OUTCOMES ASSESSMENT AT A MASTER’S FOCUSED INSTITUTION

Robert M. Augustine, Dean of the Graduate School
Eastern Illinois University
http://www.eiu.edu/~graduate/forms/2009CGS.php
WORKSHOP TOPICS

I. Overview of Best Practices
II. Meaningful & Integrated Outcomes Assessment
III. Stages of Assessment: Plans and Reports
IV. Manageable Outcomes Assessment
V. Faculty Resistance
9 PRINCIPLES OF GOOD PRACTICE FOR ASSESSING STUDENT LEARNING, AAHE 2004

**Driving Forces**
1. Mission Driven
2. Use Driven
3. Faculty Driven
4. Integrated

**Principles**
5. Clear Goals
6. Clear Conditions
7. Multiple/Repeated Measures
8. Ongoing
9. Improvements Shared
PRIMARY LITERATURE

- Allen, M. J., 2004
- Banta, T. W. & Colleagues, 1996
- Suskie, L., 2004
- Wiggins, G., 1998
1. Mission Driven
2. Use Driven
3. Faculty Driven
4. Integrated with Program Review
“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 CONCEPTS

- Mission drives assessment
- Assessment integrated with program review
- Program review achievements linked to resources
- Resources enhance mission
THREE LEVELS OF MISSION AT EIU

- Institutional Mission
  - Mission of superior graduate education

- Graduate School Mission
  - Mission to provide depth of knowledge, critical thinking/problem solving, communication, research

- Program Mission
  - (Example: Communication Disorders) Mission to meet requirements for clinical practice, certification and licensure
EIU, GRADUATE SCHOOL, & PROGRAM MISSION VERIFIED BY ASSESSMENT OUTCOMES

- EIU: Superior Graduate Programs
- CGS: Content, Thinking, Communication, Research
- CDS: Practice, Certification, Licensure
ASSESSMENT STARTING POINT
THE MISSION STATEMENT

- Program Mission Statement
  - Clear focus with strengths and/or uniqueness
- Graduate Mission Statement
  - Clear expectations
- University Mission Statement
  - Graduate learning goal clearly identified
THE PROGRAM MISSION STATEMENT

- CDS
  - Focus: Clinical practice, certification, licensure
  - S/U: Medical and educational settings

- CHM
  - Focus: General areas, PHD/teaching, industry
  - S/U: None identified
ASSESSMENT OF CHM MISSION STATEMENTS

- 12 CHM MS Programs Illinois Public Institutions
  - Special focus: physical, organic, etc.
  - Strength/uniqueness: Materials science, etc.
  - PSM emerging from 3 institutions

- Other CHM MS Private and Beyond Illinois
  - Clear missions with strengths
  - 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
USE CONCEPTS

1. Use
   - Verification/improvement of critical knowledge
2. Goals
   - Desired critical knowledge
3. Methods
   - Ways to learn critical knowledge
4. Data
   - Observations vs. expectations of learned critical knowledge
Uses
Verification/Improvements

Goals
Knowledge/ Skills

Methods
Teaching/Experiences

Data
Expectation/Observations
FIVE AAHE PRINCIPLES

1. Clear Goals
2. Clear Conditions
3. Multiple/Repeated Measures
4. Ongoing
5. Improvements Shared
1. **Uses:** verification/improvements
   - (Improvements shared)

2. **Goals**
   - (Clear goals)

3. **Methods**
   - (Clear conditions)

4. **Measurement/data:** expectations vs. observations
   - (Multiple/repeated, ongoing measures)
**CONTINUUM OF ASSESSMENT USE**

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

**Advanced**
- Verifies mission achieved
- Implements on-going goal, method, and/or data advancements related to assessment
- Integrates assessment into program review
JUDGING EFFECTIVENESS USE

- Outcomes verify achievement of mission
- Outcomes validate teaching methods
- Outcomes track effectiveness of program changes
- Outcomes secure resources/program needs
CONTINUUM OF ASSESSMENT GOALS

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
- Other experiences necessary and sufficient
JUDGING EFFECTIVENESS

METHODS

- Desired learning is clearly stated and taught
- Desired learning opportunities are necessary
- Desired learning opportunities are sufficient
  and/or achieve specialized strengths or
  uniqueness
CONTINUUM OF ASSESSMENT
DATA & MEASUREMENT

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 COMMITMENT

- Administrative structure for assessment
- Faculty integration into the structure (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 ADVANCEMENT

FACULTY FOCUS

- Assessment leads to those achievements that faculty value
  - Acknowledgement and recognition of program quality
  - Acknowledgement for meeting the mission of the institution and graduate school
  - Acquisition of resources that reflect quality and further advance the program
SECTION II
MEANINGFUL
ASSESSMENT

Strategies for Making Assessment of Learning Outcomes Meaningful
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
INTEGRATION OF ASSESSMENT & PROGRAM REVIEW AT EIU

- First Choice Program Criteria
  - Post NCA Visit
  - Campus Wide Discussion
  - Adoption & Implementation
PROGRAM REVIEW CRITERIA
REFLECT GRADUATE MISSION

- 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
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
- Initiative Awards
- College and Provost investments
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
MEANINGFULNESS FAILURES

- 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
SECTION III
STAGES OF ASSESSMENT

Examples from EIU
CHARACTERISTICS

Stage 1

- Mission
  - Stated but not driving assessment
- Use
  - Marginalized not linked to advancement
- Faculty
  - No Graduate Coordinator/Commitment not evident
- Integration
  - Comprehensive program quality issues
ELEMENTARY EDUCATION

