
Closing the Loop: Use of Assessment Results

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Major UNR Goals

Continually improve the quality of teaching, research and public service activities.

Develop a curriculum that is sensitive to change, but which places a special value on a liberal arts foundation

UNR Values

Unmistakable emphasis on learning and thinking.

Teaching aimed at helping students to learn and think.

Graciousness in the way we interact

Civility in dealing with one another

Sense of humor

Responsibility

Does it take a community to offer degrees?

Who is responsible for the identification and definition of learning outcomes?

Who is responsible for achieving them?

Who is responsible for evaluating them?

Whose name is on the transcript?

Purpose

The purpose of this workshop is to provoke thought and promote dialogue on effective educational practice.

Fulfillment

That purpose will be achieved by reviewing the roles of assessment in:

**Enriching learning;
Enhancing teaching;
Improving effectiveness; and
Documenting achievements.**

Philosophical Framework

Educational practice is a system of interdependent contextual events that requires analysis to gain knowledge of their properties (how they work) and synthesis of their interrelationships to understand their roles and functions (why they work the way they do).

Child's Play

***A child of five would understand this.
Send someone to fetch a child of five.***

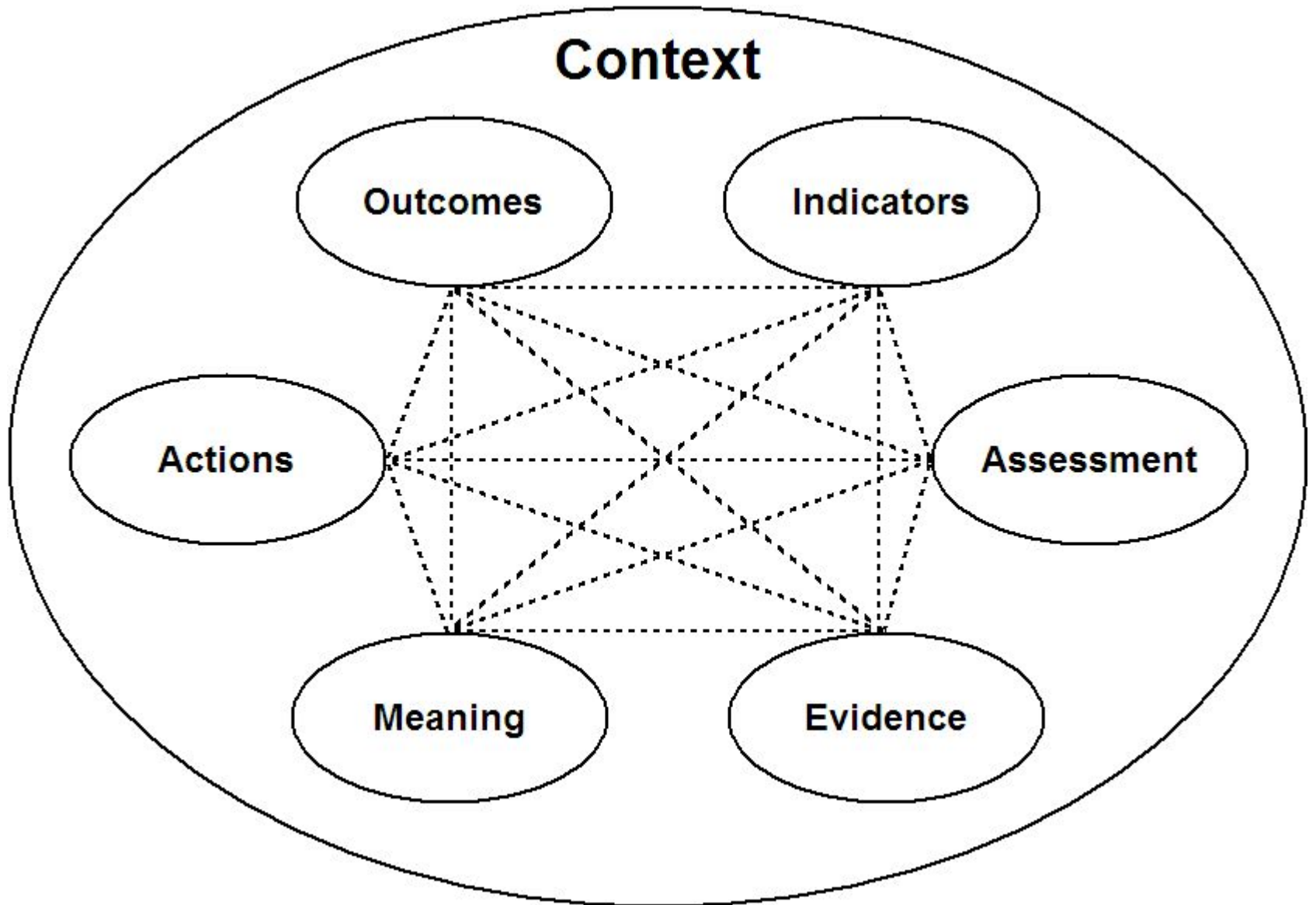
Groucho Marx

Foresight

The challenge is for us to see beyond the innumerable fragments to the whole, stepping back far enough to appreciate how things move and change as a coherent entity.

Margaret Wheatley

Effective Educational Practice



Program Goal



**We Will
Meet Minimum
Expectations**

Program Goal



**We Will
Achieve
Mediocrity**

Program Goal

**We Will Effectively
Fulfill Our Mission!**

Assumption

What is blatantly obvious to the University community may be totally obscure to students, external stakeholders, and interested parties.

Basic Areas of Inquiry

Outcomes (What does that mean?)
Clear and explicit statements

Evidence (How do you know?)
Assessment of achievements

Planning (What difference does it make?)
Use of assessment findings

Barometer of Change

