

ABHE Institutional Assessment Forum 2024

Forum Workbook

What is the Vision and Mission of your Institution?

Vision: _____

Mission: _____

Strategic Plan with Institutional Goals

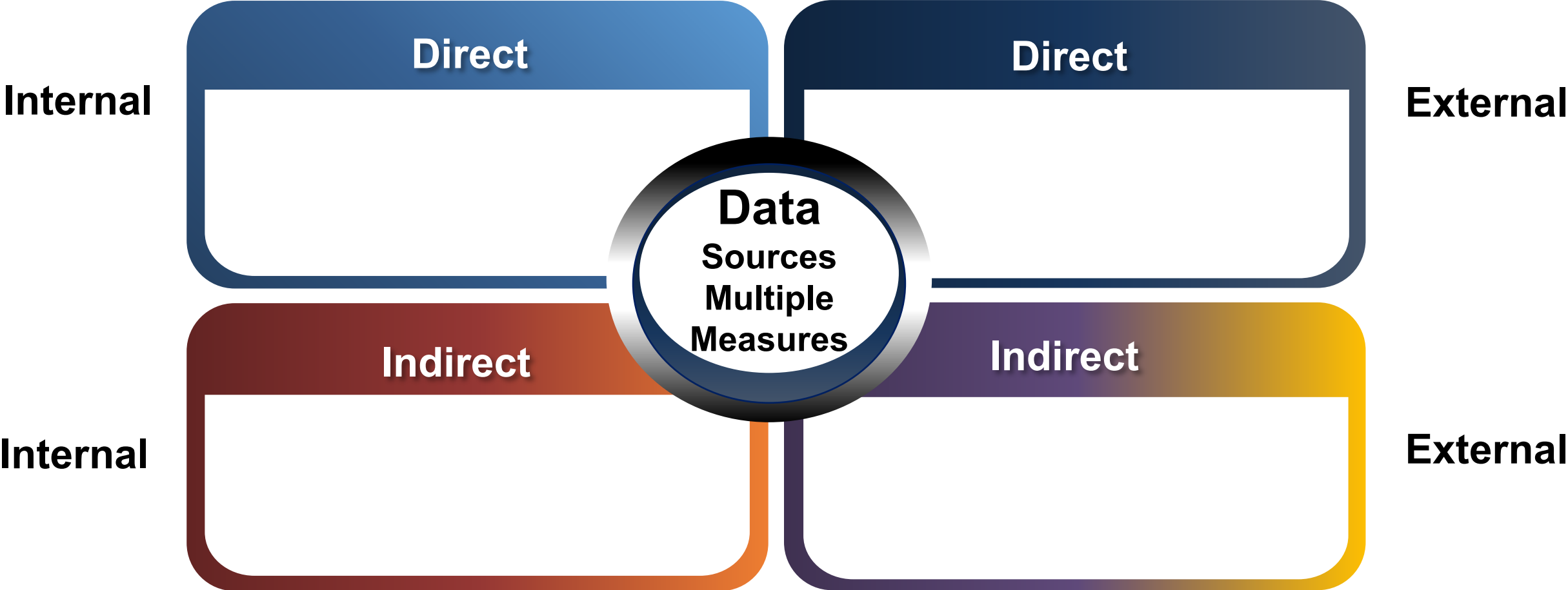
- Strategic Plan: People, Programs, Places, Partnerships

