



TEXAS TECH UNIVERSITY
HEALTH SCIENCES CENTER™

Developing Effective Measures for Academic and Administrative Plans

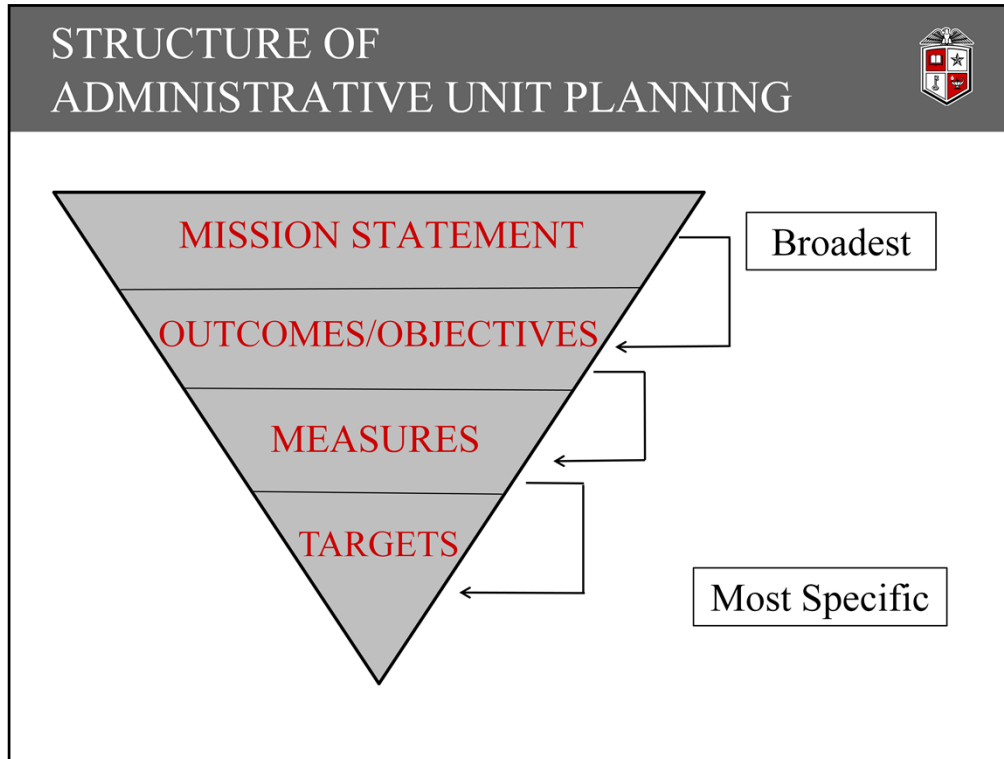
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Hello everyone! My name is Leslie Collins, and I am the Senior Director for Institutional Planning in the Office of Institutional Planning and Assessment here at the Texas Tech University Health Sciences Center. This presentation is one in a series of Weave training sessions that you can find on our office's website. You can find the link to view the other presentations, on the last slide of this presentation.

It's important to note that there are numerous books and publications regarding the measurement of student learning and effectiveness of administrative services. This particular training session only touches the tip of the iceberg and is designed to give TTUHSC faculty and staff a simplified overview for developing effective Measures for both their Academic and Administrative Weave plans.

So, let's go ahead and get started!



If you watched our Outcomes/Objectives presentation, this slide will look familiar.

Your program or department's assessment plan should be structured like an upside-down pyramid. What I mean by that, is that you should first begin with the broadest section – the Mission Statement. A mission statement is a brief statement of the general values and principles which guide the program or department goals. After the Mission Statement is constructed, Outcomes/Objectives can be developed to expound upon those values and goals to turn broad, long-range concepts into usable statements of desired outcomes. In other words, Outcomes/Objectives are more specific statements that reflect the broader goals.

Then after Outcomes/Objectives are established, even more specific Measures and Targets should be developed to align with each Outcome/Objective, so that you end up with an upside-down pyramid scheme that is all aligned and cohesive.

