



Framework for an Effective Assessment Model

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What is Assessment?

[Outcomes] Assessment is the process of gathering and discussing information from multiple and diverse sources in order to develop a deep understanding of what students know, understand, and can do with their knowledge as a result of their educational experiences;

the process culminates when assessment results are used to improve subsequent learning.

-Mary Huba & Jann Freed

Outcomes Assessment

- **Program Outcomes**

- In academic programs, focus on (critical) **learning outcomes**
- In student service programs, focus on student &/or university **benefits**

Assessment is NOT

- An end in itself
- Faculty evaluation
- Intrusive, burdensome, infringement
- Rewarded enough



Assessment Is

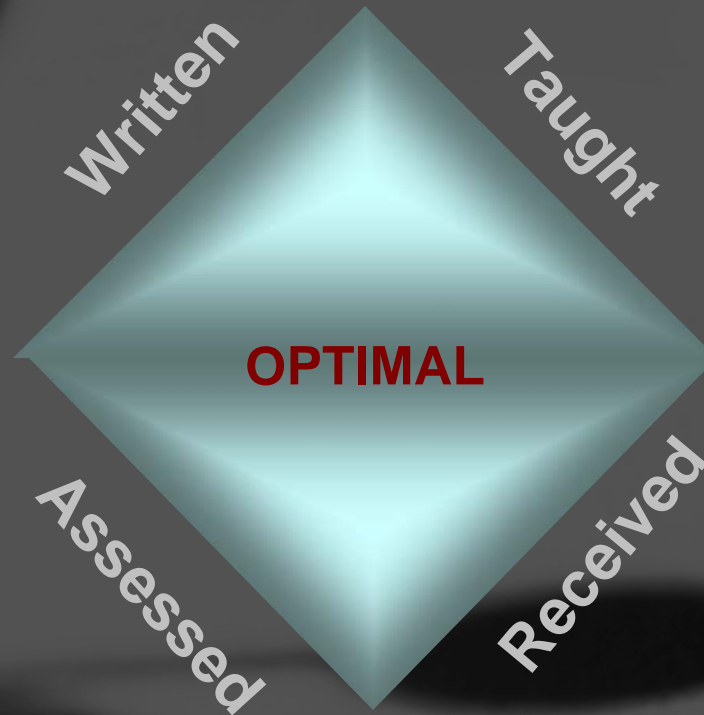
- A systematic process to:
 - Determine program effectiveness
 - Improve processes **and** student learning
 - Inform decision-making
 - Enlighten students about what is valued
- Collaborative
- Measure of ‘Institutional Effectiveness’

Assessment's Purpose

- Improvement — (central function)
 - Student learning (are/are not – can/can not)
 - Curriculum (what we teach)
 - Teaching (how we teach)
 - Procedures & services (structure)

Assess What?

Are we **ALL** on the same curricular page?



