

# Assessment: One Size Does Not Fit All



Prepared by:

Terra Schehr

Assistant Vice President for  
Institutional Research & Effectiveness

Loyola College in Maryland

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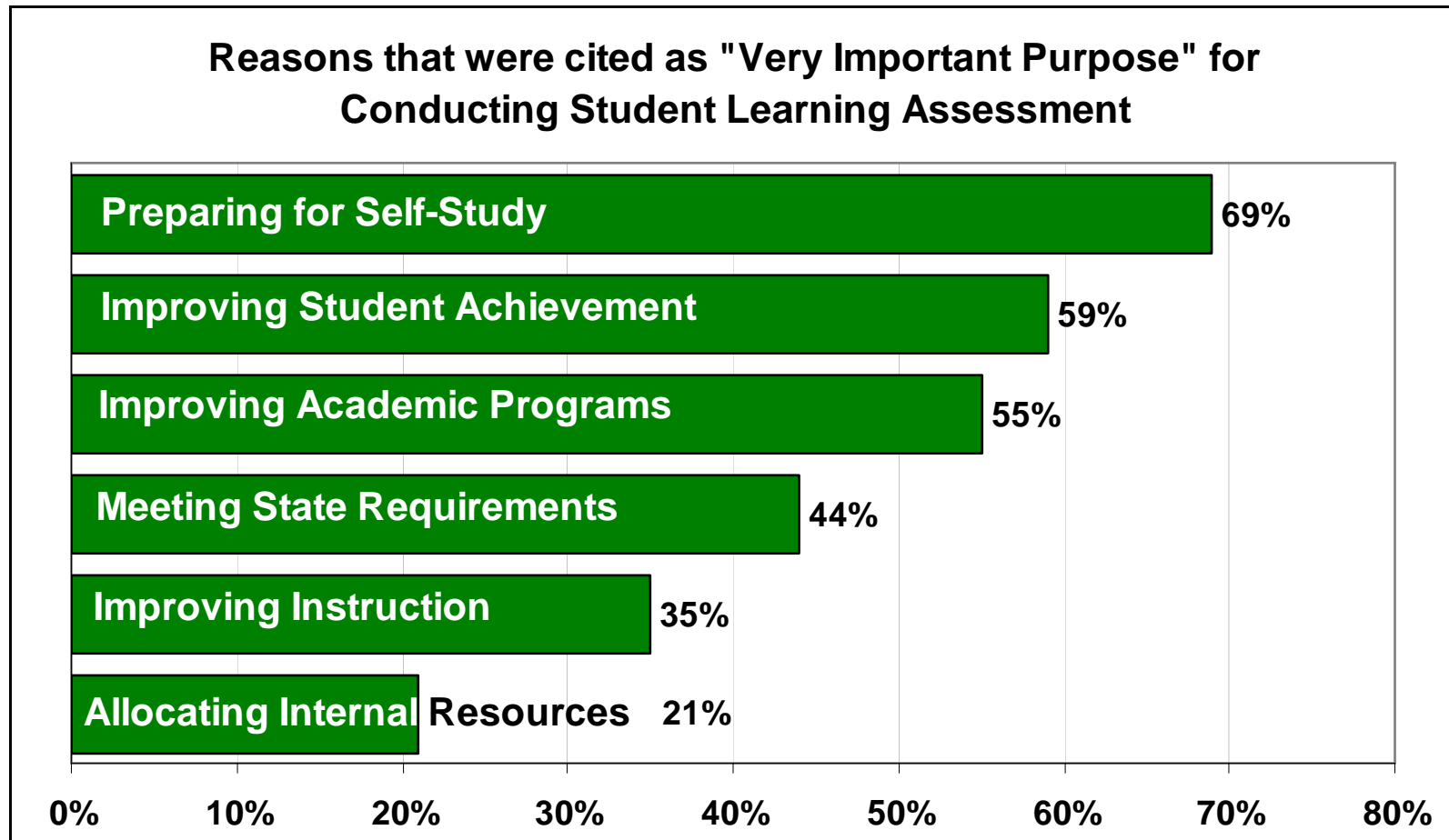
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# Overview

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

# Why Assess?



# Accreditation

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## 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.”

