

## Good Practice Abounds

Presented by

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at the

Assessment Institute in Indianapolis  
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## Three Interwoven Themes

1. Examples from our search for good practice
2. Some conclusions from our study
3. Some connections with NILOA survey findings

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## Profiles

- Invited over 1000
- Received 146
- Selected 49 for use in full
- Categorized all 146 and published Web sites

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## Outline for Profiles

- Background and Purpose
- Methods over ? Years
- Resources Required
- Findings
- Use of Findings
- Impact of Using Findings
- Success Factors
- Web sites

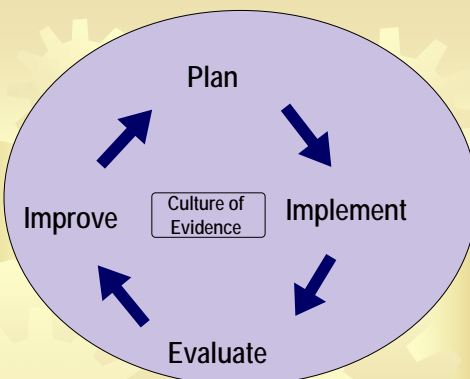
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## Designing Effective Assessment: Principles & Profiles of Good Practice

Trudy W. Banta  
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Jossey-Bass (Wiley) 2009

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## ~ Organization ~ of Principles & Profiles

- Planning
  - Implementing
    - Improving & Sustaining

- *Building a Scholarship of Assessment*  
 Banta & Associates  
 Jossey-Bass 2002  
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## Planning Principles

1. Engaging stakeholders
2. Connecting assessment to valued goals & processes
3. Creating a written plan
4. Timing assessment
5. Building a culture based on evidence

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## Planning Profiles

- Brigham Young University
  - Campus Wiki for degree learning outcomes
- USMA at West Point
  - Interdisciplinary teams assess 10 mission-related goals for learners
- Kennesaw State University
  - 2008 CHEA Award for linking assessment with planning, program review, faculty development

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## USMA @ West Point 6 Developmental Domains

1. Intellectual
2. Physical
3. Military
4. Social
5. Moral-ethical
6. Human spirit

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## USMA @ West Point Intellectual Domain

10 Goals (write, speak, think; engineering, math, info tech)

A. Stated learner outcomes

1. Standards
  - a. Rubrics developed by faculty

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## USMA @ West Point Interdisciplinary Goal Teams use

- Curriculum-embedded direct measures of learning
- Student surveys (fr., sr.)
- Graduate survey (3 years after)
- Employer surveys
- Employer focus groups

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## USMA @ West Point Use of Assessment Findings

- Review of core curriculum
- Changes in warranted areas:
  - History
  - English
  - Engineering
  - Information Technology

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## NILOA Survey

Spring 2009  
for  
2809 Provosts, Academic Deans of  
undergraduate degree-granting institutions  
53% responded

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## NILOA Questions

1. Learning outcomes measured?
2. How assessing outcomes & using results?
3. Major factors promoting assessment?
4. Needs for furthering outcomes assessment?

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## Implementation Principles

- Leadership
- Faculty and Staff Development
- Responsibility at Unit Level
- Multiple Methods

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## A Look At The Profiles and the NILOA Survey

- Leadership 18% (recommendation of NILOA)
- Faculty and Staff Development 18% (recommendation of NILOA)
- Responsibility at Unit Level 33%

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## Implementation Categories for Profiles

1. General education
2. Undergrad academic majors
3. Faculty/staff development
4. Use of technology
5. Program review
6. First year and civic engagement experiences
7. Student affairs
8. Community colleges
9. Graduate programs

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**Methods**

- Rubrics 37% (NILOA 25% Campus; 80 % program)
- Surveys 33% (NILOA 76% national at campus; 65% employer at program level)
- Electronic/Technology 20%
- Portfolios 14% (NILOA 8% Campus: 80 % program)
- National Standardized Tests 8% (NILOA 39%)

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**Implementation Profiles**

- California State University, Sacramento
  - Strong leadership, multiple methods
- Texas Christian University
  - Faculty learning communities
- Tompkins Cortland Community College
  - Capstone rubrics

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**Institutional Profiles (Continued)**

Pennsylvania State University  
PULSE Survey

Moravian College  
Using technology for curriculum maps

Alverno College  
Portfolios in Teacher Education

Northeastern Illinois University  
Multiple methods including national standardized test

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**What's New?**

- Categories
  - Technology
  - Program Review
  - First Year Experiences
  - Graduate Programs
- Rubrics – AIP criteria, primary trait, check sheet

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**What's Not New?**

- Faculty Development and Buy In (66 % provosts say need more faculty engagement)
- Leadership (NILOA recommendations)
- Years doing assessment –

	2 years or less	3 - 5 years
Profiles	42 %	30%
Assessment Institute	42%	23%

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**Improving/Sustaining Principles**

1. Providing credible evidence of learning to multiple stakeholders
2. Reviewing assessment reports
3. Ensuring use of results
4. Evaluating the assessment process

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## Improving/Sustaining Principles

1. What resources have been crucial to sustaining your assessments over time at your own college or university?

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## Required Resources To Implement and Sustain Assessment