You can judge your age by the amount of pain you feel when you come in contact with a new idea.

Pearl Buck

Unintended Consequence

An ability to think critically has long been a major student learning outcome for colleges and universities.

Due to its success in developing critical thinkers, higher education is now expected to:

Validate its claims

Fulfill its intentions

Document its achievements

Retort

Look at all we do:

Set graduation requirements

Develop and deliver courses

Test student performance

Assign grades

Produce transcripts

Isn't that enough?

Apparently not!

Shift in Expectations

Outcomes

Implied ➔ Explicit

Achievements

Assumed ➔ Assessed

Effectiveness

Inferred ➔ Evidenced

Direct Response

*I believe in looking reality straight
in the eye and denying it.*

Garrison Keeler

Indirect Response

Some prefer to sit in the home team section, but wear visiting team colors.

Strategy

***The secret of success is sincerity;
Once you can fake that you've got it made.***

Jean Giraudoux

Anthem

*It doesn't matter what I say,
So long as I sing with inflection
That makes you feel that I'll convey
Some inner truth of vast reflection.*

*But I've said nothing so far
And I can keep it up for as long as it takes;
And it don't matter who you are;*

If I'm doing my job it's your resolve that breaks.

Hook (Blues Traveler)

Action Plan

***We need elucidation of the obvious
more than investigation of the obscure.***

Oliver Wendell Holmes

Reality Check

Are learning outcomes clearly stated?

Are students achieving those outcomes?

How much is left to individual interpretation?

How much is assured by collective judgment?

Rhetoric and Reality

Speech is conveniently located midway between thought and action, where it often substitutes for both.

John Andrew Holmes

Appearance and Reality

The way to gain a reputation is to endeavor to be what you desire to appear.

Socrates

Looking and Seeing

***Not everything that counts can be counted;
not everything that can be counted counts.***

Albert Einstein

Assumptions

Successful course completion signifies student achievement of course outcomes.

Successful program completion denotes achievement of program outcomes.

Successful degree completion indicates achievement of institutional outcomes.

How valid are these assumptions?

Query

Why do I need to take this class?

