General Notes

The following structure has been adopted to enhance the readability and flow of the documentation for this set:

1. Documentation for each meeting begins with a copy of the meeting agenda.
2. Copies of additional materials presented in meetings are presented after the agenda.
3. Minutes from each meeting are presented after the agenda OR copies of materials.
4. If materials were revised during meetings, the original version of each document and the revised version of each document are labeled accordingly and presented after the minutes for each meeting.
5. This documentation structure then repeats itself with each subsequent meeting.

All minutes, document revisions, and other materials presented in this set were approved by members of this committee.

Notes About This Specific Documentation Set

This committee first formed late during the Spring 2015 semester. Thus, the materials presented in this set are from meetings that took place in late spring and early summer of 2015.
Introductions

Who are we?
Jackie Elder, Stacy Glover, Aaron Harding, Dr. Jade Jenkins, Kathy Williams, Joni Millican

What am I going to be doing?
- Review unit plans/findings submitted through Taskstream
- Make recommendations for assessment professional development activities
- Recommend procedure changes
- Develop incentive program for quality and timely submissions

How long am I expected to serve?
- Ideal committee makeup will include rotating members (ranging 1-3 year terms)
  *Current committee members have flexibility on this (choice of renewal in September)

The “non-academic” name issue.....

Components of (Effective) Assessment Plans and Use of Assessment Findings
Please see handout sheet.

Direct vs. Indirect Measurement
Please see handout sheet.

Next Meeting(s)
What is everyone’s availability?

Agenda for Future Meetings

Meeting #2
- Using Rubrics for Review
  - Introduction to program review rubrics
  - Distinguishing between levels of excellence within rubrics
  - Providing feedback
  - Practice review rounds with rubrics

Meeting #3
- The Taskstream Interface
  - Will receive reviewer assignments and, if needed, will schedule review session meeting
Components of (Effective) Assessment Plans and Use of Assessment Findings

Assessment Plan

Characteristics of Assessment Plans (in Taskstream):
- Department Mission Statement
- Program Objectives
- Descriptions and Copies of Measures (Direct vs. Indirect)

Characteristics of Good Assessment Plans
- Clearly understood, specific, realistic, and ambitious
- Reflects diversity of units and duties within department, but does not try to assess everything about everything
- Program objectives (a) are measurable; (b) are associated with specific personnel; and (c) are pursued with both acceptable targets and ideal targets in mind
- Measures (a) “match” each objective (they provide the right answers to the right question, rather than answering something that isn’t being asked); (b) are not difficult to measure or obtain; and (c) consist of both direct and indirect measures
- Includes copy of all measures (if possible/sensible)

Assessment Findings

Description of Assessment Findings should:
- Clearly answer the question of whether or not acceptable and ideal targets were not met, met, or exceeded
- Demonstrate correct interpretation of the findings
- Include evidence-based recommendations that are informed by the findings that have been reported
- Include a copy of all findings (if possible/sensible)

General Review Questions to Ask

- If an additional program objective was included, would doing so create a more accurate “picture” of what this department is supposed to be doing?
- If a program objective was deleted, would the accuracy of the “picture” of what this department is responsible for be maintained or would it become less accurate?
- Are the program objectives not ambitious enough, or too ambitious?
- Is this department actually measuring what they think they are measuring? Is there a better way to measure a specific program objective?
- Is the department interpreting their findings the same way I am?
- Do the recommendations appear to be directly informed by the findings?
Direct vs. Indirect Measurement

Direct Measurement

Direct measures are those that (a) are measuring the exact thing that you are trying to measure, and (b) do so through direct, immediate, and/or “raw” measurement rather than through indirect measurement (i.e., surveying perceptions). Direct measures also tend to be more objective (not open to interpretation) rather than subjective (things dependent on people’s perceptions).

Some examples of direct measurement include:

- Measuring professional development effectiveness by counting (a) the total number of training sessions provided within a given time frame, and (b) the total and/or average number of attendees per training session
- Measuring customer service efficiency by (a) counting the total and/or average number of work orders completed within a given time frame, and (b) counting the average amount of time it takes to complete each work order
- Measuring the success of tutoring recruitment efforts by counting the total and/or average number of students who attended tutoring sessions this semester

Each of these are examples of direct measurement because (a) they are measuring exactly what they are supposed to be measuring, and (b) findings on these measures are not open to interpretation (e.g., training sessions either were provided or were not provided).

Indirect Measurement

Indirect measures tend to consist of various stakeholder perceptions. Indirect measures are useful because they can help further explain patterns observed in direct measurement.

Some examples of indirect measures include:

- Measuring professional development effectiveness by (a) having attendees of training sessions complete a survey of their perceptions of how effective the training sessions were, and (b) conducting a needs assessment, where attendees give you three examples of professional development issues they’d like you to address in the future
- Measuring customer service efficiency by administering a customer service satisfaction survey
- Measuring the success of tutoring recruitment efforts by creating a survey to measure (a) students’ awareness of tutoring availability, and (b) their intentions to take advantage of tutoring services in the future

Each of these are examples of indirect measurement because the data being collected focuses on people’s perceptions (subjective) rather than direct, immediate, or “raw” counts of something (objective).
“Non-Academic” Assessment Committee Minutes from April 27th Meeting

All committee members were in attendance.