1. Faculty release time
2. Stipends for faculty leaders
3. Assessment committee
4. New full-time assessment position created
5. External consultants

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## Required Resources To Implement and Sustain Assessment

6. Financial resources to pay for tests and purchase surveys
7. Administrative support
8. Professional development
9. Technology

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## Sustaining Professional Development: Faculty Learning Communities

- Texas Christian University
  - Six areas in general education
    1. religious traditions
    2. historical traditions
    3. literary traditions
    4. global awareness
    5. cultural awareness
    6. social values
    7. citizenship

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## Sustaining Professional Development: Faculty Learning Communities

- Texas Christian University
  - Created faculty learning communities to address the following:
    - a. identify and create assessment strategies
    - b. share results of assessment processes
    - c. discuss results to enhance teaching and learning experiences

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## Using Technology: A Crucial Resource

- Medgar Evers College, City University of New York
  - TrueOutcomes used to develop early warning system to identify at risk students
    - a. assessment manager
    - b. survey module
    - c. student information system integration
    - d. retention alert system

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## Using Technology: Medgar Evers College

--Attrition risk score is the probability that the student will not return the following semester based on a logistic regression model

--Student at risk score derived from multiple sources of assessment including

- a. student performance in freshman seminar and developmental courses
- b. student responses to College Adjustment Scale
- c. scores on CUNY entrance exams

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## Using Technology: Medgar Evers College

--Faculty and advisers use the information to identify at risk students and identify types of interventions that would be most effective for students

--Faculty and advisers are providing more targeted assistance to students that more closely aligns with their needs

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## St. Louis Community College

Assessment data collected and used to support decision-making that improves

- student learning
- academic achievement
- institutional effectiveness

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## St. Louis Community College

I DID Approach to Assessment

Inquire what are the learning outcomes

**Discover** assessment data

**Interpret** the assessment data

**Develop** responsive improvements

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## St. Louis Community College

**Using Data-Closing the Loop**

--**Assessment results indicate that first-time students who successfully complete their developmental reading course achieve a higher GPA and return for the next semester at a higher rate.**

--Reading requirement for some 100-level courses

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## St. Louis Community College

**Using Data-Closing the Loop**

- Assessment information used to revise the new student orientation program
- Improved hiring and training methods
- New efforts to increase student engagement

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## Improving/Sustaining Profiles

- San Jose State University  
Specialists in each college, awards,  
learning outcomes in 5-year plans

Assessment reports posted on web  
and reviewed by 8 different leaders,  
including an external reviewer.  
All provide feedback.

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## Improving/Sustaining Profiles

- Hocking Technical College  
Annual assessment work day
- Colorado State University  
Integration of learning outcomes in  
on-line template for program reviews

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As a catalyst  
for outcomes assessment  
accreditation is powerful

- regional
- disciplinary

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## NILOA Survey

### Reasons for Doing Outcomes Assessment

1. Specialized and regional accreditation
2. Institutional commitment to improvement
3. Faculty/staff interest
4. National calls for accountability
5. Mandates from trustees or coordinating boards

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## NILOA Survey

### Greatest Needs for Assessment

1. More faculty engagement (66%)
2. More assessment expertise (61%)
3. More resources and tools (50%)

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Engaging faculty  
in taking a second look  
at student work  
for outcomes assessment purposes  
may require extra pay

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## NILOA Survey

### Campus-wide Approaches to Assessment

1. A national survey (76%)
2. Standardized test of general skills (39%)
3. Portfolios, specialized tests, external judges

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- Standardized tests  
of generic skills  
(e.g., writing, critical thinking)
- used by just 8%
  - always supplemented

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## NILOA Survey

### Using Campus-wide Standardized Tests

- Less selective institutions (50%)
- More selective institutions (20%)  
(Using locally developed more often)

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## NILOA Survey

### Program Level Approaches

1. Portfolios (80% in at least 1 area)
2. Performance assessments
3. Rubrics
4. External judges
5. Student interviews
6. Employer surveys

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## NILOA Survey

### Making Most Use of Assessment Data in Decision-Making

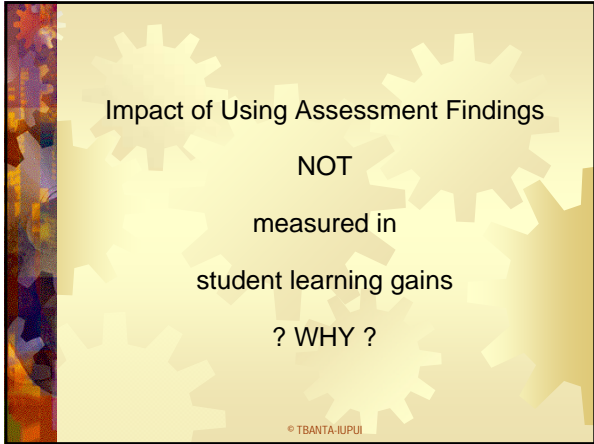
1. For-profit institutions
2. Community colleges
3. Baccalaureate institutions

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## NILOA Survey

More than half of the provosts  
plan to continue outcomes  
assessment despite budget  
challenges.

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Impact of Using Assessment Findings

NOT  
measured in  
student learning gains

? WHY ?

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