– *Characteristics of Excellence in Higher Education (2006) p.4*

# Accreditation

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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

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

# Assessment Cycle

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*How can we improve?*

Use of Results

Learning Outcomes

*What are we trying to do?*

Assessment Results

*How well are we doing?*

Criteria for Success

Assessment Method

Assessment Plan

# Learning Outcomes

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- What should students know?
- What should students be able to do?
- What should students value?



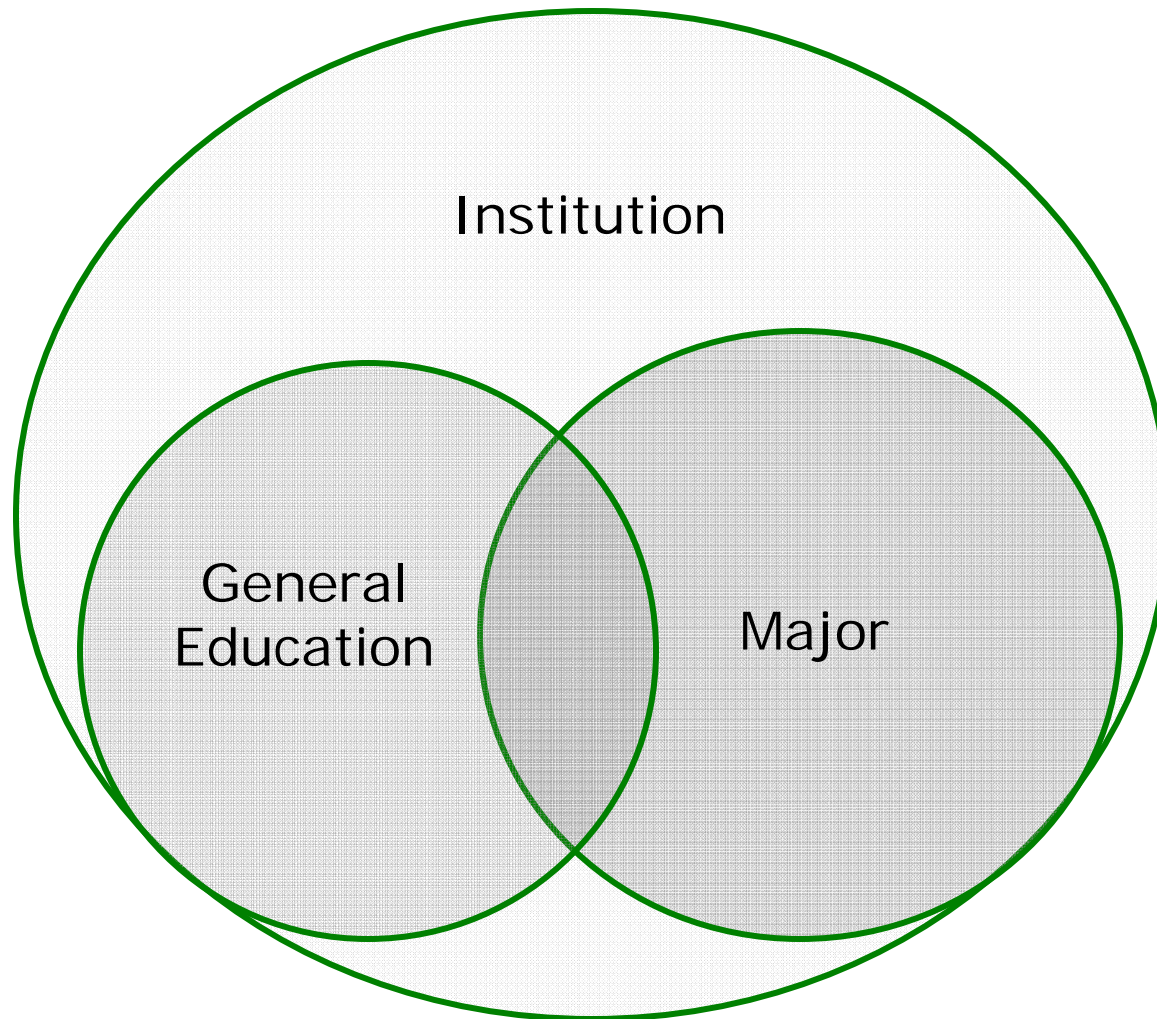
# Program Outcomes vs. **Learning** Outcomes

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- ❑ 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 \_\_\_\_\_.

