

**Envisioning Assessment for the Modern Era:
*Moving Beyond Assessment to Institutional
Effectiveness***

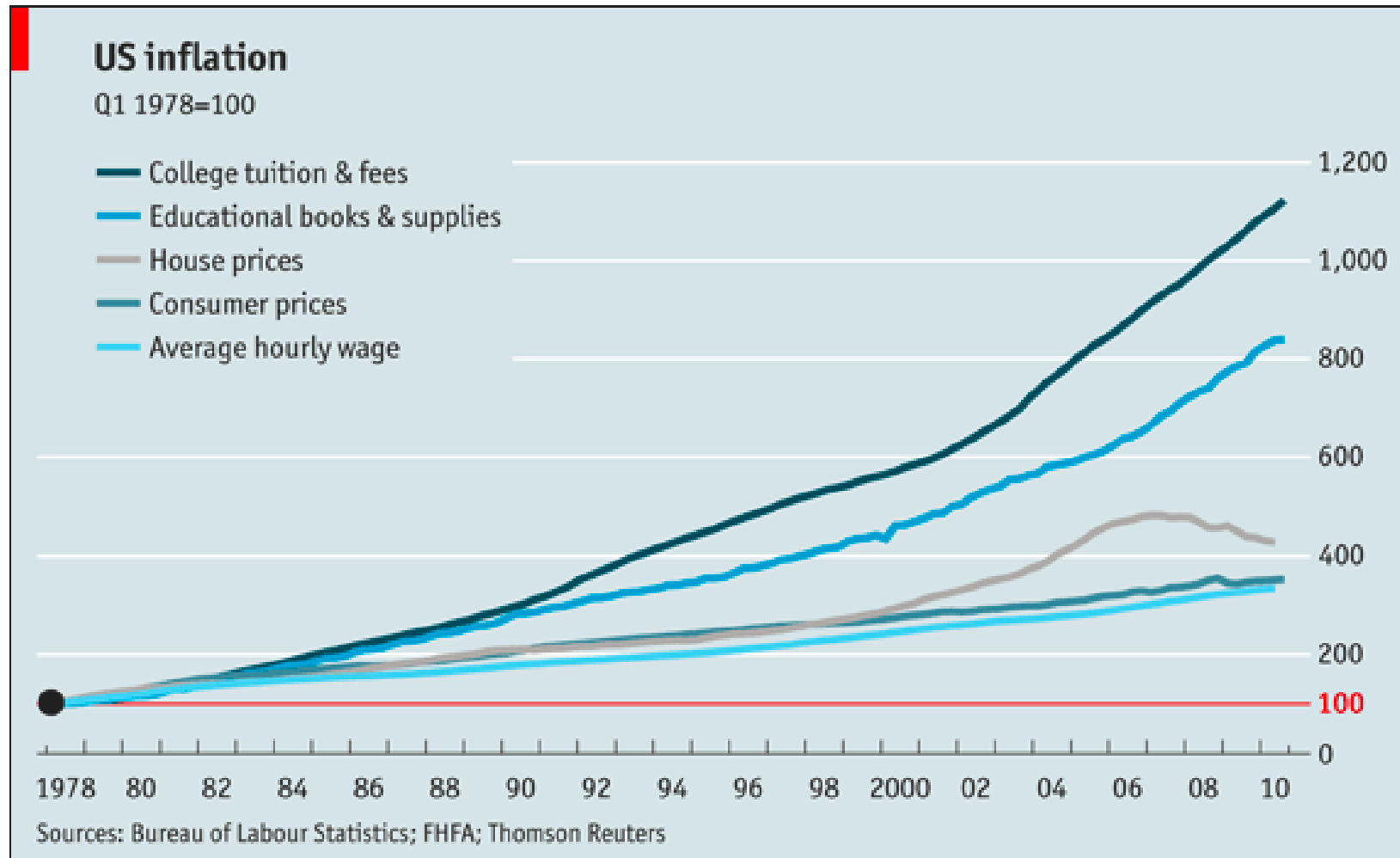
