Welcome Northeastern Illinois University!

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THE ELEMENTS OF CAMPUS SUCCESS

Ca
Compliance Assist

B
Baseline

Be
Beacon

C
CollegiateLink

Ce
Course Evaluations
The VALUE of Assessment
When I say “assessment”, what is the first word that comes to mind?
What is Assessment?

Assessment is a systematic process for collecting, reviewing, and using evidence/data for the purposes of overall improvement and enhancing student learning. Assessment is not static or “one time”.

How do we know that we are doing what we say we are doing?

How well are we doing what we say we are doing?
Why do we do Assessment?

• Documents student learning
  – Isn’t that why we are here?!
  – Develop the “whole” student

• Accountability: We are doing what we say we are doing

• Allows for continuous improvement
  – There is always room for improvement
AAHE Principles of Good Practice

• Developed under the guidance of the AAHE assessment forum

• Goal: Institutions would find these principles helpful in examining good practice and for developing and discussing their own practice

• Support assessment leaders on campus
Assessment of Student Learning begins with educational values
Educational Values

• What is the mission of our education?

• What kinds of learning do we most value for students and strive for them to achieve?

• Assessment should be a vehicle for educational improvement
Essential Learning Outcomes

University of Wisconsin-Madison

1. Knowledge of Human Cultures and the Physical and Natural World
   Start: 7/1/2011
   End: 6/30/2016

Description
Through study in the sciences and mathematics, social sciences, humanities, histories, languages, and the arts and focused by engagement with big questions, both contemporary and enduring.

Related Items

1. Cultivate an environment in which students are empowered to problem solve and seek solutions independently.
   Start: 7/1/2011
   End: 6/30/2012
   Providing Department: DoSO

1. Gaining confidence and competence as a college-level student.
   Start: 7/1/2012
   End: 6/30/2013
   Providing Department: CFYE

1. Helping international students to engage, integrate and reflect through high impact programs.
   Start: 7/1/2012
   End: 6/30/2013
   Providing Department: ISS

1. Intentionally connect students to campus wide leadership development opportunities.
   Start: 7/1/2014
   End: 6/30/2015
   Providing Department: CFLI

1. Reduce the level and amount of at-risk student drinking.
   Start: 7/1/2012
   End: 6/30/2013
   Providing Department: DoSO

1. Students are invested in and experience inclusive communities that engage their multiple identities.
   Start: 7/1/2012
   End: 6/30/2013
   Providing Department: LGBTCC

1. Students will gain knowledge, skills, and/or opportunities to embody the Wisconsin Idea.
   Start: 7/1/2012
   End: 6/30/2014
   Providing Department: MSC
Educating Illinois 2013-2018: Individualized Attention, Shared Aspirations

Vision
Illinois State University, a first-choice public university, will be increasingly recognized as a national leader for educating high-achieving, motivated students who seek an individualized and transformative experience at an institution that: Offers premier undergraduate and graduate programs that integrate traditional knowledge and methods with emerging ideas and innovations; Generates knowledge through high-quality research, scholarship, and creative activities; Supports student learning and development inside and outside of the classroom; Serves the region, state, nation, and world through its commitments to responsible stewardship, meaningful civic engagement, cultural enrichment, and the development of global citizens.

Mission
We at Illinois State University work as a diverse community of scholars with a commitment to fostering a small-college atmosphere with large-university opportunities. We promote the highest academic standards in our teaching, scholarship, public service, and the connections we build among them. We devote all of our resources and energies to creating the most supportive and productive community possible to serve the citizens of Illinois and beyond.

Core Values
- Pursuit of learning and scholarship
- Individualized attention
- Diversity
- Integrity
- Civic engagement
Assessment is most effective when it reflects an understanding of learning as multidimensional, integrated, and revealed in performance overtime.
Assessment is Multidimensional

• Learning is complex

• Assessment methods should be just as complex

• Don’t use just one assessment method
Assessment works best when it is ongoing, not episodic
Ongoing Assessment

• Assessment should be a cumulative process

• A linked series of activities undertaken over time

• Tracking progress of a cohort of students, using the same instrument

• In the end though- “one shot” assessment is better than none
Western Michigan

- Multiple assessment methods around a strategy to increase intercultural competence

- A series of activities with the 2012-2103 resident assistants

- IDI Instrument, AAC & U Intercultural Competence Rubric Pre/Post test, Assessing events on campus that expose students

