Robert M. Augustine, Dean of the Graduate School
Eastern Illinois University

http://www.eiu.edu/graduate/cgspresentation.php
Driving Forces
1. Mission Driven
2. Use Driven
3. Faculty Driven
4. Integrated

Guiding Principles
5. Clear Goals
6. Clear Conditions
7. Accurate Data
8. Used and Shared
“Where questions about educational mission and values are skipped over, assessment threatens to be an exercise in measuring what’s easy, rather than a process for improving what we really care about.”

Banta, 1996
Mission drives assessment
Assessment integrated with program review
Program achievements linked to resources
Resources enhance mission
3 Levels of mission at EIU Verified by Assessment Outcomes

- **EIU: Superior Graduate Programs**
- **CGS: Diversity, Assessment, Rigor, Scholarship, Mentoring**
- **CDS: Practice, Certification, Licensure**
Assessment Starting Point:
The Mission Statement

- Program Mission Statement
  - Focus, Strengths, Uniqueness
- Graduate Mission Statement
  - Diversity, Assessment, Rigor, Scholarship, Mentoring
- University Mission Statement
  - Superior Graduate Study
The Program Mission Statement

- **CDS**
  - Focus: Clinical practice, certification, licensure
  - Strengths: Autism
  - Uniqueness: Medical and educational settings

- **CHM**
  - Focus: General areas, PHD/teaching, industry
  - Strengths: Unclear
  - Uniqueness: None identified
Assessment of CHM Mission Statements

- **12 CHM MS Programs Illinois Public Institutions**
  - Focus: physical, organic, etc.
  - Strengths: Materials science, Community College Teaching
  - Uniqueness: PSM

- **Other CHM MS Private and Beyond Illinois**
  - Clear missions
  - Identified strengths
  - Uniqueness: PSM emerging as a unique area for many
Assessment Advancement
Mission Focus

- Mission statements
- Guide program assessment
- Lead to mission-focused improvements
- Verify graduate expectations
- Verify university expectations
“If an assessment doesn’t help improve teaching and learning activities, why bother with it?

In order to be useful assessment must correspond to your key learning goals and your curriculum.”

Suskie, 2004
1. Uses = validate & track changes in critical knowledge
2. Goals = desired critical knowledge
3. Methods = means of acquiring critical knowledge
4. Data = evidence =,>,< expectations
Continuum of Assessment Use

**Initial**
- Verifies achievements
- Verifies strengths
- Identifies weaknesses
- Identifies ways to improve

**Advanced**
- Verifies mission achieved
- Implements new goals, methods, data, uses
- Integrates assessment into program review
Outcomes verify achievement of mission
Outcomes validate teaching methods
Outcomes track effectiveness of program changes
Outcomes secure resources/program needs
Initial
- Clear mission focused
- Small number
- Direct measures
- Summative measures

Advanced
- Clear mission focused
- Expanded number
- Direct measures
- Indirect measures
- Summative measures
- Formative measures
Reflect mission and values
Essential to the program
Desire to achieve these goals
Achievement shared/celebrated and used to secure support
Continuum of Assessment Methods

- **Initial**
  - Courses necessary
  - Applied experiences necessary

- **Advanced**
  - Courses necessary and sufficient
  - Applied experiences necessary and sufficient
  - Innovative experiences necessary and sufficient
Desired learning is clearly stated and taught
Desired learning opportunities are necessary
Desired learning opportunities are sufficient and/or achieve specialized strengths or uniqueness
Initial
- Valid, reliable direct, summative measures
  - Thesis
  - Comp exams
  - Certification/licensure tests

Advanced
- Valid, reliable direct summative and formative measures
  - Thesis, exams, tests
  - Rubrics, specific points
- Valid, reliable, indirect measures
  - Employer, alumni surveys
Judging Effectiveness Data & Measurement

- Measurement is valid
- Measurement is reliable
- Multiple measures
- Systematic (consistent, at same point)
- Time to collect the data is affordable
- Money/resources to collect the data is affordable
- Time to cost ratio = most valuable data
• Explain/define what a program wants to do before any other actions are taken
• Link assessment with action to verify/improve the program
• Retain the focus on taking action vs. completing a task
“Assessment of student learning for program improvement is really transformational. We went into this process convinced that we were doing good work in preparing ESL/Bilingual educators and after two full rounds of assessment work we are even more committed and enthusiastic about our work as educators.”