Annual Member Meeting

June 11, 2012

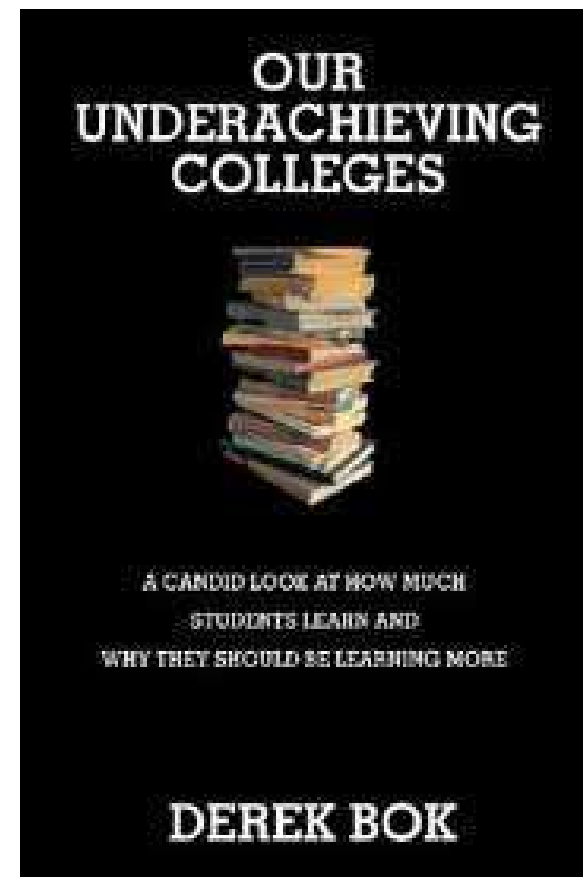
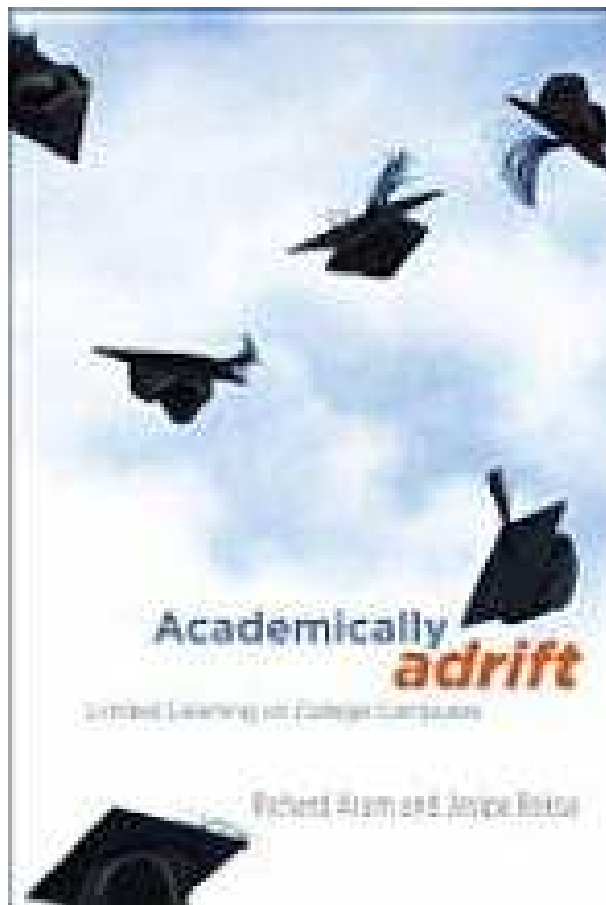
Key Questions for this Session

