

# COS Institutional Effectiveness Assessment 2023-24 Workshop

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# Resources

<https://assessment.ucf.edu> – University Assessment Log in and Resources

<https://sciences.ucf.edu/facultyaffairs/assessment/> - COS Assessment Resources Page

- UCF Strategic Plan
- Past Workshops
- Review Rubrics
- Closing the Loop Examples
- Good Outcomes and Measures Examples
- ... and more!

## Deadlines:

- **2022-23 RESULTS: September 18, 2023**
- **2023-24 PLANS: October 23, 2023**

# What Assessment Is

## Institutional Effectiveness Program/Unit Assessment

- **Overseen by:** Office of Operational Excellence and Assessment Support (OEAS).
- **Process:** Plan and Results reports submitted each year by all academic programs and administrative units. (COS 49 programs; 2 units)
- **Purpose:**
  - To document efforts to continually improve.
  - **Accreditation & Compliance:** SACSCOC has criteria directly related to institutional effectiveness and continuous improvement
    - 3.3.1 - The institution identifies expected **outcomes**, assesses the extent to which it achieves these outcomes, and provides evidence of **improvement** based on **analysis** of the results...
- **Benefits:** Program improvement, reflection, analysis, documentation.

# What Assessment Is Not

- Plans/Results ratings are evaluations of the document. We are simply checking to make sure all necessary information is included in the reports.
  - Not a reflection/evaluation of faculty member teaching or performance.
  - Not a reflection/evaluation of student performance.
- Not arbitrary hoops to jump through.
  - SACS accreditation criteria and state requirements.
  - Everything that the assessment system asks for is related to what SACS or other entities need to see from us.

# How We Have Been Doing

| <b>RESULTS Ratings</b> | <b>2013 -14</b> | <b>2014 -15</b> | <b>2015 -16</b> | <b>2016 -17</b> | <b>2017 -18</b> | <b>2018 -19</b> | <b>2019 -20</b> | <b>2020 -21</b> | <b>2021 -22</b> |
|------------------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|
| Exemplary              | 5               | 10              | 17              | 15              | 16              | 7               | 7               | 11              | 6               |
| Accomplished           | 9               | 4               | 2               | 5               | 15              | 6               | 6               | 6               | 11              |
| Maturing               | 11              | 23              | 16              | 18              | 5               | 6               | 13              | 12              | 10              |
| Emerging               | 12              | 3               | 5               | 3               | 2               | 12              | 15              | 14              | 18              |
| Beginning              | 4               | 1               | 1               | 0               | 1               | 10              | 7               | 5               | 4               |

Overall have made improvements since 2013-14 when the rubric changed.

Ratings dipped in 2018-19 Results / 2019-20 Plans cycle. Due to new stricter review standards and changes to requirements.

Covid-19 was also a setback that kept us from bouncing back as well as we probably would have.

| <b>PLANS Ratings</b> | <b>2014 -15</b> | <b>2015 -16</b> | <b>2016 -17</b> | <b>2017 -18</b> | <b>2018 -19</b> | <b>2019 -20</b> | <b>2020 -21</b> | <b>2021 -22</b> | <b>2022 -23</b> |
|----------------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|
| Exemplary            | 5               | 6               | 23              | 16              | 12              | 9               | 7               | 5               | 9               |
| Accomplished         | 16              | 26              | 15              | 21              | 28              | 16              | 6               | 28              | 29              |
| Maturing             | 7               | 4               | 0               | 0               | 0               | 6               | 6               | 2               | 3               |
| Emerging             | 12              | 5               | 3               | 2               | 1               | 11              | 12              | 12              | 7               |
| Beginning            | 1               | 0               | 0               | 0               | 0               | 0               | 10              | 2               | 0               |

We are regaining ground.

We are still doing a great job!

**SACSCOC Reaffirmation:**

**“UCF is a model institution.”**

**Thank you!**  
**Keep up the good work!**

# What's New(ish)?

- New Coordinators:
  - Please reach out to us if you have any questions.
- Assessment Administrative Team:
  - Kerstin Hamann – 2<sup>nd</sup> year as DRC Assessment Chair
  - Geoffrey Cook - 1<sup>st</sup> year as a Faculty Fellow / Co-Chair
  - Zack Knauer - continuing as College Manager / Co-Chair
- Recent terms
  - Closing the Loop: With improvement and without improvement
  - Changes: Strategy/Action vs. Revision/Edit
- Undergraduate Programs – Outcome requirement change!
  - Minimum number of required outcomes reduced from 8 to 3.
  - Plan must include at least 3 student learning outcomes.