MEASURES



- **Evidence** that documents the **progress you've made** toward **achieving your Outcome or Objective**.
 - Certification Exams, Presentation Rubrics, Student Satisfaction Survey, Training/Workshop Surveys, Compliance Reports.
- Process Indicators can also be used as Measures.
 - Number of workshops offered, number of people trained, etc. Such activities are often documented by sign-in sheets or consultation logs.

So, what is a Measure?

Overall, you can think of a Measure as evidence you have that shows the progress you've made toward achieving your Outcome/Objective. Or, a method to gauge achievement of your expected results. It is usually something documented, or something tangible that you can upload to Weave to provide as evidence.

Certification Exams, any type of rubric or survey, or compliance reports make great Measures.

Process Indicators, like number of workshops offered or number of people trained, can also be used as Measures, especially for Administrative Units. These activities are often documented by sign-in sheets or consultation logs.

MEASURES IN WEAVE



- One Measure for every Outcome/Objective.
 - *It is possible to have multiple Measures per Outcome/Objective, OR*
 - *Have one Measure aligned with multiple Outcome/Objectives.*



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For your Weave plans, you must have at least one Measure for every Outcome/Objectives. However, you can have multiple Measures per Outcome/Objective or have one Measure aligned with multiple Outcome/Objective.

MEASURES (Academic Programs)



<u>Excellent (3)</u>	<u>Acceptable (2)</u>	<u>Developing (1)</u>
<ul style="list-style-type: none"> • Aligned appropriately with SLO's (at least one measure per outcome) • Indicative of learning at the program level • Include a combination of direct and indirect indicators of student learning 	<ul style="list-style-type: none"> • Aligned appropriately with SLO's (at least one measure per outcome) • Indicative of learning at the program level • Include mostly direct indicators of student learning 	<ul style="list-style-type: none"> • Some measures are not aligned appropriately with SLO's • May be indicative of learning at the course level • Include only indirect measures of student learning



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This slide is taken directly from the rubric used to evaluate each Weave plan. These are the criteria used to determine a score under the “Measures” category for an Academic Program Weave plan.

For an Academic Program Weave plan to score a 3:

1. Each Student Learning Outcome must be aligned with at least one Measure. It also needs to be aligned appropriately (Meaning the Measure actually measures what the Student Learning Outcome is trying to achieve.)
2. It should be indicative of learning at the program level, rather than at the course level. Student Learning Outcomes should indicate what the student should know or be able to do upon graduation or completion of the program. Therefore, using a Measure of any specific course assignments or exams are usually not broad enough to indicate student learning at the program level.
3. And lastly, for Academic Plans we would like to see a combination of direct and indirect measures. We talk more specifically about direct and indirect measures on the next slide.

You can see on the rubric, that a plan will score a 2 in the Measures category if mostly direct indicators of student learning are used. Plans will score a 1 if Measures are not appropriately aligned with Student Learning Outcomes, Measures are indicative of learning at the course level, and/or include only indirect measures of student learning.

MEASURES (Academic Programs)



Direct Measures

- Comprehensive Exams
- Student Publications or Conference Presentations
- Internship/Clinical Evaluations
- Portfolio Evaluation
- Pass Rates on Certification or Licensure Exams
- Capstone Project, Senior Thesis or Performance

Indirect Measures

- Exit Interviews
- Focus Groups
- Job/Graduate Placement Statistics
- Graduation and Retention Rates
- Alumni Surveys

For Academic Program Weave plans, we recommend that you include a variety of both direct and indirect Measures throughout your plan.

For Academic Programs, a direct measure of student learning requires that students display the extent of their learning by doing something, such as responding to a test question or completing an assignment. Examples can include: Comprehensive Exams, Student Publications or Conference Presentations, Internship or Clinical Evaluations, Student Portfolio Evaluations, Pass Rates on Certification or Licensure Exams, and Capstone Projects.

On the other hand, an indirect measure involves a report about learning rather than a direct demonstration of learning. Therefore, no Weave plan should consist of indirect measures alone. Examples of Indirect Measures for Academic Programs could be Exit Interviews, Student Focus Groups, Job or Graduate statistics, Graduation and Retention Rates, or Alumni Surveys.

Remember to keep in mind that these Measures need to be indicative of learning at the PROGRAM level, not the course level.