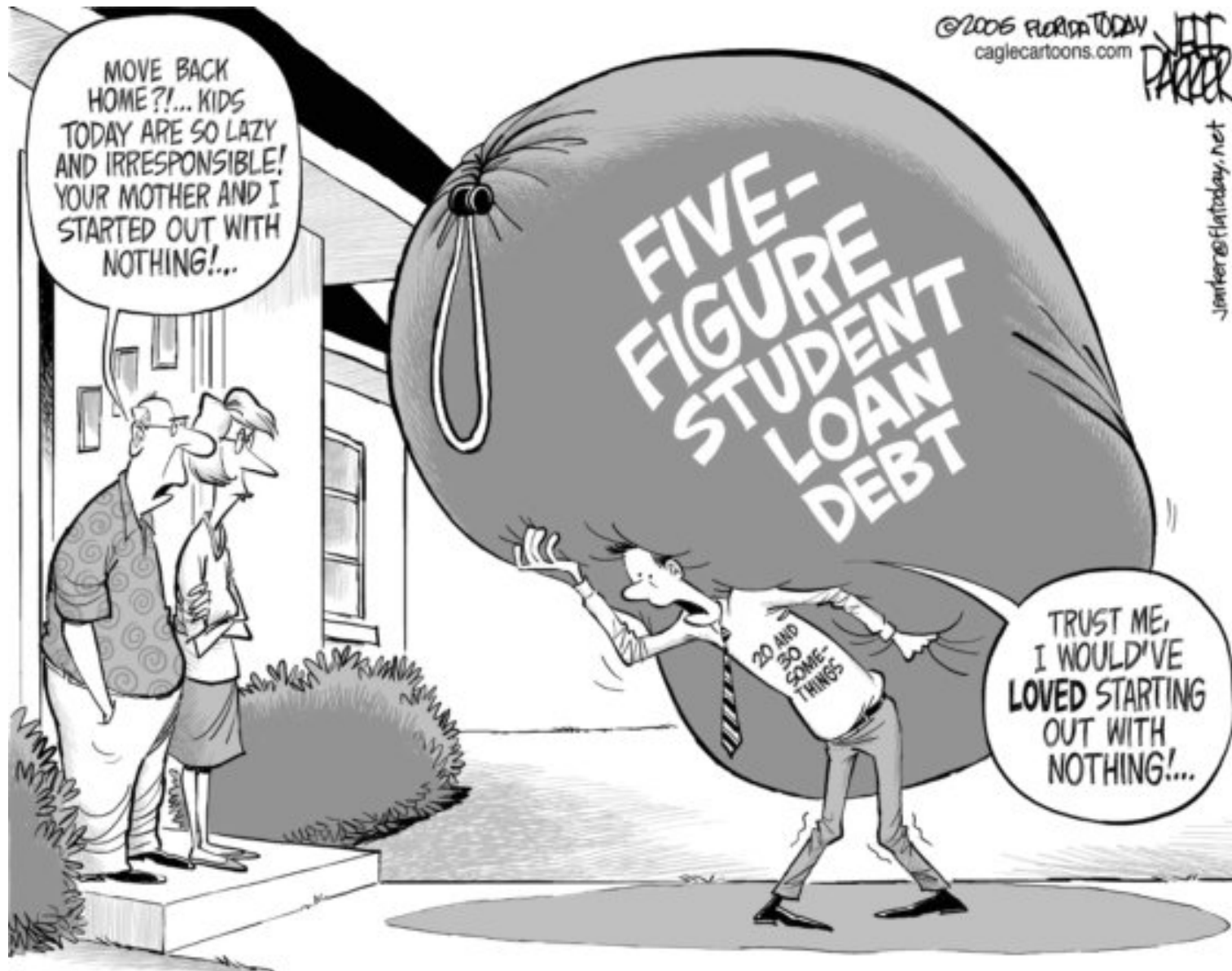
- What is the infrastructure that enables the measurement and communication of outcomes in a meaningful way?
- How do we get key stakeholders involved and supporting this effort?
- How can we enhance the communication of institutional effectiveness and drive results?











As A Result, There Are Many External Voices Calling for Higher Education Accountability



Just This Month, Several New Reports Were Issued with Recommendations on Outcomes and Accreditation



**Assuring Academic Quality in the 21st Century:
*Self-Regulation in a New Era***

**A Report of the ACE National Task Force on
Institutional Accreditation**

KAUFFMAN
The Foundation of Entrepreneurship

**College 2.0: An Entrepreneurial Approach
to Reforming Higher Education**

Overcoming Barriers and Fostering Innovation

The Various Reasons to Gather Information Drive the Varying Types of Assessment and Outcomes Data Collected

Compliance

- Data for accreditation, IPEDs, etc. (e.g. data about quantity and quality, etc.)

Management

- Data to support budgeting and planning (e.g. enrollment and financial data), faculty T&P (e.g. faculty load, productivity)

Pedagogy and Program Improvement

- Assessment data that supports ongoing program modification (e.g. data that illustrates student learning outcomes)

Public Policy

- Data to inform public policy and to address public opinion (e.g. community impact, data about access and service, etc.)

Recruitment

- Data to demonstrate the differentiation and value of your institution relative to others for prospective students and parents



Assessment

How would you define assessment in 10 words or fewer?