# Key Assessment Terms

**Outcome:** Big picture, broad goals. (30,000 feet view)

- What do we want our students to **DO, KNOW, or VALUE?**
  - key concepts, skills, knowledge sets
- Example: Program graduates will demonstrate knowledge of International Political Theory.

**Measure:** How we determine if the outcome objective was met.

- Course/time frame + Assignment and/or instrument + Target + additional info
- Example: Students in INR4603 (International Relations Theory) will be given an exam and 80% or more of students who take the exam will answer correctly 3 out of 4 multiple choice questions that test students' understanding of concepts in theories of international relations

**Granular or Disaggregate Data:** Data analysis beyond just the surface results.

- Regional vs Main Campus
- Online vs In person
- Comparison of various sections within the assignment

# Key Assessment Terms

## “Closing the Loop”:

The process of creating/documenting improvement.

- 1. **Use Assessment** to recognize an area that needs improvement.
- 2. **Implement a strategy/action** (curriculum, pedagogy, etc.), in an effort to create improved results. (and document it in the plan)
- 3. **Record results** measuring the effectiveness of the strategy/action.
- 4. Pre and Post strategy/action data (2+ years) shows that an **improvement occurred** due to the strategy/action.
- Recent change:
  - Complete/document steps 1-3 for “closed loop **without** improvement”.
  - Complete steps 1-4 for “closed loop **with** improvement”.
- When documenting a closed loop tell us:
  - 1. What strategy was implemented
  - 2. When it was implemented
  - 3. Why it was implemented
  - 4. How it has or was expected to affect the results of the measure



# Key Assessment Terms

## Changes: Strategy/Action vs. Revision/Edit

- The word “change” has caused a lot of confusion in assessment, so now we are trying to use more specific terms.
- **Strategy or Action:** Refers to implementing a change in the program (i.e. curriculum, pedagogy, etc.) to help improve student learning/performance on measures.
- **Revision or Edit:** Refers to changing the plan document itself. (i.e. adding/deleting measures, changing targets or data collection methods, rewording outcomes, etc.)

# Key Assessment Terms

- **Direct vs Indirect Measures:**
  - All outcomes must be accompanied by 2 measures. All measures must be quantitative, and at least 1 measure per outcome must be a direct measure
    - Direct Measure = Performance Based
      - Exam Scores, Assignment Scores, Counts, etc.
    - Indirect Measure = Self Perception Based
      - Surveys, Interviews, Observations
- **Stretch Targets:** (often overlooked and an easy way to demonstrate conducting formative assessment)
  - If continually performing well on a measure, consider raising the bar
    - Document it
      - Use previous data to justify raising the target
      - Consider using it as an opportunity to try to close the loop
        - Implement a strategy/action to help reach the new target

# Other Things to Remember

- Focus is student learning – Do, Know, Value (academic programs)
- Work toward Closing the Loop – Creating improvement, 2+yrs of data, document
- Include specific targets in measures (not in outcome statement)
- Consider Stretch Targets – Easy and often overlooked, document it
- **Address the prompt questions/info – In each section of the system template**
- **Attachments – Include all appropriate instruments (one for every measure)**
- **Report appropriate data – Include necessary info and analysis, and report what the measure says will be reported**
- Use your resources [COS website assessment page](#) , COS Assessment team
- Calendar year data reporting is an option, if preferred
- **Incorporate more specific metrics of [UCF Strategic Plan](#) into assessment plan**
- **Results Deadline 9/18 – Plans Deadline 10/23**

# Assessment = Scientific Method

Assessment is really just a version of simple scientific method.  
COS should be the best at Assessment.