MEASURES (Administrative Units)



<u>Excellent (3)</u>	<u>Acceptable (2)</u>	<u>Developing (1)</u>
<ul style="list-style-type: none"> Measures align well with the stated outcomes/objectives. In other words, measures are appropriate to document progress toward achieving the stated outcomes/objectives A variety of measures are used A concise and well-written description of each measure is provided 	<ul style="list-style-type: none"> Measures align well with the stated outcomes/objectives. In other words, measures are appropriate to document progress toward achieving the stated outcomes/objectives Limited measures are used Descriptions of measures are provided but may be limited, confusing, or excessive 	<ul style="list-style-type: none"> Some measures do not align well with the stated outcomes/objectives. In other words, some measures are not appropriate to document progress toward achieving the stated outcomes/objectives Limited Measures are used Few, if any, descriptions of measures are provided

Now switching gears, we will look at the rubric criteria specifically for Administrative Weave plans. In order to score a 3 in the Measures category, a plan must:

1. Have Measures that align well with the stated Outcomes/Objectives. In other words, Measures are appropriate to document progress toward achieving the stated Outcomes/Objectives
2. An administrative plan must also use a variety of Measures in order to score a 3 in this category.
3. Lastly, a concise and well-written description of each Measure must be provided.

An administrative plan will score a 2 in the Measures category if there are only a limited number of Measures used, and descriptions are limited, confusing, or excessive. Measures should still align well with the stated Outcomes/Objectives.

An administrative plan will score a 1 if there are only a limited number of Measures used, and they don't align well with the stated Outcome/Objective. If the Measures aren't appropriate to document progress toward achieving the Outcomes/Objectives, a score of 1 will be earned. Finally, if only few (if any) descriptions of the Measures are provided, a score of 1 will be earned.

MEASURES (Administrative Units)



- Evidence that documents the progress you've made toward achieving your Outcome or Objective.
- Detail what will be measured, and how it will be measured.
- Build an inventory of existing evaluation and assessment activities.

If you feel as though you are starting from scratch coming up with effective Measures for your Administrative Weave plan, these three bullet points may help get you started.

A Measure is evidence that documents the progress you've made toward achieving an Outcome/Objective.

It's also a good idea to detail WHAT will be measured, and HOW it will be measured. (e.g. We are measuring customer satisfaction, by using a satisfaction survey.)

It is also good practice to build an inventory of existing evaluation and assessment activities. It is most likely that you have these things in place already. The development of a Weave plan will be much simpler if you have an inventory to work from.

Remember, at this point in the process you have established 3-5 overall Outcomes/Objectives, which are more specific statements of your department's overall mission. Now you must decide how you will measure whether or not you have been successful in achieving each Outcome/Objective.

If I come to you at the end of the Weave cycle and ask you if you have been successful in achieving each of your Outcomes/Objectives, and you tell me, "Yes," I will then say "Prove it! Prove to me that you have been successful." More than likely, what you use to show me your success or what you use as proof, will be your Measure.

MEASURES (Administrative Units)



Things you can measure:

Demand, Quality, Efficiency, Effectiveness, Perception of Services

EXAMPLES

- | | |
|---|--|
| ▪ Student satisfaction surveys | ▪ Opinion surveys |
| ▪ Count of program/event participants | ▪ Growth in participation |
| ▪ Number of complaints | ▪ Average wait or service time |
| ▪ Comparisons to professional organizations' best practices | ▪ Statistical reports |
| ▪ Number of applications | ▪ Staff training hours & staff trained |
| ▪ Processing time for requests | ▪ Number of users |
| ▪ External review | ▪ Focus groups |
| | ▪ Dollars raised |

Remember that there are a variety of things that you can measure. You can measure demand, quality, efficiency, effectiveness, perception of services... and the list goes on.

This slide shows a snapshot of examples of different methods to measure these things. All of these examples would make great Measures in your Weave plans, if aligned appropriately with your Outcomes/Objectives.

COMMON MISTAKES TO AVOID



- Simply restating the Outcome/Objective as a Measure
- Inserting actions in place of Measures
- Not aligning the Outcome/Objective and the Measure
- Combining a Target with a Measurement description

For both Academic and Administrative plans, there are a few common mistakes to avoid.


