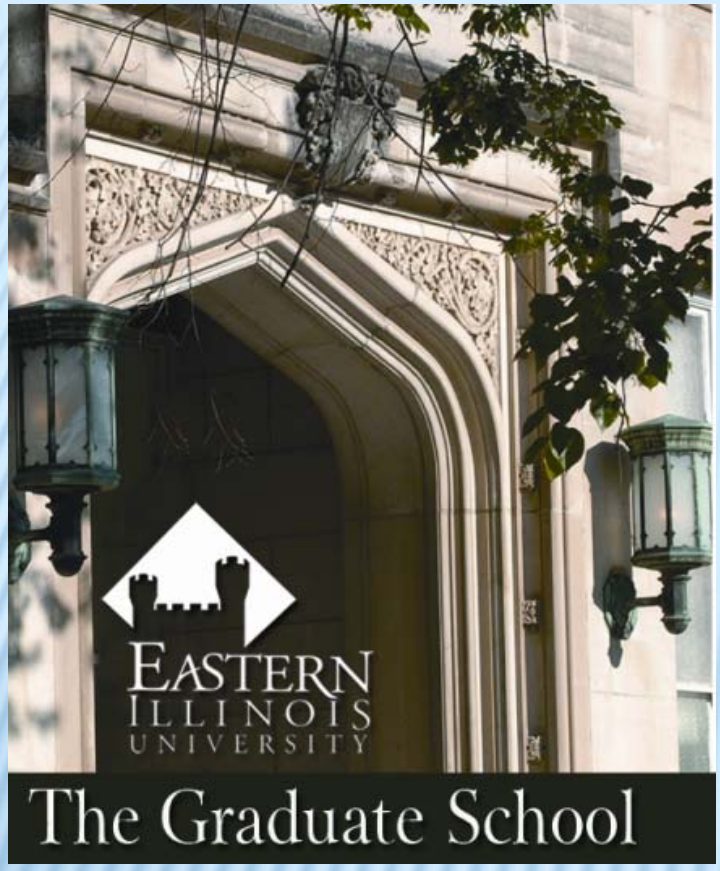
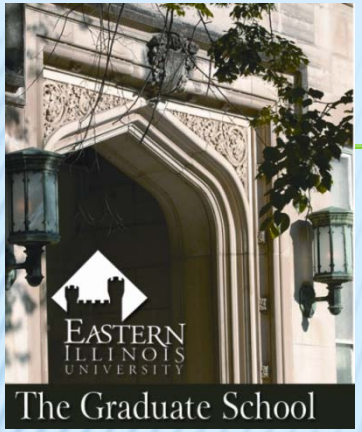


OUTCOMES ASSESSMENT AT A MASTER'S FOCUSED INSTITUTION

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



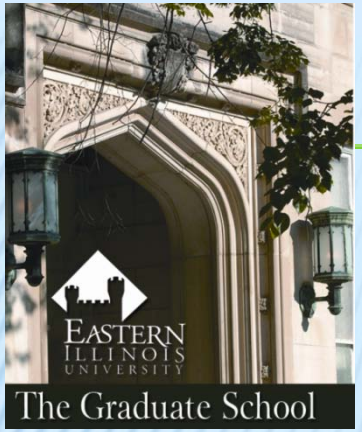
GOOD PRACTICES FOR ASSESSMENT OF LEARNING, AAHE 2004

Driving Forces

1. Mission Driven
2. Use Driven
3. Faculty Driven
4. Integrated

Guiding Principles

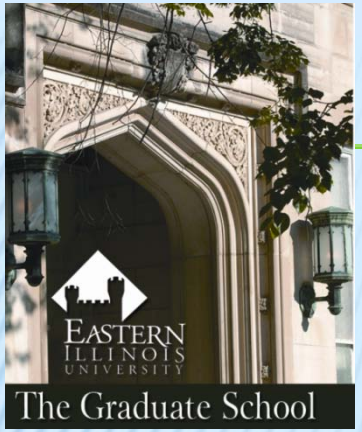
5. Clear Goals
6. Clear Conditions
7. Accurate Data
8. Used and Shared