- Outcome = Hypothesis
  - What we expect will happen / What we expect our students to do, know, value.
- Measures = Experiment
  - Give students a test and see if they perform as expected.
- Results Report = Communicate Results
  - Analyze the data and draw conclusions
- Strategies/Actions = Variables
  - If the experiment doesn't yield expected results see if changing a factor improves results. (Closing the Loop)

# **Workshop Part 2**

## **Template Prompts**

# Follow Prompts - RESULTS

## Results and Reflective Statement for Measure 1.1

**Provide accurate and thorough data reporting plus a reflective statement as defined in the UCF IE Assessment Results and Plan Rubrics.**

- Report data from:
  - Granular and aggregate results (e.g., subscale and total scores from a rubric or exam);
  - Requirements established by a measure (i.e., your assessment must measure what you set out to measure);
  - Previous year(s), all students or other constituents.
- Include:
  - The underlying “n” and “N” are provided for all percentage statistics and if a change score is provided the data points to support the score are included;
  - Representative samples should include data from students at a distance (regional campuses, mixed or online) if courses are offered at these locations/through these modalities;
  - Response rates for survey data (include “n” and “%”).
- Reflect on, analyze, and discuss your results compared to previous years (two to three years, if possible);
  - What do they mean?
  - Why do you think you observed these results?

Target met     Target not met

**Report and reflect on this year’s results and compare them to previous year(s) results.**

- For Each Measure:
  - Report what measure says will be reported.
  - Include aggregate and granular/disaggregate data.
  - Include comparisons to previous years (provide data going back several years when available.)
  - Include sample sizes “N” for all measures, and response rates for surveys.
  - Reflect, analyze, discuss the results.

**Did your results show an improvement compared to previous year(s) results?**

Yes     No (e.g., not yet, new measure, data not available)

**What strategy(ies) did you use for this year’s results? How long have you been using this/these strategy(ies)?**

Strategy is an intentional action or initiative that attempts to bring about an improvement. If you have not been using any strategies, please explain.

# Follow Prompts - RESULTS

**What strategy(ies) did you use for this year's results? How long have you been using this/these strategy(ies)?**

Strategy is an intentional action or initiative that attempts to bring about an improvement. If you have not been using any strategies, please explain.

- 1) What strategy
- 2) When it was implemented
- 3) Why it was implemented
- 4) How it affected or was expected to affect the results (use data pre and post strategy to determine if improvement has occurred).

## Strategies for Measure 1.1

### Examples

Strategy is an intentional action or initiative that attempts to bring about an improvement.

**Have you conceptualized a strategy(ies) for improvement for the next plan?**

Yes  No

If yes, it will ask you to check a box noting if is a new, continuing, etc. strategy, then explain the strategy.

**Are you collecting data that would help with formulating a strategy?**

Yes  No

This should always be "YES". If it is truly "no" then it is probably not an effective measure.

**Please explain**

Explain how the measure will help you with forming strategies.

Explain why you have not conceptualized any new strategies at this time.

# Follow Prompts - RESULTS

## Attachment List

### Attachment List

Coordinator: Add attachments (Word, Excel, PDF, image, etc.) by clicking the yellow "Add Attachment" button in the *Actions* (upper right) area. Delete attachments by clicking where indicated below.

**Outcome 1** : IGS Senior Exit Survey Items.pdf

**Outcome 1** : IGS Field Exam Assessment Attach.pdf

**Outcome 2** : IGS Field Exam Assessment Attach.pdf

**Outcome 2** : IGS Senior Exit Survey Items.pdf

**Outcome 3** : IGS Senior Exit Survey Items.pdf

**Outcome 3** : INR 4603\_Sample Questions.docx

**Attach all instruments that are used to collect data for the measures.**



# Follow Prompts - RESULTS

## Assessment Instruments

### Curriculum/Course-related Assessment Instruments

For all outcomes in the assessment results for this year, categorize all assessment instruments used.

- Capstone Course
- Capstone Project or Performance Evaluation
- Case study / Simulation
- Course-embedded Questions
- Portfolio
- Rating Scale / Scoring Rubric (yields a grade)
- Assessment Rubrics (student demonstrates proficiency)
- Lab Journals / Reports
- Observation (focused on specific program outcomes)
- Other instrument

**Explain EACH item checked above**

### • Instruments Checkbox Section:

- Check the appropriate checkbox that corresponds to any instrument you use.
- Provide explanation for each instrument.
  - 1) What is the instrument?
  - 2) Which measure(s) it is used for?
  - 3) What data does the instrument collect?

### Examinations/Tests

For all outcomes in the assessment results for this year, categorize all assessment instruments used.