It's required

It's good for you

You'll thank me later

I had to take it, so you have to take it

More desirable classes are closed

You need to talk with the Dean

Tale of Three Paradigms

Underlying three essential domains of educational practice are three fundamental paradigms:

**Curriculum
Knowledge**

**Pedagogy
Learning**

**Assessment
Evidence**

Paradigm Characteristics

Knowledge – aggregation of disparate isolated discrete facts and information.

Learning – gathering and retaining information through receipt of content delivered by experts who possess the knowledge learners lack.

Evidence – (quantitative) measurements of “right” answers at particular points in time that gauge the quantity of learning more than the quality of learning.

Example

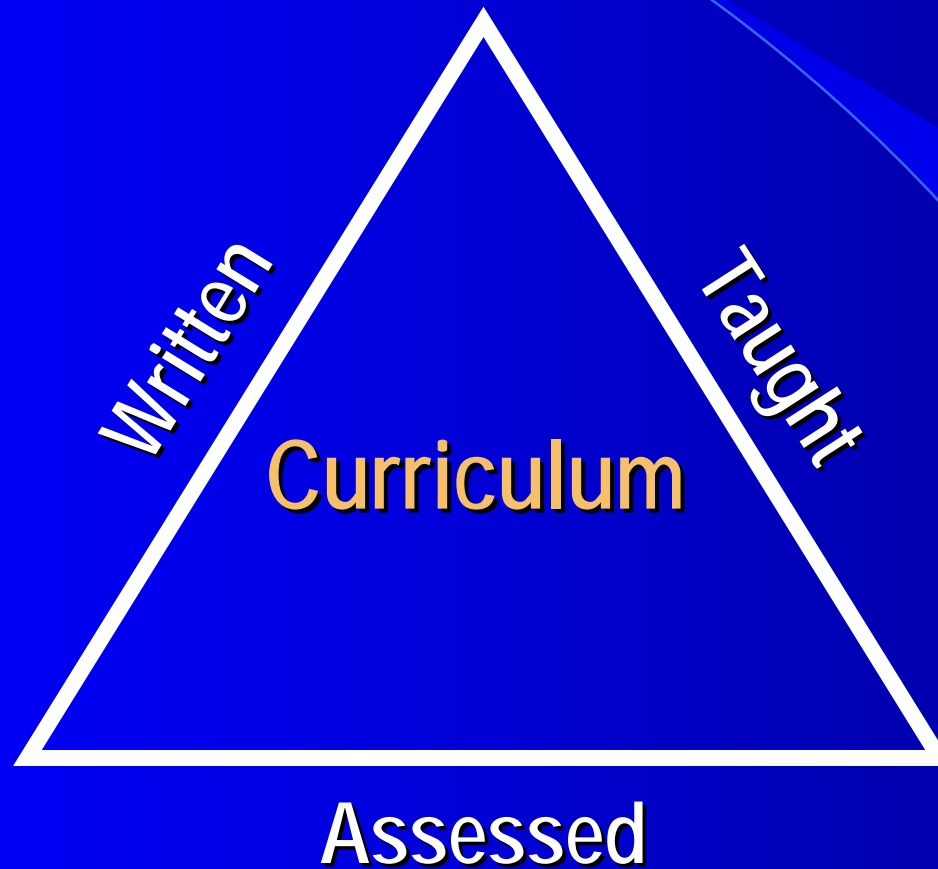
Intended Writing 101 Outcome

Students will write a college-level position paper effectively exhibiting focus, organization, style, content, structure, logic, and mechanics at generally recognized and accepted levels of quality and effectiveness.

Course Components



Curriculum Triangle



Curricular Connections

Do relationships exist between:
Course outcomes?
Program outcomes?
Core outcomes?

Are the relationships articulated?

How will the outcomes be achieved?
Individual course
Course cluster
Capstone course
TAMO!