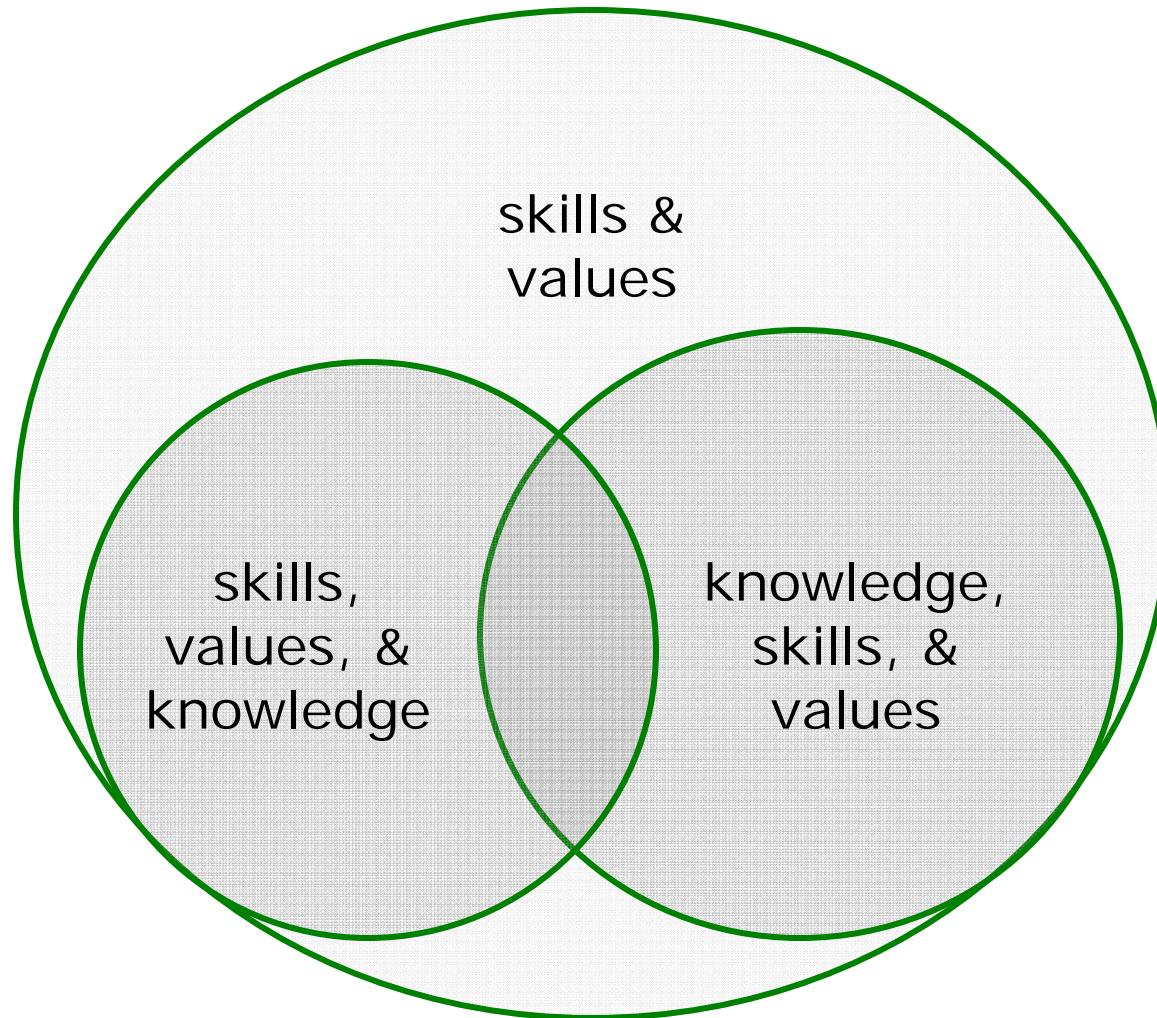
# Levels of Learning Outcomes

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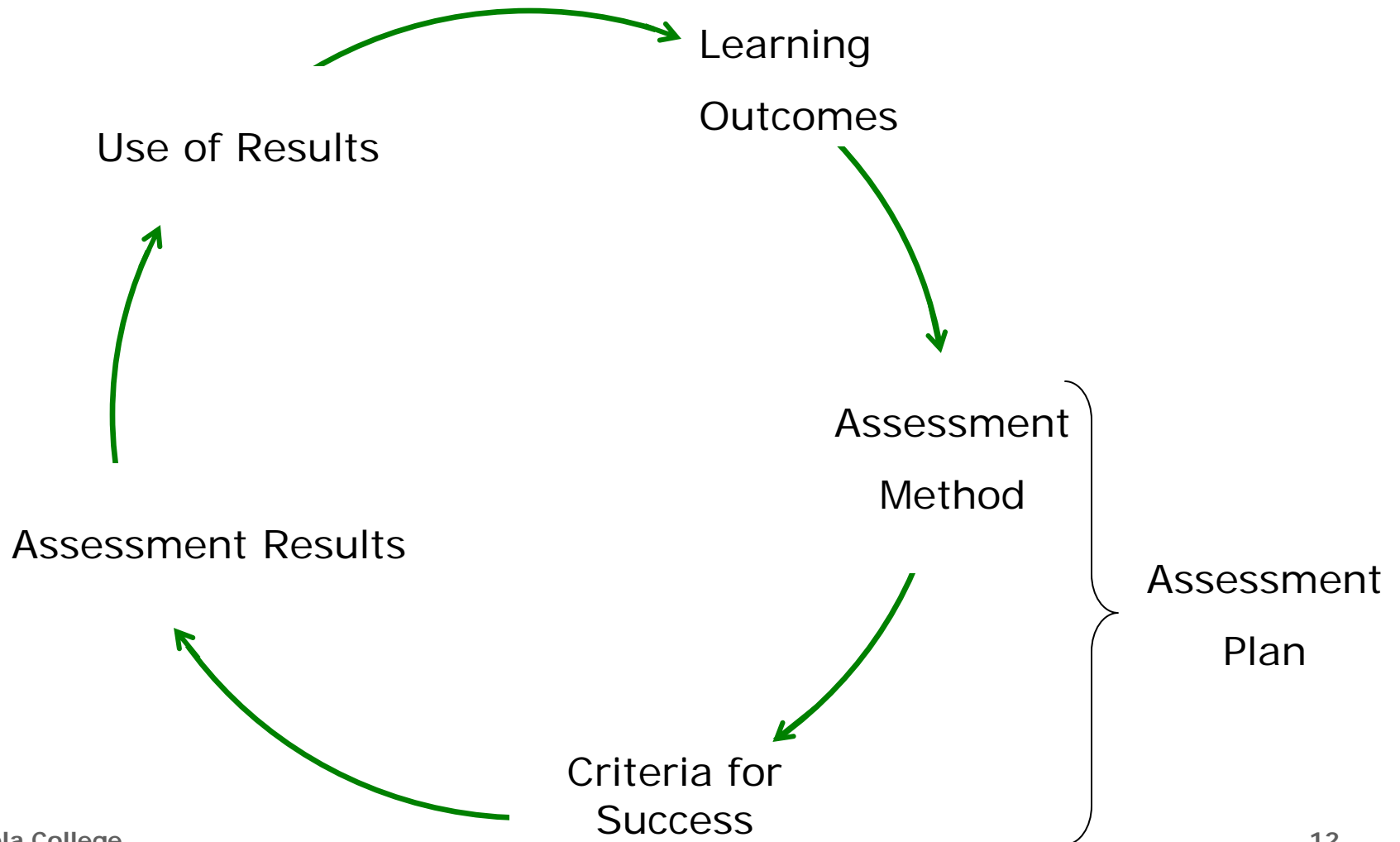
# Types of Learning Outcomes

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# Assessment Cycle

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# One Size Does Not Fit All

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- ❑ 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

Source of data (examples)	Means of Assessment (examples)
Self-report (e.g. surveys)	% reporting outcome attainment
Embedded course work (e.g. final paper/project)	Scoring guide/rubric
Outside evaluation (e.g. internship supervisor's report)	% reporting outcome attainment
External measure (e.g. major field test)	Score on test

