UNDERSTANDING THE ASSESSMENT PROCESS
TRADITIONAL ASSESSMENT MODEL

- **ECSU Mission (Strategic Planning)**
- **Formation of Programmatic Goals and Student Learning Outcomes**
- **Use of Results**
- **Evaluation (Assessment)**

Adjustments in Programs and Operations

Dissemination (Implementation)
Three Types of Assessment

- **Assessment of Student Learning**
  - Degree Programs
  - General Education Program
  - Educational Support Programs

- **Administrative Units**
  - Administrative Units
    » Enrollment Management
    » Athletics
    » Residence Life
    » Title III
    » Upward Bound
    » Building and Grounds
    » Registrar’s Office
    » Alumni Affairs
    » Student Life
    » Cafeteria Service
    » Counseling
    » Business and Finance
    - Educational Support Units
      » Library
      » Academic Support
    - Degree Programs

- **Assessment of Community Service**
I. Assessment of Student Learning

Takes Place Through Three Distinct Processes

• Degree Programs
• General Education Program (Core program)
• Select Educational Support Programs
How Do THEY KNOW!
I know they know because I have a PhD
I know because I have taught this way since the beginning of time.
I know Because I Issue Grades

Papers
Oral Presentations
Tests
Class Participation
I know . . . Well I think I know
ACADEMIC DEGREE PROGRAMS

Must Develop an Expected Level of Competency or Planned Level of Student Performance
What is an expected level of student performance?

1. It is a pre-determined level of achievement that a student will reach at the end of a program of study.
2. It is a demonstrable skill a student will exhibit at the end of a program of study.
3. It is a particular action a student will undertake when they complete a program of study.
Nature of Statements of Intended Educational (Student) Outcomes

• Must be specific, “narrowly focused,” based on demonstrable skills.
  – Examples:
    • Students Completing the BA program in History will demonstrate basic understanding of U.S. African-American history from 1865-1920.
    • Students completing the BA program in History will Exhibit basic understanding of the U.S. Civil Rights movement and its impact on Central Georgia.
    • Students completing the History Program will demonstrate the ability to identify the causes and impact of the American Civil War.
How many intended outcomes and means of assessment for each outcome does my program need?

Three To Five Outcomes

Means of Assessment for Each Outcome Should Be:

Both Quantitative and Qualitative

There is an implicit implication that programs will use specific tools in order to determine the level of student performance.

Tools selected must be directly related to skill/proficiency that you are seeking to evaluate.
## Current Tools Used in the Assessment Process

<table>
<thead>
<tr>
<th>Tool</th>
<th>Use</th>
<th>Provides Comparative data</th>
<th>Provides Longitudinal data</th>
<th>Rating</th>
<th>Disadvantages</th>
</tr>
</thead>
<tbody>
<tr>
<td>ETS Major Field Exams</td>
<td>Measures student content knowledge at the end of a course of study (provides comparative analysis)</td>
<td>X</td>
<td>X</td>
<td>Best</td>
<td>Does not always measure what is being taught</td>
</tr>
<tr>
<td>ACAT Major Field Exams</td>
<td>Measures student content knowledge at the end of a course of study (provides comparative analysis)</td>
<td>X</td>
<td>X</td>
<td>Best</td>
<td>Does not always measure what is being taught</td>
</tr>
<tr>
<td>Collegiate Assessment of Academic Proficiency</td>
<td>Measures Student content knowledge in core content areas of reading, writing, critical thinking, mathematics, and science reasoning (provides comparative analysis).</td>
<td>X</td>
<td>X</td>
<td>Best</td>
<td>Cost. Failure of faculty to use results to make programmatic improvement.</td>
</tr>
<tr>
<td>Course Embedded Assessment Measures</td>
<td>Measures augment external assessment processes. Mainly used in specialized programs in which there are no external assessment tools.</td>
<td></td>
<td>X</td>
<td>(see following slide)</td>
<td></td>
</tr>
<tr>
<td>General Education Skills Survey</td>
<td>Measures student attitudes in regards to core competencies.</td>
<td></td>
<td>X</td>
<td>Best</td>
<td>Failure of faculty to use results to make programmatic improvement.</td>
</tr>
<tr>
<td>Survey of Academic Advising</td>
<td>Measures user satisfaction with services offered by the academic advising (provides comparative analysis).</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course Grades</td>
<td>Measures student performance on most classroom assignments and courses.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>Subjective!</td>
</tr>
</tbody>
</table>
# Problems in Using Course Embedded Assessment