#### Standardized

- Nationally-normed Exam
- State-normed Exam
- Other

**Explain EACH item checked above**

#### Local

- Post-test Only
- Pre-post Test
- Other exam or test

**Explain EACH item checked above**

# Follow Prompts - RESULTS

## Success Story

Think about the last few years and describe evidence-based strategies/initiatives that have taken place because of assessment that led to either a closed loop or closed loop with improvement.

- A closed loop
  - Definition: Based on assessment results, the program or unit implemented strategies that attempted to bring about improvement and subsequently collected data (should have at least two years of data) to measure the impact of the implemented strategies/initiatives on student learning or operations.
- or
- A closed loop with evidence of improvement
  - Definition: Based on assessment results, the program or unit implemented strategies that attempted to bring about improvement and subsequently collected data (should have at least two years of data) to measure the impact of the implemented strategies/initiatives which yielded evidence of improvement in student learning or operations.

**Describe the outcome and measure(s) that led to either a closed loop or closed loop with improvement(s).**

If multiple, separate into paragraphs.

Which outcome/measure had a closed loop? Copy/paste the outcome and measure here.

**Present the longitudinal results data (at least 2-3 years of data).**

Please include count (n) and percentages (%).

Provide data from pre and post strategy implementation.

**Describe the strategies/initiatives that the program or unit attempted to bring about improvement.**

You may also address other factors that have caused strategies/initiatives to be made (e.g., state mandate, accreditation review recommendations).

- 1) What strategy
- 2) When it was implemented
- 3) Why it was implemented
- 4) How it affected the results.

**If applicable, describe how the improvement increased program quality or unit effectiveness based on committee recommendations.**

Discuss recommendations based on results and strategies above:

- For academic programs, discuss recommendations from faculty committees, program meetings or department meetings.
- For administrative units, discuss recommendations from staff committees, unit meetings or division meetings.

Describe how the improvement increased program quality or unit effectiveness.

# Follow Prompts - PLANS

## Mission and Assessment Process

### Mission

What is the primary purpose and functions of the program/unit? Who are the stakeholders?

- Primary purpose and functions of the program.
- Who are the stakeholders?

### Assessment Process

Identify the assessment process followed.

- Who is conducting the assessment?
- What are they doing?
- What do you want to assess (what are your outcomes)?
- How do you plan to assess them (tools, measures)?
- How will you review and analyze the data?
- How are you going to use the assessment results to improve your program/unit?
- How will you communicate the results to other faculty or staff members? Will the results be presented at an assessment committee meeting, faculty or staff meeting, curriculum committee meeting or in some other forum?

- Address each of the 7 prompt questions
- Separating them out by bullets or some other visual formatting is excellent

# Follow Prompts - PLANS

## Outcome 3 Examples

Student Learning Outcomes (SLO) describe specific student behaviors exemplifying program quality. SLO statements focus on the expected knowledge, abilities and values or attitudes that a student should demonstrate. Operational outcome statements define quality performance of key administrative functions and services (e.g., timeliness, accuracy, responsiveness, etc.).

**International Political Theory Knowledge.** Program graduates will demonstrate knowledge of International Political Theory.

**Please select the Academic Learning Compact (ALC) categories that apply to the above outcome.**

Select all that apply.

- Communication
- Critical Thinking
- Discipline-specific knowledge, skills, attitudes and behaviors
- Not an ALC

**Attachment List:** IGS Senior Exit Survey Items.pdf INR 4603\_Sample Questions.docx

- Outcomes: (3 Student Learning Outcomes)
  - What do you want your students to be able to do, know, and/or value?
  - Broad, 30,000 feet view statement.

# Follow Prompts - PLANS

## Measure 3.1

### Examples

Identify an appropriate measure containing performance targets for this outcome. For each outcome, frame a minimum of two appropriate quantitative measures, at least one of which is a direct measure. Attach or provide a web URL to the instrument used. If the instrument is proprietary, please include an example question. A draft instrument is also acceptable – the revised document can be attached to your results.

Data from classes: Students in INR 4603 International Relations Theory will be given an exam and 80% or more of students who take the exam will answer correctly 3 out of 4 multiple choice questions that test students' understanding of concepts in theories of international relations. (Sample questions included as attachment).

