Implementing Middle States Expectations for Assessment

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MIDDLE STATES COMMISSION
ON HIGHER EDUCATION
Overview

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Best Practices
How Much Is Enough?
Not There Yet?
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Best Practices

Leadership
Organizational Structures
Incentives/Resources
Communication
Leadership

- Campus leadership sets the tone “at the top”
  - should encourage a culture of peer collaboration

- Campus leaders should demonstrate a willingness to question assumptions and the status quo
Organizational Structures

- Recognize that assessment is a shared responsibility

- Consider how best to staff an office of assessment; ensure appropriate lines of reporting

- Consider appropriate membership on campus-wide committees
Organizational Structures

- Expand existing unit reviews to include institutional effectiveness

- Expand existing program reviews to include student learning assessment

- Allow decentralized policies and approaches to fit the particular needs of disciplines or units
Incentives / Resources

- Encourage and reward faculty-to-faculty mentoring using those in departments with external accreditation as mentors

- Provide support for faculty and staff to participate in professional development about assessment

- Recognize and celebrate accomplishments
Incentives / Resources

- Build assessment expectations into annual performance reviews and T&P practices

- Consider participation in a national initiative/grant
  - Achieving the Dream, Baldridge, AACC Completion Agenda, Quality Matters
Communication

- Consider an electronic data-tracking system
- Consider building an assessment website to ensure open access and transparency
- Consider using an institutional effectiveness dashboard or “report card”
Communication

- Ensure that all the “right people” discuss assessment results, expand regular lines of communication

- Eliminate silos – work horizontally, not vertically

- Feed assessment results into strategic planning - get the right eyes, ears, and brains together
How much assessment is enough?

Multiple Measures Across Campus

Regularly Scheduled
Multiple Measures

- Multiple measures – direct and indirect
- Existing data that were collected for other purposes
- Measures aligned with goals & mapped to outcomes
- Data that are meaningful and useful
- Findings that are used for improvement
- Evidence vs. Assertions & Anecdotes
Across Campus

- Should be happening in the majority of institutional units
- Should be happening in the majority of academic and extra-curricular programs
  - must go beyond programs with external accreditation
  - must include General Education
  - must include all off-campus sites and all modalities of instruction
Regularly Scheduled

- Do some assessment every year
- Develop a rotation the campus can handle
  - Align schedule with other external reporting deadlines
  - Avoid duplication of effort
  - Explain changes to established schedule
- Keep it simple!
What if we’re not there, yet?

Address Gaps Honestly

Provide Concrete Plans
Address Gaps Honestly

- How many operational units are in various stages of the process?

- What are the next steps for those in the earliest stages? How wide is the scope of those units?
Address Gaps Honestly

- How many academic programs have not yet implemented processes and analyzed results?

- What support is in place to close the gaps? How many students are in these programs?
Provide Concrete Plans

- Are plans feasible and sufficiently detailed to engender confidence that they will be implemented?
- Is there clear ownership?
- Are timelines appropriate?
- What resources are available?
Questions?

• Thank you!
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