Meeting the Expectations of the MSCHE Standards for Accreditation and Requirements of Affiliation:

Establishing a University Wide Assessment System

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Assessment (generalized)

The systematic collection of information about X, in order to inform decisions about how to improve or understand Y.

What is assessment of student learning?

the systematic collection of information about student learning, using the time, knowledge, expertise, and resources available, in order to inform decisions about how to **improve learning**

(Barbara Walvoord, *Assessment Clear and Simple*)

Assessment's core questions

- What do you want students to know/do/value as a result of completing your program?
- How do you know whether your students know/do/value these things?
- If they know/do/value these things…you've got something to report!
- If *NOT*, you have useful information to guide changes to improve learning.

Adapted from: St. Cloud State University. (2008). *Assessment Peer consultant training.* Patricia Aceves, Ackerman, Bjorklund, Foss, Johnson, Kolodzne,, & Jim Sherohman

A Culture of Assessment

- **Continuous learning**

- Data driven and strategic decision-making

- **Prioritizes the allocation** of resources

- Values o**rganizational and individual responsibility**

- In an academic environment - Actions are prompted and supported by data about **student learning**

International Reform Movement

Figure 2.6: Extent to which ECTS credits are linked with learning outcomes in higher education programmes, 2016/17

Legend:
- 100 % of programmes
- 50-99 % of programmes
- 5-49 % programmes
- No programmes

AD
LU
LI
MT
VA
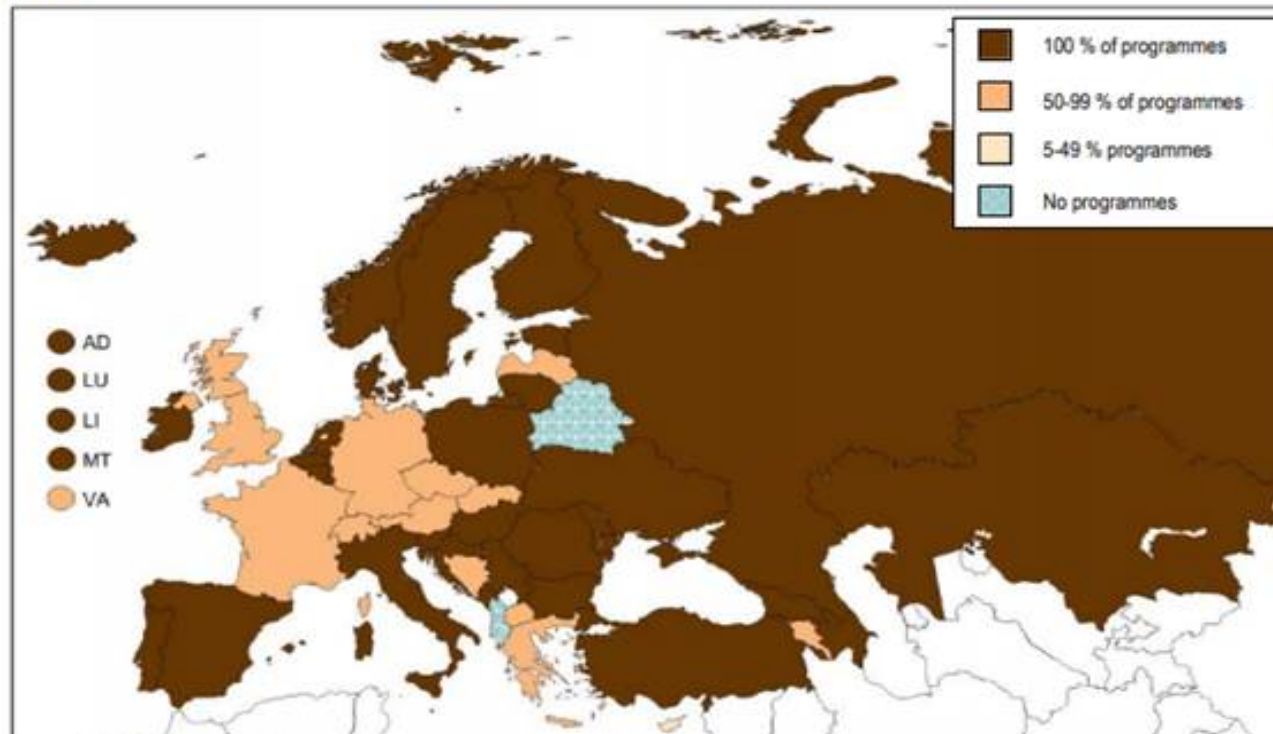
Source: BFUG data collection.