BEST PRACTICE 1
MISSION DRIVEN ASSESSMENT

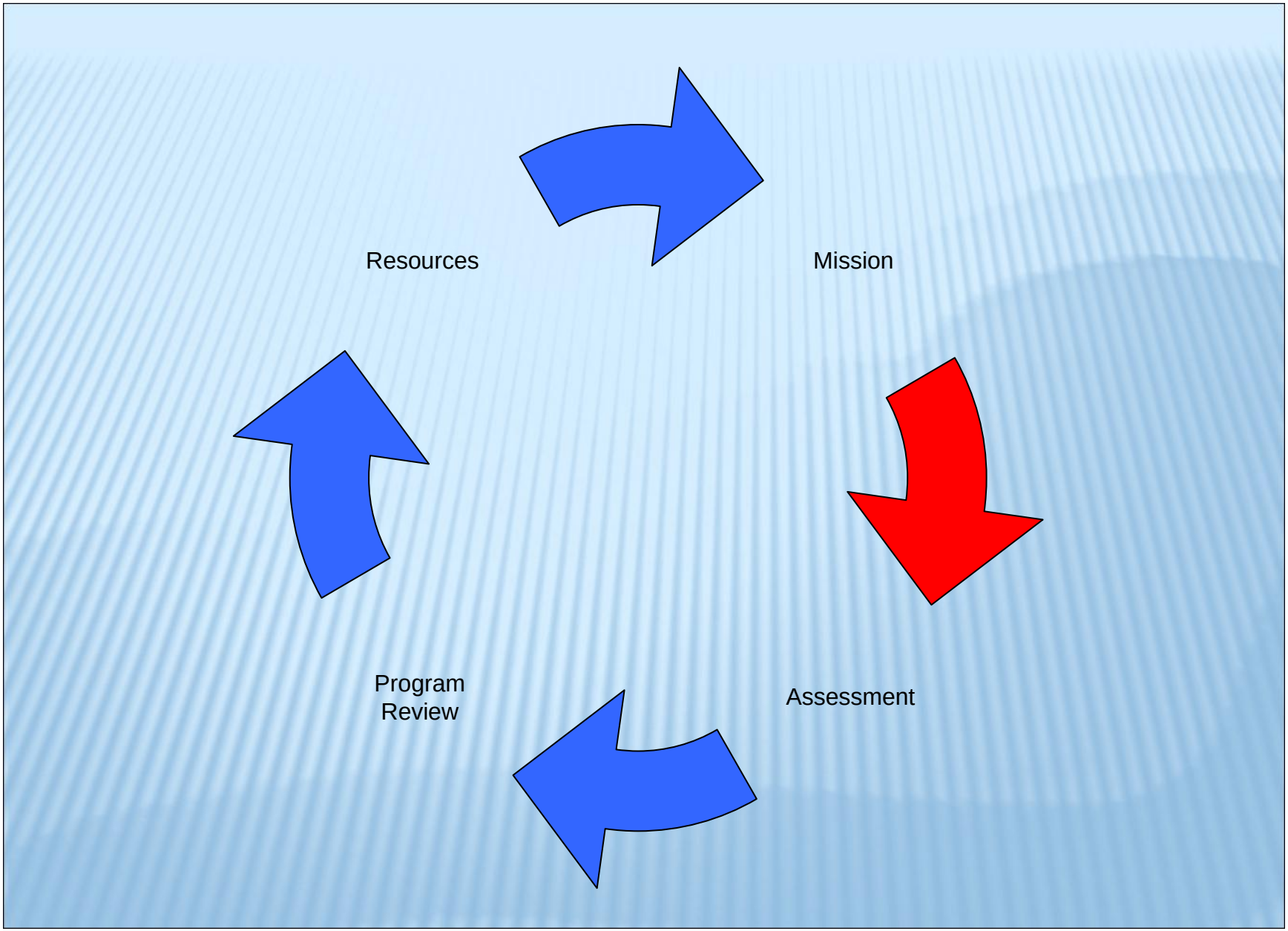
- *"Where questions about educational mission and values are skipped over, assessment threatens to be an exercise in measuring what's easy, rather than a process for improving what we really care about."*