- Measures: (2 Quantitative Measures per Outcome)
  - At least one measure must be a direct measure.
  - Establishes a specific performance target. (cannot use course grades or GPA as targets)
  - Course/time frame + Assignment and/or instrument + Target + additional info
  - Attach all instruments used to collect data for each measure.

# Follow Prompts - PLANS

## Strategies for Measure 3.1

### Examples

Strategy is an intentional action or initiative that attempts to bring about an improvement.

#### Have you conceptualized a strategy(ies) for improvement for this plan?

Yes  No

If yes, explain the strategy or strategies and check if it is new, modified, continuing, etc.

If no, explain below why you haven't conceptualized any strategies at this time.

#### Are you collecting data that would help with formulating a strategy?

Yes  No

The answer to this should always be "YES".

As long as you are collecting useful data it should help with strategies.

If it is truly "no" then the measure is likely not very useful.

#### Please explain

Explain the strategies or why you have not conceptualized any strategies yet.

Explain how the data you are collecting will help with conceptualizing strategies down the line.

# Follow Prompts - Plans

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**Attach all instruments that are used to collect data for the measures.**

# Follow Prompts - Plans

## Relationship to Strategic Plan

### Relationship to Strategic Plan

Explicitly describe how one or more of the outcomes or measures are linked to the mission or the four priorities or the goals and metrics and associated priority initiatives of the UCF strategic plan, *Unleashing Potential*. In addition, you may link to supporting strategic plans at any subordinate level.

Explicitly explain how one or more of the outcomes/measures are connected to specific components of the UCF strategic plan.

Note which outcomes/measures are connected to which components of the strategic plan, and how they are connected.



# Prompt Details - RESULTS

## Sample Size Information:

- Must include the sample size information in the results for each measure.
- X students were enrolled in the course, Y took the exam, Z met the target.
- Provide the actual numbers not only the percentages.

Example: Biology MS, Among the MS students enrolled in our program (n=15) during this reporting period, 53.3% published at least one ISI-indexed paper (8/15). 5 of 15 of our MS students graduated this year. Among our five graduating MS students, 80% (4/5) had published at least one ISI-indexed paper by graduation.

# Prompt Details - RESULTS

## Granular/Disaggregate Data:

- Must include some subscale data beyond the base information.
- Make comparisons between components of the assignment, rubric, etc.

Example: Lou Frey Institute, Measure 4.1: An average of 10,000 Florida users per month will access the Institute's online curricular materials.

- Results: In total 238,000 users accessed the Institute's online materials during the 2019-20 academic year.
- On average, per month 19,833 users accessed the materials. This far exceeds the target of 10,000 users per month
- Disaggregate data: (session data not user data)
  - Teachers accessed materials nearly 5,000 times per month.
    - ~ 59,000 total teacher online sessions. Over 5,000 hours of support to teachers.
  - Students accessed materials in over 41,000 sessions per month. (200,000 unique users)
    - ~ 500,000 total student online sessions. Over 50,000 hours of student instruction.

# Prompt Details - RESULTS

## Reflection/Analysis:

- What do the results mean? What does this tell you about what the program is doing? What might have caused the results to be what they are? What are strengths and weaknesses? What is working or isn't working? Etc.

Example: Lou Frey Institute, Measure 4.1.

- The success of this measure can be attributed to several things.
  - The launch of the new Civics in Real Life resource. New additional resource increasing users.
  - A trend for several years has been growing demand for accessible/useful online civic education resources for school districts due to budgets, time, and other constraints.
  - The covid-19 pandemic likely also added users as teachers needed to transition to distance learning and had the need for more online resources.
  - Marketing also likely plays a role in these results. Social Media advertising, improvements to the Civics360 platform, and long time users sharing the resources with their colleagues.
  - While the measure is highly successful there was decline, this is attributed to closing the Escambia Civics Review site.

# Prompt Details - RESULTS

## Comparisons to Previous Data:

- Must make comparisons to data from previous years.
- Must include the actual data, not just a statement of comparison.
- In order to close the loop, must provide data both pre-strategy and post-strategy.

Example: Lou Frey Institute Measure 4.1.

