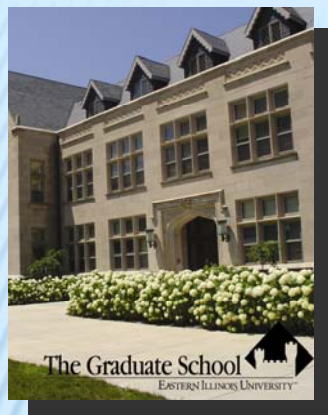# OUTCOMES ASSESSMENT AT A MASTER'S FOCUSED INSTITUTION

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

SECTION I

Overview of Best Practices

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

DRIVING FORCES

1. Mission Driven
2. Use Driven
3. Faculty Driven
4. Integrated with Program Review

BEST PRACTICE 1
MISSION DRIVEN ASSESSMENT

➢ *"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."*
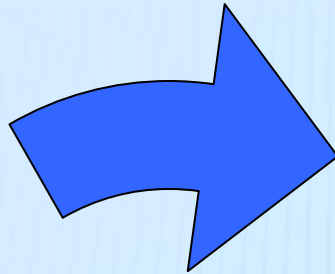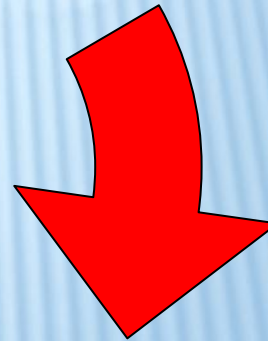
➢ Banta, 1996

MISSION CONCEPTS

➢ Mission drives assessment

➢ Assessment integrated with program review

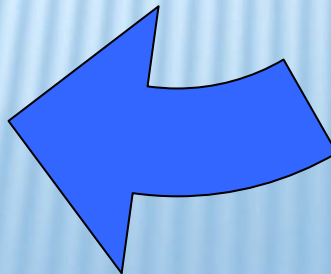➢ Program review achievements linked to resources

➢ Resources enhance mission
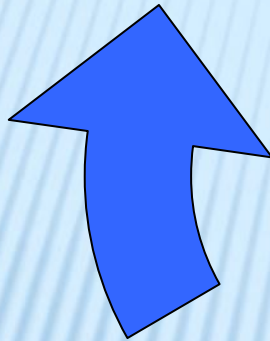
THREE LEVELS OF MISSION AT EIU

- ➢ **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
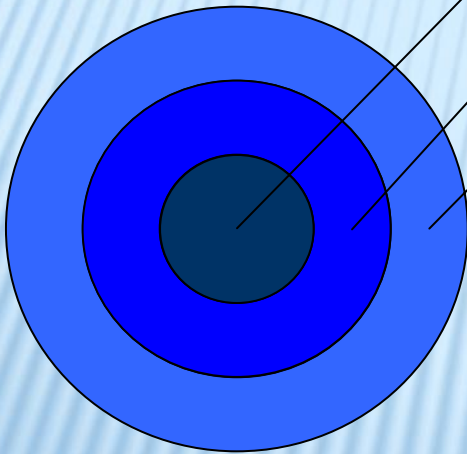
EIU: Superior Graduate Programs

