Why Assess?

✓ Internal desire to improve
✓ External factors such as accreditation and calls for accountability

SACSCOC Standard 8.2

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 each of the following areas:

• a. educational programs, to include student-learning outcomes (All degree & certificate programs)
• b. general education (general education competencies of undergraduate degree program)
• c. academic and student services that support student success (All administrative and educational support services)
Program Assessment Cycle

1. Identify Program Outcomes
2. Establish program assessment measures
3. Collect data and analyze results
4. Identify program improvements
5. Implement program improvements

Assessment is a journey, not a destination.
Program Assessment Plan

• Program Mission Statement
• Program Outcomes/Objectives
  □ Program Student Learning Outcome (PLO)
  □ Program Operational Objective (PO)
• Measures & Targets
Program Assessment Report

• Findings and Interpretation of Results
• Use of Results for Seeking Improvement (Action Plan)
• Status Update on Action(s) Identified in the Previous Assessment Cycle
Program Mission Statement

• Describe the purpose and focus of your academic program (e.g., what students with this degree will be prepared to do after graduation with knowledge and skills gained in the program).

• The physical geographic location of program delivery should be clearly stated for all programs included in the program assessment plan. This refers to the campus and/or the program approved teaching site (e.g., Taos, Galveston, Fort Worth, etc.).

• If the program is available through distance education technology, this should be noted and the format of delivery should also be clearly stated (e.g., asynchronous, synchronous, or both).

• For programs less than three years old, indicate the first academic year during which students were enrolled in the program. This helps assessment staff determine expectations for reporting. For example, new four-year programs are expected to submit a Plan but may not yet have data for the Report. Conversely, programs that have enrolled students for several years are expected to report assessment results annually.
Program Outcomes/Objectives

- All **academic degree programs** are expected to establish a minimum of **four** Program Student Learning Outcomes (PLOs) assessed at or near a capstone level by variety of direct and indirect measures **directly related to learning**.
  - Each degree program should assess at least two PLOs per year and assess all outcomes at least twice in five years.
  - **For undergraduate programs, one of the four PLOs must address Writing in the Major.**

- All **certificate programs** should have **two-four** PLOs, assess at least one PLO per year, and assess all PLOs at least twice in five years.

- All **academic degree programs** and **certificate programs** should also have 1 or more Program Operational Objectives (POs), assess at least one PO per year, and assess all POs at least twice in five years.
Write Effective Program Student Learning Outcomes (PLOs)

* Align with the program mission.
* Be **SMART**— Specific, Measurable, Attainable, Realistic, Timely.
* Use action verbs from Bloom’s Taxonomy.
* Focus on what the end result will be, not the process or experience.
* Not include more than one outcome each (avoid using “and”).
Useful Categories for Writing Effective Program Operational Objectives (POs)

- **Student Experience** oriented objectives (percentage of students studying abroad, having internships, etc.)

- **Inclusive Excellence** oriented objectives (increasing diversity in students, staff, faculty, or increasing the focus on diverse populations in coursework or research)

- **Student Success** oriented objectives (time to degree, career outcomes, number of new majors, etc.)

- **Research** oriented objectives (numbers of grants submitted or awarded, numbers of publications or citations, etc.)

- **Teaching** oriented objectives (faculty development, teaching awards, course evaluation metrics, etc.)
Measures

Measures describe the methods of collecting and evaluating assessment data to determine success. All PLOs must be assessed with at least one direct measure. Indirect measures alone are not sufficient or appropriate for assessing student learning.

• **Direct Measure**: tangible, visible, self-explanatory, and provide compelling evidence of exactly what students have learned. Direct measures require students to demonstrate why they have learned in a way that is observable and measurable.
  
  Examples: capstone projects, exams, written work, performances, presentations, portfolio reviews, employer or internship supervisor ratings of student performance, oral defenses of thesis/dissertation, etc.

• **Indirect Measure**: helps to capture the perceptions of your constituents.
  
