Back to Basics: Assessment 101 for Instructional Program

Presented by
Office of University Assessment
Presentation Objectives

By the end of this session you will:

• Know why we engage in **Instructional Program (IP) Assessment**.
• Demonstrate knowledge of FAMU’s Institutional Effectiveness Model and approach to meaningful assessment.
• Be knowledgeable of the role of assessment planning and its relationship to meaningful assessment.
• Be knowledgeable of best-practices in assessment planning/reporting and the use of assessment data for program/unit improvement.
About the OUA

The mission of the Office of University Assessment is to promote a culture of evidence at FAMU through the implementation of a manageable and sustainable assessment process that leads to quality program and service improvement.
OUA Core Functions

**Improve Student Learning**
- Instructional Programs
- Administrative and Educational Support Units

**Enhance Capacity for Improvement**
- Assessment Training
- Assessment Support Services
- Framework for Feedback

**Overall Institutional Effectiveness**
- Accountability
- Maintain repository of assessment reports and other key assessment data
- Institutional level assessment reporting
- Support of regional and specialized accreditation
What is **Assessment**?

- Any effort to gather, analyze, and interpret evidence which describes institutional, divisional, or agency effectiveness (Upcraft and Schuh, 1996).

- A systematic process of gathering, analyzing, and interpreting evidence to determine to what extent outcomes meet expectations (Suskie, 2004).

- A systematic process of documenting and analyzing the effectiveness of the teaching and learning processes to ensure that the expectations and standards are met in fulfilling the mission of FAMU.
  - The process includes monitoring and enhancing the administrative and educational support structure that leads to the continuous quality improvement of FAMU’s academic programs and administrative and educational support services.
Brief History of Assessment

https://www.youtube.com/watch?v=-qTIBhmkBVw
Purpose of Assessment

The Core purpose of assessment:

To Inform
The assessment process should inform department heads and other decision-makers of the contribution and impact of the unit/program to the whole.

To Improve
The assessment process should provide feedback to determine how the unit/program can be improved.
Purpose of Assessment Cont...

To Provide Evidence
The assessment process should encapsulate and demonstrate what the unit/program is accomplishing to key stakeholders (i.e. students, faculty, staff, accrediting bodies etc.)

To Support
The assessment process should provide support for campus decision-making activities such as unit review and strategic planning, as well as external accountability activities.
FAMU Institutional Effectiveness Model

University Mission and Strategic Priorities
College/School/Division Strategic Priorities
Program/Unit Level Goals/Outcomes/Objectives

Program & Service Improvements/ Modifications

Development of Program/Unit Assessment Plans
IP outcomes

Use of Results “Closing the Loop”

Assessment Activities
Assessment Process at FAMU
FAMU-STARS
### Key Terms Used in AIS – Cloud-based Assessment Insight

<table>
<thead>
<tr>
<th>FAMU-STARS Assessment Approach</th>
<th>Cloud-Based Assessment Insight System</th>
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</thead>
<tbody>
<tr>
<td><strong>Step 1</strong> - Strategic and Student Learning Outcomes (Start with Strategic and Student Learning Outcomes that are aligned to Institutional mission/goals)</td>
<td>Step 1 [Assessment Plan] Goal/Objective</td>
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<tr>
<td><strong>Step 2</strong> - Targeted Performance Levels (Target both Direct and Indirect performance levels that are aligned to appropriate measures)</td>
<td>Step 2 [Assessment Plan] Assessment Measures and Criterion</td>
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<tr>
<td><strong>Step 3</strong> - Analysis &amp; Review of Results (Analyze and Review Performance Data)</td>
<td>Step 3-5 [Assessment Report]</td>
</tr>
<tr>
<td>- Summary of Results (Assessment Findings)</td>
<td>- Attachment of assessment events (source data)</td>
</tr>
<tr>
<td>- Met/Not Met self-reported indicator</td>
<td>- Improvement Narratives</td>
</tr>
<tr>
<td><strong>Step 4</strong> - Reflect on Results (Reflect on Results in Relations to Outcomes)</td>
<td>Overall Reflection [Assessment Report]</td>
</tr>
<tr>
<td>This section of the report is designated for units to provide their overall reflection on the Assessment Report.</td>
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<tr>
<td><strong>Step 5</strong> - Strengthen Programs &amp; Services (Strengthen programs/services through continuous improvement)</td>
<td>Improvement Narratives – Speaks to what will be done to improve performance.</td>
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Why Instructional Program (IP) Assessment is Important

• Promotes excellence and continuous quality improvement in student learning outcomes (SLOs).
  ▫ Aligned with SP 1 – Exceptional Student Experience

• Enhances the institution’s competitive edge.
  ▫ Aligned with SP 1 – Exceptional Student Experience
Why IPs Assessment is Important Cont...