Chris Cartwright, Portland State University
Faculty Principles

- Administrative Commitment
- Faculty Leadership for Assessment
- Graduate Faculty Leadership for Graduate Assessment
- Administrative culture of assessment
- Collaborative culture among deans
- Faculty integration into the culture
- Assessment integrated into administrative decision making
- Resources to engage in effective assessment
- Recognition when advancements are made
Committee and council structure
Defining documents to guide faculty
Development programs to advance faculty
Ease of participation
Graduate Faculty Leadership

- Define assessment for graduate programs
- Determine how assessment is integrated with program review
- Process for communicating and recognizing achievements
Assessment achievements are valued by Faculty

- Public acknowledgement & recognition of program quality
- Public acknowledgement & recognition for meeting the mission of the institution and Graduate School
- Acquisition of resources that reflect quality and further advance the program
Assessment leads to improvement under these conditions:

- Integrated with a larger set of conditions that promote change (Program Review)
- Integrated part of decision making

Banta, 2004
Diversity

Assessment
- Depth of knowledge, thinking, communication, research

Rigor

Student Scholarship

Faculty Mentoring
Criterion 1 Diversity

- Enrollment/Diversity Plan
- Assistantship/Scholarship Plan
- Matriculation Management
- Graduate Placement
Criterion 2 Assessment

- Assessment Results Center for Academic Support & Achievement
  - Written & Oral Communication
  - Depth of Knowledge (Technology & Ethics)
  - Critical Thinking & Problem Solving
  - Research & Scholarship
- Assessment Results Graduate School
Criterion 3 Rigor

- Mission Planning
- Curricular Leadership
- External Review Contributions to Quality
- Capstone Contributions to Quality
- Student Contributions to Quality
- Alumni Contributions to Quality
- External Partnership Contributions To Quality
Criterion 4 Scholarship

- Sustained Student Research
- Commitment to Research & Travel Grants
- Showcasing Scholarship
- Award Participation
Criterion 5 Mentoring

- Coordinator Leadership
- Faculty Scholarship
Review criteria are mission driven
Assessment integrated into criteria
Review achievements validate quality
Quality achievement “First Choice” yields funding
New Resources Focus on Advancing Mission

- Higher stipends
- More assistantships
- Travel awards
- Entrepreneurial Awards
- College and Provost investments
First Choice Program

- Diversity
- Faculty Mentoring
- Assessment
- Student Scholarship
- Rigor
Horizontal and Vertical Analysis

Enrollment.....Assistantships.....DIVERSITY.....Matriculation.....Placement

University Assessment.....ASSESSMENT.....Graduate School Assessment

Mission...Curriculum...Capstone...RIGOR...Students...Alumni...Partners

Research....Grants...STUDENT RESEARCH...Showcase...Awards

Coordinator Leadership.....FACULTY MENTORING.....Faculty Mentoring
- Mission disconnected from assessment
- Assessment an isolated process
- Program review an isolated process
- Assessment data, program review data shelved
- Resource acquisition disconnected from learning outcomes and program quality
- No consistent criteria for allocating resources
Characteristics Stage 1

- Mission: Stated but not driving assessment
- Use: Marginalized not linked to advancement
- Faculty: Commitment not evident
- Integration: Comprehensive program quality issues
Program

- Ph.D. preparation
- Post secondary teaching
- Work in industry or government
- Specialization pure or applied math, computer science

Graduate School

- Depth of content
- Critical Thinking/Problem Solving
- Communication
- Research
Elementary Education
EIU, Graduate School, Program
Mission Assessment not Achieved

Not Achieved:
Superior Graduate Programs

Not Achieved:
Diversity, Assessment, Rigor, Scholarship, Mentoring

Not Achieved:
Ph.D. prep, teaching, government/industry, specialization
MA in Mathematics Assessment Outcomes

- uses: No evidence of meeting mission
- goals: Not clear or mission focused
- methods: Not clear where learning is to occur
- data: Use of grades that do not identify program strengths or weaknesses
MA in Mathematics
Assessment One Symptom of Numerous Program Weaknesses

- Diversity: Falling enrollments
- Assessment: Not meeting EIU, Graduate School, Program mission
- Rigor: Significant curriculum weaknesses
- Scholarship: No scholarly works, disengaged
- Mentoring: Limited mentoring/lack of commitment to superior graduate education
MAT: Horizontal & Vertical Issues

