Building Program-Level Assessments without Burdening Faculty

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Compliance with MSCHE Standards 7 and 14

- Accomplished and data-supported in the assessment of developmental and Core course learning outcomes.

- Deficient and lacking in data in the processes used for the assessment of program-level outcomes in Arts and Sciences and Business/Information Management majors.
Specialized Accreditation vs. MSCHE/Regional Accreditation

- Those programs with specialized accreditation were much more specific with program-level assessment guidelines and they had more frequent reporting cycles (such as Nursing and Education).

- Other Divisions: Arts and Sciences and Business & Information Management relied upon the 5-year cycle of program evaluation with little to no assessment results included.
MSCHE Compliance: Evidence of Standard 14

• Where was Neumann’s Program-level Assessment of Student Learning Outcomes in AY2011-12?
  
  • December, 2011: Directed visit by MSCHE liaison after submission of PRR.
  • September, 2012: Progress Report due and Small Team site visit scheduled.
  • One semester remained to produce evidence of program assessment plan and results!

• BTW: Neumann was completing the development of a new Core Curriculum and revising Program Plans to align with new Core requirements during Spring of 2012 and at the very same time...
NU Program Assessment
Strategy: The Roadmap

1. Use templates given to us by our consultant. Develop an Excel file for Plan and Report using these templates based on program learning outcomes assessment.

2. Use Capstone courses and senior seminars to produce evidence of student learning. Appoint the faculty teaching these courses as lead assessment liaisons for their major.

3. Adapt and adopt AAC&U VALUE rubrics, and align with program learning outcomes.

4. Take results and discuss in faculty workgroups.

5. Fill in and send templates to AVPAA.

NU Program Assessment Plan

Program:
Student Learning Outcome:

Area of Development
• How do students learn this? In what course(s) and/or co-curricular experience(s)? (Mapping of major course work)
• How and in what course do they demonstrate that they’ve achieved this outcome? (Course chosen to produce assessment evidence)

Assessment Protocol
• How and when do you assess the achievement of all students in your program before they graduate and record the results of your assessment? (Capstone/Senior Seminar course or other upper level required course)
• What do you consider satisfactory achievement of this outcome? WHY? (Benchmarking data from first year)

Time Frame
• Time Frame for Assessing the outcome. (Use a 3-year cycle)
Assessment Report: Use Assessment Plan and add the following:

Program:
Student Learning Outcome:

Results
• What are the recent results of your assessment? How many students were assessed? (Data given separately)

Analysis and Action Steps
• How do the results compare with your expectations for satisfactory learning? Are you satisfied with the results?
• If you are NOT satisfied with the results, what do you plan to do to improve student learning? When will you implement changes?
• Do you plan to modify your assessment of student achievement of this objective? If so, how?
  (Results analysis discussed in workgroup or division meeting)
The Goals:

- Map already-existing processes;
- Inventory and analyze available data;
- Catalog the ways in which these processes and data were already being used to close the assessment and change process loop;
- Identify challenges and deficiencies.
What happened?

The Psychology program generated baseline studies using already existing pre- and post-test data from freshman- and senior-level courses.
What happened?

The Business & Information Management Division used ETS Major Field Tests which were already in place and being administered.
What happened?

Communication Arts used capstone projects already assigned and then developed rubrics and measures of competency for both group and individual assignments.
What happened?

Biology reviewed posters of senior research projects, both past and present, using a self-designed rubric that looked at application of the scientific method, quality of research processes and scientific research writing standards.
What happened?

English and Humanities used the AAC&U VALUE (Valid Assessment of Learning in Undergraduate Education) rubrics for *Inquiry and Analysis* and *Written Communication* and applied these to Humanities Seminar research papers.
Results

- All Major programs in the Arts and Sciences Division conducted program assessment on **ALL** learning outcomes in spring 2012. Some groups refined program learning outcomes.
- The Business & IM Division devised a common assessment program based on the common core for the division and common learning outcomes based on this core. This division has expanded its program assessment beyond a too-heavy reliance on ETS Major Field Test scores.
- The LOA Task Force became a Standing Committee of the Faculty Senate, with authority to approve Program Assessment Plans.
- A regular cycle of program assessment is now in place and a supporting webpage can now be found on the Neumann website.
Where are we now?

- **NU Assessment webpage**
- **Assessment Handbook**
- **Annual Cycle of Assessment Checklist**
- IDEA Course Evaluation system linked to program assessment
- **Core Assessment** is separate and pervasive (NU CORE Experience adopted for Fall 2012 with a new assessment plan)
- Major Program assessment is on a 3-5 year cycle.
- Minor Program Assessment Plans are being developed.
- **An electronic online catalog** hosted by Acalog allows for real-time adjustment of program learning outcomes.
Questions? Comments?

- What questions do you still have?
- What further information can we share with you?

- Thank you for your attention and interest.