  Examples: student self-assessments of learning gains, employer surveys, job placement data, course enrollment data, exit interviews/surveys, alumni surveys, focus group discussions, number of student’s who publish manuscripts or give conference presentations, etc.
A **target** is the level at which a program considers their program learning outcome (PLO) to be “met” or achieved on a given measure. A strong target statement communicates clear level of achievement.

Targets need to be revisited annually and updated as necessary, particularly if the targets are met year after year.

- *Example:* 80% of students will score “accomplished” on final review/exam/etc.

Programs can use their own data to benchmark performance or consider benchmarking against aspirational peers or national sources.
Findings & Interpretation of Results

Findings are the results from analysis of assessment data. Strong assessment reports will consistently communicate findings in a clear manner using language that aligns with the related measure and target.

Example of reporting findings:

- Of 300 graduating seniors, 169 students were assessed.
- 75% of those assessed, scored “accomplished” on review/exam/etc.
- Exam and spreadsheet of scores uploaded as evidence.

Indicate whether the set target was met, not met, or partially met.

Where appropriate, findings are disaggregated (e.g., by mode of delivery, geographic location, etc.).

Reminder: programs are NOT penalized if their targets are not met. What is important with any target and findings is there is reflection and evidence of seeking improvement.
Use of Results for Seeking Improvement (Action Plans)

Every program is expected to develop a minimum of one Action Plan at year end, regardless of whether all targets are met.

• IF your program does not meet or partially meet the target of an outcome, the action plan explains what the program plans to do in the next academic year to meet the target.

  Example: We will focus on improving the course that delivers the PLO on which students underperformed. Explain in full.

• IF you meet your targets, an action plan is not necessary that year, but 2-3 years max on same target, same results.
Use of Results for Seeking Improvement (Action Plans) Cont.

• Action plans:
  • should have a close, clear connection to the data collected during the assessment cycle
  • describe specific programmatic changes with timelines, if possible, and
  • should be discussed among the faculty to involve them in the improvement or planning process.

• Action plans can be:
  • changes to the curriculum (e.g., course sequencing),
  • changes to the assessment plan or methods,
  • changes to pedagogical practices, or
  • implementation of new technology and / or assignments.
Status Update on Action(s) Identified in the Previous Assessment Cycle

Program should provide a status update on action(s) identified in the previous assessment cycle.

• For any action items that have not yet been fully implemented, describe in detail what happened this year, where the program is in the implementation process, and when program faculty expect to re-assess the targeted program level outcome(s).

• For any completed action items, provide a brief summary of these actions and expand on the impact of these actions had on student learning. Describe any changes that have been seen in the program assessment results since the implementation of the action plan.
Evidence Files

- Evidence files include *rubrics used for portfolio assessment, examples of exams used, spreadsheets with outcomes and scores, budget documents, year-end reports, meeting minutes, etc.*
Logging into Anthology Planning

http://smu.campuslabs.com/planning
Editing Plan Items

Step 1: Navigate to the Plans area of the site.
Editing Plan Items

Step 2: Select the appropriate Time Period and Plan.

AY 2022-2023

Accounting BBA

Program Mission Statement

Accounting BBA
Program Mission Statement

Program Student Learning Outcome (PLO), Measure, Target, Findings, Use of Results, and Action Plan Follow-up

Accounting BBA
1: Program Student Learning Outcome (PLO), Measure, Target, Findings, Use of Results, and Action Plan Follow-up

Program Student Learning Outcome (PLO), Measure, Target, Findings, Use of Results, and Action Plan Follow-up

Accounting BBA
2: Program Student Learning Outcome (PLO), Measure, Target, Findings, Use of Results, and Action Plan Follow-up

Program Student Learning Outcome (PLO), Measure, Target, Findings, Use of Results, and Action Plan Follow-up

Accounting BBA
3: Program Student Learning Outcome (PLO), Measure, Target, Findings, Use of Results, and Action Plan Follow-up

Program Student Learning Outcome (PLO), Measure, Target, Findings, Use of Results, and Action Plan Follow-up
Editing Plan Items

Step 3: Select your Program or Unit.