Meeting start time: 10:08

The committee met and discussed the purpose and scope of the committee. Everyone agreed that the name “non-academic assessment committee” was not appropriate and that the committee would be called the Administrative Assessment & Development (AA&D) Committee moving forward.

The committee discussed a high priority project (administrative department outcomes assessment) and went through an overview of all information needed to complete this task.

The committee agreed that we would meet again on Monday, May 11th, so that the committee could become familiar with the department outcomes assessment rubric and could practice using that rubric with examples. An overview of Taskstream will also be provided.

Meeting adjourned: 11:27

NOTE:

No agenda (or meeting minutes) was prepared for the Mall 11th meeting because the committee did not discuss or vote on any issues; the purpose of that meeting was simply to familiarize and train committee members on the process of reviewing department outcomes assessment information. Although no agenda or meeting minutes were prepared, the materials for that May 11th meeting are provided on subsequent pages.
Administrative Development Committee
Assessment Plan/Assessment Findings Review Assignments and Guidelines

Overview

Each Assessment Plan and Assessment Findings report will be reviewed by two committee members. Doing so allows each department to gain multiple perspectives on potential issues and points of clarification that need to be addressed in each report.

To complete the reviews, each committee member will log in to one of two accounts in Taskstream: Reviewer 1 and Reviewer 2. These accounts will allow you to provide feedback while remaining anonymous.

The following table specifies: (a) each committee member’s assignments, and (b) which account each committee member must log into in order to complete those assignments.

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Reviewer 1</th>
<th>Reviewer 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Athletics, Enrollment Management, University Advancement</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Business and Accounting Offices, Compliance Office, Finance and Administration</td>
<td>✔️</td>
<td></td>
</tr>
<tr>
<td>Environmental Health, Safety, &amp; Quality Assurance, President’s Office</td>
<td></td>
<td>✔️</td>
</tr>
<tr>
<td>Purchasing, Payroll, Budgets &amp; Planning</td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>Human Resources, Technology, University Police Department</td>
<td>✔️</td>
<td>✔️</td>
</tr>
</tbody>
</table>

To complete your assignment, please see the “Using Rubrics to Review Assessment Plans/Findings in Taskstream” guide. This guide contains the reviewer login/password information, and provides a step-by-step guide (including screen shots) to completing the assignments.

Providing Feedback

A few things that you should consider when providing feedback include:

- **Specificity:** Be as specific as you possibly can. Writing “everything looks great!” or “this is unacceptable” do not give the department a specific idea of what methods they should or should not repeat in the future.
- **Characteristics of the Work Space:** Some work spaces—such as the Accounting and Business Offices work space—have included data from two or more units. Thus, when providing feedback, it is very important to specify which unit you are basing specific feedback on.
- **Knowledge:** Be careful when commenting on information you don’t understand. An example of this would be information on purchasing when you have little to no understanding of purchasing. If you do not understand the information as it is written, a safe way to handle this would be to ask the department to provide more details so that any “outsider” can understand the report better. A less effective way to handle this would be to pretend that you understand it and to offer feedback that may end up being incorrect or unhelpful.
- **Cross-Talk:** Do not discuss departments’ work with the other reviewer assigned to the same work spaces as you. These reviews are supposed to be independent. If you have questions about them, please contact Jade via email (jjenkins1@tamut.edu) or phone (ext: 3026).
### Administrative Assessment Plan

<table>
<thead>
<tr>
<th></th>
<th>Exemplary</th>
<th>Minimally Acceptable</th>
<th>In Need of Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct/Indirect Measures</td>
<td>Means of assessment uses at least one direct measure of student learning (e.g., records of training sessions held, total number of work orders completed,) and at least one indirect measure (e.g., customer service satisfaction survey, students' awareness of tutoring availability).</td>
<td>Means of assessment uses only direct measures (e.g., records of training sessions held, total number of work orders completed, average amount of time spent to close request tickets, total number of students who attended a tutoring session).</td>
<td>Means of assessment uses only indirect measures (e.g., customer service satisfaction survey, students' awareness of tutoring availability, employee's perceptions of training session effectiveness).</td>
</tr>
<tr>
<td>Appropriateness/Relevancy of Measures</td>
<td>All measures appear to have excellent &quot;fit&quot; with claims of what they are supposed to be measuring.</td>
<td>All measures appear to &quot;fit&quot; with claims of what they are supposed to be measuring. However, better measurement options are available.</td>
<td>One or more measures do not appear to match claims of what they are supposed to be measuring.</td>
</tr>
<tr>
<td>Target Goals</td>
<td>All target goals are specific, measurable, and represent a reasonable level for success.</td>
<td>Target goals are proposed but not always measurable or reasonable.</td>
<td>Target Goals are missing or inappropriate or set too high or too low.</td>
</tr>
</tbody>
</table>