Interrelationship of Outcomes

Institutional Outcomes



Program Outcomes



Course Outcomes

Interconnected Outcomes

Function effectively in a changing world
(Institution-level outcome)

Conduct business in global economy
(Business Administration program-level outcome)

**Understanding of cultural values and their
influence on perceptions and actions**
(World Cultures class-level outcome)

Course Objectives and Program Learning Outcomes

Psychology 312 - Applied Behavioral Analysis

Course Objectives

Program Learning Outcomes

<p>1. Students will be able to describe key principles of the major stimulus-response theories and their respective applications in educational and therapeutic settings, and will be able to site relevant research to support their positions.</p>	<p>How Outcomes are Addressed and Assessed</p>	<p><u>Outcome #1</u> Understand major theories in developmental Psychology</p>	<p><u>Outcome #2</u> Understand major theories in behavior psychology</p>	<p><u>Outcome #3</u> Understand major theories in social psychology</p>	<p><u>Outcome #4</u> Write well reasoned and data supported papers using proper APA format.</p>	<p><u>Outcome #5</u> Understand basic research designs and statistics in developmental, behavioral and social psychology.</p>
	<p>Level:</p>	<p>Reinforced</p>	<p>Advanced</p>	<p>Reinforced</p>	<p>Advanced</p>	<p>Reinforced</p>
	<p>Comments:</p>	<p>This course touches developmental and social psychology, and assumes students have completed basic coursework in those areas, but the primary emphasis is behavioral. Consequently, Psych 201 and 240 are assumed to have completed by students in 312, as is basic statistics and research design.</p>				
	<p>Emphasis:</p>	<p>Moderate</p>	<p>Extensive</p>	<p>Moderate</p>	<p>Extensive</p>	<p>Extensive</p>
	<p>Comments:</p>	<p>Students will design and complete a behavioral project, do the data analysis and write it up in APA journal format, so considerable emphasis is focused on integrating all of these components.</p>				
<p>2. (List objective)</p>	<p>Assessed:</p>	<p>Not Assessed</p>	<p>Project</p>	<p>Not Assessed</p>	<p>Paper</p>	<p>Project</p>
<p>3. (List objective)</p>	<p>Comments:</p>	<p>Feedback is provided to students on the project proposal, but not graded. The quality of the project design, execution, data analysis and write up are assessed and are used for grading. Faculty and graduate students will be invited to attend student presentations of their projects and will be invited to submit comments and feedback.</p>				
<p>4. (List objective)</p>	<p>Comments:</p>	<p>Feedback is provided to students on the project proposal, but not graded. The quality of the project design, execution, data analysis and write up are assessed and are used for grading. Faculty and graduate students will be invited to attend student presentations of their projects and will be invited to submit comments and feedback.</p>				

Curriculum Map (Bachelors in Psychology)

Program Learning Outcomes

Required Courses	How Outcomes are Addressed and Assessed	<u>Outcome #1</u> Understand major theories in developmental psychology.	<u>Outcome #2</u> Understand major theories in behavior psychology.	<u>Outcome #3</u> Understand major theories in social psychology.	<u>Outcome #4</u> Write well reasoned and data supported papers using proper APA format.	<u>Outcome #5</u> Understand basic research designs and statistics in developmental, behavioral and social psychology.
Psych 201: Introduction to Behavioral Psychology	Level:	Introduced	Introduced	Not Addressed	Reinforced	Introduced
	Emphasis:	Little/None	Extensive		Moderate	Moderate
	Assessed:	Not Assessed	Exams, papers		Papers	Not Assessed
Psych 312: Applied Behavioral Analysis	Level:	Reinforced	Advanced	Reinforced	Advanced	Reinforced
	Emphasis:	Moderate	Extensive	Moderate	Extensive	Extensive
	Assessed:	Not Assessed	Project	Not Assessed	Paper	Project

Level: Introduced Reinforced Advanced/Applied
Emphasis: Extensive Moderate Little/None
Assessed: Exam Paper Project Other Not Assessed

Benefactors

Who benefits from assessment?

Faculty

Students

Programs

Institution

Employers

External stakeholders

Role of Assessment

Assessment is an essential component of educational practice that links, informs, and aligns curriculum, pedagogy, learning activities, and judgments to achieve and document learning outcomes.

Assessment Barriers

Lack of experience?

Lack of knowledge?

Lack of ability?

Lack of tools?

Lack of interest?