- Institutional Goals

Institutional Effectiveness Map

Program	Program Outcome (SLOs)	Strategic Plan Alignment	Program Outcome Measurement	Benchmark or Target	Timeline & Person(s) Responsible	Achievement of Outcome/Results	Next Steps or Actions
		Strategic Plan Dimensions ☐ One: People ☐ Two: Programs ☐ Three: Places ☐ Four: Partnerships				☐ Not Met ☐ Approaching ☐ Met ☐ Exceeded	
		Strategic Plan Goals 					
		Strategic Plan Dimensions ☐ One: People ☐ Two: Programs ☐ Three: Places ☐ Four: Partnerships				☐ Not Met ☐ Approaching ☐ Met ☐ Exceeded	
		Strategic Plan Goals 					
		Strategic Plan Dimensions ☐ One: People ☐ Two: Programs ☐ Three: Places ☐ Four: Partnerships				☐ Not Met ☐ Approaching ☐ Met ☐ Exceeded	
		Strategic Plan Goals 					
		Strategic Plan Dimensions ☐ One: People ☐ Two: Programs ☐ Three: Places ☐ Four: Partnerships				☐ Not Met ☐ Approaching ☐ Met ☐ Exceeded	
		Strategic Plan Goals 					

Balanced Academic Assessment

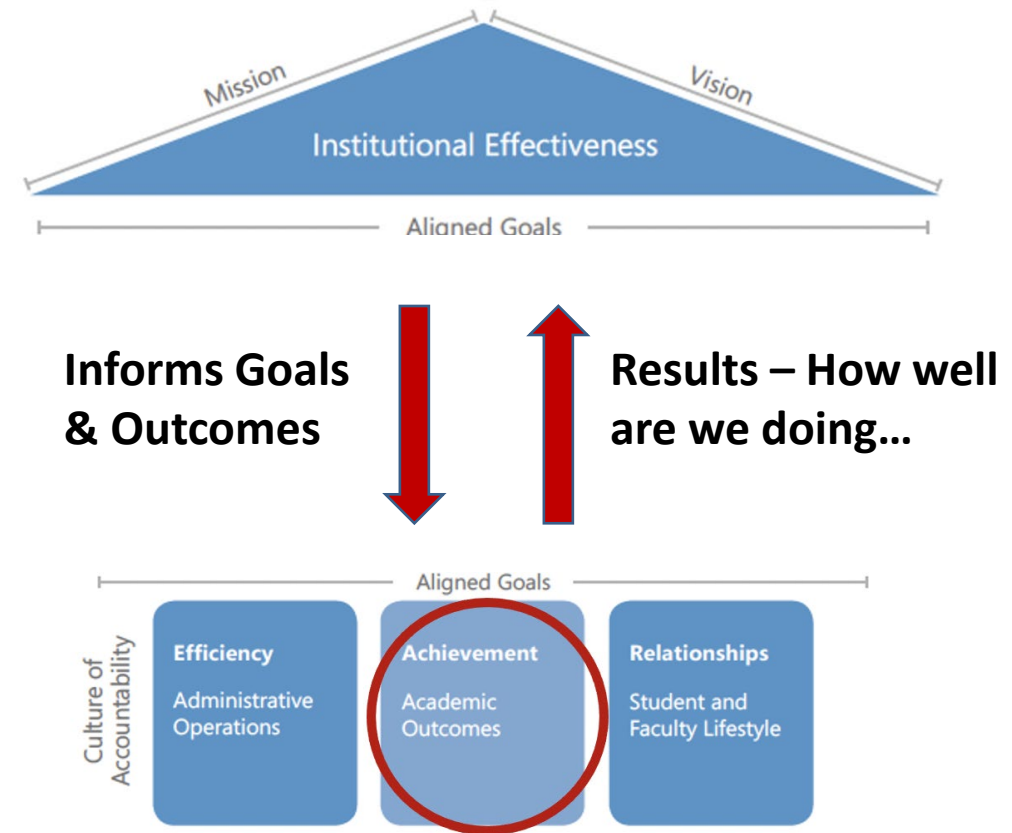


Academic Programs

- Program Name: _____
 - Goal 1: _____
 - Goal 2: _____
 - Goal 3: _____
 - Goal 4: _____
 - Goal 5: _____
 - Goal 6: _____
 - Goal 7: _____
- Program Name: _____
 - Goal 1: _____
 - Goal 2: _____
 - Goal 3: _____
 - Goal 4: _____
 - Goal 5: _____
 - Goal 6: _____
 - Goal 7: _____
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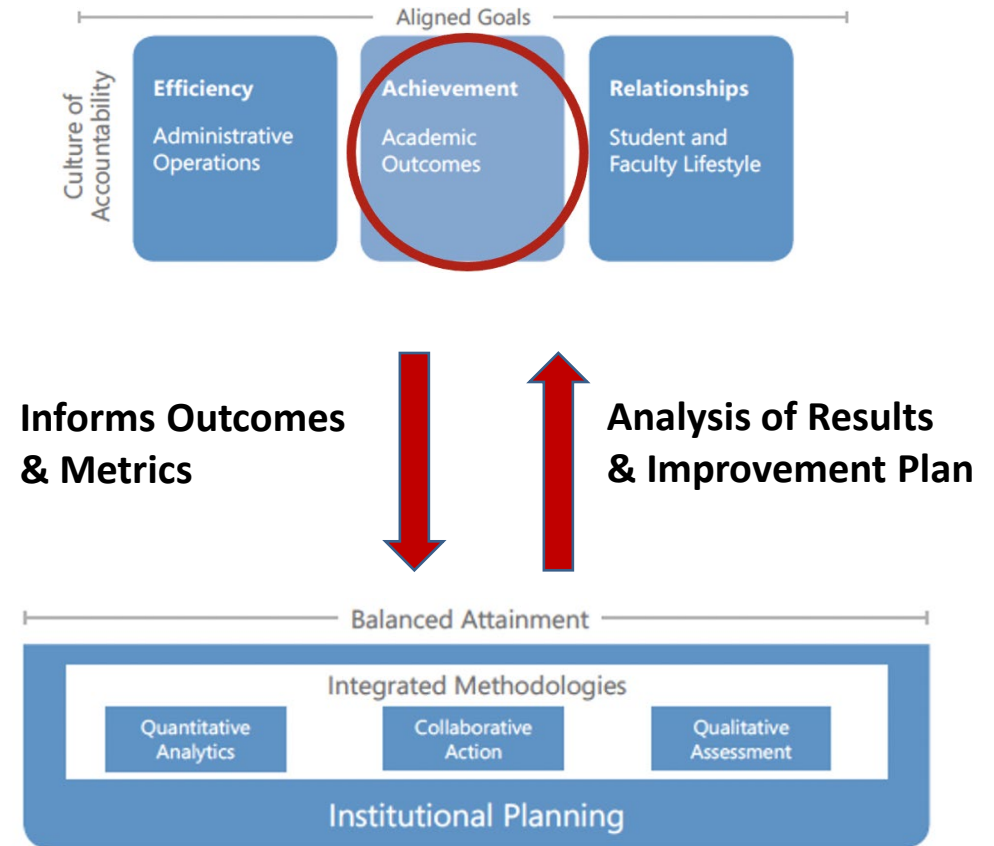
ABHE Standard 1- Mission, Goals, Objectives

- Standard 1 (3, 4 and 5)
- Evidence that the **mission** statement **guides** faculty, staff, administration, and the governing board in making decisions related to planning, resource allocation, and **program development**.
- Clearly articulated **institutional goals** that directly **relate to** the **mission** statement.
- Clearly articulated **student learning objectives** for each **educational program** that support **fulfillment of the mission** statement.



ABHE Standard 2 – Assessment and Planning

- Standard 2 (2, 3, 4)
- A comprehensive assessment plan (Nickel Chart) with clearly **defined** and **measurable student learning outcomes** that support **mission** fulfillment accompanied by **metrics**.
- Student learning **outcomes appropriate** to the **higher education credential** to be awarded.
- Use of **multiple means** to **validate** student learning **outcomes**.
- Assessment data and use of results for the purpose of improving teaching, learning, and institutional effectiveness.



2020-2021 Annual Assessment Report Review Rubric and Standings Explanation

This rubric is used internally to review annual assessment reports, with specific focus on academic programs. The review process is based on existing guidelines and precedent. Recommendations are focused on improving assessment plan structure and understanding proposed changes and improvement. This tool is subject to revision as needed. Please contact assessment@clemsont.edu for questions or suggestions.