[Image of a computer screen showing a webpage for Accounting BBA]

Program Mission Statement
Accounting BBA
Program Mission Statement

Program Student Learning Outcome (PLO), Measure, Target, Findings, Use of Results, and Action Plan Follow-up
Accounting BBA
1: Program Student Learning Outcome (PLO), Measure, Target, Findings, Use of Results, and Action Plan Follow-up
Editing Plan Items

Step 3: Select your Program or Unit – Plan Items.
Editing Plan Items

Step 3: Select your Program or Unit - Documents.

- Archived WEAVE Report 2016-2017
- Archived WEAVE Report 2017-2018
- Archived WEAVE Report 2018-2019
- Archived WEAVE Report 2019-2020
- Archived WEAVE Report 2020-2021
- Archived WEAVE Report 2021-2022

Note: To relate a single document to multiple organizational units the document must be added to each organizational unit separately.
Editing Plan Items

Step 4: Click on the type of Plan Item you would like to edit.
Editing Plan Items

Step 5: Editing Plan Items – required fields.

**Edit Plan Item**

*Template: Program Mission Statement*

**Mission Short Title**

Enter a short title of your program mission.

Program Mission Statement of Accounting BBA

**Program Mission Statement (Full Description)**

(1). Describe the purpose and focus of your academic program (e.g., what students with this degree will be prepared to do after graduation with knowledge and skills gained in the program). (2). The physical geographic location of program delivery should be clearly stated for all programs included in the program assessment plan. This refers to the campus and/or the program approved teaching site (e.g., Toms, Galveston, Fort Worth, etc.). (3). If the program is available through distance education technology, this should be noted and the format of delivery should also be clearly stated (e.g., asynchronous, synchronous, or both).

**During which academic year were students first enrolled in this program?**

Select the first academic year during which students were enrolled in the program. This helps assessment staff determine expectations for reporting. For example, new four-year programs are expected to submit a Plan but may not yet have data for the Report. Conversely, programs that have enrolled students for several years are expected to report assessment results annually.

**Start**

08/01/2022

**End**

07/31/2023

**Progress**
Editing Plan Items

Step 5: Editing Plan Items – auto saved.

Edit Plan Item

Template: Program Mission Statement

Mission Short Title

Enter a short title of your program mission.

Program Mission Statement of Accounting BBA

Program Mission Statement (Full Description)

(1). Describe the purpose and focus of your academic program (e.g., what students with this degree will be prepared to do after graduation with knowledge and skills gained in the program). (2). The physical geographic location of program delivery should be clearly stated for all programs included in the program assessment plan. This refers to the campus and/or the program approved teaching site (e.g., Dalla, Galveston, Fort Worth, etc.). (3). If the program is available through distance education technology, this should be noted and the format of delivery should also be clearly stated (e.g., asynchronous, synchronous, or both).

Does your program offer courses at an off-campus instructional site (not at SMU Dallas campus)?

Does your program offer courses through distance education technology (e.g., asynchronous, synchronous, or both)?

Assign Responsible Users

Responsible Users

No responsible users have been added.

Available Users

Select users from the list below or search for a specific user

- Adler, Michael
  Administrator
- Aguillon, Charles
  Administrator
- Alberts, Annamarie
  Administrator
- Anderson, Caitlin
  Administrator
- Baldwin, Austin
  Administrator
- Balke, Nathan
  Administrator
- Barnett, Laurie
  Administrator
- Baronet, Willie
  Administrator
Editing Plan Items

Step 5: Editing Plan Items – like working in a Word doc.
Editing Plan Items

Step 5: Editing Plan Items – pay attention to new questions.

Does your program offer courses at an off-campus instructional site (not at SMU Dallas campus)?

Does your program offer courses through distance education technology (e.g., asynchronous, synchronous, or both)?

During which academic year were students first enrolled in this program?

Select the first academic year during which students were enrolled in the program. This helps assessment staff determine expectations for reporting. For example, new four-year programs are expected to submit a Plan but may not yet have data for the Report. Conversely, programs that have enrolled students for several years are expected to report assessment results annually.

