Designing an Assessment Plan You Can Live with and Learn From
Introduction & Overview

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Implement/Direct/Assess the QEP

Why are we here?
Required submission of the QEP Impact Report part of the SACSCOC Year review process. Using this report as an example, learn how setting up a multifaceted, long-term assessment model serves both as a measure of institutional learning while also identifying areas for improvement.
Importance of Assessment

The focus is to improve student learning.

Determine what you want/need to measure before someone else shows you how or what you must measure.

Internal Assessment

- Helps focus resources and time
- Determining and increasing quality
- Meeting needs/making high caliber graduates
- Who is your internal audience?

External

- Accreditation
- Local/Stated/Regional/Federal Requirements
- Boards or certifications
QEP Overview

- Background & Accreditation
- **Scope of Plan**
- QEP Components
  - Global Courses
  - Global Events & Travel
  - Global Fellows, Learners & Scholars
Global competence implies the ability to interact positively and effectively with anyone in the world.

Measured through the Global Competence Aptitude Assessment.
Preparing for the SACSCOC site visit (2014) and writing the first QEP narrative.

**2011-2014**

- University Mission Statement Updated (2014)

**2015-2020**

- University Strategic Plan Released
- Guiding principle “Globalization” added and assessed through QEP/IPO efforts

**2019-2024**

New Strategic Plan
Under new administrative leadership, strategic plan is stream-lined and launched. “Global Awareness” remains a strategic priority/goal.

**OUR MISSION**

Texas A&M University-Commerce provides a personal, accessible, and affordable educational experience for a diverse community of learners. We engage in creative discovery and dissemination of knowledge and ideas for service, leadership, and innovation in an interconnected and dynamic world.

CREATE AN INCLUSIVE COMMUNITY characterized by respect and collaboration

- Enhance civility and collegiality of administrators, faculty, staff and students
- Recruit, develop and retain diverse students, faculty, staff and administrators
- Create occasions for meaningful interactions across the university, including opportunities that enhance global awareness
Identify Program-Based Student Learning Outcomes

Meaningful student learning outcomes reflect the goals and values of your specific program.
**Student Learning Outcomes (SLOs)**

**SLO 1**
Students will be able to demonstrate knowledge of the interconnectedness of global dynamics (issues, trends, processes, and systems).

**SLO 2**
Students will be able to apply knowledge of the interconnectedness of global dynamics (issues, trends, processes, and systems).

**SLO 3**
Students will be able to view themselves as engaged citizens within an interconnected and diverse world.
Map the Curriculum

Document the learning experiences students have to prepare them to meet your outcomes
Mapping to Student Learning Outcomes

**Texas A&M University-Commerce QEP**  
*— Preparing Students for an Interconnected World —*

**OVERARCHING GOAL:** increase student learning and preparation, specifically in relation to global competence.

**PURPOSE:** improve students’ global competence, specifically knowledge of global dynamics (issues, trends, processes, systems) [SLO1]; ability and opportunity to apply that knowledge [SLO2]; and awareness of their role as engaged citizens within a highly interconnected world [SLO3].

<table>
<thead>
<tr>
<th>GLOBAL SCHOLAR COMPONENTS</th>
<th>REQUIREMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td></td>
</tr>
<tr>
<td>APPLICATION</td>
<td>- Experience Reflection - see Appendix H</td>
</tr>
<tr>
<td>ELECTRONIC PORTFOLIO</td>
<td>- Rubric - see Appendix I</td>
</tr>
<tr>
<td>contents:</td>
<td></td>
</tr>
<tr>
<td>Global Course(s)</td>
<td>- 1 required for degree, 3 recommended</td>
</tr>
<tr>
<td></td>
<td>- Instructor graded artifact</td>
</tr>
<tr>
<td></td>
<td>- Course reflection</td>
</tr>
<tr>
<td>Global Events/Activities</td>
<td>- 2 required per semester, 4 recommended</td>
</tr>
<tr>
<td></td>
<td>- Reflection for each</td>
</tr>
<tr>
<td>Global Travel</td>
<td>- Pre/Post GCAA (reports) for international travel</td>
</tr>
<tr>
<td></td>
<td>(2 reports per student)</td>
</tr>
<tr>
<td></td>
<td>- Reflection for each</td>
</tr>
<tr>
<td>Global Research</td>
<td>- Letter from Advisor</td>
</tr>
<tr>
<td></td>
<td>- Project, paper, publication, and/or presentation</td>
</tr>
<tr>
<td>Global Competence</td>
<td>- Incoming Freshman and Exiting Seniors</td>
</tr>
<tr>
<td>Aptitude Assessment</td>
<td>(2 reports per student)</td>
</tr>
<tr>
<td>(GCAA)</td>
<td>- Reflection</td>
</tr>
</tbody>
</table>

Enrollment data indicate that of the nearly 12,000 A&M-Commerce students, more than 60% are undergraduate students. The targeted student population for the initial implementation of the QEP will include all first-year, full-time freshman (about 500 each fall). Following the current trend for four to six-year graduation rates of 38%, the QEP anticipates half of those who graduate will earn status as a Global Scholar, with about 20% earning a foreign travel scholarship opportunity.
Mapping to Student Learning Outcomes

**Student Learning Outcome #1 (1.a)**

Students will be able to demonstrate knowledge of the interconnectedness of global dynamics (issues, trends, processes, and systems).