### Administrative Assessment Findings

<table>
<thead>
<tr>
<th></th>
<th>Exemplary</th>
<th>Minimally Acceptable</th>
<th>In Need of Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Findings</td>
<td>Findings are reported in detail with supporting documentation (surveys, itemized reports) to confidently assess the outcomes</td>
<td>Findings are reported, but more data and/or detail would increase confidence in the results</td>
<td>Inadequate data were collected to assess the outcome or findings do not address whether the outcomes were met.</td>
</tr>
<tr>
<td>Recommended Improvements</td>
<td>Assessment results spark excellent, specific program improvements in response to each collection of findings. It is highly likely that these recommendations will improve department effectiveness.</td>
<td>Assessment results spark specific program improvements in response to each collection of findings. These recommended improvements have a good chance of improving department effectiveness. However, there may be better ways to improve department effectiveness.</td>
<td>Recommended improvements were missing, or the recommended improvements had significant problems associated with them (e.g., too general, aren't likely to improve department effectiveness).</td>
</tr>
</tbody>
</table>
USING RUBRICS TO REVIEW ASSESSMENT PLANS/FINDINGS IN TASKSTREAM
Administrative Guide

Step One

Navigate to http://www.taskstream.com, and click “LOGIN” in the top right area of your screen.

You will be brought to the main sign-on page (as seen below).

You should login to one of two difference reviewer accounts (depending on which group of assessment plans and findings to plan on reviewing). The login information is as follows:

--Reviewer 1 Account: Username is TAMUT_Reviewer1, Password is TAMUT123
--Reviewer 2 Account: Username is TAMUT_Reviewer2, Password is TAMUT123

NOTE: Because these are shared accounts, you may login and occasionally receive a notice that someone else is logged in. Please do NOT click the orange button that enables you to kick them out of their session (they may lose unsaved work). Instead, please wait and attempt to login again later. To minimize inconveniences, please be communicative with your team members about when you plan on conducting your reviews and when you have logged out.
Step Two

After you have signed in, you will be brought to main Taskstream page (as pictured below).

To the left of your screen, you will see a light blue box containing various Review options. You will click the “Items requiring review (!)” link that is inside the blue box.

Step Three

After you select the “Items requiring review (!)” link, you will see the Display Preferences page (as pictured at the top of the next page). You can ignore most of this page and focus on the checkbox options at the bottom.

If you will be reviewing assessment plans/findings from academic departments (e.g., Department of Psychology), you will uncheck the “Non-Academic Assessment Workspace” option and click the orange “Continue” button.

If you will be reviewing assessment plans/findings from non-academic departments (e.g., Human Resources), you will uncheck the “Annual Program Assessment” option and click the orange “Continue” button.
Step Four

After you have clicked the orange “Continue” button, you will be directed to the “All Items Requiring Review” page (pictured below). Find the name of the participating area you would like to review while also paying attention to the requirement column (which will help you locate Assessment Plans and Assessment Findings).

Once you have found the Assessment Plan or Assessment Findings requirements for the participating area you are looking for, you should click the orange “Review” button (located in the “Action” column).
Step Five

After you have selected the orange “Review” button, you will be redirected to the Review page (as pictured below). To begin your review, you will need to click the green “Review Work” button in the top left corner of the screen.

When you click the green “Review Work” button, two different pages will automatically launch in separate browser windows (as pictured below).
The window on the left will display the Assessment Plan or Assessment Findings that you are going to review. Please click the blue “Mission Statement” link and the blue “Outcomes and Measures” link to reveal the information you will be reviewing.

The window on the right will display the rubric you will use to review this work.

**Step Six**

Use the rubric window to record your evaluation of the Assessment Plan or Assessment Findings.

The rubric window has three parts:

1) The top part of the window contains the rubric itself. Read the rubric criteria and performance levels. You may indicate your score by using the drop-down “SCORE” menu, or by simply clicking the performance level text instead. Where improvements are needed, you should also insert helpful and specific comments in the “Comments on this criterion” field. You will also have the option to save your draft if you’d like to finish writing your comments at a later time (see the orange “Save Draft” button).

2) In the middle section, you will (a) indicate whether the Assessment Plan or Assessment Findings meet requirements or do not meet requirements (within the black “SCORE” section); and (b) provide general comments on the overall shape of the Assessment Plan or Assessment Findings you reviewed. You will also have the option to save your draft if you’d like to finish writing your comments at a later time (see the orange “Save Draft” button).
3) In the bottom section, you will see three delivery options for your review. Please select the blue option which reads, “Record as final but release review to participating area later.” If you are ready to submit your complete review, you should then click the orange “Submit Review” button at the bottom of the window. Otherwise, you should click the orange “Save Draft” button at the bottom of the window.

A Final Note

An email will be send to the responsible member from each department notifying them that they have received their reviews.

They will be able to access their reviews in Taskstream by navigating to each of their workspaces and clicking the “Submission & Read Reviews” tab at the top of the screen. Under “Status” column, they will see a “Review Released” icon. They can access the details of their review by clicking the orange “Score/Results Report” button that should appear under the “Results” column.