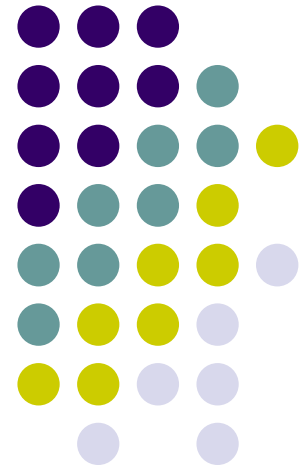
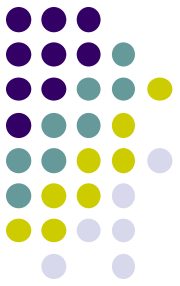


# Assessment

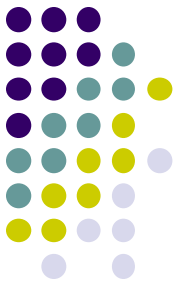
UNT Health Science Center  
Office of Strategy &  
Measurement





# Assessment Learning Objectives

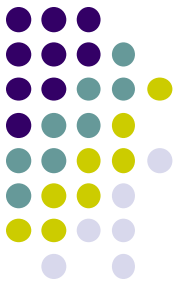
- At the end of this training session, participants should be able to:
  - Describe the purpose and importance of assessment
  - Distinguish the differences between student learning goals and program goals
  - Create goals, performance measures and targets for their respective program areas