• Satisfies regional accreditation requirements.
  ▫ Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)
    • **8.1 Student Achievement** – The institution identified, and publishes goals and outcomes for student achievement appropriate to the institution’s mission, the nature of the students it serves, and the kinds of programs offered. The institution uses multiple measures to document student success.
    • **8.2** - The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of seeking improvement based on analysis of the results in the areas below:
      • **8.2a** – **Student outcomes – educational program**: Student learning outcomes for each of its educational programs.
      • **8.2b** **Student outcomes: general education**: Student learning outcomes for collegiate-level general education competencies of its undergraduate degree programs.
    • **9.3 general education requirements** - The institution requires the successful completion of a general education component at the undergraduate level.

• Promotes compliance with other external accountability standards (**i.e. specialized accreditation**).
Cost of Not Measuring Performance

- Program level decisions based on assumptions rather than fact.

Scatter Shot Approach

- Failure to meet stakeholders’ expectations.
Cost of Not Measuring Performance Cont...

Ponder this:

- 78% of former and current college and university students believe that higher education needs to change (Lumina Foundation).
- 1/3 of students will transfer to a different institution that provides a better academic and social experience (Inside Higher Education).
- 50% drop in alumni participation rate since 1990 (AnnualGiving.com).
- $17B lost annually due to student attrition caused by poor campus experience (Education Policy Institute).
Cost of Not Measuring Performance Cont...

• Failure to identify areas for improvement.
• Failure to innovate and maintain competitive advantage.
• Failure to effectively progress towards the accomplishment of program level outcomes.
• Impact program/unit institutional accreditation.
Economic value is lost when experience fails to meet expectations resulting in lost revenue and share.

Economic value is lost when experience significantly exceeds expectations, resulting in higher than necessary operating costs.

Source: KPMG
Learning Objective - 1

By the end of this session you will know why we engage in Instructional Program (IP) Assessment.

Why do we engage in IP Assessment?

a) To meet regional and specialized accreditation requirements.
b) Enhances the institution’s competitive edge.
c) Because President Robinson said so
d) Promotes excellence and continuous quality improvement in student learning outcomes.
e) a, b and d
f) All of the above
Learning Objective - 2

By the end of this session you will demonstrate knowledge of FAMU’s Institutional Effectiveness Model and approach to meaningful assessment.

Describe FAMU’s institutional effectiveness model.
FAMU Institutional Effectiveness Model

- University Mission and Strategic Priorities
  - College/School/Division Strategic Priorities
  - Program/Unit Level Goals/Outcomes/Objectives

- Development of Program/Unit Assessment Plans
  - IPs outcomes

- Program & Service Improvements/Modifications

- Use of Results “Closing the Loop”

- Assessment Activities
Learning Objective – 2 Cont...

By the end of this session you will demonstrate knowledge of FAMU’s Institutional Effectiveness Model and approach to meaningful assessment.

Describe FAMU’s assessment process.
Assessment Process at FAMU
FAMU-STARS
Learning Objective – 2 Cont...

By the end of this session you will demonstrate knowledge of FAMU’s Institutional Effectiveness Model and approach to meaningful assessment.

Which of the following best describes the use of improvement narratives in the assessment process?

a) They address what you will do the next assessment cycle for continuous improvement.
b) They provide your action plan/steps for improvement.
c) They highlight decisions made based on the use of results from the past assessment cycle.
d) a & b
e) All of the above
Learning Objective – 2 Cont...

By the end of this session you will demonstrate knowledge of FAMU’s Institutional Effectiveness Model and approach to meaningful assessment.

What information should be included in the overall reflection section in the Assessment Insight System?

a) Summary of what worked well over the course of the current assessment cycle.

b) Summary of changes that were made in the current assessment cycle that were tied to results and action plans from the previous assessment cycle?

c) Summary of what will be done in the next assessment cycle to address areas of opportunity

d) All of the above.
Learning Objective 3

By the end of this session you will be knowledgeable of the role of assessment planning and its relationship to meaningful assessment.

Which of the following is the purpose of assessment?

a) To inform  
b) To improve  
c) To provide evidence  
d) To support campus decision making  
e) All of the above
Learning Objective 3 Cont...

By the end of this session you will be knowledgeable of the role of assessment planning and its relationship to meaningful assessment.

What are the steps in the assessment planning process?

a) Develop outcomes and identify targets for performance.

b) Develop outcomes, align to strategic priorities and then identify targets for performance.

c) Develop outcomes, align to strategic priorities and then identify associated measures.

d) Develop outcomes, align to strategic priorities, identify appropriate measures and establish targets for performance.
Assessment Process at FAMU
FAMU-STARs
Why is assessment planning important?

