Assessment: One Size Does Not Fit All

Prepared by:
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Loyola College in Maryland

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Overview

- Why assess
- Assessment cycle
- One size does not fit all
- Examples of outcomes assessment
- Implementation issues and strategies
Why Assess?

Reasons that were cited as "Very Important Purpose" for Conducting Student Learning Assessment

- Preparing for Self-Study: 69%
- Improving Student Achievement: 59%
- Improving Academic Programs: 55%
- Meeting State Requirements: 44%
- Improving Instruction: 35%
- Allocating Internal Resources: 21%

Source: Change Magazine September/October 1999
Accreditation

Middle States:

“An effective institution is one in which growth, development, and change are the result of a thoughtful and rational process of self-examination and planning, and one in which such a process is an inherent part of ongoing activities.”

Accreditation

New England Association of Schools and Colleges:

“2.4 The institution regularly and systematically evaluates the achievement of its mission and purposes, giving primary focus to the realization of its educational objectives. Its system of evaluation is designed to provide relevant and trustworthy information to support institutional improvement, with an emphasis on the academic program. The institution’s evaluation efforts are effective for addressing its unique circumstances. These efforts use both quantitative and qualitative methods.”

– Standards for Accreditation (2005) p.4
Improving Student Achievement

- What are we trying to do?
- How well are we doing?
- How can we improve?
Assessment Cycle

- **How can we improve?**
  - Use of Results
- **What are we trying to do?**
  - Learning Outcomes
  - Assessment Method
- **How well are we doing?**
  - Assessment Results
  - Criteria for Success

Loyola College
Learning Outcomes

- What should students **know**?
- What should students **be able to do**?
- What should students **value**?
Program Outcomes vs. Learning Outcomes

- The program will engage students in the study of cultural and socioeconomic factors related to ____________.

- Students will be able to articulate cultural and socioeconomic differences and the significance of these differences in ________________.
Levels of Learning Outcomes
Types of Learning Outcomes

- Skills & values
- Skills, values, & knowledge
- Knowledge, skills, & values
One Size Does Not Fit All

- Assessment method must fit the outcome
- Assessment method must fit the pedagogical culture of the discipline
- Assessment method must fit the culture of the institution
## Assessment Method

<table>
<thead>
<tr>
<th>Source of data (examples)</th>
<th>Means of Assessment (examples)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-report (e.g. surveys)</td>
<td>% reporting outcome attainment</td>
</tr>
<tr>
<td>Embedded course work (e.g. final paper/project)</td>
<td>Scoring guide/rubric</td>
</tr>
<tr>
<td>Outside evaluation (e.g. internship supervisor’s report)</td>
<td>% reporting outcome attainment</td>
</tr>
<tr>
<td>External measure (e.g. major field test)</td>
<td>Score on test</td>
</tr>
</tbody>
</table>
# Institutional Outcomes Assessment – Self-Reports and Outside Evaluations

<table>
<thead>
<tr>
<th></th>
<th>Leadership</th>
<th>Creativity</th>
<th>Experimentalism</th>
<th>Social Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty</td>
<td><strong>HERI survey</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>When they graduate, about how many students from your division display________</em>*</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Current Students</td>
<td><strong>Noel-Levitz SSI survey</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>While at College I have been encouraged (by peers or faculty) to________</em>*</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduating Seniors</td>
<td><strong>HEDS Senior survey</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>During your time at College, to what extent were you encouraged (by peers or faculty) to________</em>*</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Alumni</td>
<td><strong>HEDS Alumni survey</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>To what extent did your education at College help you to learn to________</em>*</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Institutional Outcomes Assessment – Survey Data

<table>
<thead>
<tr>
<th></th>
<th>Leadership</th>
<th>Creativity</th>
<th>Experimentalism</th>
<th>Social Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty</td>
<td>81%</td>
<td>76%</td>
<td>61%</td>
<td>64%</td>
</tr>
<tr>
<td>Current Students</td>
<td>61%</td>
<td>54%</td>
<td>56%</td>
<td>48%</td>
</tr>
<tr>
<td>Graduating Seniors</td>
<td>67%</td>
<td>57%</td>
<td>46%</td>
<td>48%</td>
</tr>
<tr>
<td>Alumni</td>
<td>70%</td>
<td>65%</td>
<td>64%</td>
<td>61%</td>
</tr>
</tbody>
</table>
# General Education Outcomes – Embedded Coursework