**Method of assessment (1.d)**

Exiting seniors- Completion of the Global Competence Aptitude Assessment (GCAA)

**Standard of success (1.e)**

1) completion by at least 90% of exiting senior students each term
2) internal and external readiness scores to ranges indicative of developing/developing aptitude or developed/high aptitude global competence
   UPDATED TO: Internal Readiness: 70-84 (Developing Aptitude) and 85+ (High Aptitude)
   External Readiness: 67-81 (Developing Aptitude) and 82+ (High Aptitude)
3) utilization of results to inform strategic planning and university continuous improvement efforts.

Sample from 2019-2020 IE Plan
Results for Assessment 2

List the IE cycles that this data have been collected. (2.e)
In the larger box below (or included in an appendix), provide multiple years of data for comparison over time.

<table>
<thead>
<tr>
<th>Year</th>
<th>Cohort Members Graduating</th>
<th>Completed Assessments (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer 2014</td>
<td>14</td>
<td>21</td>
</tr>
<tr>
<td>Fall 2014</td>
<td>74 (developing)</td>
<td>66 (under developed)</td>
</tr>
<tr>
<td>Fall 2017</td>
<td>43</td>
<td>35</td>
</tr>
<tr>
<td>Average Internal Readiness Score</td>
<td>74 (developing)</td>
<td>67 (developing)</td>
</tr>
<tr>
<td>Fall 2018</td>
<td>143</td>
<td>36</td>
</tr>
<tr>
<td>Average External Readiness Score</td>
<td>75 (developing)</td>
<td>69 (developing)</td>
</tr>
<tr>
<td>Spring 2018</td>
<td>143</td>
<td>52</td>
</tr>
</tbody>
</table>

Describe the results for assessment 2. If this assessment assesses multiple SLOs, label the results accordingly.
In addition to this narrative, an appendix may be submitted separately with images, tables, or charts as a visual representation of the results. (2.f)

All 3 SLOs are measured by the results of this assessment:
SLO 1-Students will be able to demonstrate knowledge of the interconnectedness of global dynamics (issues, trends, processes, and systems).
SLO 2- Apply knowledge of the interconnectedness of global dynamics.
SLO 3- View themselves as engaged citizens within an interconnected and diverse world.

The GCAA completed upon graduation. Issued to students upon filing for graduation with approximately 10 weeks to complete. Only outreach to students who took the GCAA during the first weeks of their freshman year (2014/2015).

Completion of graduation GCAA by term for students beginning in Fall 2014 with "developed" or "developing" global competency:
Summer 2018: 43 Fall 2014/2015 cohort members graduating; 11 completed assessments (25%)
Summer 2018 Average Internal Readiness Score: 76 (developing)
Summer 2018 Average External Readiness Score: 68 (developing)
Determine Assessment Measures

Aligns with SLOs
## QEP Environment: Assessment

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Type of Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Direct</td>
</tr>
<tr>
<td><strong>Global Course Artifacts</strong></td>
<td>✓</td>
</tr>
<tr>
<td>Global Competence Aptitude Assessment</td>
<td>✓</td>
</tr>
<tr>
<td><strong>ePortfolio</strong></td>
<td>✓</td>
</tr>
<tr>
<td>Global Course Evaluations</td>
<td></td>
</tr>
<tr>
<td>National Survey of Student Engagement</td>
<td>✓</td>
</tr>
<tr>
<td>Graduation Exit Survey</td>
<td>✓</td>
</tr>
<tr>
<td>Placement Rates</td>
<td>✓</td>
</tr>
</tbody>
</table>
Tips for Choosing Assessment Measures¹

Ideally, chosen methods include both direct and indirect examples of student learning, with authentic, performance-based assessment performed at all levels.

Choose carefully what will help you be able to determine the following:

• Documenting whether or not your program’s intended outcomes are actually being achieved.

• Informing key stakeholders and other decision makers of areas of strength.

• Revealing student learning needs in order to drive program improvement.

Draft & Implement
Determine assessment timeline and how assessment findings will be distributed/discussed
Implementation/ Sharing Findings

**IE Collection Cycle**
Running each year and with massive resources, IER makes it possible to plan and review

**Use Your Resources**
See what others are collecting that will support or aid your cause

(IER Website: Grad Exit Survey, NSSE, Placement Rates, etc)

**Assessment Timeline**
Keep track and set reasonable timelines for collecting information. 
[QEP Example](#)

**Share What You Know**
IE forms are formulaic – ideally, report then plan

Consider an annual report – extra work but let’s you share/analyze all you want!

Condense information for the VIPs to drive home key points
What We Have Learned
Growth, Change and Challenges
2014-2016 FTFT Progress towards increasing Global Competency?