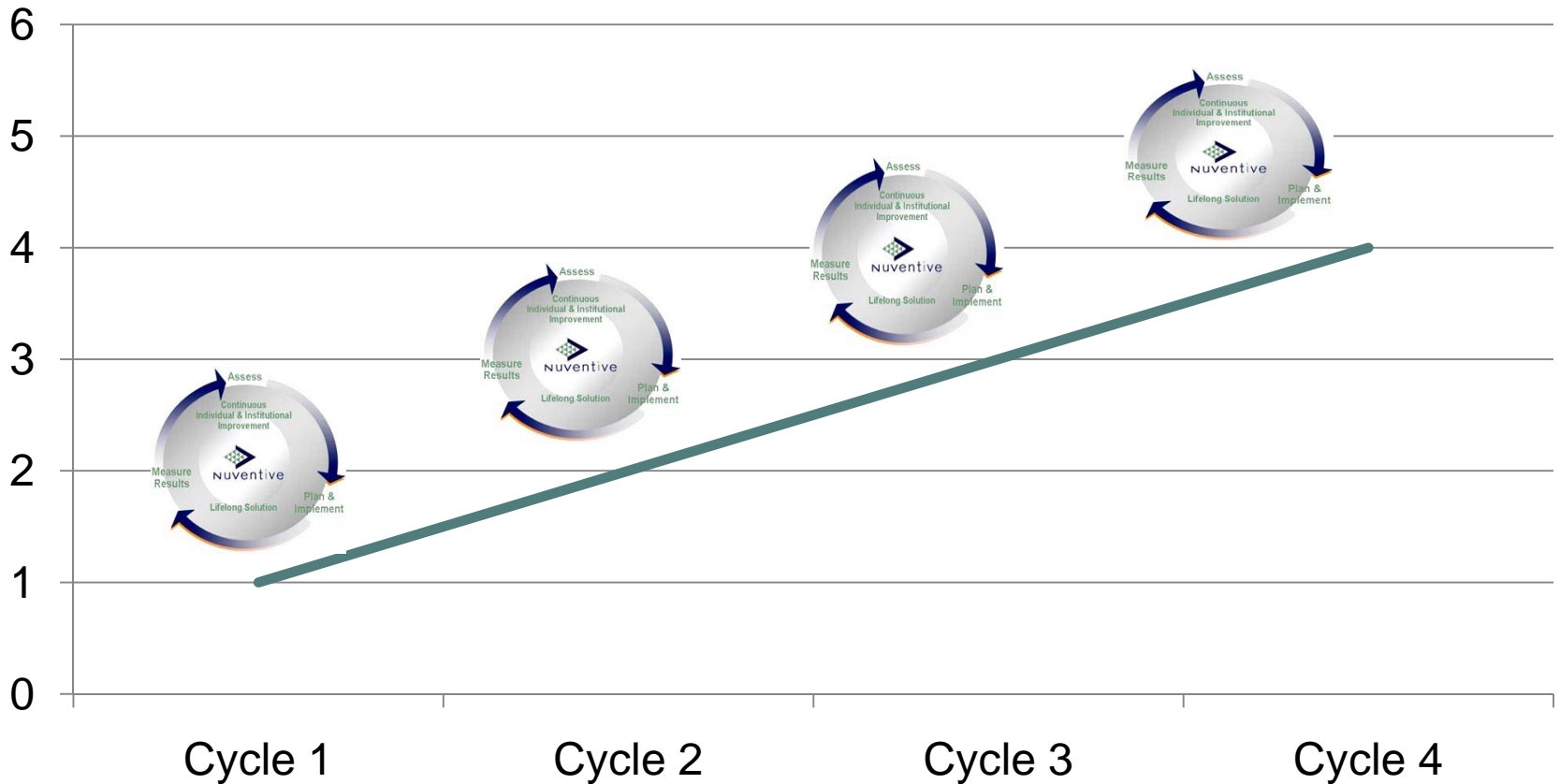
# Assessment Defined

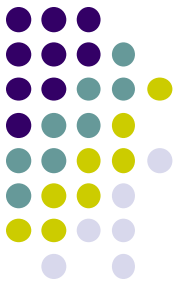
Assessment is a systematic process of establishing goals, performance measures and targets and gathering and interpreting findings to discover whether a program is meeting established objectives and then using that information to develop action plans for program improvements.