Program
- Best teaching practices & technology
- Multiple pathways and diversity
- Excellence in communication
- Excellence in research

- Graduate School
- Depth of content
- Critical Thinking/ Problem Solving
- Communication
- Research
EiU, Graduate School, Program Mission Assessment Not Achieved

Not Achieved: Superior Graduate Programs

Not Achieved:
Content, Thinking, Communication, Research

Not Achieved:
Best teaching practices, multiple pathways
And diversity, communication excellence, Research excellence
ELEMENTARY EDUCATION
ASSESSMENT OUTCOMES

- **Uses**
  - No evidence of meeting mission

- **Goals**
  - Not clear or mission focused

- **Methods**
  - Not clear where learning is to occur

- **Data**
  - Expectations minimal or below graduate level expectations
ELEMENTARY EDUCATION
PROGRAM REVIEW ASSESSMENT
ONE SYMPTOM

- Diversity
  - Falling enrollments
- Assessment
  - Not meeting EIU, Graduate School, Program mission
- Rigor
  - Significant curriculum weaknesses
- Scholarship
  - Declining student scholarly works
- Mentoring
  - High teaching loads minimize mentoring
ELE: 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 Clarify/verify mission
Step 2 Identify valid assessment uses
  - Identify evidence the missions are met
  - Identify learning methods
  - Develop appropriate expectations
  - Compare outcomes to expectations
Step 3 Secure faculty/coordinator commitment
Step 4 Plan to address other program areas
  - Holding further resources until actions taken
CHARACTERISTICS

- 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
EXAMPLE
POLITICAL SCIENCE

Program
- Advanced knowledge in concentration
- Analytical/theoretical thinking in concentration
- Communication in concentration
- Social science research methods

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

Achieved:
Content, Thinking, Communication, Research

Achieved:
Advanced knowledge in concentration,
Analytical/theoretical thinking, communication
Social science research
PLS PROGRAM REVIEW
ASSESSMENT ONE LEVEL OF ACHIEVEMENT

- Diversity
  - Growing and diverse enrollments
  - 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
PLS HORIZONTAL & VERTICAL ACHIEVEMENTS

REMAINING QUESTION: DIVERSITY

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
CHARACTERISTICS

- Mission
  - Exemplary/Recognized with awards
- Use
  - Assessment verifies and advancements 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
EXAMPLE
COMMUNICATION
DISORDERS & SCIENCES

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
COMMUNICATION DISORDERS & SCIENCES
EIU, GRADUATE SCHOOL, PROGRAM
ASSESSMENT: MISSION MET

Achieved: Superior Graduate Programs

Achieved:
Content, Thinking, Communication, Research

Achieved:
Knowledge of nature evaluation treatment,
Evidence based practice, professional
Communication, Research foundation
CDS PROGRAM REVIEW
ASSESSMENT INTEGRATED WITH BROAD CONDITIONS

- 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
INTEGRATION OUTCOMES

- 25 Degree Programs
- 7 Programs Named FCPs
- 3 Programs Scheduled for FC Reviews
- 12 Programs Completed FC Consultations
- 4 Completing AQIP Reviews
INTEGRATION
ADDITIONAL BENEFITS

- Consistent Expectations of Quality
- Value of Assessment
- Sharing of Best Practices
- Consistent Process for Addressing Weaknesses
- Resources Tied to Outcomes
Strategies for Making Assessment of Learning Outcomes Manageable
UNIVERSITY INFRASTRUCTURE

- 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
- Annual Review by Director
- Annual Review by Dean
- Council on Graduate Studies
STUDENT LEARNING ASSESSMENT PROGRAM

SUMMARY FORM  AY 2009-2010

Degree and Program Name:
Submitted By:

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<th>What are the learning objectives?</th>
<th>How, where, and when are they assessed?</th>
<th>What are the expectations?</th>
<th>What are the results?</th>
<th>Committee/ person responsible? How are results shared?</th>
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Part II Describe what your program’s assessment accomplishments since your last report was submitted.

Part III Summarize changes and improvements in curriculum, instruction, and learning that have resulted.
Eastern Illinois University
DEPARTMENTAL ASSESSMENT PROGRAM PRIMARY TRAIT ANALYSIS

1. Learning Objectives
   Level 1
   Learning objectives identified.
   
   Level 2
   Learning objectives identified.
   They describe student behaviors.
   They are program, not class or course, objectives.
   They are clear.
   
   Level 3
   Comprehensive learning objectives identified.
   Objectives are appropriate in number.
   They describe student behaviors.
   They are program, not class or course, objectives.
   They are clear.
   They are measurable.
   They support Eastern’s educational goals.
   They span multiple learning domains.
   Course objectives correlate with program goals.
Assessment of Student Learning Requirements for Graduate Degree Programs at Eastern Illinois University

Policy: Each graduate degree program will complete objective(s) appropriate to assess four learning goals as defined within the discipline so that upon completion of the graduate degree program, the candidates will display evidence of the following:

1. A depth of content knowledge including effective technology skills and ethical behaviors
2. Critical thinking and problem solving skills
3. Effective oral and written communication skills
4. Evidence of advanced scholarship through research and/or creative activity
SECTION V
FACULTY RESISTANCE

The Views of Three Graduate Program Leaders
SECTION VIII
CONCLUDING ISSUES

Accreditation