Enrollment…..Assistantships…..DIVERSITY…..Matriculation…..Placement

University Assessment…..ASSESSMENT…..Graduate School Assessment

Mission…Curriculum…Capstone…RIGOR…Students…Alumni…Partners

Research….Grants….STUDENT RESEARCH….Showcase….Awards

Coordinator Leadership….FACULTY MENTORING….Faculty Mentoring
Step 1 Refocus mission
Step 2 Identify valid assessment uses
- Identify evidence the mission areas are assessed
- Identify learning methods
- Develop appropriate expectations
- Compare outcomes to expectations
Step 3 Secure coordinator commitment
Step 4 Plan to address other program areas
Holding resources until actions taken
- Mission: Driving assessment
- Use: Assessment used and linked to advancements
- Faculty: Coordinator leading/faculty engaged
- Integration: Working toward First Choice designation
- Resources: Considered for additional resources
Program
- Research to inform teaching
- Teach in diverse/global environments
- Use multiple pathways to learn
- Use advanced technologies to learn

Graduate School
- Depth of content
- Critical Thinking/Problem Solving
- Communication
- Research
Political Science Graduate School & Program Assessment: Mission Met

To Be Determined: Superior Graduate Programs

To Be Determined: Diversity, Assessment, Rigor, Scholarship, Mentoring

Achieved: Research Guides Teaching, Diversity/Globally Prepared, Multiple Pathways, Technology
Diversity
- Steady enrollments with growing diversity
- Do matriculation & diversity rates meet criteria?

Assessment
- Used to verify and advance mission

Rigor
- Achievements in all areas & external validation of quality

Scholarship
- Exemplary student scholarship/program strength

Mentoring
- Exemplary faculty mentoring/program strength
Enrollment......Assistantships......DIVERSITY......Matriculation......Placement

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Mission...Curriculum...Capstone...RIGOR...Students...Alumni...Partners

Research....Grants....STUDENT RESEARCH....Showcase....Awards

Coordinator Leadership....FACULTY MENTORING....Faculty Mentoring
Characteristics
Stage 3

- Mission
  - Exemplary/Recognized with awards
- Use
  - Assessment verifies and advances mission; data communicates excellence to public
- Faculty
  - Coordinator leadership/strong culture of assessment
- Integration
  - Named a First Choice Program
- Resources
  - Obtaining additional resources to support program
Program
- Knowledge nature, evaluation & treatment
- Evidenced based practice
- Professional oral/written
- Research as foundation for the discipline

Graduate School
- Depth of content
- Critical Thinking/Problem Solving
- Communication
- Research
Achieved: Superior Graduate Programs

Achieved: Content, Thinking, Communication, Research

Achieved: Knowledge of nature evaluation treatment, Evidence Based practice, professional Communication, Research foundation
Diversity
- Exemplary: Highly selective and diverse

Assessment
- Exemplary: Earned awards

Rigor
- Exemplary: accreditation, awards, and partnerships

Scholarship
- Student scholarship a program strength

Mentoring
- Exemplary faculty mentoring/Faculty win awards
CDS Horizontal & Vertical Achievements

Enrollment.....Assistantships.....DIVERSITY.....Matriculation.....Placement

University Assessment.....ASSESSMENT.....Graduate School Assessment

Mission...Curriculum...Capstone...RIGOR...Students...Alumni...Partners

Research.....Grants.....STUDENT RESEARCH.....Showcase.....Awards

Coordinator Leadership.....FACULTY MENTORING.....Faculty Mentoring
28 Degree Programs
10 Programs Named FCPs
5 Programs with Progressive Agendas
5 Programs Initiating Consultations
3 Programs Unlikely to Survive
Consistent Expectations of Quality
Value of Assessment
Sharing of Best Practices
Consistent Process for Addressing Weaknesses
Resources Tied to Outcomes
- Center for Academic Support and Achievement
- Committee for the Assessment of Student Learning
- Scholarly resources on assessment
- Newsletters and Workshops
- Annual Assessment Plans & Progress Reports
- Provost’s Award for Assessment
Streamlined Process

- Summary Forms (web site)
- Annual Review by Director
- Annual Review by Dean
- Council on Graduate Studies