- Banta, 1996

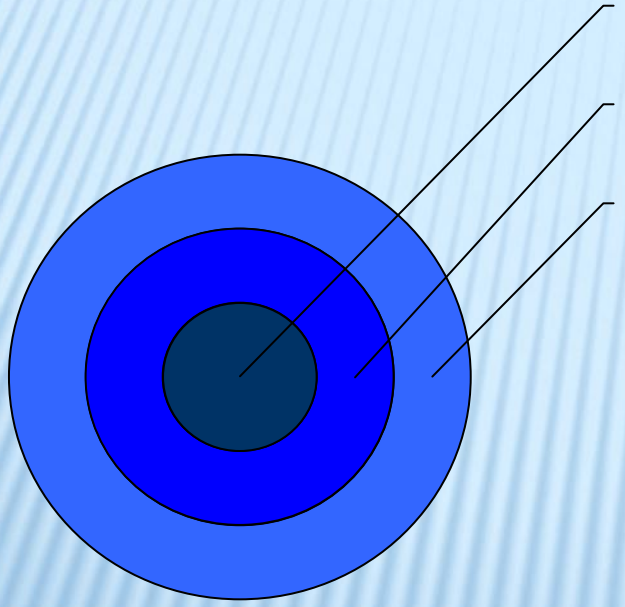


MISSION CONCEPTS

- Mission drives assessment
- Assessment integrated with program review
- Program achievements linked to resources
- Resources enhance mission


Resources
Mission
Program
Review
Assessment

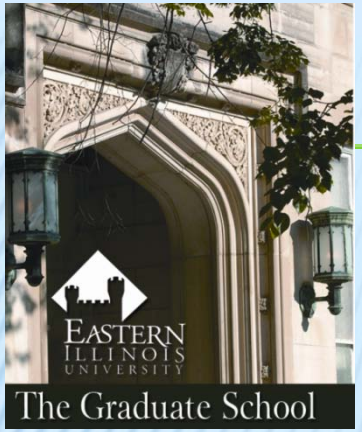
3 LEVELS OF MISSION AT EIU VERIFIED BY ASSESSMENT OUTCOMES



EIU: Superior Graduate Programs

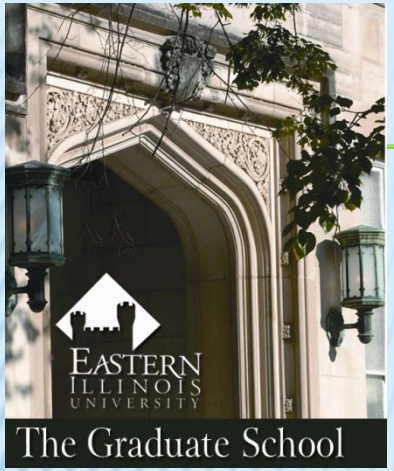
CGS: Content, Thinking, Communication, Research

CDS: Practice, Certification, Licensure



ASSESSMENT STARTING POINT: THE MISSION STATEMENT

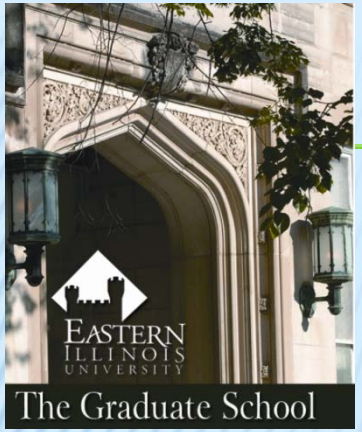
- Program Mission Statement
  - Focus, Strengths, Uniqueness
- Graduate Mission Statement
  - Diversity, Outcomes, Rigor, Scholarship, Mentoring
- University Mission Statement
  - Superior Graduate Study



THE PROGRAM MISSION STATEMENT

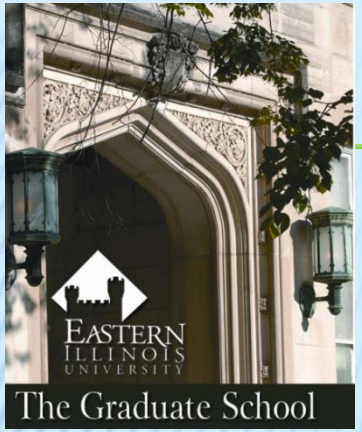
- CDS
- Focus: Clinical practice, certification, licensure
- Strengths: Autism
- Uniqueness: Medical and educational settings

- CHM
- Focus: General areas, PHD/teaching, industry
- Strengths: Unclear
- Uniqueness: None identified