- Complex learning = Complex assessment
<table>
<thead>
<tr>
<th>Objective</th>
<th>Assessment Tool/Method</th>
<th>Timeline</th>
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<tbody>
<tr>
<td>RAs will be able to identify and describe their intercultural knowledge and competence.</td>
<td>AAC&amp;U Intercultural Knowledge and Competence Value Rubric (INCV).</td>
<td>Administer at in March during RA class. Students rate themselves on each category and write 1 – 2 sentences articulating why they ranked themselves at each level. Do the same self-evaluation in December 2012 and March 2013. Compare results.</td>
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<tr>
<td>RAs will participate in programs and events to increase their awareness and understanding of issues and concepts related to intercultural competence.</td>
<td>Journal/log and self-report. Students will keep track of all events in the curriculum, including other incidents, programs and events they feel meet the criteria. 1 – 2 sentence reflections on what they learned.</td>
<td>Start in the RA class in March 2012. Continue until March 2013.</td>
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<tr>
<td>RAs will be able to understand and evaluate their own intercultural competence.</td>
<td>Administer the X instrument.</td>
<td>November 2012. Share individual and group results with RAs. Discuss.</td>
</tr>
<tr>
<td>RAs will be able to critique and evaluate their own learning and growth related to intercultural competence.</td>
<td>2 page reflection paper. Using the IKCV rubric, their log and the assessment instrument, respond to reflection questions in a 2 page paper.</td>
<td>March 2013</td>
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</tbody>
</table>
Benchmark Results

What is the most common way you learn about campus events?

- Campus newspaper
- Campus e-mail
- Flyers/posters/banners/advertising on campus
- Word of mouth (from students, faculty, and/or administrators)
- Text message
- Online campus calendar
- Social media (Facebook, Twitter, etc.)
- Web page
- I never seem to hear about campus events.
- Other
Assessment works best when programs it seeks to improve have clear, explicitly stated purpose.
Clear Purpose

• As a department, what is your mission?

• What are your goals?

• Develop a plan so that you know where to aim
FLOWCHART DESCRIBING ASSESSMENT PROCESS

Step 1: Organize for assessment
Step 2: Define mission
Step 3: Define goals
Step 4: Define student learning outcomes
Step 5: Inventory existing and needed assessment methods
Step 6: Identify assessment methods and targets for each learning outcome
Step 7: Collect the data
Step 8: Analyze results
Step 9: Provide feedback
Step 10: Implement changes
Step 11: Monitor changes and compare results
Step 12: Review information
<table>
<thead>
<tr>
<th>Number</th>
<th>Name</th>
<th>Start</th>
<th>End</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Student Activities Mission</td>
<td>7/1/2012</td>
<td>6/30/2013</td>
</tr>
<tr>
<td>2</td>
<td>Provide Support for Commuter Students</td>
<td>7/1/2012</td>
<td>6/30/2013</td>
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<td>3</td>
<td>Ensure the Student Activity Center Provides a Welcoming and Social</td>
<td>7/1/2012</td>
<td>6/30/2013</td>
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<td>ATM</td>
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<td>4</td>
<td>Increase Awareness of and Participation in Student Activity</td>
<td>7/1/2012</td>
<td>6/30/2013</td>
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<td></td>
<td>Sponsored Campus Events</td>
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<tr>
<td>5</td>
<td>Strengthen Clarke’s existing Student Organizations and Support</td>
<td>7/1/2012</td>
<td>6/30/2013</td>
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<td></td>
<td>Growth</td>
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<tr>
<td>1.1</td>
<td>Complete a Student Activities Program Review</td>
<td>7/1/2012</td>
<td>6/30/2013</td>
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<tr>
<td>1.2</td>
<td>Encourage Commuter Students to Become Engaged in Student Activities</td>
<td>7/1/2012</td>
<td>6/30/2013</td>
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<td></td>
<td>Outside of the Classroom</td>
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<td>2.1</td>
<td>Maintain and Improve the Commuter Lounges Space</td>
<td>7/1/2012</td>
<td>6/30/2013</td>
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<tr>
<td>2.2</td>
<td>Complete Updates to the Space to Look and Feel Nicer for Students and</td>
<td>7/1/2012</td>
<td>6/30/2013</td>
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<td></td>
<td>Guests</td>
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<td>3.1</td>
<td>Encourage and Support Increased Usage of the Campus Radio Station.</td>
<td>7/1/2012</td>
<td>6/30/2013</td>
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<td>3.2</td>
<td>Focus on Marketing Strategies to Promote Events</td>
<td>7/1/2012</td>
<td>6/30/2013</td>
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<tr>
<td>4.1</td>
<td>Build Excitement and Awareness of Campus-Wide Events for Both</td>
<td>7/1/2012</td>
<td>6/30/2013</td>
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<td></td>
<td>Students and Parents</td>
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<tr>
<td>4.2</td>
<td>Include Student Organization Representatives in at Least One CSA</td>
<td>7/1/2012</td>
<td>6/30/2013</td>
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<td></td>
<td>Meeting Each Month.</td>
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<td>4.3</td>
<td>Prepare and Present an Organization Management Skills Session</td>
<td>7/1/2012</td>
<td>6/30/2013</td>
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<td></td>
<td>During the CSA and Student Organization Meetings</td>
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<td>4.4</td>
<td>Invite Students to Sign up for Interest Groups, Support in</td>
<td>7/1/2012</td>
<td>6/30/2013</td>
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<td></td>
<td>Finding an Advisor and Chartering Through CSA (Art Club, Outdoor</td>
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<td>Club, Spanish Club)</td>
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<td>4.4</td>
<td>Implement a Leadership Series for Students</td>
<td>7/1/2012</td>
<td>6/30/2013</td>
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- **Student Activities**
- **Clear Mission**
- **Clear Goals**
- **Guides their assessment practices**
UW-Madison Student Affairs
Departmental Assessment Plan