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

BEST PRACTICE 2
USE DRIVEN ASSESSMENT

➤ "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.*"
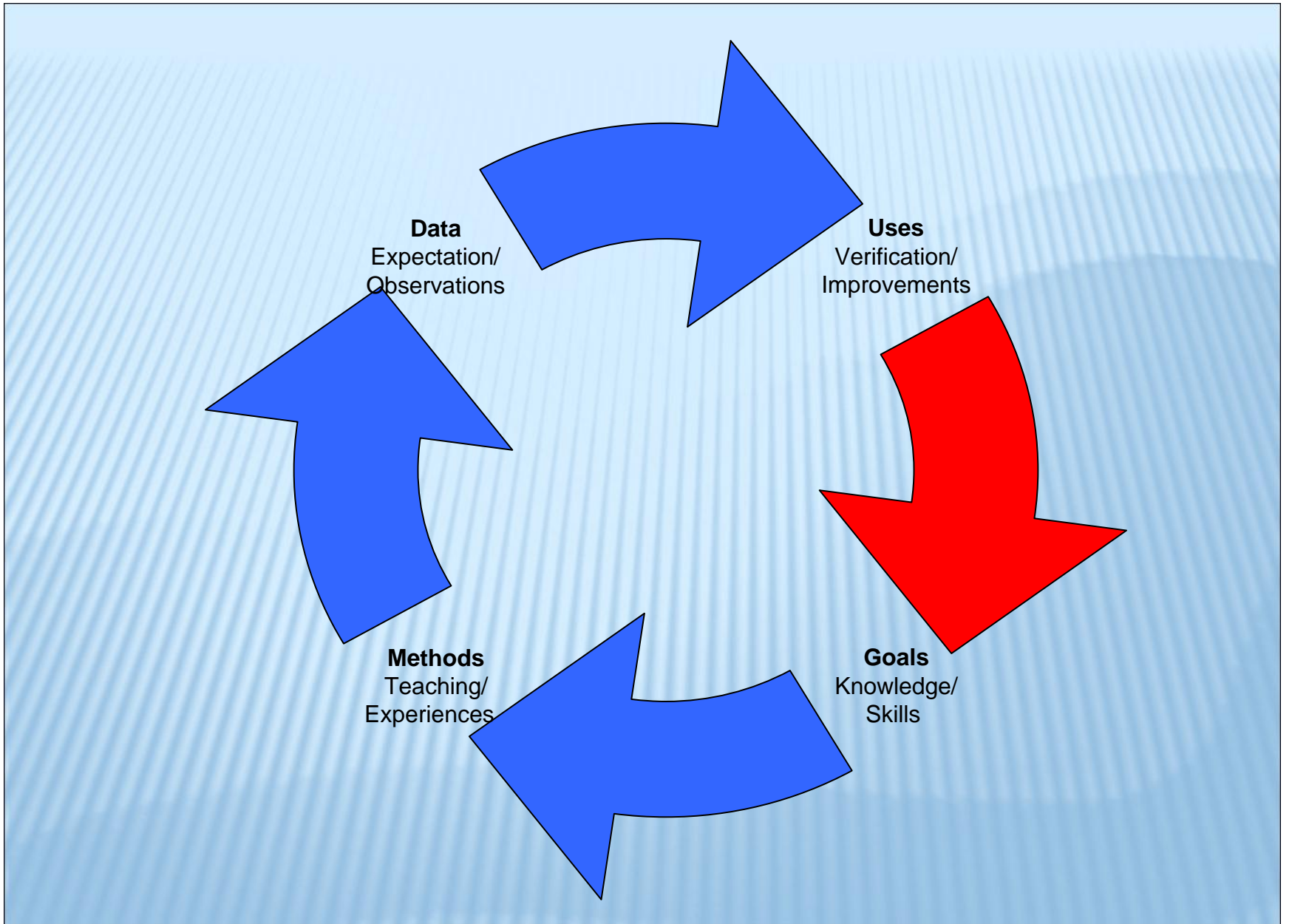
➤ Suskie, 2004

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

FIVE AAHE PRINCIPLES

1. Clear Goals
2. Clear Conditions
3. Multiple/Repeated Measures
4. Ongoing
5. Improvements Shared

PRINCIPLES RETOOLED
SUSKIE, 2004

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 ⟶ Advanced

- ➤ Verifies achievements
- ➤ Verifies strengths
- ➤ Identifies weaknesses and potential ways to improve

- ➤ 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 ⟶ Advanced

Initial
- Clear mission focused
- Small number
- Direct measures
- Summative measures