Lack of relevance?

Lack of resources?

Lack of time?

Lack of will?

TRADITION!

Accreditation and Assessment

Accreditation is the primary method by which an institution exhibits its culture, capacity, and commitment to examine itself on an ongoing basis, to document results of its efforts, and to use the results of its assessments to improve quality and document effectiveness in fulfilling its mission and goals.

NWCCU Expectations

Educational program planning is based on regular and continuous assessment of programs in light of the needs of the disciplines, the fields or occupations for which programs prepare students, and other constituencies of the Institution.

Standard 2.B

NWCCU Expectations

**Educational assessment processes are:
Clearly defined;
Encompass all offerings;
Conducted regularly; and
Integrated into overall planning and
evaluation.**

Standard Indicator 2.B.1

NWCCU Expectations

Expected learning outcomes are identified and published for each degree and certificate program.

Regular and systematic assessment documents that students who complete programs, no matter where or how offered, have achieved these outcomes.

**Eligibility Requirement 12 Student Achievement
Standard Indicator 2.B.2**

NWCCU Expectations

The institution provides evidence that its assessment activities lead to the improvement of teaching and learning.

Standard Indicator 2.B.3

NWCCU Expectations

NWCCU expects each institution and program to adopt an assessment plan responsive to its mission and needs and urges the necessity of a continuing process of academic planning, the carrying out of those plans, the assessment of the outcomes, and the influencing of the planning process by the assessment activities.

Policy 2.2 - Educational Assessment

First Things First

***The assessment of student learning
begins with educational values.***

**AAHE Principles of Good Practice for Assessing Student Learning
Principle Number 1**

Foundation

Genuinely useful assessment programs are deeply embedded in institutional culture.

Trudy Banta, et. al.

Assessment Areas

Student Learning

Focus: Intended outcomes

Assess: Actual achievement

Teaching Effectiveness

Focus: Teaching practices

Assess: Student engagement

Program Effectiveness

Focus: Stakeholder expectations

Assess: Success in the field

Personal Fulfillment

Focus: Individual expectations

Assess: Satisfaction and “fit”

Forms of Assessment

Formative – formal and informal assessment conducted throughout a course to provide students and instructors with feedback on progress and inform development.

Summative – formal assessment conducted at the end of a course or unit regarding student performance in relation to the intended learning outcomes of the course or unit.

Combination

Use of both formative and summative assessment provides valuable information about what, when, and how well students learn and becomes the means whereby the institution can improve student learning by enhancing or modifying curriculum, pedagogy, co-curriculum, support services, advising, and library and information resources, etc.

Motto

I grade, therefore I assess.

(Apologies to Descartes)

Examples of Direct Assessments

(Relevant) tests

Juried review of student work

Externally reviewed internships

Performance on licensure exams

Portfolios

Course-embedded assessment

Observations of student behavior

Examples of Indirect Assessments

Alumni, employer, student surveys

Perception surveys

Focus groups

Exit interviews with graduates

Graduate follow-up studies

Graduate, retention, transfer rates

Students who do graduate work

Job placement statistics.

Unsupportive Evidence

Faculty qualifications and publications

Courses enrollments

Faculty/student ratios

Students who study abroad

Enrollment trends

Students graduating within fixed time

Size of budget/endowment

Size of library collection

Assessment Purposes

Improvement

Performance

Accountability

Improvement

Focus Areas

Student learning

Pedagogy

Program success

Institution effectiveness

Primary Characteristics

Inside stakeholders

Internal criteria

Proactive

Formative

Performance

Focus Areas

Student mastery

Promotion and tenure

Program viability

Mission fulfillment

Primary Characteristics

Inside and outside stakeholders

Internal and external criteria

Proactive and reactive

Summative

Accountability

Focus Areas

Efficiency

Throughput

Capacity

Cost

Primary Characteristics

Outside stakeholders

External criteria

Reactive

Summative

UNR Definition of Assessment

Outcomes assessment refers to documenting student learning and behavior relative to goals and expectations.