AY2022-2023
AY2021-2022
AY2020-2021
Prior to AY2020-2021

End * 07/31/2023
Editing Plan Items

Step 5: Editing Plan Items – number identifier.

AY 2022-2023 / SMU ACADEMIC PROGRAMS ASSESSMENT

Edit Plan Item

Template: Program Student Learning Outcome (PLO), Measure, Target, Findings, Use of Results, and Action Plan Follow-up

Step 1A: PLO Number *

Number your Program-level Student Learning Outcome (PLO): 1, 2, 3...

1

Step 1B: PLO Short Title *

Enter a short title for your Program-level Student Learning Outcome.

Program Student Learning Outcome (PLO), Measure, Target, Findings, Use of Results, and Action Plan Follow-up

Step 1C: PLO Statement (Full Description)

Program student learning outcomes (PLOs) are the specified knowledge, skills, abilities, or attitudes that students are expected to attain by the end of a learning experience or program of study. Strong PLOs are manageable and meaningful in helping the program to accomplish its mission. Following the S.M.A.R.T. acronym, Program Student Learning Outcomes (PLOs) should be: (1) Specific: States exactly what is expected using concrete action verbs; (2) Measurable: Requires a measurable result; (3) Achievable: Is achievable yet reasonably stretches the unit; (4) Realistic: Is reasonable and appropriate for the unit's services or work; and (5) Timely: Incorporates current professional and disciplinary expectations.

File Edit View Insert Format Tools Table

Step 2A: Measure

Describe the measure and discuss why it is the appropriate choice for evaluating your outcome. Measures describe the methods of collecting and evaluating assessment data. A strong measure description makes the assessment strategy easy for internal stakeholders to replicate and easy to understand by an external party who is not intimately involved in the day-to-day operations of the program.

Start typing a user's name

+ Adler, Michael
  Administrator

+ Aguillon, Charles
  Administrator

+ Alberts, Annamarie
  Administrator

+ Anderson, Caitlin
  Administrator

+ Baldwin, Austin
  Administrator

+ Bailee, Nathan
  Administrator

+ Barnett, Laurie
  Administrator

+ Baronet, Willie
  Administrator
Editing Plan Items

Step 5: Editing Plan Items – follow the steps.

**Step 1A: PLO Number**
Number your Program-level Student Learning Outcome (PLO): 1, 2, 3...

**Step 1B: PLO Short Title**
Enter a short title for your Program-level Student Learning Outcome.

**Step 1C: PLO Statement (Full Description)**
Program student learning outcomes (PLOs) are the specified knowledge, skills, abilities, or attitudes that students are expected to attain by the end of a learning experience or program of study. Strong PLOs are manageable and meaningful in helping the program to accomplish its mission. Following the S.M.A.R.T. acronym, Program Student Learning Outcomes (PLOs) should be: (1) Specific: States exactly what is expected using concrete action verbs; (2) Measurable: Requires a measurable result; (3) Attainable: Is achievable yet reasonably stretches the unit; (4) Realistic: Is reasonable and appropriate for the unit’s services or work; and (5) Timely: Incorporates current professional and disciplinary expectations.

**Step 2A: Measure**
Describe the measure and discuss why it is the appropriate choice for evaluating your outcome. Measures describe the methods of collecting and evaluating assessment data. A strong measure description makes the assessment strategy easy for internal stakeholders to replicate and easy to understand by an external party who is not intimately involved in the day-to-day operations of the program.
Step 5: Editing Plan Items – check all that apply.
Editing Plan Items

Step 5: Editing Plan Items – drop down menu.