Advanced
- Clear mission focused
- Expanded number
- Direct measures
- Indirect measures
- Summative measures
- Formative measures

JUDGING EFFECTIVENESS GOALS

➢ 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 ⟶ Advanced

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 ⟶ Advanced

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

ASSESSMENT
ADVANCEMENT USE FOCUS

➢ 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

BEST PRACTICE 3
FACULTY DRIVEN ASSESSMENT

"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

FACULTY LEADERSHIP

➢ 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

BEST PRACTICE 4
INTEGRATION WITH PROGRAM REVIEW

➤ 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

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

The Graduate School
EASTERN ILLINOIS UNIVERSITY

Criterion 5 Mentoring

- Coordinator Leadership
- Faculty Scholarship

PROGRAM REVIEW
ACHIEVEMENTS ACCESS RESOURCES

- 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
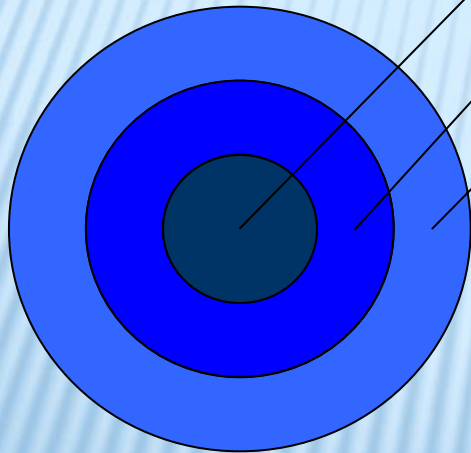
ELEMENTARY EDUCATION

Stage 1

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

ELEMENTARY EDUCATION
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

ELEMENTARY EDUCATION ASSESSMENT ACTIONS

- ➢ 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

Stage 2

➢ 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
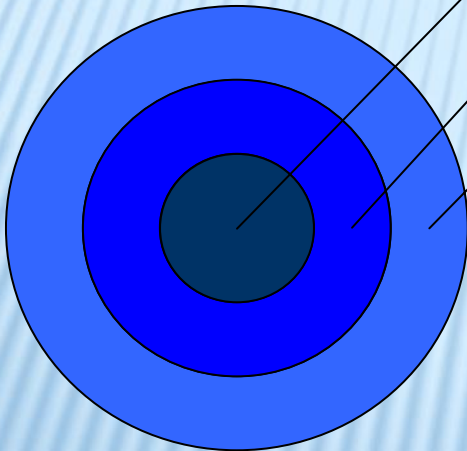
EXAMPLE
POLITICAL SCIENCE

Stage 2

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

Stage 3

- 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 recourses to support program

EXAMPLE
COMMUNICATION
DISORDERS & SCIENCES

Stage 3

Program

➢ Knowledge nature, evaluation & treatment

➢ Evidenced based practice

➢ Professional oral/written

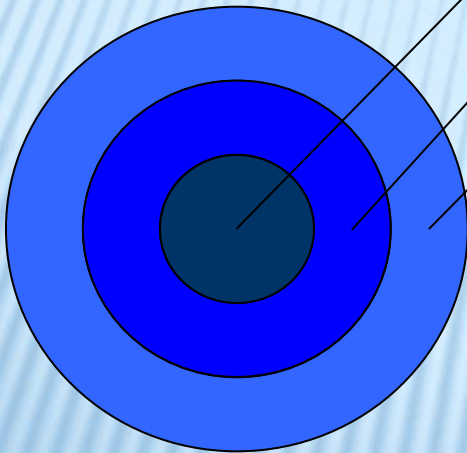➢ Research as foundation for the discipline

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

SECTION IV MANAGEABLE ASSESSMENT

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:

What are the learning objectives?	How, where, and when are they assessed?	What are the expectations?	What are the results?	Committee/ person responsible? How are results shared?
1.				
2.				
3.				

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 VIII
CONCLUDING ISSUES

Accreditation