Optimal = Aligned

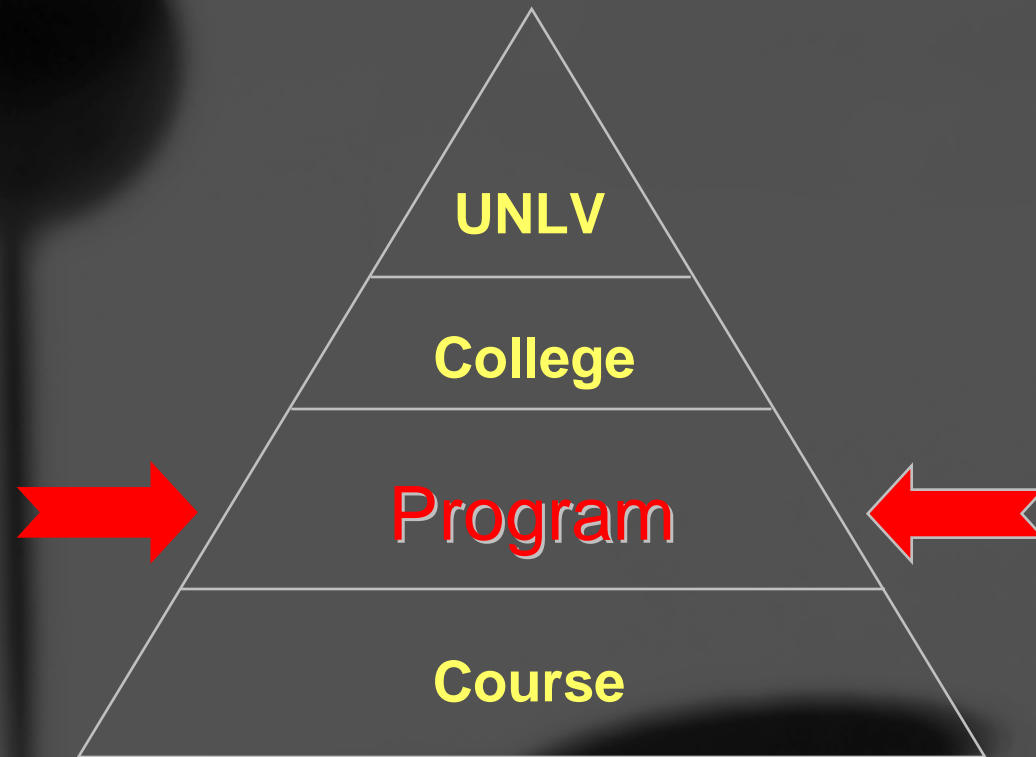
Assessment's (other) Purpose

- Institutional Effectiveness (accountability)
 - Accreditation (university & program accreditation)
 - Decision making
 - Resource allocation
 - Student & faculty satisfaction
 - Public (stakeholder) confidence

Framework for Assessment

- Focus is on **program-level** student learning
- Faculty driven process
- Develop & publish the **Assessment Plan**
- Implement the Plan
- Report assessment findings
→ **then begin again**

Program Assessment



Don't we already assess students?

Faculty Role in Assessment ⁽¹⁾

- Faculty are the content experts
 - Can best **identify** salient student learning outcomes
 - Can best **select** data sources
 - Can best **gather** data
 - Can best **extract** meaning

Faculty Role in Assessment ⁽²⁾

- Develop the **Assessment Plan**
 - Program committee
 - Expected learning outcomes
 - Data & methods
 - Implementation timeframe

Faculty Role in Assessment ⁽³⁾

- Implement the Plan
 - Collect & Analyze data
 - Review the findings
 - Use the findings to make decisions
i.e. → **'Close the loop'**

Faculty Role in Assessment (4)

- Report findings
 - What do the results mean?
(that faculty conversation again!)
 - Modifications
(made/planned/contemplated)
 - Formative Assessment
(revise/update the Plan)

Effective Assessment Plans:

- Clarify program purpose (consensus)
- Include salient learning outcomes
- Identify data sources & assessment methods
- Define appropriate assessment cycle
- Specify – who, what, when & how
- Are re-visited, reviewed, & revised
- Are internally consistent (aligned)
- Can be sustained over time

Assessment Staff Roles

- Provide staff development
- Consult with programs, departments, schools & colleges
- Standardize **Plan & Report** formats
- Coordinate university-wide data gathering
- Interface with external entities
- Remove obstacles

Other Essentials

- **Advisory Committee**

- Develop/approve university 'model'

- Academic, Gen Ed, Student affairs, etc.

- Monitor implementation

- Guidance/consensus

- **University Leadership**

- “Assessment should emerge from & be sustained by administrative commitment to student learning”

- Higher Learning Commission

Professional Development

- Maintain contact with assessment leaders
 - **Assessment Institute**
 - **AIR & ASHE**
- Stay abreast of changes
 - **NWCCU Standards**
 - **NSHE Master Plan**
 - **State & Federal implications**



Final Thoughts

**Even if you are on the RIGHT track,
you'll get run over if you just sit
there!**



Thank you

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