1. The first mistake is to simply restate the Outcome/Objective as the Measure. For example, if you say that your Objective is to “provide student services”, it doesn’t need to be repeated as a Measure. The Measure should be the proof of providing services for students.

2. Next, inserting actions in the place of Measures is a common mistake. For instance, if you indicate that your Measure is “Participate in ___ activity,” you are inserting an action in the place of a Measure. This doesn’t show us how the Objective is being measured.

3. Another common mistake is not aligning the Outcome and the Measure. For example, if the Objective is to “conduct independent research” and the Measure is “Information Technology,” you aren’t explaining how independent research is being measured. Are you using a database system to document independent research being conducted? As it is written, the Measure of “Information Technology” isn’t clear and isn’t aligned well with the Objective.

4. Lastly, a common mistake is combining a Target with a Measurement description. For example, if you state your Measure is “10% participation in the program,” you are combining your Target with your Measure. In this case, the Measure could be “Rate of participation in the program,” and the Target would be “10% participation.”

OFFICE OF INSTITUTIONAL PLANNING & ASSESSMENT: EXAMPLE



Mission
 The mission of the Office of Institutional Planning and Assessment at the Texas Tech University Health Sciences Center is to promote institutional effectiveness through ongoing, systematic planning and assessment efforts in order to support faculty and staff in achieving the institutional mission.

Outcome/Objective
Assessment plans: Faculty and staff will be able to develop effective assessment plans for their respective areas.

(Linked to TTUHSC Strategic Plan elements: 2.1, 2.2, and 5.4.)

Measure
Review of assessment plans: All assessment plans will be reviewed using a **locally developed rubric**. Rubric criteria will relate to the effectiveness of each unit's Mission Statement, Outcomes/Objectives, Measure/Target levels, Findings, and Analysis.

(Source of Evidence: Administrative Measure – other.)

Target
 All assessment plans for educational programs and administrative units will be reviewed on an annual basis by a cross-disciplinary group of peers. On a scale of 0 to 21, the average score will be at least 15. (Using the rubric designed for these reviews, 12-17 points corresponds with an Acceptable ranking.) Results of all reviews will be communicated to members of the President's Executive Council and appropriate faculty and staff.

This is an example taken from our office's Weave plan. Here, you can see how the upside down pyramid visual works with real examples.

For this particular measure, we use a rubric as evidence of the progress we make to fulfill the Outcome/Objective that states "Faculty and staff will be able to develop effective assessment plans for their respective areas." It shows that we are using this rubric to MEASURE how we are doing in helping faculty and staff develop their assessment plans. I could upload these rubrics as supporting evidence under Document Management. This is a good example of a Direct Method of measuring our Outcome.

Another example here would be survey results for Weave training sessions. That would show evidence of the Outcome we are trying to achieve.

I could also use a Process Indicator, such as number of training sessions offered, number of people trained, etc. I could upload sign in sheets as supporting evidence. These would be good ways of indirectly measuring our Outcome.

REFERENCES AND ADDITIONAL RESOURCES



References:

Allen, Mary J. (2004). *Assessing Academic Programs in Higher Education*. Boston, MA. Anker.

Assessment Manual for Academic Programs and Administrative Support Services from Del Mar College:

<http://www.delmar.edu/spir/effect.aspx>, accessed on April 10, 2015.

Visit www.ttuhsc.edu/oipa/weave for more Weave resources!

Again, additional Weave resources can be found on the OIPA website if you need help developing your Mission Statement, Outcomes/Objectives, Student Learning Outcomes, or Targets.

CONTACT INFORMATION



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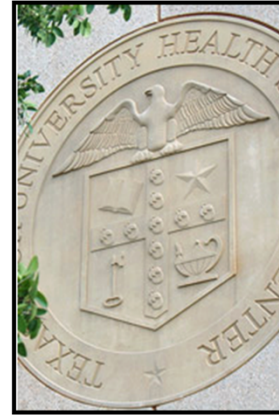
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Please contact me at any time with questions or concerns about developing Measures for your Weave plan! I am happy to help in any way I can!

Thank you for watching!