ASSESSMENT OF CHM MISSION STATEMENTS

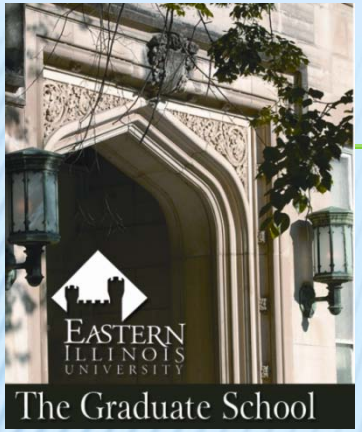
- 12 CHM MS Programs Illinois Public Institutions
  - Focus: physical, organic, etc.
  - Strengths: Materials science, Community College Teaching
  - Uniqueness: PSM
- Other CHM MS Private and Beyond Illinois
  - Clear missions
  - Identified strengths
  - Uniqueness: PSM emerging as a unique area for many



ASSESSMENT ADVANCEMENT

MISSION FOCUS

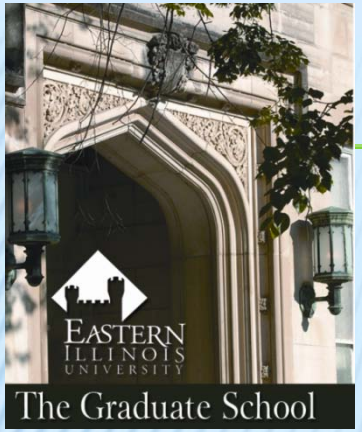
- Mission statements
  - Guide program assessment
  - Lead to mission-focused improvements
  - Verify graduate expectations
  - Verify university expectations



BEST PRACTICE 2
USE DRIVEN ASSESSMENT

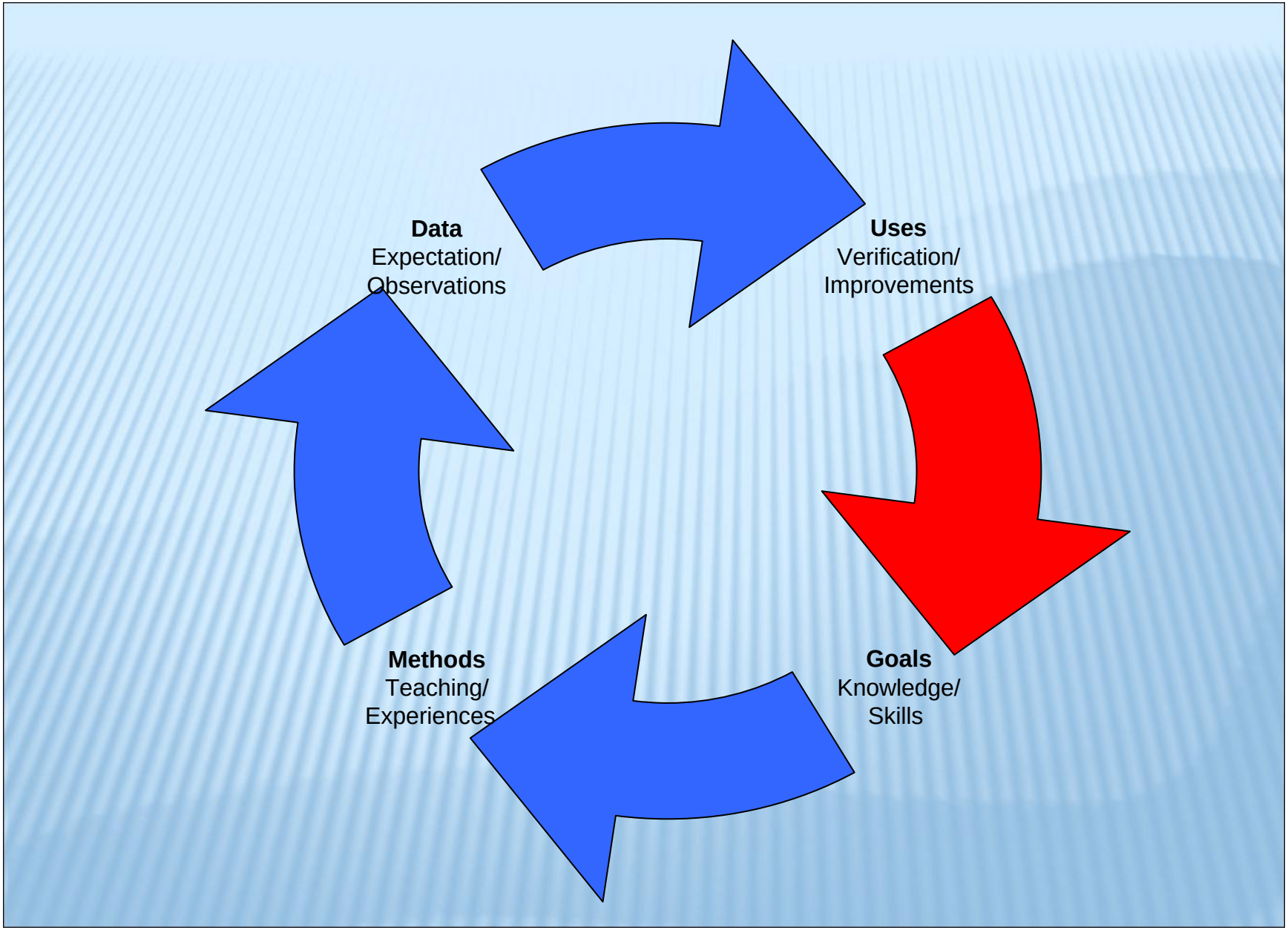
- "If an assessment doesn't help improve teaching and learning activities, why bother with it?
- In order to be useful *assessment must correspond to your key learning goals and your curriculum."*
- Suskie, 2004