- Departmental Priority (supports Divisional Priority)
- Assessment Project (Supports Departmental Priority)
  - Type of assessment project
  - Method
  - Respondents/participants
  - Methodology detail
  - Results/analysis
  - Actions taken and recommendations made
Assessment fosters wider improvement when representatives from across the educational community are involved.
Culture of Assessment

• A campus wide responsibility

• May start as a small process but should eventually grow to involve people from across the community

• Aim is a wider, better-informed attention to student learning
Marquette

• Identified PALS: Program Assessment Leaders on campus

• Assessment Website

• Planning module branding: Arms-Embrace It!

• Peer review of institutional assessment plans
About assessment at Marquette University

As a Catholic, Jesuit institution, Marquette University is dedicated to serving God by educating students to become leaders in the service of others and contributing to the advancement of knowledge. Our vision is to provide a Catholic, Jesuit education that is genuinely transformational.

To fulfill this vision, Marquette faculty and staff are committed to an ongoing process of assessment, reflection, and improvement of student learning. We view assessment of learning as a natural concern of the teacher-scholar, a concern rooted in Jesuit pedagogy.

Learn more about the process
- Assessment cycle
- Three levels of student learning
- Assessment goals
- Student Learning Assessment policies (PDF)
- Video clip: 2010 Assessment Peer Review Working Seminar

Additional resources and reports
- Assessment committee
- Assessment resources (PDF)
- Assessment Mini-Grant Recipients Announced (new)

*These reports are restricted to campus.*

- Link to Assessment Reporting Management System (ARMS)

Link to ARMS
Arms-Embrace It!

Welcome to the Marquette Assessment Reporting Management System (ARMS)

Feel free to contact Michelle Nemer (michelle.nemer@marquette.edu) or Sharron Ronco (sharron.ronco@marquette.edu) with questions or concerns.

ARMS - Embrace it! was launched in August, 2012 as a tool to document, track and report the results of academic and co-curricular program assessments. Attached below are helpful power point slides for screen-by-screen assistance and a checklist to make sure your report is complete.

Expires: 12/31/2012

Attachments:

- ARMS checklist for 2011-12 reports
- ARMS Training Slides
Demonstrate ethical skills and apply professional knowledge. Study research, engineering, and business contexts. Critical thinking and effective leadership are essential. Health care and legal backgrounds are important. Understand diverse settings and specialized systems. Develop cultural principles and appropriate practices. Work with individuals and personal systems. Evaluate behavior and counseling information. Analyze diverse data and written communication. Leadership and communication skills are necessary. Knowledge, understanding, and ability are needed. Identify problems within the text. Apply concepts, issues, and solve problems. Use frameworks to analyze data. Write plans and historical treatment. Articulate strategies, oral communication, and written methods. Evaluate students and communicate needs. Analyze health, ability, and effective level. Design problems, process, and strategies. Develop communication, language, and philosophy. Learn about economics, assessment, and environmental impact. History, philosophy, and group analysis. Nursing, patients, and audience solutions. Identify proficiency, history, and treatment. Writing, patients, and audience solutions. Identify proficiency, history, and treatment.
Assessment makes a difference when it begins with issues of use and illuminates questions that people really care about.
Tied to Questions/Issues

- Information must be tied to questions or issues that people really care about
- Don’t just “gather results”
- Starts with the questions of the decision makers: gather, interpret and inform
- Helps guide continuous improvement
Steering Committee

1. Foster WMU
2. Student Employees Professionalism
3. SA Professional Development
4. Intercultural Competence
5. Housing and Dining Master Plan
6. Bernhard Center
7. Technology
8. Bystander/Medical Amnesty
9. Strategic Plan

Questions & Issues
Make Connections

• How are you supporting what your divisions strategic plan?