• Foundation of meaningful assessment.
• If it is measured, it can be improved.
• If the plan is flawed, the report will not produce actionable data/results.
Program Level Student Learning Outcome

Program Level Student Learning Outcomes – Reflect the specific knowledge, skills, values/disposition you expect students to acquire as part of their educational experiences in the program.

Examples of Student Learning Outcomes
- Students graduating from the MS program will demonstrate competence in the collection, interpretation, and communication of chemical research.
- Students graduating from the philosophy program will be able to compare and contrast the contributions of major philosophers such as Plato and Aristotle.
- Students graduating from the BS program in Anthropology will be able to apply anthropological theory to the analysis of a linguistic, cultural and archeological phenomenon.
Planning Process for the Development of Program Level Student Learning Outcomes

• What do you want students to know, value and or be able to do at the end of the program?
  ▫ Discipline-related skill sets
  ▫ Licensure/certification exams
  ▫ Accreditation and or external accountability standards
  ▫ Goals and objectives

• What distinguishes your graduates from those of similar programs at other institutions? (What are the FAMU Value-Added characteristics of your graduates?)

• How are these outcomes reflected across courses in the program?
  • Curriculum and assessment maps
  • Annual assessment plans and reports
  • Appropriately identified in course syllabi
Planning Process for the Development of Program Level Student Learning Outcomes Cont...

• How are these outcomes reinforced in co-curricular and extra-curricular activities?

• How do you know students have met your expectations?
  ▫ Valid and reliable measures of student learning
    • Performance-based assessment
    • Standardized/major field tests

• How do you collect post-graduation data.
  ▫ How do you determine how employers and other external stakeholders feel about the skills and disposition of your graduates?
Anatomy of Student Learning Outcome Statements

- Skills or Products students are expected to learn
- Measure of proficiency students are expected to achieve in the skill or product

Student Learning Outcome
Domains of Learning

- SLO should be developed with Bloom’s Taxonomy as a guiding framework.
- Three domains of learning in Bloom’s Taxonomy (Bloom, 1959)
  - Cognitive (mental skills - knowledge)
  - Psychomotor (manual or physical skills)
  - Affective (attitude)
Strategy for Writing Student Learning Outcomes

Three basic components

- A **verb** that identifies the performance to be demonstrated.
- A **learning outcome statement** that specifies what learning will take place.
- A **broad statement reflecting** the criterion or standard for acceptable performance.
Strategy for Writing Student Learning Outcomes

*Example: Students will be able to:*

<table>
<thead>
<tr>
<th>Action Verb</th>
<th>Learning Outcome Statement</th>
<th>Criterion</th>
</tr>
</thead>
<tbody>
<tr>
<td>analyze</td>
<td>a broad range of literary texts</td>
<td>within the cultural, philosophical and historical context of English Literature</td>
</tr>
<tr>
<td>apply</td>
<td>statistical techniques to study problems</td>
<td>In the social sciences.</td>
</tr>
<tr>
<td>analyze</td>
<td>experimental data and results</td>
<td>in the cellular and molecular sciences.</td>
</tr>
<tr>
<td>apply</td>
<td>principles of evidence-based medicine</td>
<td>to determine clinical diagnoses, and formulate and implement acceptable treatment modalities.</td>
</tr>
<tr>
<td>use</td>
<td>technology</td>
<td>effectively in the delivery of instruction.</td>
</tr>
</tbody>
</table>
Action verbs for Blooms Taxonomy

# Checklist for Assessing Student Learning Outcome

1) Does the outcome support the program objectives?  
   - Y  
   - N

2) Does the outcome describe what the program intends for students to know (cognitive), think (affective, attitudinal), or do (behavioral, performance)?  
   - Y  
   - N

3) Is the outcome important/worthwhile?  
   - Y  
   - N

4) Is the outcome:  
   - Detailed and specific?  
   - Measurable/identifiable?  
   - A result of learning?  
   - Y  
   - N

5) Do you have or can you create an activity to enable students to learn the desired outcome?  
   - Y  
   - N

6) Can the outcome be used to make decisions on how to improve the program?  
   - Y  
   - N
General Guidelines for Selecting Assessment Methods

The evidence you collect depends on the question/focus of your outcome.

• Does the measure “fit” the student learning outcome it is designed to measure?

• Use multiple methods to assess each learning outcome. **Many outcomes will be difficult to assess using only one measure.**

• Include both direct and indirect measures.
General Guidelines for Selecting Assessment Methods Cont...

Choose assessment methods that allow you to assess the strengths and weaknesses of the program. *Effective methods of assessment provide both positive and negative feedback. Finding out what is working well is only one goal.*

Be selective about what you choose to observe or measure.
- comprehensive does not mean assessing everything.
- select a manageable number of methods that does not drain energy or resources.
What is Direct Assessment?

**Direct assessments** acquire evidence about student learning and the learning environment.

- It captures students’ actual performance in a way that demonstrates that specific learning has taken place.

