Proactive Assessment Planning *Holding Ourselves Accountable*

Presenter: Daphne Bernard

Conversations with IRA

October 2022

Session Objectives

By the end of this session, you should be able to:

- State the primary reason for assessment
- Define the assessment cycle
- Describe the role of the faculty, staff, and administrators in assessment
- Describe effective assessment practices for departments / units
- Describe the role of an assessment plan
- Identify department goals and objectives related to student learning and operational effectiveness
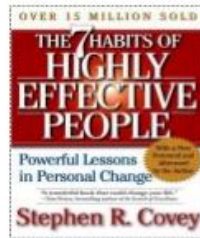
The 7 Habits of Highly Effective People

Summary

Habit 1: Be Proactive
Be responsible, don't blame others

Habit 2: Begin With The End In Mind
Start with a clear mental image of your destination

Habit 3: Put First Things First
Focus on preserving and enhancing relationships and on accomplishing results

Habit 4: Think Win-Win
Implies understanding that without cooperation, the organization cannot succeed

Understanding Assessment

Assessment is a data-informed decision-making process that involves collecting, analyzing, and acting on information and evidence with the ==goal of improving students' outcomes and experiences, therefore supporting institutional effectiveness and accreditation==.

The assessment learning ==cycle explains== the process of continuous improvement:

- Plan and identify outcomes, based on mission and goals
- Establish a plan to collect evidence
- Provide the experience and collect data
- Make meaning and draw conclusions from the findings
- Identify and implement changes
- Repeat

The assessment cycle is ongoing and continuously changing to ensure the highest levels of quality in academics, student support, and institutional development.

Rationale for Assessment

The assessment of academic and co-curricular programs, and non-instructional units, which is a critical component of Middle States accreditation and specialized program accreditation, provides an opportunity to engage in regular continuous improvement regarding the quality of educational programs and learning environments across campus.

What do we Assess?

Academic Programs
- Student Learning
- Comprehensive Program Review

Co-Curricular/Student Support Programs
- Student Learning and Development

General Education Courses

Non-Instructional Units

MSCHE 2020 Site Visit Assessment Feedback

Standard 3: Design and Delivery of the Student Experience

- Commendations: The institution should be commended for the <u>academic assessment process</u> that brings together pedagogical training, feedback from course evaluations, peer evaluation, peer observations, and faculty performance evaluation in collaboration with the Office of Institutional Research and Assessment, schools, colleges, CETLA, Office of Faculty Development, Office of the Registrar, and the units

Standard 5: Education Effectiveness Assessment

- Recognition: The team wishes to recognize the exemplary efforts of the Office of Institutional Research and Assessment between 2018 and the present to stand up a <u>systematic assessment cycle, implement appropriate technology support, and ensure accountability for assessment across the University</u>.

MSCHE 2020 Site Visit Assessment Feedback

Standard 1: Mission and Goals (NA)

Standard 2: Ethics and Integrity

Recommendations: The institution should provide further evidence of the periodic assessment of the effectiveness of all institutional policies and procedures and the manner in which they are implemented

Standard 4: Support of the Student Experience (NA)

Standard 6: Planning, Resource, and Institutional Improvement

Recommendations: The institution should provide further evidence of periodic assessment of the effectiveness of planning, resource allocation, institutional renewal, and availability of resources.

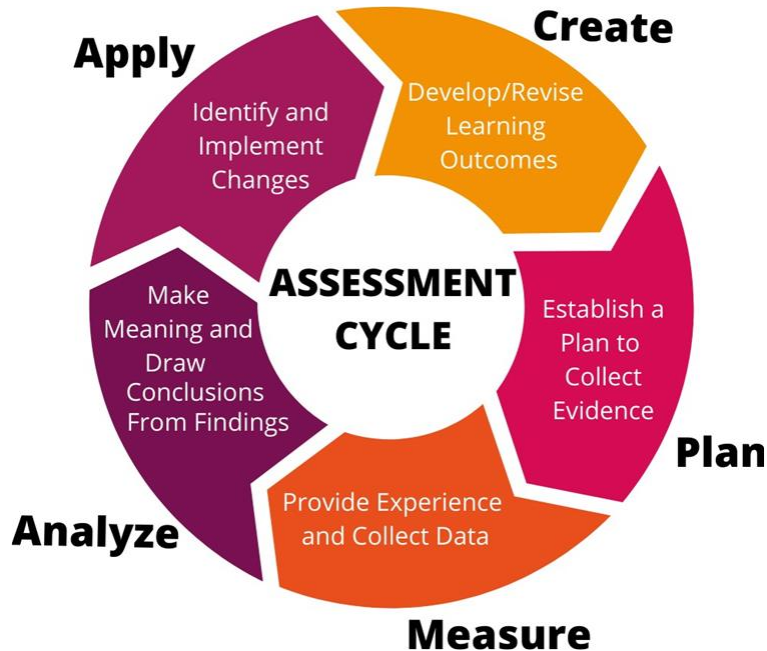Standard 7: Governance, Leadership, and Administration

