The University uses a comprehensive assessment system that helps departments track and enhance students’ learning, as well as make assessment and accountability tasks easier. It offers:
- Assessment Planning
- Seamless Reporting and Data Analysis
- Comprehensive Data Collection at the Course, Program, and Institutional level
- Document Management
- Course Management
- Integration with Blackboard and Canvas

Tk20 reports on four areas: measures, results, analysis, and improvements.

Adaptations made by the Director of Institutional Analysis, and improvements.

Tk20 is a comprehensive assessment system that helps departments track and enhance students’ learning, as well as make assessment and accountability tasks easier. It offers:
- Assessment Planning
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Tk20 reports on four areas: measures, results, analysis, and improvements.

The University uses a weigh-feed-weigh model and asks each department to select 3-4 Areas of Focus for annual assessment over a 4-year cycle.

**Philosophy of Assessment at UTRGV**

**Weigh – Feed – Weigh Model for Learning Improvement**

1) **Identify Expected Outcomes**
   - What is the desired quality or level of support your unit expects to provide?

2) **Assess Expected Outcomes**
   - To what extent are expectations achieved? How are expectations assessed?

3) **Use Results to Seek Improvements**
   - How did your unit seek improvements to operations, service delivery based on analysis of the results?

**Tk20 Reporting Areas with simplified examples from Research and Instruction (R&I)**

<table>
<thead>
<tr>
<th>MEASURES</th>
<th>RESULTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Outcome Statement</td>
<td>R&amp;I EXAMPLE:</td>
</tr>
<tr>
<td>Measure Description</td>
<td>• Current: 166 Classes Taught</td>
</tr>
<tr>
<td>Measure Type</td>
<td>• Prior Year: 217 Classes by College</td>
</tr>
<tr>
<td>Benchmark for Success</td>
<td>• Breakdown of Classes by College</td>
</tr>
<tr>
<td>R&amp;I EXAMPLE:</td>
<td>Current: 166 Classes Taught</td>
</tr>
<tr>
<td>Prior Results</td>
<td>Prior Year: 217 Classes by College</td>
</tr>
<tr>
<td>Dissemination of Results</td>
<td>Breakdown of Classes by College</td>
</tr>
</tbody>
</table>

**ANALYSIS**

| Outcome Strengths | R&I EXAMPLE: |
| Outcome Weaknesses | Changes: Reach out to low-reach Colleges. Collect data on student majors as part of post-session satisfaction surveys (to better understand reach). |
| Assessment Methods Strengths | Timeline: Ongoing through fall and spring semesters. |
| Assessment Methods Weaknesses | Takeaways: Need to be proactive as well as reactive. Develop more partnerships. Enhance reach via remote (especially during Covid). |

**IMPROVEMENTS**

**4 Areas of Focus for the Library**

**Library Assessment Process**

**Step 1: Fall Semester**
- Meet with departments; commit to next directions. Work together to write up plan of action including data collection process, communicating goals to staff. Submit report to University.

**Step 2: Spring Semester**
- Collect raw data from departments. Drill down and look for trends, brainstorm possible directions/suggestions for departments.

**Step 3: Summer Semester**

**Benefits for the Library**

- Increase Communication between Assessment and Departments
- Departmental Analysis of Goals and Processes
- Increased Visibility and Understanding of the Role of the Assessment Librarian
- Useful for Strategic Planning and Implementation
- Creating a Culture of Assessment Throughout the Library

**References**: 1) Office of the Executive Vice Chancellor. (2020, August 15) UTRGV, Edinburg, TX