<table>
<thead>
<tr>
<th>Overall Score</th>
<th>4. Accomplished (Shows skill; many strengths present)</th>
<th>3. Competent (On balance the strengths outweigh the weaknesses)</th>
<th>2. Developing (Strengths and need for revision are about equal)</th>
<th>1. Beginning (Need for revision outweighs strengths)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thesis</td>
<td>Clear and original thesis of appropriate scope.</td>
<td>Clear but less original or refined thesis.</td>
<td>Thesis is present but needs work in clarity, originality, or scope.</td>
<td>Thesis is weak or inadequate: absent, unclear, or inappropriate in scope.</td>
</tr>
<tr>
<td>Organization</td>
<td>Clear logical progression of ideas and clear logical transitions.</td>
<td>Generally logical progression of ideas and generally good transitions but needs to be honed.</td>
<td>Confusing progression as a whole and or within paragraphs.</td>
<td>Lack of logical progression of ideas and lack of transitions impede understanding.</td>
</tr>
<tr>
<td>Support</td>
<td>Argument is well developed; paper provides appropriate, carefully analyzed supporting evidence.</td>
<td>Argument is reasonably well developed and supported.</td>
<td>Evidence and/or analysis is weak.</td>
<td>Almost no appropriate evidence and/or analysis.</td>
</tr>
<tr>
<td>Style</td>
<td>Successful tone, varied sentence structures, clear and confident prose.</td>
<td>Reasonably successful tone, varied sentence structures, clear prose.</td>
<td>Less successful tone, less varied sentence structures, less clear prose.</td>
<td>Tone, sentence structure, and prose style impede paper.</td>
</tr>
<tr>
<td>Mechanics</td>
<td>Essay demonstrates mastery of standard conventions of spelling, grammar, syntax, and punctuation.</td>
<td>While there may be minor errors, the paper follows standard conventions of spelling, grammar, syntax, and punctuation.</td>
<td>Frequent errors in spelling, grammar, syntax, and punctuation are distracting.</td>
<td>Writing contains numerous errors and spelling, grammar, syntax, or punctuation, that interfere with comprehension.</td>
</tr>
</tbody>
</table>
# General Education Outcomes – Rubric Data

<table>
<thead>
<tr>
<th></th>
<th>4. Accomplished (Shows skill; many strengths present)</th>
<th>3. Competent (On balance the strengths outweigh the weaknesses)</th>
<th>2. Developing (Strengths and need for revision are about equal)</th>
<th>1. Beginning (Need for revision outweighs strengths)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall</td>
<td>24%</td>
<td>24%</td>
<td>52%</td>
<td>0%</td>
</tr>
<tr>
<td>Thesis</td>
<td>22%</td>
<td>37%</td>
<td>37%</td>
<td>4%</td>
</tr>
<tr>
<td>Organization</td>
<td>18%</td>
<td>39%</td>
<td>43%</td>
<td>0%</td>
</tr>
<tr>
<td>Support</td>
<td>22%</td>
<td>37%</td>
<td>41%</td>
<td>0%</td>
</tr>
<tr>
<td>Style</td>
<td>26%</td>
<td>52%</td>
<td>22%</td>
<td>0%</td>
</tr>
<tr>
<td>Mechanics</td>
<td>28%</td>
<td>57%</td>
<td>15%</td>
<td>0%</td>
</tr>
</tbody>
</table>
Major Level Outcomes – Embedded Coursework, Outside Evaluation, Major Field Test

- Portfolio of student work
- Internship supervisors evaluation
- Major Field Test (ETS, GRE Subject tests)
Implementation Issues
Strategies for Success – pt 1

- Amass resources

- Set a baseline understanding for what is needed at the top (VPs, Deans) and across departments

- Make assessment sustainable
Phased Approach

Phase IV: semester 4
Use of Results

Phase III: semester 3
Assessment Results

Phase II: semester 2
Assessment Plan

Phase I: semester 1
Learning Outcomes

Criteria for Success

Assessment Method
Strategies for Success – pt 2

- Find faculty champions
- Emphasize that assessment is not optional
- Conduct a full cycle of assessment on one issue to show the value of assessment
Prepared by:
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