- 8 term graduation cycle began May 2018
- Current sample (~130)
- Connections between major, # of GBL/GLB courses, travel, languages studied, etc.
- ePortfolioreflections

Limitations

- Small sample size (graduates and study abroad)
- Incomplete reporting (GLB/GBL course reporting)
- Access to ePortfolios and collecting qualitative information easily
- Lower participation in Global Scholar
### First-Time, Full-Time Freshman

**GCAA Pre-Assessment Readiness Score Averages by Cohort**

<table>
<thead>
<tr>
<th></th>
<th>Fall 2013 (Baseline)</th>
<th>Fall 2014</th>
<th>Spring 2015</th>
<th>Fall 2015</th>
<th>Spring 2016</th>
<th>Fall 2016</th>
<th>Spring 2017</th>
<th>Fall 2017</th>
<th>Spring 2018</th>
<th>Fall 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessments Completed</td>
<td>397</td>
<td>930</td>
<td>35</td>
<td>934</td>
<td>35</td>
<td>915</td>
<td>26</td>
<td>848</td>
<td>7</td>
<td>904</td>
</tr>
<tr>
<td>Internal Readiness Mean</td>
<td>68.2</td>
<td>73.1</td>
<td>67.7</td>
<td>70.4</td>
<td>66.6</td>
<td>69</td>
<td>67</td>
<td>69</td>
<td>71</td>
<td>70</td>
</tr>
<tr>
<td>External Readiness Mean</td>
<td>45.7</td>
<td>59.9</td>
<td>48.4</td>
<td>56.5</td>
<td>51.2</td>
<td>54</td>
<td>48</td>
<td>53</td>
<td>63</td>
<td>64</td>
</tr>
</tbody>
</table>
Average Pre and Post Global Competence Assessment Scores Comparison

\[ N=193 \]

- **External Readiness**
  - Pre-Assessment: 59
  - Post-Assessment: 67
  - Goal: 74

- **Internal Readiness**
  - Pre-Assessment: 71
  - Post-Assessment: 74
  - Goal: 74
First-Time, Full-Time Freshman GCAA Post-Assessment Means Results by Program Affiliation

<table>
<thead>
<tr>
<th></th>
<th>Global Scholars (n=17)</th>
<th>Global Learners (n=4)</th>
<th>Other Graduates (n=54)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall Internal Readiness</td>
<td>87</td>
<td>80</td>
<td>74</td>
</tr>
<tr>
<td>Self-Awareness</td>
<td>91</td>
<td>80</td>
<td>81</td>
</tr>
<tr>
<td>Risk Taking</td>
<td>82</td>
<td>80</td>
<td>72</td>
</tr>
<tr>
<td>Open-Mindedness</td>
<td>88</td>
<td>77</td>
<td>72</td>
</tr>
<tr>
<td>Attention to Diversity</td>
<td>82</td>
<td>79</td>
<td>67</td>
</tr>
<tr>
<td>Overall External Readiness</td>
<td>87</td>
<td>80</td>
<td>74</td>
</tr>
<tr>
<td>Global Awareness</td>
<td>91</td>
<td>80</td>
<td>81</td>
</tr>
<tr>
<td>Historical Perspective</td>
<td>82</td>
<td>80</td>
<td>72</td>
</tr>
<tr>
<td>Intercultural Capability</td>
<td>68</td>
<td>77</td>
<td>72</td>
</tr>
<tr>
<td>Collaboration Across Cultures</td>
<td>82</td>
<td>79</td>
<td>67</td>
</tr>
</tbody>
</table>
3,457 artifacts from Global Course reported in 20078

<table>
<thead>
<tr>
<th>Global Course Outcomes Spring 2018</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>n = 1517</td>
</tr>
<tr>
<td>SLO 1</td>
<td>1065</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
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<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
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<tr>
<td>SLO 2</td>
<td>1169</td>
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<tr>
<td>SLO 3</td>
<td>847</td>
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<td></td>
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*Combination indicates the incorporation of multiple
What have we learned?

**Revamping Assessment Quality**
- Global Courses
- ePortfolio review

**Cultivating Buy-In**
- Early communication and buy-in essential (students)
- Maintaining interest and encouraging documentation
- Faculty recognition & involvement

**Asking Tough Questions**
- With a “global” environment, why has international travel not increased?
- Is the program recognizing and serving the students it needs to?
- Does the timeline work?
- Updating language to “micro-credentialing” or considering a competency-based approach
- Scaling initiative to campus and ALL students
Challenges to the perfect plan

Losing Tools
Adapting and developing when key assessment tools change.
(ePortfolio)

Maintaining Resources
Keeping funding for assessment needs when it gets tight

Using campus partners to form great collaborations/sharing resources

Let go/update of things that are not quality assessment

Fighting Fatigue
Keeping the topic viable

Rewarding sustained interest/fighting turnover

Sharing new information/how your are implementing suggestions

Staying Nimble
Taking time to reflect and share what you’re learning so you can make sure your resources/time are going to the right places

Maintaining Resources
Keeping funding for assessment needs when it gets tight

Let go/update of things that are not quality assessment
QUESTIONS?

Find us at: www.tamuc.edu/QEP
Email: QEP.Committee@tamuc.edu