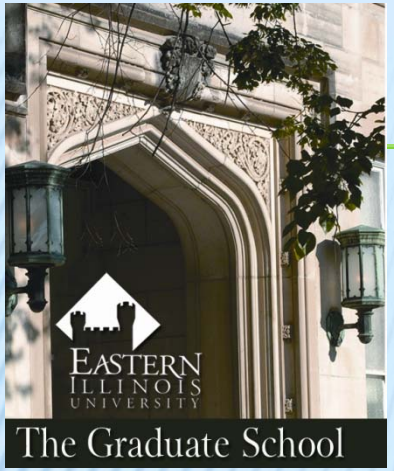
2



USE CONCEPTS

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


Data
Expectation/
Observations
Uses
Verification/
Improvements
Goals
Knowledge/
Skills
Methods
Teaching/
Experiences

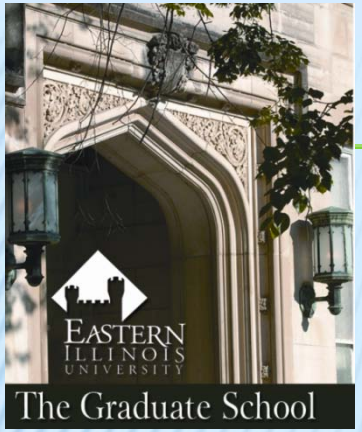


CONTINUUM OF ASSESSMENT USE

Initial → Advanced

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

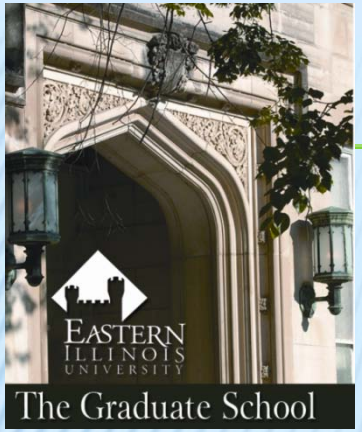
- Verifies mission achieved
- Implements new goals, methods, data, uses
- Integrates assessment into program review



JUDGING EFFECTIVENESS

USE

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

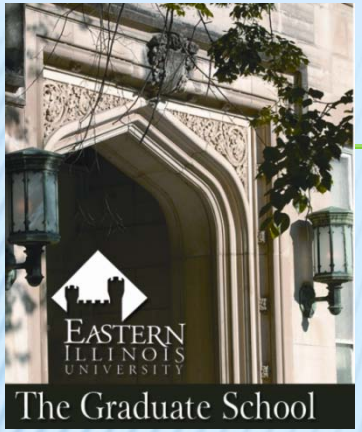


CONTINUUM OF ASSESSMENT GOALS

Initial → Advanced

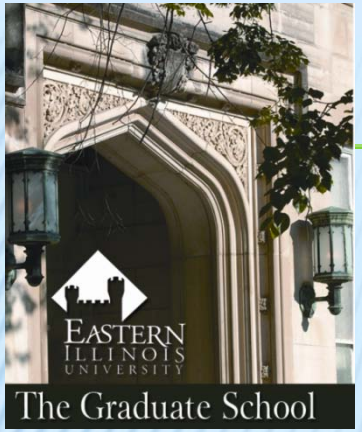
- Clear mission focused
- Small number
- Direct measures
- Summative measures

