

New Assessment Techniques

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Self-Study Recommendation

- **“That the university establish an institution-wide process for training and assisting academic units in the methods and techniques for evaluation their success in achieving student-centered educational goals.”
(ASU Self-Study page 40)**

Self-Study Suggestion

- **“That the university establish an institution-wide process for training and assisting administrative and educational support service units in the methods and techniques for evaluating their success in achieving their goals” (ASU Self-Study page 52)**

Who we are

- **Mary Filpus-Luyckx**
 - **Institutional Assessment Advocate**
 - **Business and Student Services**
- **Mark Fissel**
 - **Institutional Assessment Advocate**
 - **Academic Affairs**

Why we are here

- **Institutional Assessment Workshop**
 - **Institutional Effectiveness Associates**
 - James O. Nichols
 - **Improvement of Student Academic Achievement**
 - **Improvement of Services in Administrative and Educational Support Units**

SACS Principles of Accreditation Update

- **“The institution engages in ongoing , integrated, and institution-wide planning, evaluations, and research processes that incorporate systematic review of programs and services that (a) results in continuing improvement and (b) demonstrates that the institution is effectively accomplishing its mission.”** *April 2001 Draft Principles of Accreditation : Foundations for Quality Enhancements*

SACS 2001-2008 Annual Assessment Emphasis

- **Measurable Assessment**
- **‘Closing the loop’**
- **Increased emphasis on
Administrative / Educational Support
Units**

Strategic Planning and Institutional Effectiveness

Mission and Goals

- **Strategic Planning is:**
- **Means/Process Oriented**
- **What actions should we take to implement ASU's Missions and Goals**
- **Admin/Budget Planning**
- **Inst Effectiveness is:**
- **Ends/Outcome Oriented**
- **How well are students learning and admin/ed support services functioning**
- **Assessment/Results**

Linking Goals to Programs/Departments

Assessment Record	Mission	Goal 1	Goal 2	Goal 3	Goal 4	Goal 5
<u>Instructional</u>						
Art, B.A.						
Marketing, BS						
Early Childhood Ed, BS						
Criminal Justice, BS						
<u>Admin and Ed Support</u>						
Accounting						
Honors Program						
Registrar						
Financial Aid						
Continuing Education						

Differences in Assessment Implementation

- Instructional

1. All outcome
2. Wide Variety of Means of Assessment
3. Long implementation time
4. Low initial acceptance of process

- Administrative and Ed Support

1. Primarily process with some outcomes
2. Limited Means of Assessment
3. Short implementation time
4. Ease of acceptance of process

The Purpose of ASU's Assessment Effort

- Reason
 - Academic Program Improvement
 - Improved Services
- Occasion
 - Satisfy Accreditation Requirements
 - Demonstrate Effectiveness to Stakeholders

Program Outcome Statements

Instructional

- **Consistent with Institution Mission and Goals**
- **“Reasonable” given the ability of the students**
- **Target key concepts or change points in each program**
- **Consider three to five per program**
- **Ascertainable – measurable, clear, singular**

Program Outcome Statements Administrative & Ed Support

- **Consistent with Institution Mission and Goals**
- **What service do you want to improve?**
- **Consider two to three per service unit**
- **Ascertainable – measurable, clear, singular**

Admin & Ed Support Objectives/Outcomes

- **Outcome Statements – Ed Support**
- **Process Statements – improve service to client**
- **Satisfaction Statements – client satisfaction**

Program Outcome Statements (con't)

- **Rotate outcomes when validated**
- **Preparation – Those with direct involvement**
- **Approval – Linkage and Rigor**

Short List/Long Lists – Sept/Oct

- **Assume unit mission statement finished and known by unit**
- **Prior to First Meeting: unit members anonymously submit three suggestions for outcomes/objectives**
- **1st meeting (Fri last 2 hours of day) whittle long list to short list of three**
- **2nd meeting (Mon last 2 hours of day) final review and ‘wordsmith’ list of three, select means of assessment, criteria for success**

Means of assessment, criteria for success

- **Qualitative**
 - **Portfolio Review**
 - **Public Performance**
 - **Juried Competition**

Means of Assessment (con't)

- **Quantitative Assessment**
 - **Cognitive**
 - Standardized tests/Locally-developed tests
 - Case studies/projects/internships/simulations
 - **Attitudinal**
 - Student/Graduate/Alumni survey
 - Employer Survey
 - Customer Survey
 - **Behavioral/Performance**
 - Admission to further study
 - Participation in Student Elections
 - Student Teaching

Conduct and Document Assessment Activities

- **During Assessment Period**
 - academic year, term, month
- **Coordinate testing, surveys**
- **Sample or Population**
- **Motivation**

Closing the Loop

- **Actions taken to improve services as a result of assessment?**
- **Responsive to shortcomings revealed in the assessment**
- **Where necessary, supported by evidence**
 - committee action
 - syllabus change
 - change in procedures or policy
- **Should NOT be:**
 - a promise, a referral to a committee