Definition (continued)

In academic programs, outcomes assessment provides evidence of what students know and are able to do at specific points in the curriculum compared to program-defined learning objectives.

Definition (continued)

Student service programs may assess student behavior outcomes, that is, demonstrating benefits accruing to students who use those services, as well as the campus community at large.

Assessment Plan Worksheet

Use this worksheet to work on drafts of your program's Student Learning Outcomes, Student Performance Indicators and Assessment Measures.

Student Learning Outcomes	Student Performance Indicators	Assessment Measures
1)		
2)		
3)		
4)		
5)		

How Good is Good Enough?

The most difficult endeavor of the academy may be the identification of thresholds of achievement.

Sample Rubric

	Below Expectations	Meets Expectations	Exceeds Expectations
Reasoning	<p>Presentation is illogical, disordered.</p> <p>Inferences are not supported by evidence.</p> <p>Ideas are presented without attention to synthesis.</p>	<p>Logical, orderly presentation is apparent.</p> <p>Inferences are adequately supported by evidence.</p> <p>Effort is made to synthesize ideas from different sources.</p>	<p>Writing is logical, orderly, internally consistent, and well developed.</p> <p>Inferences are well supported by evidence.</p> <p>Ideas are well synthesized from a variety of sources.</p>
Communication	<p>Word choice is inappropriate for the intended audience.</p> <p>Incoherent organization fails to lead reader to the intended conclusion.</p> <p>Lack of audience awareness.</p> <p>Writing is choppy; many awkward passages.</p> <p>Heavy reliance on quotations/paraphrasing.</p>	<p>Word choice is appropriate for the intended audience.</p> <p>Generally good although obvious organization.</p> <p>Shows audience awareness.</p> <p>Sentences/paragraphs are related, but some connections are choppy.</p> <p>Original writing supported with occasional quotations, paraphrasing.</p>	<p>Word choice is very well matched to the intended audience.</p> <p>Organization done so well as to be unnoticed.</p> <p>Appropriate audience control is obvious.</p> <p>Writing flows; easy to follow.</p> <p>Limited quotations, paraphrasing well integrated with original writing.</p>