- Comparison to Previous data:
- There was a decrease in total users. 238,000 in 2019-20 and 330,000 in 2018-19. 19,833 per month vs. 27,500 per month respectively.
- This had a lot to do with removing one of the older resource sites. LFI closed down the Escambia Civics Review Site. Approximately 80,000 users had been using that site.
- Access of the Florida Citizen website increased from 20,000 users in 2018-19 to 22,000 in 2019-20. This 2,000-user increase is likely due to the launch of the Civics in Real Life resource.

| Year          | 2019-20 | 2018-19 | 2017-18 | 2016-17* |
|---------------|---------|---------|---------|----------|
| Total Users   | 238,000 | 330,000 | 302,000 | 24,000   |
| Monthly Users | 19,833  | 27,500  | 25,167  | 2,000    |

\*in 2016-17 and prior only teachers could access materials. In 2017-18 students were granted access too.

# Prompt Details – RESULTS/PLANS

## Documenting a Closed Loop:

- Must clearly document the closed loop process.
- Be sure to state:
  - What strategy/action was or is being implemented to try to improve results.
  - Why the strategy/action was or is being implemented.
  - When the strategy/action was or is being implemented.
  - How the strategy did or was/is expected to improve results.

This applies to the Plans as well. Include these things whenever talking about implementing strategies.

Repeat in future Results/Plans documents until you “close the loop”

# Prompt Details – PLANS/RESULTS

## Attachments / Instruments:

- Must attach all assessment instruments.
  - Every measure should have an instrument and every instrument should be attached.
- Whatever tool is used to collect the data for a measure must be attached. (Rubric, evaluation form, survey, copy assignment, printout of report where data is collated, etc.)
  - If the instrument is proprietary and cannot be attached.
    - Ideally, include examples of types of questions.
    - Minimally, provide explanation for why not attached.
- This starts with the Plans but applies to the Results rubric too.

# Prompt Details - PLANS

## Relationship to Strategic Plan:

- Must connect to more specific metrics/promises/benchmarks in the [UCF Unleashing Potential Strategic Plan](#) document.
  - Connect specific outcomes/asures to specific metrics, and explain how they are connected.

# Outcome Requirements – PLANS

Outcome Requirement for Undergraduate Programs (new as of 2020-21 plans)

- Must include at least 3 Student Learning Outcomes that incorporate Academic Learning Compacts (ALCs) (Previous requirement was 8 outcomes.)

Suggestions for Revising Plans

- Simplify. Quality over quantity.
  - Focus on the main things you want students to do, know, or value and where/when in the program you best can capture data on those.
- Consider combining existing outcomes/measures that can go together. This will...
  - Allow you to continue to collect useful data that you are already collecting while streamlining.
  - Help you to more easily meet the requirement of including disaggregate/granular for measures.
  - Allow for more robust data for each measure and more thorough reflection/analysis of results
- Consider excluding “filler” outcomes/measures
  - Outcomes/measures for things that you already know that your program does very well.
  - Outcomes/measures that don’t really provide you with very useful data.
  - This will allow you to put greater focus on the outcomes/measures that are most important and will provide you with the most useful data.
- Overall, this should allow for greater and easier opportunities to think about ways to “close the loop”



# General Improvement Tips

- **Preempt Revisions:**
  - Follow the prompts – include what is asked for each section.
  - Read last cycle's reviewer comments – there are often suggestions for the next time noted.
  - Check the rubric rating from last cycle – See what was missed and address it.
- **Strategies Section:** (below each measure in the plan)
  - Thoroughly and continually document strategies where implemented.
- **Making the Effort to Create Improvement:**
  - It is okay if there is no improvement in results. It is okay if you don't meet the target.
  - The important part is making the effort to create improvement (closing the loop).
  - Implement a strategy to try to improve results for just 1 measure each year.

# General Improvement Tips

- **Organization:**

- Utilize tables (results). Presenting aggregate data, presenting disaggregate data, comparisons to previous years data.
- Utilize bullets / break results out into sections (results): Primary data (sample size, aggregate data), granular data, comparisons to previous years, reflection analysis.
- Utilize bullets (plans):
  - In the Assessment Process section, use bullets to address each of the prompt questions.
  - In the Relationship to Strategic Plan section, use bullets to separate out the various metrics and/or outcomes/measures that you are connecting to.
- Revisions (plans)
  - If you change number of measures or outcomes, change the content of measures/outcomes, change an instrument, etc. make sure you revise the other parts of the plan that this affects. (Mission, Assessment Process, Attachments, Relationship to Strategic Plan, etc.)