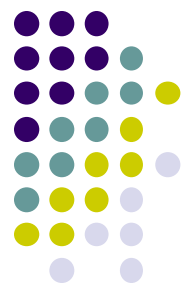
# Assessment is an Iterative Process



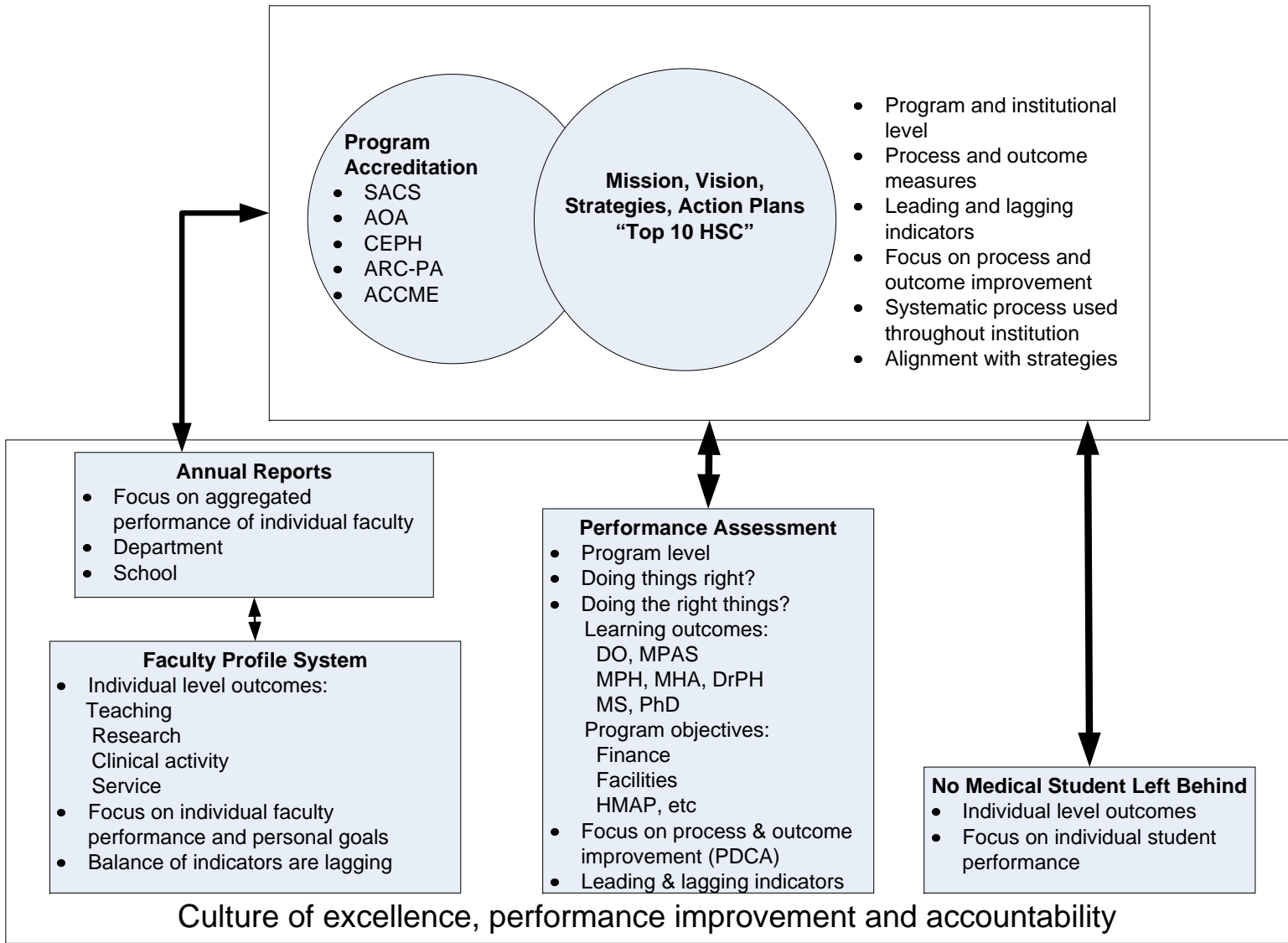


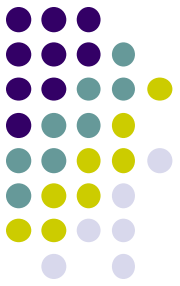
# Why Conduct Assessment?

- Internal Considerations
  - Meet long-term (strategic) goals
  - Meet short-term (tactical) objectives or targets at the program level
- External Considerations
  - Meet the demands of accreditors and other external regulators for documentation of outcomes



## Pathway to Institutional Effectiveness





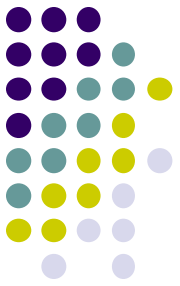
# SACS: Then and Now

## Old SACS

- Process-focused
- Periodic assessment
- Knowledge & skills related to individual students

## New SACS

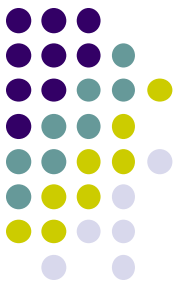
- Expected outcomes
- Evidence of improvement
- Continuous assessment
- Knowledge & skills related to students and programs



# Assessment Questions

- Efficiency
  - Are you doing things right?
  - Process
- Effectiveness
  - Are you doing the right things?
  - Outcomes

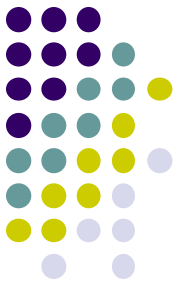




# Goals

- A **Goal** describes a desired result related to your mission that supports institutional goals and strategies
- A goal statement defines what you expect to happen because of your activities

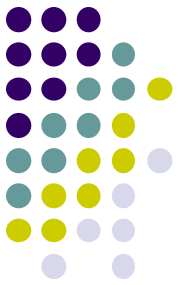




# Student Learning Goal

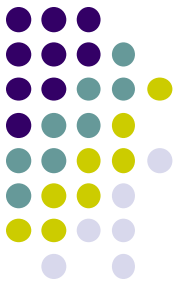
- A **Student Learning Goal** is a statement regarding knowledge, skills, and abilities students should gain or enhance because of their engagement in an academic program or other structured learning experience
- Student Learning Goals are the most important goals for an academic program





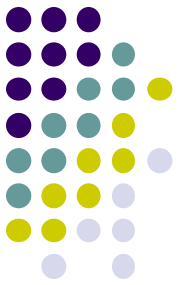
# MPH Learning Goal

Assessment Plan			Assessment Results	
Learning Goal	Performance Measure	Target	Results	Actions/Follow-up
What will graduates know, be able to do and how will they think?	What are measures of success?	What is desired level of success for a given measure?	How do findings compare with target performance levels?	What action plans (activities and resources) are needed for improvement?
Critically evaluate literature and data relevant to public health issues				



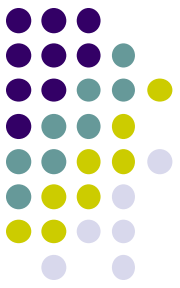
# Program Goals

- A **Program Goal** is a statement of what your program will accomplish in support of institutional goals and strategies
- **Process goals** concern the accomplishments of your unit's functions, such as:
  - level or volume of activity
  - efficiency with which you conduct the processes
  - compliance with external standards or regulations
- **Goal statements** describe how those you serve are affected or how they rate their satisfaction with your unit's processes or services