<table>
<thead>
<tr>
<th>Problems</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Heavily dependent on <strong>course grades</strong>.</td>
<td>The use of course grades is problematic since: (1) course grading practices tend to vary across instructors and departments, (2) specific performance on the identified learning outcome is not evaluated, (3) course content may differ from the intended learning outcome and (4) course grades may represent performance averaged over several measures, some of which may be acceptable and some of which may be unacceptable.</td>
</tr>
<tr>
<td>Evaluation takes place in more <strong>a number of classes</strong>.</td>
<td>The use of large numbers of classes to assess student performance skills can be problematic for a number of reasons including: (1) course content which may differ from the intended learning outcome, and (2) is time consuming and labor intensive.</td>
</tr>
<tr>
<td>No Comparative Data</td>
<td>The use of locally developed assessment tools (i.e. tests and surveys) does not provide: (1) a comparative data with which to base student performance, (2) often administered erratically across degree programs and, (3) is time consuming and labor intensive.</td>
</tr>
</tbody>
</table>
SACS REQUIRES DATA/EVIDENCE
USE OF RESULTS
II. Assessment of Administrative Unit Proficiency

- Educational Support Units
- Administrative Units
- Degree Programs
Support Unit

Set Goals

Evaluate

Use Results

PLAN

IMPROVE

PAAI

Assessment Tools (Programmatic Goals)
A. Student Satisfaction Surveys
B. Entering Student Survey
C. Survey of Academic Advising
D. Student Placement Rates
E. Student Retention Rates
F. Student Graduation Rates
G. Course completion rates
H. Faculty Satisfaction Survey
I. Financial Status Report
J. Applicant Yield Report
How Do We Know A Unit Is Operating at Optimal Efficiency Accomplishing Its Assigned Functions?

I. What are the assigned functions of your unit?
How do we Identify The Functions of Your Unit?

• All Assessment efforts must support the institutional mission.
• “No institution or department has the resources or time to continually assess all possible aspects of each academic program. Given this limitation, priorities for the assessment effort must be set to avoid measuring the meaningless as an easy way out, or “choking to death” on an assessment effort of gargantuan size. Hence, it is logical to begin or focus the department’s assessment efforts on (1) those key processes that support the institutional mission.”
• Unit Performance
What is a Programmatic Goal?

1. It is a statement, “narrowly focused”, regarding what a department/unit intends to accomplish.
2. It is a benchmark, “narrowly focused”, that a department sets against which performance is judged by staff or administrators within the department or the institution.
Nature of Programmatic Goals

- Should preferably be written to measure effectiveness of a particular function of the unit that is essential to enhancing performance!
  - Examples:
    - (Admissions Office) Improve the conversion rate of inquiries-to-applications and applications-to-deposits.
    - (College bookstore) Percent increase in the sale of non-book merchandise.
    - (Residence Life) Percent decrease in residence hall damage from preceding period.
    - (Registrar’s Office) Percent improvement in the level of service offered to customers.
How many programmatic goals and intended outcomes for each goal does my program need?

Three To Five Outcomes

Means of Assessment for Each Outcome Should Be:

Both Quantitative and Qualitative

There is an implicit implication that programs will use specific tools in order to determine the level of unit performance.

Tools selected must be directly related to skill/proficiency that you are seeking to evaluate.
<table>
<thead>
<tr>
<th>Tool</th>
<th>Advantages</th>
<th>Disadvantages</th>
<th>Programs/Use</th>
</tr>
</thead>
</table>
| National Survey of Student Engagement     | Provides key data about rates of student engagement and engagement gaps that may play a major role in the retention and success of students. | Student participation, cost of instrument, use of data. | • Student Life  
• Degree Programs  
• Acad. Success  
• Residence Life  
• Learning Sppt |
| Student Satisfaction Inventory            | Provides information about student attitudes in regards to institutional services and functions. | Not widely used by faculty or staff                | • Degree Programs  
• Adm. Units |
| Faculty Satisfaction Inventory            | Information about faculty attitudes in regards to key services, administration, services and functions. Serves as a barometer of faculty retention. | Not utilized by all key stakeholders. Limited but growing participation by faculty. | • Select. Administrative Units  
• Degree Prog. (administrative assessment) |
| Financial Aid Survey                     | Student perceptions of the financial aid process, problems and other glitches. Retention. | Second administration                              | • Financial Aid  
• Student Life |
| Entering Student Survey                  | Measures student attitudes upon entering college. Serves as a key barometer of student retention. | Only administer once. Data not widely used by programs. | • Student Life  
• Residence Life  
• Degree programs  
• Acad. Success  
• Counseling  
• Cafeteria Services |
| Locally Developed Surveys                | Tailored to fit specific functions of unit.                                | Data not widely used. In many cases no system established to store data or use data to develop any forms of longitudinal analysis | • Administrative Units  
• Educational Support Units  
• Degree Programs  
• Community Service Functions |
| Beginning Survey of Student Engagement   | Provides key data about rates of student engagement and engagement gaps that may play a major role in the retention and success of students. | Student participation, cost of instrument, use of data. | • Student Life  
• Degree Programs  
• Acad. Success  
• Residence Life  
• Learning Sppt |
Common Problems Found on Administrative Assessments

- Poor/ Inadequate Goals
- Inadequate Methods of Assessment
- Collection of Assessment Results
- Use of Data
Use of Results

Resource Availability → Institutional Purpose

Use of Results → Assessment Activities

Feedback → Assessment Activities
Questions!