- Requires students to produce work so that reviewers can assess how well students meet established expectations.

*Examples of direct assessment are exams, portfolios, simulations, observations etc.*
Direct Criteria for Success – Target Performance Level

The expected levels of performance or the tangible benchmark indicators of your program’s success.

e.g.

• 70% of graduating seniors will pass the critical thinking ability sections of the Major Field Test.
• 85% of students will receive a score of 4 or above on a 5 point rubric designed to evaluate the capstone research project (i.e. environmental analysis).
What is Indirect Assessment

**Indirect Assessments** acquire evidence about how students feel about learning and their learning environment.

- Captures the extent or value of learning experiences as perceived by students or other stakeholders.

*Examples of indirect assessments are surveys, questionnaires, interviews, focus groups etc.*
Indirect Criteria For Success – Target performance level

The expected (e.g. Very Satisfied, Satisfied, Dissatisfied or Very Dissatisfied) opinions of your customers from surveys, focus groups, or interviews, etc.

e.g.

• 70% of students completing the program exit survey will indicate that they are satisfied or very satisfied with their ability to think critically.

• 70% of supervisors of graduates responding to the Employer Survey will agree or strongly agree that the critical thinking skills of graduates from the program met and or exceeded their expectations.
Frequently Used Assessment Methods for IPs

Direct Measures
- Performance assessment for graduating seniors
- Writing proficiency exams
- National Major Field Achievement Tests
- Certification exams, licensure exams
- Locally developed pre and post-tests
- Senior thesis/major project
- Portfolio evaluation
- Reflective journals
- Capstone project
- Internship evaluations
- Grading with scoring rubrics

Indirect Measures
- Job placement
- Employer surveys
- Exit interviews
- Departmental surveys
- Focus group
- Alumni surveys
- Curriculum / syllabus analysis
- Graduation / retention rates
- Graduate school acceptance rate

Note: Grades alone do not provide sufficient feedback on students’ performance. Grades represent the overall competency of students and do not identify strengths and weaknesses on specific learning outcomes.
The 3 M’s of Assessment

- **Meaningful**
  - How does the outcome support the departmental mission or goal?

- **Manageable**
  - What is needed to foster the achievement of the outcome?
  - Is the outcome realistic?

- **Measurable**
  - How will you know if the outcome is achieved?
  - What will be the assessment method?
Learning Objective 4 Cont...

Be knowledgeable of best-practices in assessment planning/reporting and the use of assessment data for program/unit improvement.

Which of the following are examples of direct assessment methods?

a) Major field test, portfolio evaluation, job placement
b) Focus groups, department satisfaction survey, retention/graduation rates.
c) Portfolio evaluation, capstone project, internship evaluation
d) Alumni survey, focus group, syllabus analysis
Learning Objective 4 Cont...

Be knowledgeable of best-practices in assessment planning/reporting and the use of assessment data for program/unit improvement.

Which of the following reflect(s) appropriate use of assessment data?

a) Used to support program/unit improvement.
b) Used to celebrate wins for the program/unit.
c) Can be incorporated into the performance appraisal of employees.
d) All of the above
Basics Assessment Expectations

• Formulate value added outcomes/objectives
• Utilize Multiple Measures
  ▫ Qualitative and Quantitative
  ▫ Formative and Summative
• Continuously Improve
  ▫ Review and revise outcomes where appropriate
Assessment and Data Reporting

Assessment and Institutional Effectiveness Model

- University Mission and Strategic Priorities
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  - Program/Unit Level Goals/Outcomes/Objectives

- Development of Program/Unit Assessment Plans
  - IP outcomes

- Program & Service Improvements/Modifications

- Use of Results “Closing the Loop”

- Assessment Activities

Data Reporting

**October 31st** – Assessment Reports for the previous year and plans for the upcoming year submitted to the Office of University Assessment (OUA).

Note: Be reminded that your college/school may have an internal deadline for reports and plans as they are first reviewed within the college/school.
Wrap-up

• Assessment works best when it is ongoing.
• Improvement is best fostered when assessment entails a linked series of activities undertaken over time.
• Monitor progress towards intended goals in a spirit of continuous improvement.
Summary of Training

What you learned today.

• Know why we engage in **Instructional Program (IP) Assessment**.
• Knowledge of FAMU’s Institutional Effectiveness Model and approach to meaningful assessment.
• Knowledgeable of the role of assessment planning and its relationship to meaningful assessment.
• Knowledgeable of best-practices in assessment planning/reporting and the use of assessment data for program/unit improvement.
Next Steps

Exercise – Review your 2017-2018 assessment plans to evaluate if they conform to what you have learned today about meaningful assessment.

• If they do, no further action is required.
• If they do not, revise to reflect outcomes that will help to move program performance to the next level.
References / Other Resources


Session Evaluation