Assessment Component	No Participation	Developing	Established	Exemplary
Mission	Nothing provided	Wording is unclear and/or excessive; not focused on program/unit; and/or not current and/or relevant.	Current and precise; directed to the program/unit; and attempts to answer: who are we? What do we do? Why do we do it? For whom do we do it?	Current and precise; directed to the program/unit; includes clear reference to university mission; and answers each of the questions: who are we? What do we do? Why do we do it? For whom do we do it?
Student Learning Outcomes 3-5 SLOs are recommended	Nothing provided	Focus on student learning is unclear and/or unmeasurable.	Outcome is focused on abilities of the discipline; focus on student learning or improvement is clear, measurable, and has a singular focus; and outcomes use concrete, as opposed to passive verbs.	3-5 SLOs are provided; outcomes are focused on abilities of the discipline; focus on student learning or improvement is clear, measurable, and has a singular focus; outcomes use concrete, as opposed to passive verbs; and outcomes are written in present tense.
Measures 2 Direct Measures of learning per SLO is recommended.	Nothing provided	Are missing for some outcomes; are not relevant and missing clear connection to outcomes; may be unreliable or primarily indirect measures; and/or do not include rubrics.	Are primarily direct measures; are relevant with clear relationship to outcomes; and some measures include rubrics, (at least in draft form)	Are primarily direct measures; are relevant with clear relationship to outcomes; and all measures include rubrics (at least in draft form)

Assessment Component	No Participation	Developing	Established	Exemplary
Performance Expectations Each measure is expected to have a corresponding expectation.	Nothing provided	Missing from some Results; vague, non-committal, or difficult to identify as being met; and/or unclear as to their relationship to the measure.	Clearly and precisely worded; Measurable; specific to outcome-measure relationship; and may contain evidence of revision based on past results.	Are clearly and precisely worded; Measurable; specific to outcome-measure relationship; contains evidence of continuous revision based on past results; and emphasizes improving quality/impact.
Results & Analysis Even if results are not available in the cycle, it is expected this is completed for each measure	Nothing provided	Missing (without explanation) from some Measures; vague (e.g., lack info on sample size); and/or not specific to outcome-measure relationship.	Provided for each measure (missing results have an explanation); appropriate to the measure; sufficiently detailed (e.g., info on sample size); and actionable for at least some outcomes.	Provided for each measure (missing results have an explanation); appropriate to the measure; sufficiently detailed (e.g., info on sample size); actionable for all outcomes; and focused on continuous improvement.
Results Driven Action 1 RDA per Outcome is recommended.	Nothing provided	Missing (without explanation) for some Outcomes; lacks meaningful detail and/or does not draw a connection between an Outcome, Measures, and Results.	Provides some detail on changes, improvement(s) proposed and/or active in the current cycle or articulates why no changes are being made at the current time; has a clear connection between Outcome and Results.	Provides rich details of changes, improvement(s) for all results in the current cycle or articulates why no changes are being made at the current time (with a plan of action for what happens if this becomes a trend); has a clear connection between Outcomes and Results; and addresses past cycles.

Assessment Report Standings Explanation

Good Standing (Meets all criteria)

- The program submitted a completed report (Mission, Outcomes, Measures, and Results) in 2018/19, 2019/20, and 2020/21; and
- The program provided evidence of using assessment to drive improvement (Use of Results and/or Results Driven Actions) in at least one cycle.

Working Towards Good Standing (Meets at least 1 of the following criteria)

- The program demonstrated improvements to their report between 2018/19 and 2020/21 and provided evidence of improvement linked to assessment in at least one cycle; and/or
- The program is actively engaged with the OIE to improve their assessment efforts.

Not in Good Standing (Meets a combination of criteria)

- The program has: not provided a completed report in at least one cycle and/or evidence of using assessment data to drive improvement in either cycle; and
- The program is not engaged with the OIE to improve their efforts.

Not Available

This status typically applies to programs where the OIE has decided the program is exempt from completing a report.



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