• Your institutions strategic plan?

• Make connections to what lives above you
Assessment is most likely to lead to improvement when it is part of a larger set of conditions to promote change.
<table>
<thead>
<tr>
<th>Center for the First-Year Experience Priorities</th>
<th>Dept. Priority Contributes To:</th>
<th>DoSL Strategic Priorities</th>
<th>Campus Strategic Priorities</th>
<th>Essential Learning Outcomes</th>
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<tr>
<td>Updated to reflect the First-Year Goals</td>
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<td></td>
<td>I. Knowledge of Human Cultures and the Physical and Natural World</td>
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<td>1. Model environments</td>
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<td>II. Intellectual and Practical Skills</td>
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<td>and communities in which students feel that they belong.</td>
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<td>III. Personal and Social Responsibility</td>
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<td>2. Aid students in</td>
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<td>IV. Integrative Learning</td>
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<td>experiences.</td>
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<td>2. Make positive connections with faculty, staff and peers. YR ending: June 2016</td>
<td>2. A, D, P1?</td>
<td>B. Academics-</td>
<td>P2. Reinvigorate the Wisconsin Idea and renew our commitment to our public mission</td>
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<td></td>
<td></td>
<td>1. Promote and support student academic engagement, growth, and success.</td>
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<td>3. Engage in behaviors that promote personal health and balance. YR ending: June 2014</td>
<td>3. D, E, III</td>
<td>C. Self-Discovery-</td>
<td>P3. Invest in scholarly domains in which we have existing or potential strength and impact</td>
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<td>cultivate a learning</td>
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<td>environment where students can reflect and act upon their Wisconsin Experience</td>
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<td>4. Understanding self as a member of socially diverse community. YR ending: June 2013</td>
<td>4. A, C, D, P5, I, III</td>
<td>D. Citizenship -</td>
<td>P4. Recruit and retain the best faculty and staff, and reward merit</td>
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<td>create conditions where</td>
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<td>responsibilities both</td>
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<td>locally and globally.</td>
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<td>5. Developing awareness of the impact of personal choices. YR ending: June 2014</td>
<td>5. C, D, II, III</td>
<td>E. Support other</td>
<td>P5. Enhance diversity in order to ensure excellence in education and research</td>
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<td>department priorities</td>
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Framework for Undergraduate Learning Assessment

Institutional Learning Outcomes

- Major/Program Learning Outcomes
  - College Competencies
  - Discipline Competencies
  - Courses
  - Learning Objectives

- Common Core Learning Outcomes
  - 9 Knowledge Areas Competencies
  - Core Courses
  - Learning Objectives

- Co-Curricular Learning Outcomes
  - Values, Commitments & Leadership
  - Services/Programs
Through assessment, educators meet responsibilities to students and to the public
Our Responsibility

• What is your responsibility to students?

• What is your responsibility to the public?

• Our deeper obligation to our students, and society is to IMPROVE
Assessment...

- is multidimensional
- is a vehicle for educational improvement
- is an ongoing process
- works best when there is a clear purpose
- should be a campus wide initiative
- matters more when questions/issues are addressed that people care about
- Promotes change
Why are your assessment practices valuable to your department?
Why are your assessment practices valuable to your division?
Why are your assessment practices valuable to your institution?
Reflection

• What are we doing well?

• Where could we improve?

• How do we make those improvements?
Webinars

“Designing and Developing Learning Outcomes”

“Survey Administration and Fatigue”

“Beginning with the End in Mind”

“Reporting and Sharing Assessment Results”

http://www.campuslabs.com/support/training/
The process of re-affirmation: Marathon or sprint?

Many activities in life warrant the phrase – it’s not a sprint, it’s a marathon. And I think this saying definitely applies to the accreditation process. We work with campuses that approach their accreditation from both perspectives – some beginning years in advance and others giving themselves no more than a few months. For some [...]

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#labgab
Contact me!

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