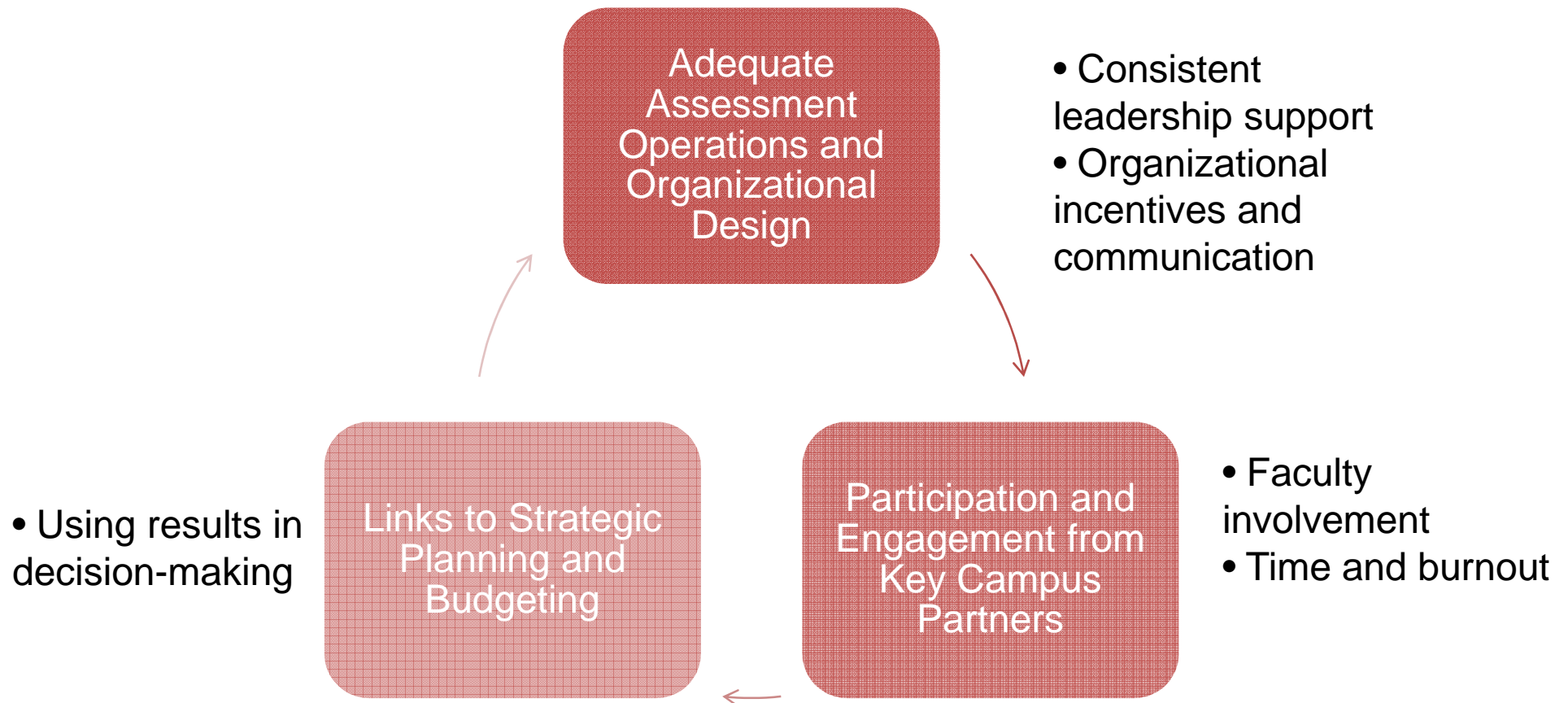
"I want to put in place a cycle that achieves meaningful direct evidence of student learning and processes this back into curriculum development on campus."
 – Chief Academic Officer



Three key ingredients for success include:

- ✓ Adequate assessment operations
- ✓ Participation and ownership from the right campus partners
- ✓ Links to strategic planning and budgeting through goal alignment and communication

But There are Challenges that Higher Education Leaders Face in Assessing Results



State of Play

- Assessment is largely an add-on rather than embedded into teaching and learning
- Assessment isn't integrated into faculty culture and behavior
- Assessment results aren't systematically used

What should the modern assessment operation look like? How can we put in place the infrastructure to measure outcomes in a meaningful way?

A Strong Organizational Structure Is Essential to Ensure That Student Learning Outcomes Inform Decision-Making

Support from Senior Leadership

- There must be commitment from the top to using assessment results in data-driven decision-making

Intentional Structure

- Deliberate organizational design ensures assessment data gets to right people

Explicit Linkages to Budget

- Create standard methods to identify resource needs based on assessment data

“Need quality data, not just any measure or convenient sample and you need a real infrastructure to support that information and get it to key stakeholders; the review and reporting structures are enhanced through a deliberate architecture. It requires a commitment from the top to quality and not compliance.”