- 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

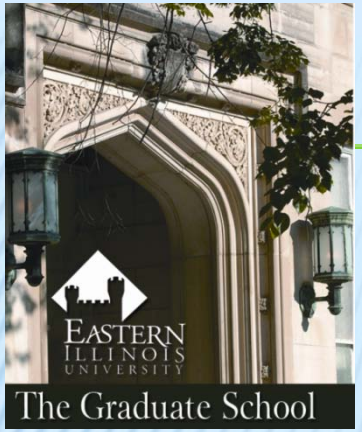


CONTINUUM OF ASSESSMENT METHODS

Initial → Advanced

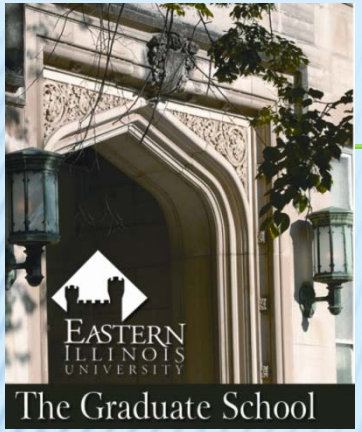
- Courses necessary
- Applied experiences necessary

- Courses necessary and sufficient
- Applied experiences necessary and sufficient
- Other experiences necessary and sufficient



JUDGING EFFECTIVENESS METHODS

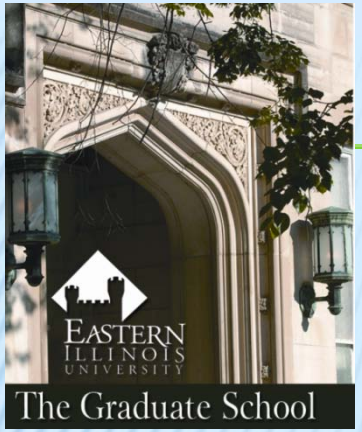
- Desired learning is clearly stated and taught
- Desired learning opportunities are necessary
- Desired learning opportunities are sufficient and/or achieve specialized strengths or uniqueness



CONTINUUM OF ASSESSMENT DATA & MEASUREMENT

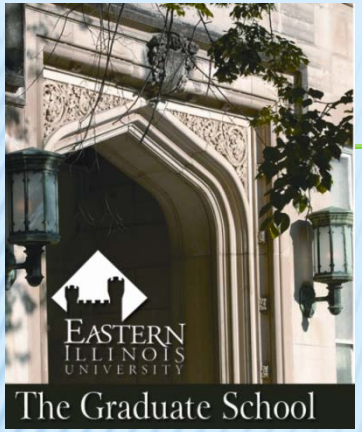
Initial → Advanced

- Valid, reliable direct, summative measures
  - Thesis
  - Comp exams
  - Certification/ licensure tests
- Valid, reliable direct summative and formative measures
  - Thesis, exams, tests
  - Rubrics, specific points
- Valid, reliable, indirect measures
  - Employer, alumni surveys



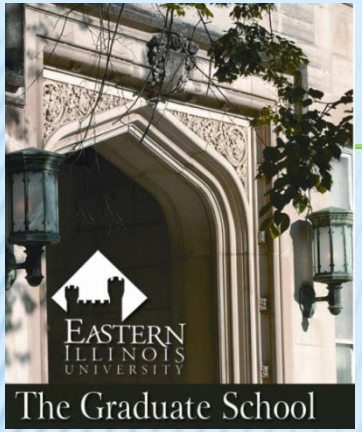
JUDGING EFFECTIVENESS
DATA & MEASUREMENT

- 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

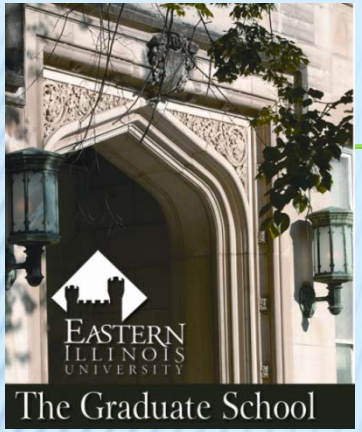


BEST PRACTICE 3
FACULTY DRIVEN ASSESSMENT

"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."