What should be assessed?
Specified in Requirements of Affiliation and all Standards

#8 The institution **systematically evaluates** its educational and other programs and makes public how well and in what ways it is accomplishing its purposes

#9 The institution's student learning programs and opportunities are characterized by rigor, coherence, and **appropriate assessment of student achievement** throughout the educational offerings, regardless of **certificate or degree level or delivery and instructional modality**

#10 Institutional planning **integrates** goals for academic and institutional effectiveness and improvement, student achievement of educational goals, student learning**, and the results of academic and institutional assessment**

Standard	Final Criterion
Standard I: Mission and Goals	**Criterion 4**. "Periodic assessment of mission and goals to ensure they are relevant and achievable."
Standard II: Ethics and Integrity	**Criterion 9**: "Periodic assessment of ethics and integrity as evidenced in institutional processes, practices, and the manner in which these are implemented."
Standard III: Design and Delivery of the Student Learning Experience	**Criterion 8**: "Periodic assessment of the effectiveness of programs in providing student learning opportunities."
Standard IV: Support of the Student Experience	**Criterion 6**: "Periodic assessment of the effectiveness of programs supporting the student experience."
Standard V: Educational Effectiveness Assessment	**Criterion 5**: "Periodic assessment of the effectiveness of assessment processes for the improvement of educational effectiveness."
Standard VI: Planning, Resources, and Institutional Improvement	**Criterion 9**: "Periodic assessment of the effectiveness of planning, resource allocation, institutional renewal processes, and availability of resources."
Standard VII: Governance, Leadership, and Administration	**Criterion 5**: "Periodic assessment of the effectiveness of governance, leadership, and administration."

Standard VI Assessment Expectations

Criterion 1: "Institutional objectives, both **institution-wide** and for **individual units**, that are **clearly stated, assessed appropriately, linked to mission and goal achievement, reflect conclusions drawn from assessment results, and are used for planning and resource allocation.**"

Criterion 2: "Clearly documented and communicated planning and improvement processes that provide for constituent participation, and **incorporate the use of assessment results.**"

Criterion 8: "**Strategies to measure and assess the adequacy and efficient utilization of institutional resources** required to support the institution's mission and goals."

Why assessment makes us crazy

- We haven't taken the **time** to understand the concept and apply it in a meaningful way - and persevere!! – "we get lost in the whirlwind"
- We've made it **more complicated** than it has to be.
- **Overly complex systems prevent** us from doing our jobs when it should be providing us with information that allows us to do our jobs better.
- No utility, simplicity, or do ability.

Dealing with Resistance Bingo

B	I	N	G	O
Academic Freedom	$$$	Give us better students and then…	What are we trying to solve for?	Waste of time
It will go away	How can we do our job, if we..	little benefit to faculty or our students	Not in my contract	Trivializing or learning is too complex
We're already doing it	Justify existence of administration	BINGO!	Will be used against us	If it's not broke
satisfy the outside people	No one reads it…	It can't be measured?	skepticism "new educational fad"	Timeline/ Timeframe
Satisfy bean counters	I care about my students	You gather all of this data and no one ever looks at it	Escalate	Next year…

Effective Assessment:

- Well-established and ongoing
- Meaningful, not methodological perfection
- Across the University
- Scheduled and regular
- Integrated with planning
- Simple

Challenges in Implementing Assessment

- Making a substantive plan comprehensible to all employees
- Perception that this is an add-on or a passing fad rather than a paradigm shift
- Resistance to change
- Limited resources: human and financial

Role: Addressing Challenges

- Senior administration understanding & commitment to assessment model
- Addressing resistance - Sometimes unlearning must occur
- Support symbolically and in tangible ways
- Budget ($ is symbol)
- Integrate into existing processes such as program reviews, strategic planning, budget requests, department reviews, and evaluation of faculty

Addressing Challenges

- User-friendly, abbreviated documents
- Faculty and staff success stories
- Department chairs play key role
- Faculty autonomy
- Strategic budgetary planning

Addressing Challenges

- Assign qualified individuals to administer and oversee implementation of the plan

- Delineate roles and responsibilities of individuals and committees

- Develop mechanisms to assure accountability

- Identify and allocate significant financial, physical, and academic resources to support and sustain Assessment Plan implementation

Role: Building Incentives, Rewards & Disseminating BEST Practices

- Fund and provide recognition – build incentives, awards, certificate programs, poster sessions.
  - Teaching and Learning Commons – showcase best practices
  - Develop a website, newsletter
  - Assessment clearinghouse (see Assessment Commons and NILOA)
  - Online training

Using assessment results to inform planning

- Fold assessment results into planning discussions
- Establish funding priorities that are tied to instructional and unit plans
- Give funding priorities to pervasive rather than isolated problems
- Move departments making serious assessment efforts to the top of funding list

(L. Suskie, Assessing Student Learning: a Common Sense Guide)

Role: **Building** SYSTEMS for Data and **Action**

"You Need a SYSTEM, not just a set of isolated actions, that shows how assessment information flows through the institution to inform action at every level."