Recommendations: The institution should provide further evidence of systematic procedures for evaluating administrative units and for using assessment data to enhance operations.
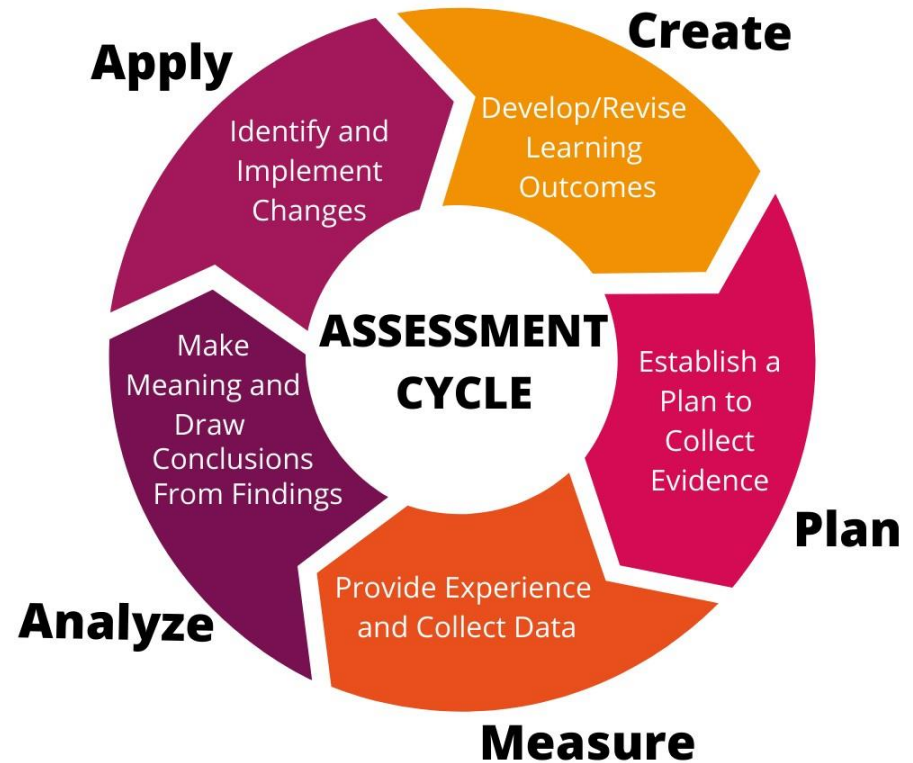
THE ASSESSMENT CYCLE

- The foundation of all assessment work An ongoing, cyclical process
- Used for continuous improvement
- A validated framework to help achieve stated goals [1, 2, 3]
- Results from one step in the process help guide the next step.

- Questions that should be answered through the process: [4]
  - What are we trying to do and why?
  - What is my program supposed to accomplish?
  - How well are we doing it?
  - How do we know?
  - How do we use the information to improve or celebrate successes?
  - Do the improvements we make work?

STEP 1: CREATE
DEVELOP / REVISE OUTCOMES

- *What are we trying to do and why? What is the program / unit supposed to accomplish? [5]*
  - Program / unit outcomes: describe what the program or unit / service will achieve
  - Learning outcomes: describe what the student will know or be able to do at the end of an intervention [6]
- Intentionally develop goals, outcomes and objectives, each aligned with institutional priorities (mission and goals) and departmental objectives [7]
- Outcomes will define your program / unit and identify how it differs from others on campus

- Identify targeted objectives, indicating why each is important and what specific direct assessment results would lead to the conclusion that needed to be improved [8]
- The established outcomes will guide the methods used to collect data [9]

STEP 2: PLAN
ESTABLISH A PLAN TO COLLECT EVIDENCE

- *How will your students or customers demonstrate their knowledge, skills, understanding, satisfaction, or utilization for you to know they are making progress towards meeting your outcomes?* [10]
- Develop the methods needed to collect data that aligns with the established outcomes
  - Direct Assessment – measures student learning or operational outcomes directly
    - Examples: portfolio, direct observation, capstone experience, exam, pre/post test, rubric, wait times, appointments / visits, meetings, onboarding time,
  - Indirect Assessment – measures opinions or thoughts about students' own knowledge, skills, attitudes, learning experiences, satisfaction, etc.
    - Examples: Exit interview, focus group, perception / satisfaction survey
- Mixed methods are preferred, as are multiple measures for each outcome.
- Determine when each outcome will be evaluated (curriculum/outcomes map)
- Set targets for each assessment method (consider best practices and your circumstance)

STEP 3: MEASURE
PROVIDE EXPERIENCE AND COLLECT DATA

- *How well are we doing it?*

- Deliver learning or services to achieve the goals, outcomes, etc.