Discussion

- If you could change anything about your organizational structure related to assessment work – what would that be and why?
 - Who is responsible for managing assessment activities at your institution?
 - How effective is the organizational structure that you have in place?

How do we get key stakeholders involved and supporting this effort?

The More Involved Faculty Are, the More Engaged They May Become

Mandates help to jumpstart efforts

“Where we’ve seen some movement in assessment has generally been in response to accrediting bodies: nursing, social work, education, business. Faculty understand that it’s required, so they’re more willing to incorporate it into their syllabi and curriculum.”

Making it part of the mission goes farther

“I’m going to have 12 assessment fellows this summer. They’ll do a lot of work on assessment design. So now some of the Deans are nominating fellows based on the quality of their assessments. Fellows get release time and a stipend to get the work done.”

Involving faculty increases their buy in

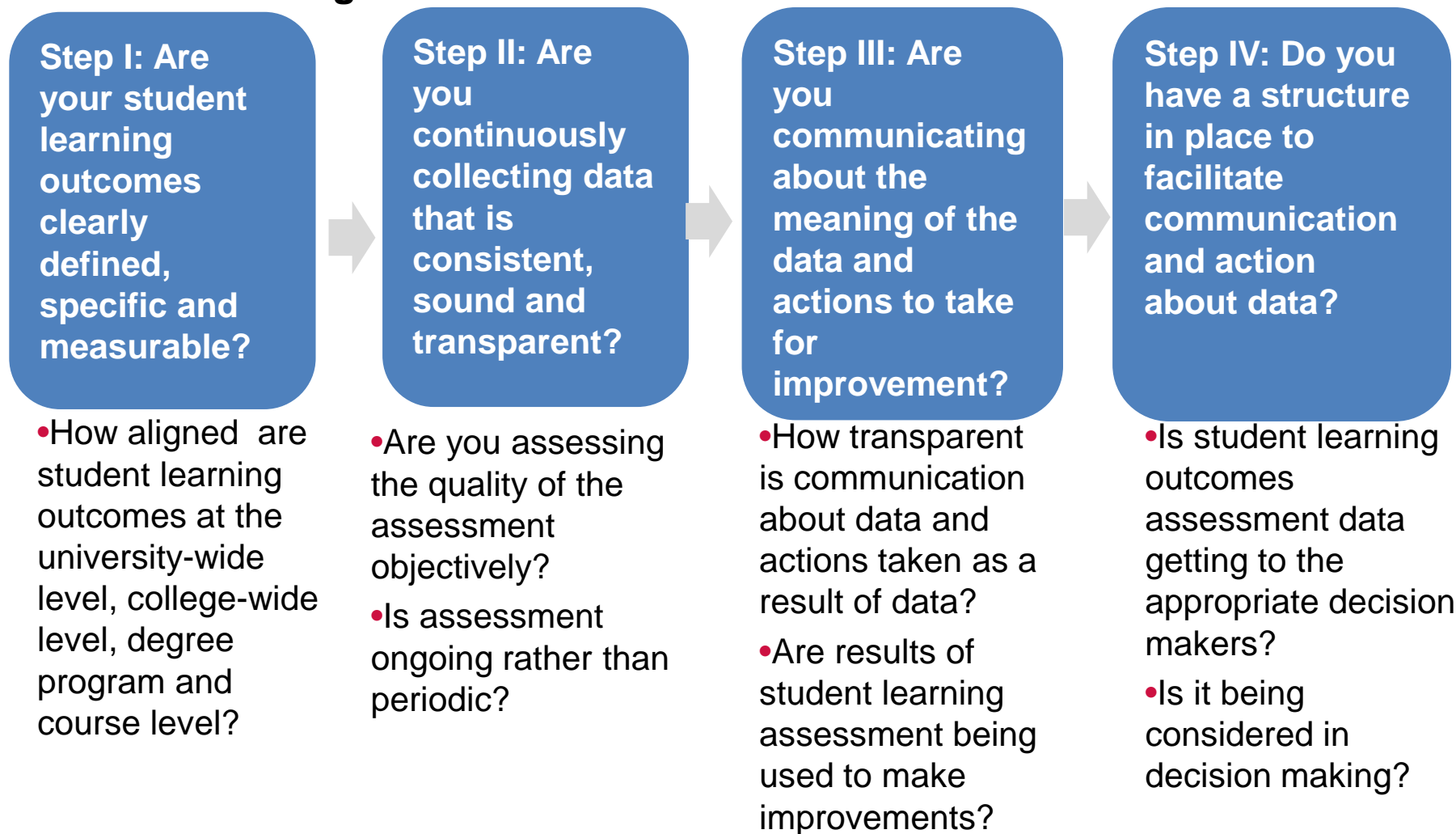
“We have 17 different schools and 17 different traditions and ways of doing things. We believe the experts are the ones who should set these standards.”