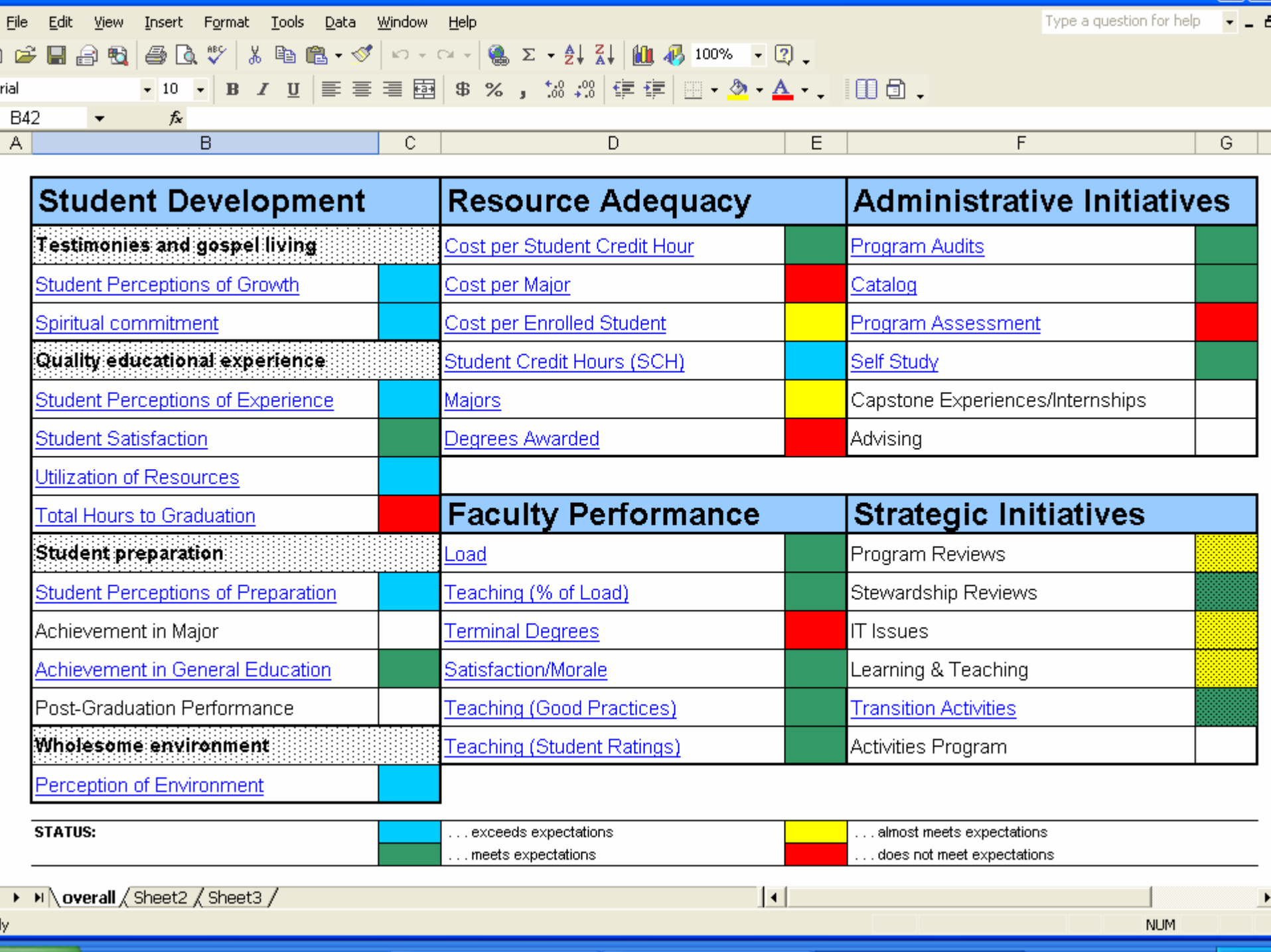
Evidence of Student Learning

Transcript of Student Work
Course title and grade

Annotated Transcript of Student Work
Descriptions (course, program, institutional)
Outcomes (course, program, and institutional)

Confirmation of Student Learning
Indicators of achievement (yes or no)
Levels of achievement (Likert scale)

Portfolios
Samples of student work



Student Development		Resource Adequacy		Administrative Initiatives	
Testimonies and gospel living		Cost per Student Credit Hour		Program Audits	
Student Perceptions of Growth		Cost per Major		Catalog	
Spiritual commitment		Cost per Enrolled Student		Program Assessment	
Quality educational experience		Student Credit Hours (SCH)		Self Study	
Student Perceptions of Experience		Majors		Capstone Experiences/Internships	
Student Satisfaction		Degrees Awarded		Advising	
Utilization of Resources					
Total Hours to Graduation		Faculty Performance		Strategic Initiatives	
Student preparation		Load		Program Reviews	
Student Perceptions of Preparation		Teaching (% of Load)		Stewardship Reviews	
Achievement in Major		Terminal Degrees		IT Issues	
Achievement in General Education		Satisfaction/Morale		Learning & Teaching	
Post-Graduation Performance		Teaching (Good Practices)		Transition Activities	
Wholesome environment		Teaching (Student Ratings)		Activities Program	
Perception of Environment					
STATUS:		... exceeds expectations		... almost meets expectations	
		... meets expectations		... does not meet expectations	