Examples for choosing this "Partially Met" status option include: When reporting findings for two or more cohorts, at least one cohort achieved or surpassed the target but other(s) did not; or when reporting multiple criteria, at least one criteria achieved or surpassed the target but other(s) did not. "Not Met": None of the data reported met the target set. An action plan is required. **No Students Enrolled**: Select this option if there were no students enrolled in the program during the academic year for which the report is being prepared. "No data collected/reported this cycle": Data for this measure was not collected or reported for this assessment cycle. There are several valid reasons why this option might be selected but it must always be accompanied by a brief explanation. Reasons for utilizing this "No data collected/reported this cycle" status option include: addition of a new measure too late in the assessment cycle to collect data, collecting data on a longer-than-annual basis, or unforeseen circumstances that prevented data from being collected, analyzed, and/or reported. **An explanation for selecting this status should be noted in the "Interpretation of the Results" field, and a plan to resolve the matter for the upcoming year.**
Step 5: Editing Plan Items – attach files.
Editing Plan Items

Step 5: Editing Plan Items – Done.

Step 6B: Status Update on Previously Identified Action Plan(s)
Provide an update on previously identified action plan(s) from the list in this section.

Progress

Start *
08/01/2022

End *
07/31/2023

Providing Department *
Accounting BBA

Done
Editing Plan Items

Step 6: Delete a Plan Item.

Provide the year for which the plan is valid. Select the plan start and end date. Provide the name of the department responsible for the plan. Click the Delete button to remove the plan item.

Choose from the list of users to limit the viewing of the plan item. The item will be visible to one of these groups:

- Select Users
  Viewable only by item creator, responsible users, and users with permissions to Program Mission Statement
- Org Level Permissions
  Viewable by users with permissions to Accounting BBA
- All Users
  Viewable to all users, unless they are set to 'No Access'

During which academic year were students first enrolled in this program?
Select the first academic year during which students were enrolled in the program. This helps assessment staff determine expectations for reporting. For example, new four-year programs are expected to submit a Plan but may not yet have data for the Report. Conversely, programs that have enrolled students for several years are expected to report assessment results annually.
Adding Plan Items

Step 7: Click + Plan Item.
<table>
<thead>
<tr>
<th>Assessment Plan &amp; Report Feedback</th>
<th>Accounting BBA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Student Learning Outcome (PLO), Measure, Target, Findings, Use of Results, and Action Plan Follow-up</td>
<td>Accounting BBA</td>
</tr>
<tr>
<td>Program Student Learning Outcome (PLO), Measure, Target, Findings, Use of Results, and Action Plan Follow-up</td>
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<td>Accounting BBA</td>
</tr>
<tr>
<td>Program Operational Objective (PO), Measure, Target, Findings, Use of Results, and Action Plan Follow-up</td>
<td>Accounting BBA</td>
</tr>
</tbody>
</table>

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Tracking Progress

**Dashboard**

**Assessment Cycles**

- **Plan**, **Do**, **Check**, **Act**

- **Org Units Status**
  - No Data: 346
  - Partial: 0
  - Fulfilled: 0

- **Days Remaining**: 138 for PLAN phase 08/01/22 - 07/31/23

- **Org Units**: 346 including selected child Org Units

**Announcements**

- **Welcome!**
  - SMU Planning Users, please note that this site is still under construction. We are working hard on the full version of the site. If you have any feedback, please contact Institutional... More

- **Annual Program Assessment Reports Due on July 31, 2023**
  - All program assessment reports for AY 2022-2023 need to be completed by July 31, 2023. If you are unable to meet this deadline, please contact Institutional... More

**Plans**

- **SMU Academic Programs Assessment**
  - The purpose of academic program assessment is for program faculty to gather information about what and how students are learning, discuss that information as a faculty group, and use it to inform continue improvement efforts within the academic program. These efforts aid in enhancing the educational experience for students, improving program student learning outcome (PLO) assessment results, further developing students' skills in the identified PLOs, and actively involving program faculty in the curricular quality improvement process.

- **SMU Administrative and Academic Student Support Units Assessment**
Resources

Institutional Planning and Effectiveness
Website: smu.edu/assessment
Wiki: https://wiki.smu.edu/display/AP/Anthology+Planning
Email: assessment@smu.edu

Dr. Dayna Oscherwitz oscherwi@mail.smu.edu
Dr. Yan Cooksey ycooksey@smu.edu
Dr. Brooke Guelker bguelker@mail.smu.edu
Questions?