# Institutional Outcomes Assessment – Self-Reports and Outside Evaluations

	Leadership	Creativity	Experimentalism	Social Responsibility
Faculty	<b>HERI survey</b> <i>When they graduate, about how many students from your division display _____</i>			
Current Students	<b>Noel-Levitz SSI survey</b> <i>While at College I have been encouraged (by peers or faculty) to _____</i>			
Graduating Seniors	<b>HEDS Senior survey</b> <i>During your time at College, to what extent were you encouraged (by peers or faculty) to _____</i>			
Alumni	<b>HEDS Alumni survey</b> <i>To what extent did your education at College help you to learn to _____</i>			

# Institutional Outcomes Assessment – Survey Data

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	Leadership	Creativity	Experimentalism	Social Responsibility
Faculty	81%	76%	61%	64%
Current Students	61%	54%	56%	48%
Graduating Seniors	67%	57%	46%	48%
Alumni	70%	65%	64%	61%



# General Education Outcomes – Embedded Coursework

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

# General Education Outcomes – Rubric Data

	<b>4. Accomplished (Shows skill; many strengths present)</b>	<b>3. Competent (On balance the strengths outweigh the weaknesses)</b>	<b>2. Developing (Strengths and need for revision are about equal)</b>	<b>1. Beginning (Need for revision outweighs strengths)</b>
<b>Overall</b>	<b>24%</b>	<b>24%</b>	<b>52%</b>	<b>0%</b>
<b>Thesis</b>	<b>22%</b>	<b>37%</b>	<b>37%</b>	<b>4%</b>
<b>Organization</b>	<b>18%</b>	<b>39%</b>	<b>43%</b>	<b>0%</b>
<b>Support</b>	<b>22%</b>	<b>37%</b>	<b>41%</b>	<b>0%</b>
<b>Style</b>	<b>26%</b>	<b>52%</b>	<b>22%</b>	<b>0%</b>
<b>Mechanics</b>	<b>28%</b>	<b>57%</b>	<b>15%</b>	<b>0%</b>

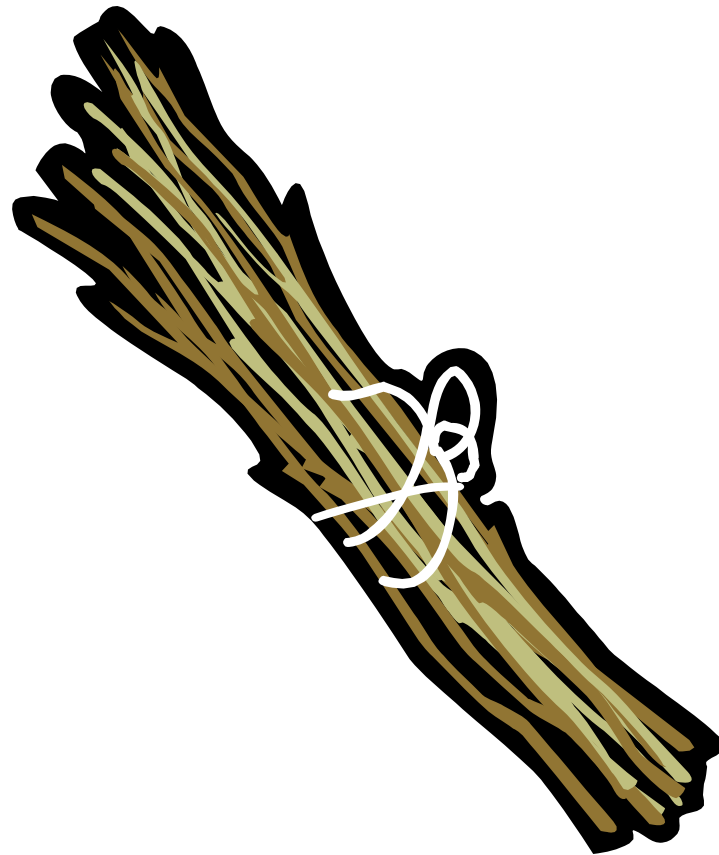
# Major Level Outcomes – Embedded Coursework, Outside Evaluation, Major Field Test

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- Portfolio of student work
- Internship supervisors evaluation
- Major Field Test (ETS, GRE Subject tests)