Sample Artifacts

Intentions

Statement of intended outcomes

Assessment plans

Assessment policies

Organizational structure

Commitment

Schedule of assessments

Inventory of assessment methods

Training

Budgets

Sample Artifacts

Execution

Course syllabi

Instruments/methods in use

Assessment rubrics

Reports of assessment results

Consequences

(Formal) review methods

Review schedules, scope, and content

Meeting minutes showing consideration

Record of actions taken

Giggle-resistant UNR Artifacts

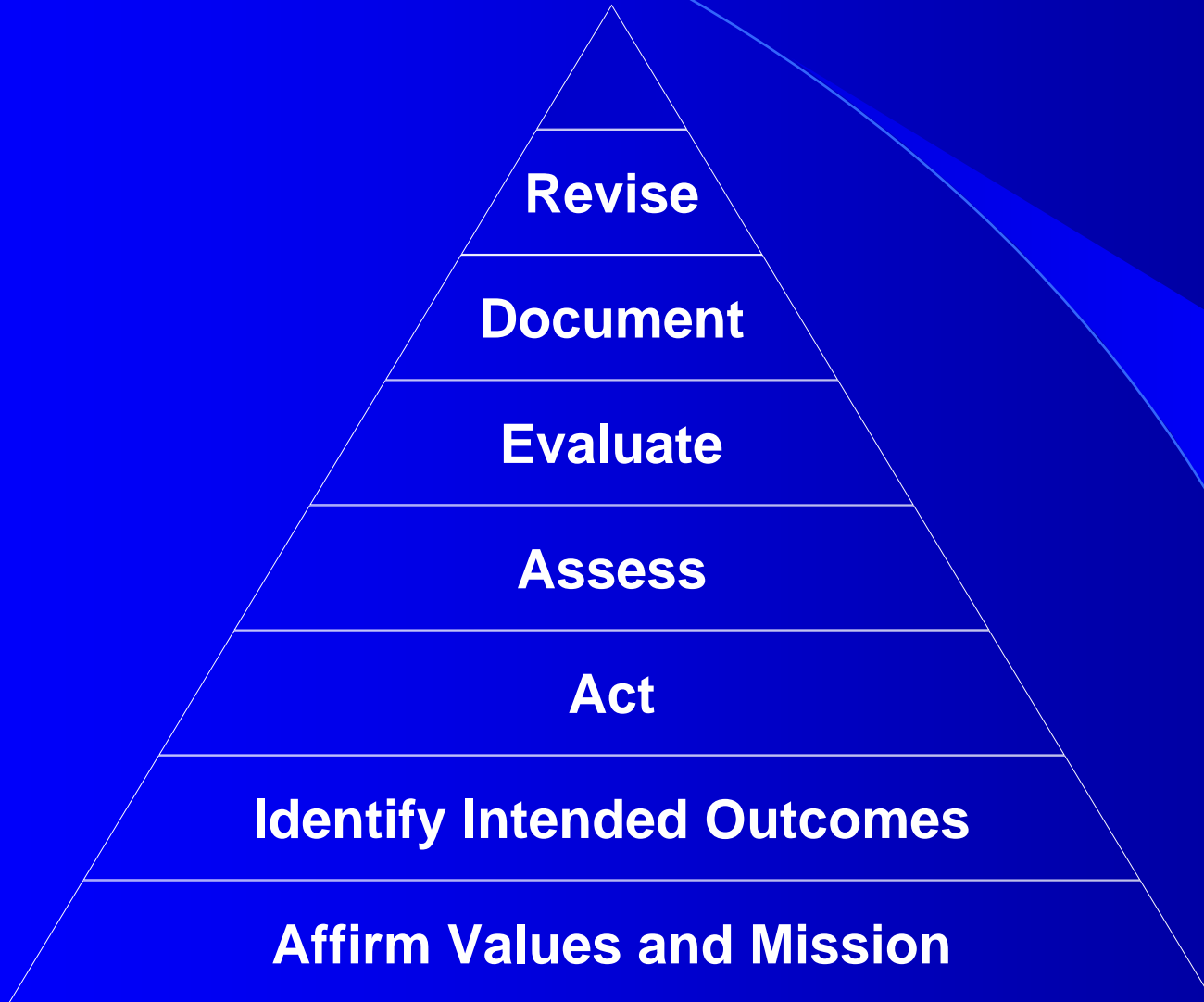
Intentions

Commitment

Execution

Consequences

Alignment Of Practice



Final Thoughts

Good intentions do not excuse poor results.

Actions speak louder than words.

Fran Lebowitz

Never mistake motion for action.

Ernest Hemingway

Questions and Discussion