# Academic Support Program Goal

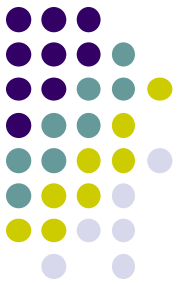
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Efficient and customer friendly fiscal processes				



# Performance Measures

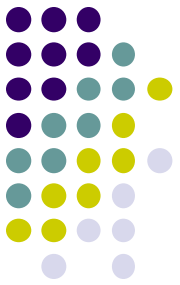
- A **Performance Measure** identifies evidence and methods you will use to determine whether you are achieving expected results
- Performance Measures need to be quantitative and show performance compared to criteria for success in relation to expected outcomes/objectives





# MPH Learning Goal

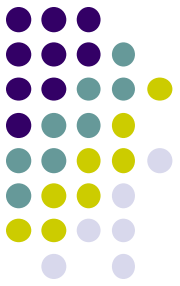
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Critically evaluate literature and data relevant to public health issues	<ol style="list-style-type: none"> <li>Literature review of thesis or professional report</li> <li>Literature assessment as part of comprehensive exam</li> <li>Student literature and data evaluation assignments</li> </ol>			



# Academic Support Program Goal

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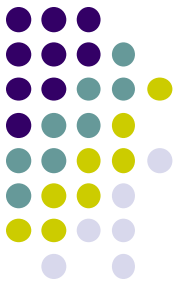




# Targets

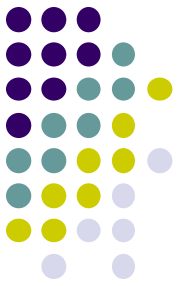
- Targets represent the desired level of success on a given measure for an outcome/objective
  - Exact target level [e.g., 85% of oral presentations rated by a panel of reviewers will be scored at or above the “Acceptable” level]
  - A benchmark based on internal or external standards [e.g., the average turnaround time for a transcript request]





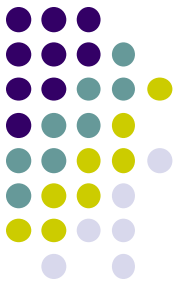
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# Academic Support Program Goal

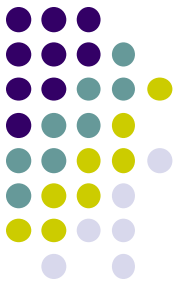
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# Results

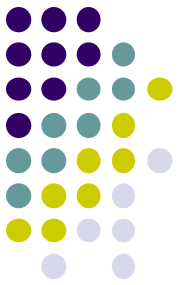
- Results are the findings of your assessments; they give evidence of achievement versus a target level for each measure you use
- For Student Learning Goals, results detail how students performed on the measure
- For Program Goals, results usually describe performance of the program itself on the measure





# MPH Learning Goal

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Learning Goal	Performance Measure	Target	Results	Actions/Follow-up
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# Academic Support Program Goal

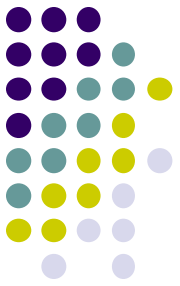
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# Actions

- An **Action** is an organized activity you undertake to help your program more effectively achieve its intended outcomes/ objectives in support of institutional strategies
- Based on results compared to the desired target performance level for goal, you should develop an Action to address any shortcomings or to attain higher levels of achievement

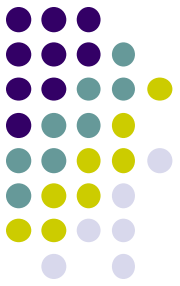




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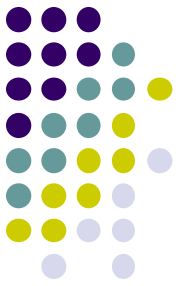
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# Academic Support Program Goal

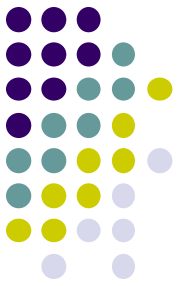
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# Additional Information (on OSM website)

- Indicators of Learning
- Assessment Indicators for Administrative and Service Departments
- Writing Program, Process, and Performance Goals
- <http://www.hsc.unt.edu/departments/osm/accreditation/default.cfm>





# Questions?

- Contact:  
Doug Mains  
x 0473  
[Doug.Mains@unthsc.edu](mailto:Doug.Mains@unthsc.edu)