Actual results may vary: “Most faculty don’t see the value in these activities as leading to a better outcome. I don’t know how to create that. We could bring in experts, do workshops, but most faculty are very confident and a little egotistical. They trust their own judgment.”

- If you could change anything about the role of faculty in assessment at your institution what would that be?
 - What challenges, if any, have you confronted in getting faculty involved and supporting assessment?
 - How have you successfully involved faculty in assessment work, and gained their buy-in?
 - How do you make sure that faculty can use assessment data to improve their instructional practice?

How can we enhance the communication of institutional effectiveness?

There are Four Critical Steps that Enable the Incorporation of Assessment Results into Decision-Making:



There are Some Simple Steps that Can Facilitate Communication and Action

- Establish a regular dialogue around assessment data
- Report on and package findings around institutional goals and challenges
- Disaggregate information by major, school, etc. to make it meaningful and actionable
- Use results as fodder for dialogue around improvement

Outcomes Dashboards Can Help this Process



Student Outcome Indicators and Questions in the U. T. System Strategic Framework

Goal: Retain and graduate promising students	
Indicator	Strategic Question
1 st year persistence	Are students making adequate progress?
4-, 5-, and 6-year graduation rates	Are students completing degrees in a reasonable timeframe, compared with national peer trends?
Graduation rates of community college students who enter U. T. System institutions with at least 30 credits to transfer	Are transfer students completing degrees in a reasonable timeframe?
Composite persistence and graduation rates for students who matriculate at a UTS institution but go elsewhere in Texas to complete their education	Are students successful regardless of where they complete their studies in Texas?
Goals: Generate student learning and degree completion; Provide high-quality and demanding curricula and instruction	
National Survey of Student Engagement (NSSE) data on satisfaction with advising and overall assessment of their college experience	How do students evaluate their overall experience compared with national peer trends?
Results of Collegiate Learning Assessment (CLA)	How do the problem solving, critical thinking, and writing skills of our students compare with peers? To what extent does the institution add value to these skills between the freshman and senior years?
Degrees conferred in high-demand science, technology, engineering, math, and health fields	Are students prepared for, recruited into, and successful in degree programs in critical areas?
Goal: Prepare students for employment and careers	
Licensure exam pass rates for key fields (e.g., teaching, engineering, nursing)	Are graduates well-prepared to enter the workforce in high-need fields?
Postgraduation experience – employment or enrollment in a graduate/professional program after graduating:	At what rates are U. T. System graduates joining the workforce or going on for higher-level professional study in Texas?
Source: The University of Texas System Accountability Report 2007-08	

- How do you best communicate regarding institutional effectiveness?
- As a result of your assessment activities, what, if any, improvements have you been able to make to your programs?
 - How do you ensure that assessment activities foster ongoing improvement, and are not just compliance-focused?

Some Parting Thoughts

- Start with your goals
- Keep assessment manageable
 - Start with the assessment you are already doing
 - Don't try and measure everything
 - Focus on those areas you can improve
- Get faculty actively involved
- Communicate and collaborate regarding results

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Next Steps

Our Proposed Key Initiatives are Designed to Help You Balance Current Demands with Long-Term Strategy to Achieve Sustainable Success

Implement Best Practices for Cost-Effective Assessment Operations

- *Identify appropriate organizational models for successful assessment*
- *Identify and make the case for investment and staffing levels*
- *Stay abreast of emerging assessment practices*

Engage Key Campus Partners

- *Diagnose the professional development and support needs of your faculty and staff*
- *Expose faculty and staff to emerging and effective assessment approaches*
- *Create a campus culture of assessment*

Align Assessment Efforts with Strategic Planning and Budgeting

- *Gain a better understanding of graduate outcomes to inform decision-making*
- *Develop Key Performance Indicators for institutional effectiveness*

2012 Potential Member Roundtables

Using Assessment Results to Inform Budgeting and Decision-making

June 2012

Annual Member Meeting Working Sessions

*June 11-12, 2012
Boston, MA*

Key Performance Indicators for Institutional Effectiveness

July 2012

Models for Faculty Engagement in Assessment

September 2012

Online Learning: On the Forefront of Student Learning Assessment

November 2012