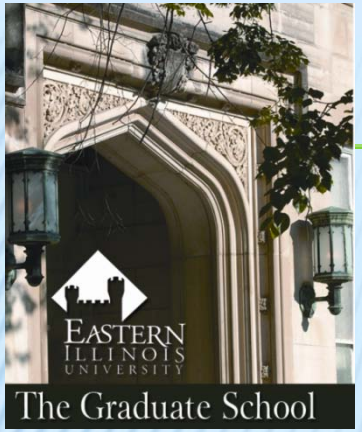
Chris Cartwright, Portland State University

3



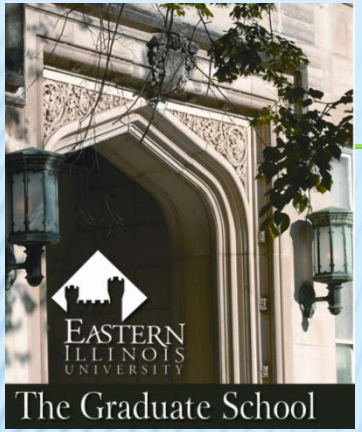
FACULTY PRINCIPLES

- Administrative Commitment
- Faculty Leadership for Assessment
- Graduate Faculty Leadership for Graduate Assessment



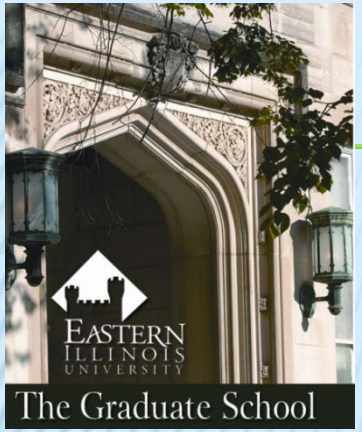
ADMINISTRATIVE COMMITMENT

- 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



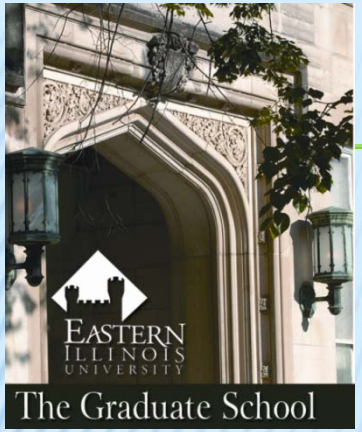
FACULTY LEADERSHIP

- Committee and council structure
- Defining documents to guide faculty
- Development programs to advance faculty
- Ease of participation



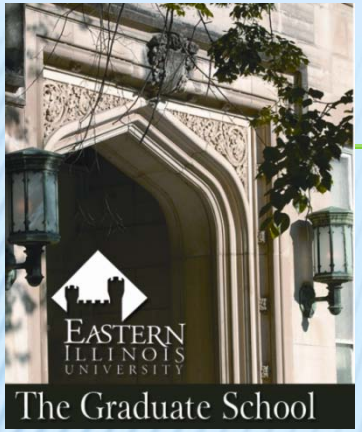
GRADUATE FACULTY LEADERSHIP

- Define assessment for graduate programs
- Determine how assessment is integrated with program review
- Process for communicating and recognizing achievements



ASSESSMENT ACHIEVEMENTS ARE VALUED BY FACULTY

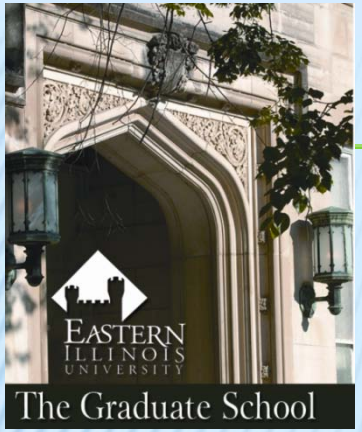
- Public acknowledgement & recognition of program quality
- Public acknowledgement & recognition for meeting the mission of the institution and Graduate School
- Acquisition of resources that reflect quality and further advance the program