Data ➡️ Digestion ➡️ Action

Walvoord, B. E. "Assessment Clear and Simple." John Wiley, 2010

Models for the "Stomach"

Disbursement Model: "Stomach" members work to ensure use of data at every level.

Requirement Model: Provost and others require assessment data for budget and policy

Retreat Model: Retreat (leaders or entire camps) to discuss 5-8-page summary of relevant data, how to use it in their own areas, and what the institution should work on.

Walvoord, B. E. "Assessment Clear and Simple." John Wiley, 2010

What should be assessed?

- Academic Departments/Educational Programs
  - Student Learning Outcomes – Undergraduate Majors, Graduate Programs, Certificate Programs
  - General Education/Undergraduate Outcomes

- Academic and Student Support Units
- Administrative Units

- Institutional Effectiveness

Educational Programs

- Student learning outcomes
- Program-related outcomes

Administrative Units

Areas typically include:

• Alumni Office	• Financial Aid
• Academic Marketing and Communications	• Finance and Accounting
• Athletics	• Food Services
• Bursar	• Grants and Development
• Human Resources	• Mailroom
• Institutional Effectiveness and Assessment	• Health Services
• Career Services	• Information Technology
• Institutional Research	• Registrar
• Facilities	• Campus Security
• Student Housing	• Performing Arts Center
• Women's Center	• Veterans' Affairs

Academic and Student Support

Areas typically include

- Library/Learning Resources

- Teaching and Learning Center

- Financial Aid

- Residence Life

- International Programming

Student Affairs

- Academic advising/planning
- Admissions
- Career counseling
- Educational Opportunity Center
- Academic Support Center
- Orientation
- Registration
- Financial aid advising
- Student organizations

- Critical performance indicators
  - Participation
  - Satisfaction
  - Quality
  - Quantity
- Outcomes and assessments might include usage data (attendance, number of events, number of clients), satisfaction surveys, benchmarking, and other direct and indirect measures.

Faculty Role

- Write goals and measurable outcomes
- Select or develop « instruments » for assessing student learning outcomes
- Administer instruments – gather data
- Evaluate findings
- Design and implement action plans

Academic and Administrative Support Staff - Role

- Write goals and measurable outcomes

- Select or develop « instruments » for assessing student learning outcomes

- Administer instruments – gather data

- Evaluate findings

- Design and implement action plans

Administrators – Colleges and Other Units

- Encourage development of assessment plans in their units

- Support assessment activities

- Collaborate in its implementation

- Institutionalize the use of assessment results for improvement of schools and units

- Relate assessment to institutional effectiveness

- Participate in ongoing evaluation and improvement of the assessment program

Ensure the Use of Institutional Data

Who is writing **assessment outcomes** for the institution-wide data reports?

IPEDS

First Destination

NSSE REPORT

NSSE Outcomes

FSSE

OrgSync

SAMPLE OUTCOMES

Simplicity

"Truth is ever to be found in simplicity, and not in the multiplicity and confusion of things." – Isaac Newton

"I believe that this nation should commit itself to achieving the goal, before this decade is out, of landing a man on the moon and returning him safely to the earth." –

JFK

How it works

The Basic, K.I.S.S. System of Assessment

1. Outcomes

2. Information (measures)

3. Analysis

3. Action

How it works

The Annual Assessment Plan:

At the beginning of the fiscal year, the unit members decide and document what outcomes and assessment methods will be used
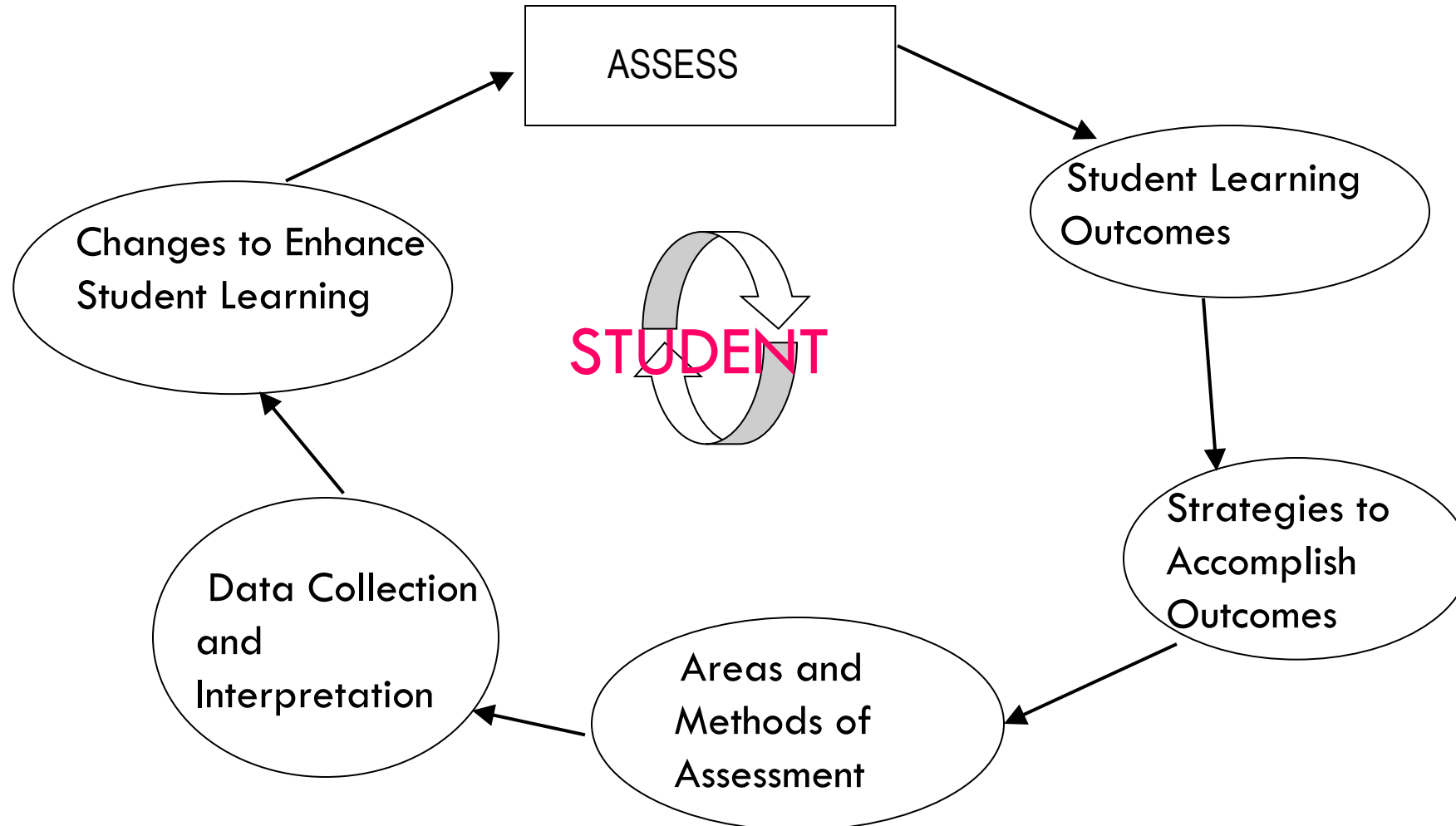
The Annual Assessment Report:

After reviewing the assessment data, unit members meet to decide on plans for the next year based on the outcomes of the previous year and the Strategic Plan.

Minimalist Approach for all Departments and Programs

- All programs develop SLOs

- Focus on 1 -2 outcomes per year

- At least 1 direct and 1 indirect measure

- Embed/piggy-back assessments, when possible - not add it

- End of year forums to address student performance on selected outcomes

- Identify strengths and weaknesses

- Plan for addressing weakness

- Document work

The Model

ASSESSMENT – LOOP

ASSESS

Student Learning Outcomes

Strategies to Accomplish Outcomes

Areas and Methods of Assessment

Data Collection and Interpretation

Changes to Enhance Student Learning

STUDENT

The Assessment Plan

- The Unit's Mission Statement

- Specific outcomes to be assessed during the next academic year (no more than 2-5 per unit/department). Include outcomes of any innovations, new projects and initiatives, and any local, state or national efforts in which they participate

- Criterion for Success (e.g. 80% of students will express satisfaction...) for each outcome

- Assessment measure for each outcome (e.g. survey, rubric, written records, archival data). Results will be used to make suggested improvements in programs and services

The plan

The Results Report

- Provide brief results of each method and the extent to which the outcome or goal was achieved

- Provide a summary or conclusions regarding strengths or opportunities for improvement based on the results

- Identify actions that will be taken as a result of the data

The Report

Resources

- [Academic Assessment Manual](#)
- [Administrative and Educational Support Manual](#)
- [Examples from other Universities (Academic)](#)
- [Examples from other Universities (Academic/Support/Admin)](#)

University-Wide Assessment Model

- Assessment Timeline
- Policy and Procedures
- Roles and Responsibilities
- University Strategic Assessment Committee

Cal U Assessment Status

[AMT Academic Programs](#)

[Academic Programs Inventory](#)

[AMT Administrative and Support Units](#)

[Administrative and Support Inventory](#)

Goals:

1) AYP 2018-19: 100% of Programs and Units have acceptable plans
2) All degree programs have complete set of program outcomes by March 2019
3) AYP: 2019-20: At least one outcome specific to the concentration

Questions / Discussion