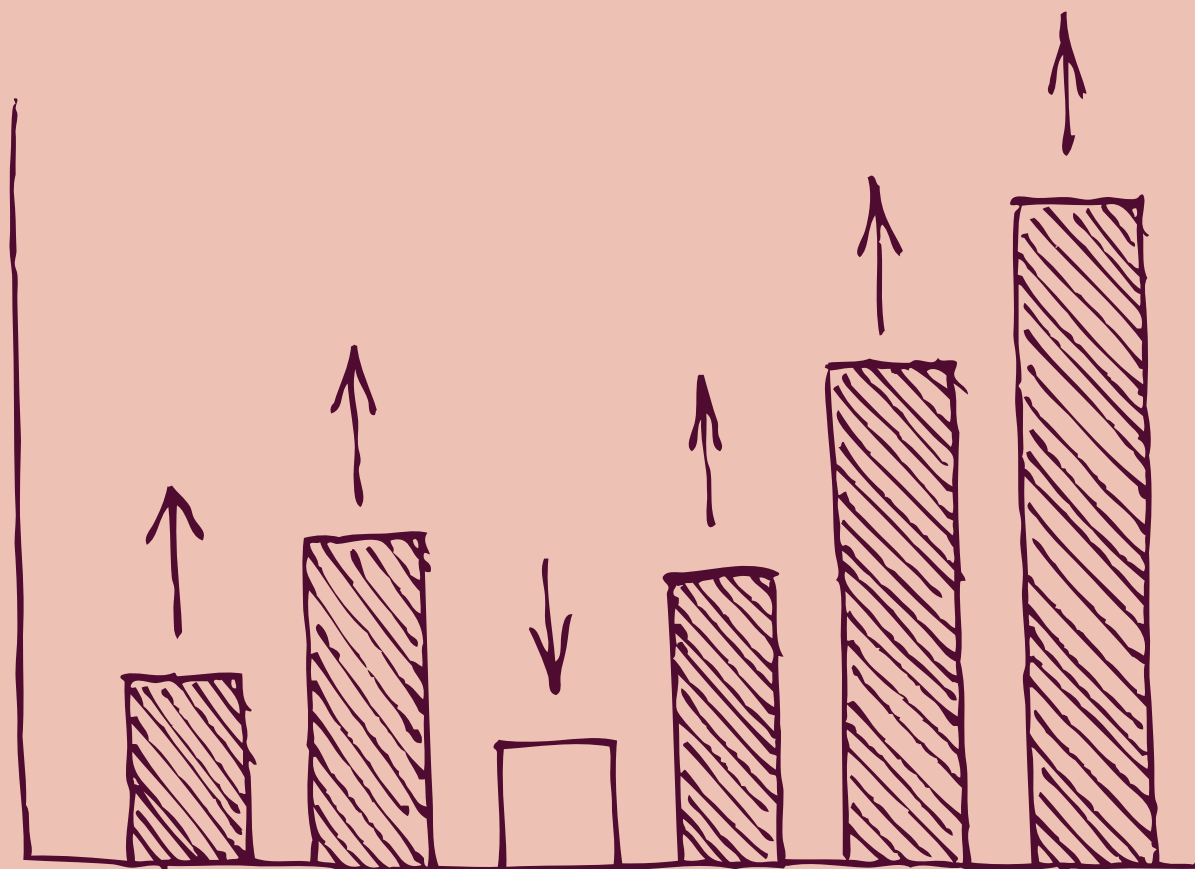
Students Passed

## Clear

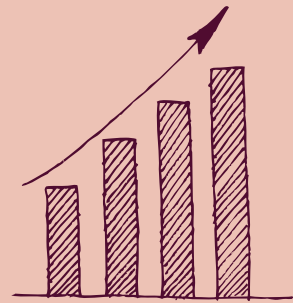
50% of students scored a 3 or higher. n=2 The student who passed received a score of 3 and the other students dropped the course.

**C L A R I T Y**

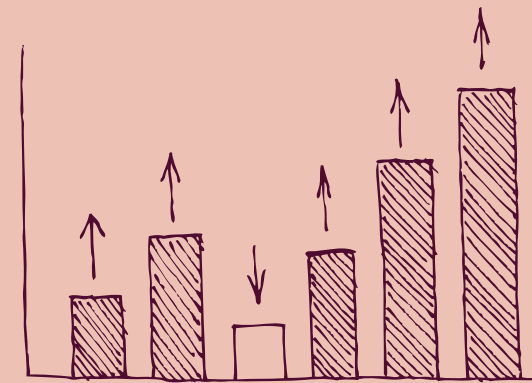
# Category 3: Reflecting on Past Iterations



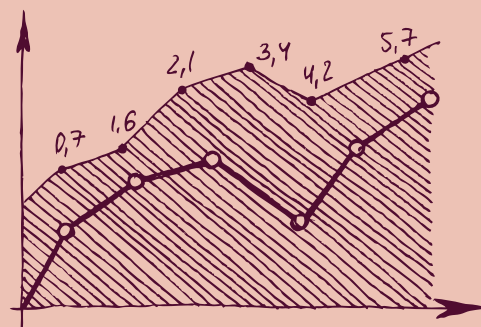
# Reflecting on Past Iterations



Improvement cannot be reflected through one year's worth of data



You must include at least one year's worth of assessment results for comparison



If the measure has never been tested before simply write, "This is the first year we measure this."

# Action Plan

## Action Plan

- Action plans contain examples of modifications (or plans to modify) documented and directly related to findings of assessment. These modifications are **very specific** (e.g., approximate dates of implementation and where in curriculum they will occur.)
- Critical evaluation of past and current assessment, including acknowledgement of flaws; both present improvements and intended improvements are provided; for both, **specific details** are given. Either present improvements or intended improvements **must encompass a major revision.**



# Action Plans

1. What did program faculty learn from the findings about how effective the program is in achieving this measure?
2. What are some examples of productive new actions taken by faculty to improve the program that generated these results?
3. What steps should be taken to enhance the effectiveness of this measure to improve the program going forward to the next cycle?
4. What are some general issues that emerged in the reading of these findings that the dean/provost should be aware of?

# Action Plans

1. What did program faculty learn from the findings about how effective the program is in achieving this measure?

DON'T rephrase question one into a sentence that looks like this:

*Program faculty learned from the findings the program is effective in achieving this measure.*



# Action Plans

2. What are some examples of productive new actions taken by faculty to improve the program that generated these results?
3. What steps should be taken to enhance the effectiveness of this measure to improve the program in the future to the next cycle?

## **BE HONEST & TRANSPARENT**

Ask faculty to reflect on the past year honestly and truthfully. What worked? What did not work? What were the environmental factors that helped or hindered the student's learning? What can be done to help students learn better?

# Action Plans

4. What are some general issues that emerged in the reading of these findings that the dean/provost should be aware of?

The Institutional Assessment and Effectiveness committee is looking into how we can make faculty feel safe to respond to this question. If you do not feel comfortable answering, please feel free not to respond to this question.

# How do I use AEFIS again?








# Using AEFIS

## Supporting Documentation:

Select a document artifact attached to this form or add a new document

Select a document artifact attached to this form or add a new document

Select Document Artifacts 

1. Click the hyperlink to add your supporting documents. You can upload five at a time.
2. Once the supporting documents are uploaded, you can select as many as you need in the drop-down.



TEXAS A&M  
**INTERNATIONAL**  
UNIVERSITY

**Thank you!**

**If you have any questions  
please contact our office**