# Implementation Issues

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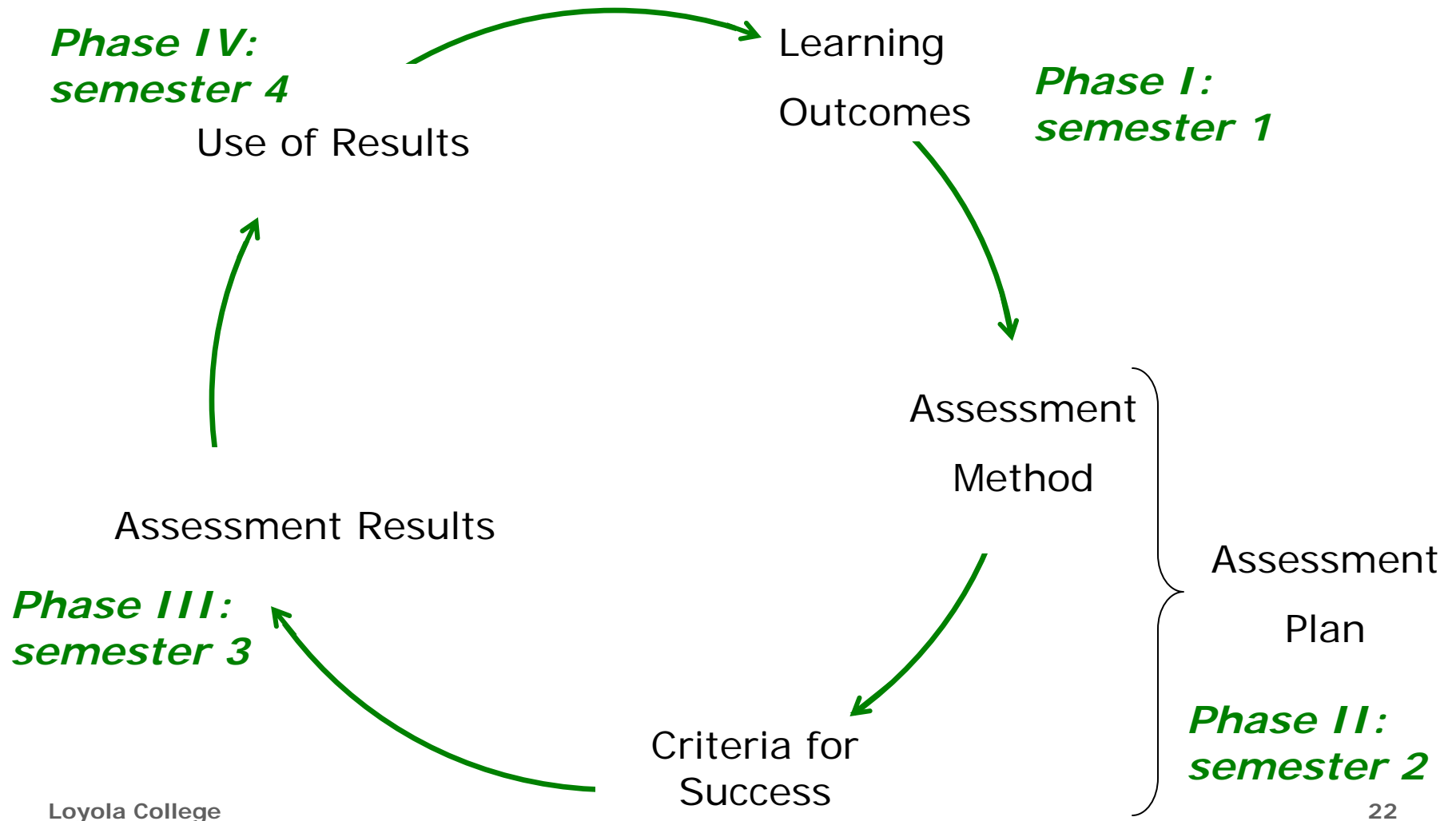
# Strategies for Success – pt 1

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- ❑ Amass resources
- ❑ Set a baseline understanding for what is needed at the top (VPs, Deans) and across departments
- ❑ Make assessment sustainable

# Phased Approach

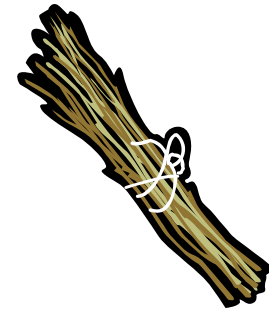
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# Strategies for Success – pt 2

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





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([tschehr@loyola.edu](mailto:tschehr@loyola.edu))