- Ensure that *every student* has the opportunity to participate in the experiences to meet the learning goals [2]

- Gather evidence, collect data to assess goals and outcomes
  - Quantitative data: assessment data measured <u>numerically</u> (counts, scores, percentages) are most often summarized using simple charts, graphs, tables and descriptive statistics
  - Qualitative data: assessment data that focuses on words and descriptions and produce verbal or narrative data. Usually collected via focus groups, interviews and open-ended questionnaires.

- Collect information about <u>whether</u> and <u>to what degree</u> students are achieving learning outcomes

- Can also use defined evidence sources to help identify success [existing data]

STEP 4: ANALYZE
MAKE MEANING AND DRAW CONCLUSIONS FROM FINDINGS

- *How do we know?*

- Data are analyzed and interpreted in the context of the assessment question [10]
  - What did you learn? What do the results say about student learning, success, and support or staff experiences? [12]
  - Where are students excelling? What is working well? What areas are they the weakest?

- Communicate the results in an easily digestible format
  - Share with relevant stakeholders

- Transparency is essential

STEP 5: APPLY
IDENTIFY AND IMPLEMENT CHANGES

- *How do we use the information to improve or celebrate successes?*

- Make changes based on evidence – take action
- "Closing the loop"

- Propose learning / service modifications and interventions [5, 8]
  - Are the outcomes still appropriate?
  - Are we collecting data from the right people/systems/sources?
  - Are we collecting data at the right time(s)?
  - Are we collecting data through the most appropriate method?
  - Are we collecting data that matches the intent of our outcomes?
  - Are we able to conclusively determine the degree to which our outcomes are met with our data?

- Create an improvement timetable [8]

- The most important step in the assessment process

REPEAT!

- *Do the improvements we make work?*

Assessment is *cyclical-* using results ties back to the first step of establishing and revising student learning outcomes.

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- Do the improvements we make work?

REFERENCES

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ALWAYS HERE TO HELP!

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Additional resources are available on
our website:
https://ira.howard.edu/assessment
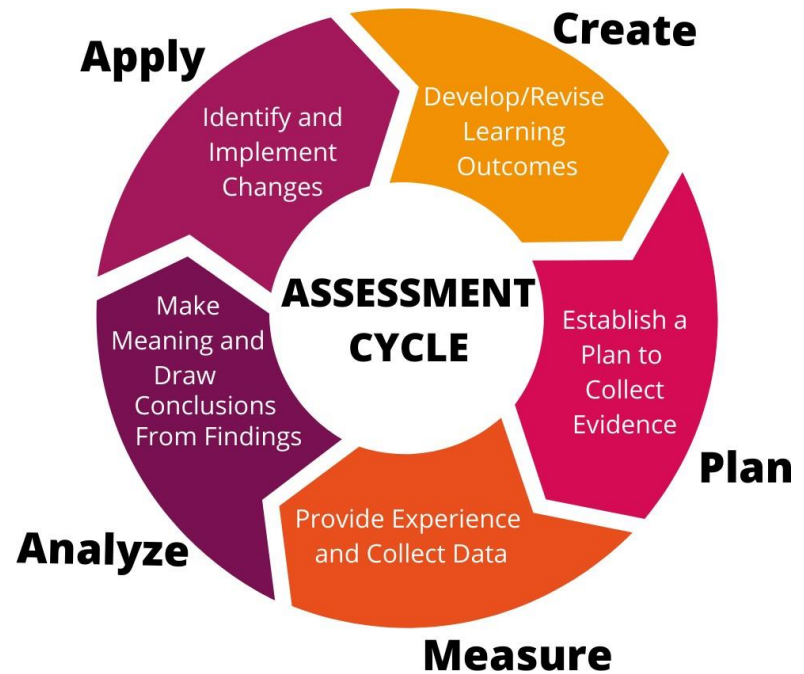
Summary of Next Steps

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ASSESSMENT STEP	TARGET COMPLETION DATE	DATE COMPLETED
CREATE OUTCOMES		
PLAN TO COLLECT EVIDENCE		
MEASURE AND COLLECT DATA		
ANALYZE FINDINGS / MEET WITH FACULTY		
APPLY CHANGES		
REPEAT		

Session Objectives

Due to this session, I am able to:

- ✓ State the primary reason for assessment
- ✓ Define the assessment cycle
- ✓ Describe the role of the faculty, staff, and administrators in assessment
- ✓ Describe effective assessment practices for departments / units
- ✓ Describe the role of an assessment plan
- ✓ Identify department goals and objectives related to student learning and operational effectiveness

DON'T MISS IT!

NEXT CONVERSATIONS WITH IRA SESSION:

November 16, 2022

WORKSHOP

Exploring Equity in HBCU Assessment