BEST PRACTICE 4
INTEGRATION WITH PROGRAM REVIEW

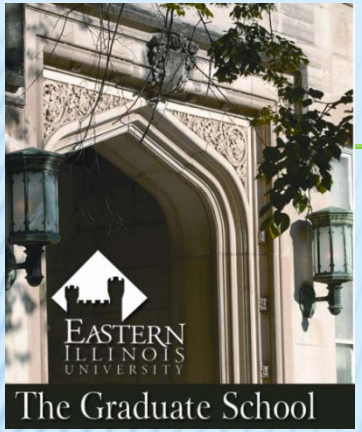
- Assessment leads to improvement under these conditions:
  - Integrated with a larger set of conditions that promote change (Program Review)
  - Integrated part of decision making
- Banta, 2004

4



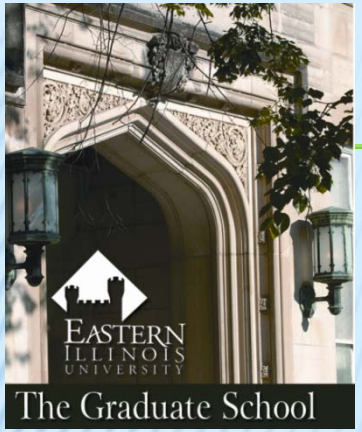
PROGRAM REVIEW CRITERIA REFLECT GRADUATE MISSION

- Diversity
- Assessment
  - Depth of knowledge, thinking, communication, research
- Rigor
- Student Scholarship
- Faculty Mentoring



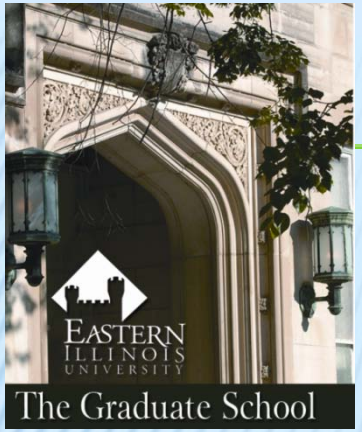
Criterion 1 Diversity

- Enrollment/Diversity Plan
- Assistantship/Scholarship Plan
- Matriculation Management
- Graduate Placement



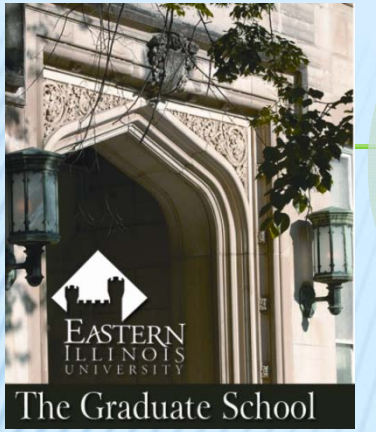
Criterion 2 Assessment

- 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



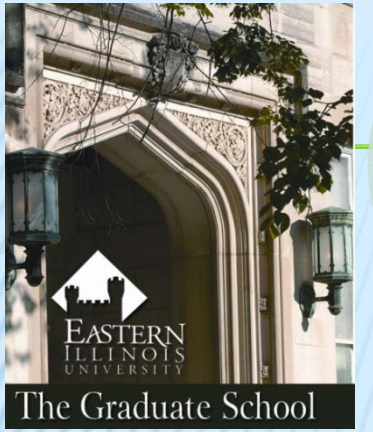
Criterion 3 Rigor

- 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



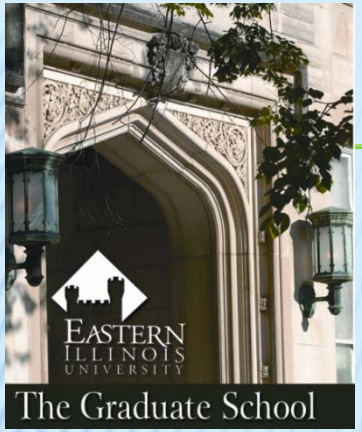
Criterion 4 Scholarship

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



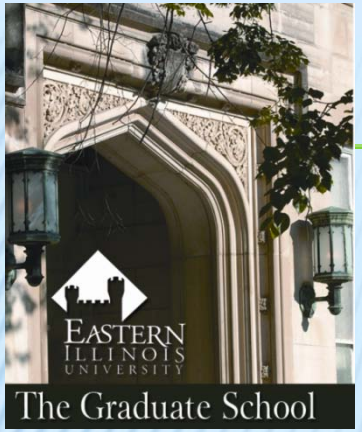
Criterion 5 Mentoring

- Coordinator Leadership
- Faculty Scholarship



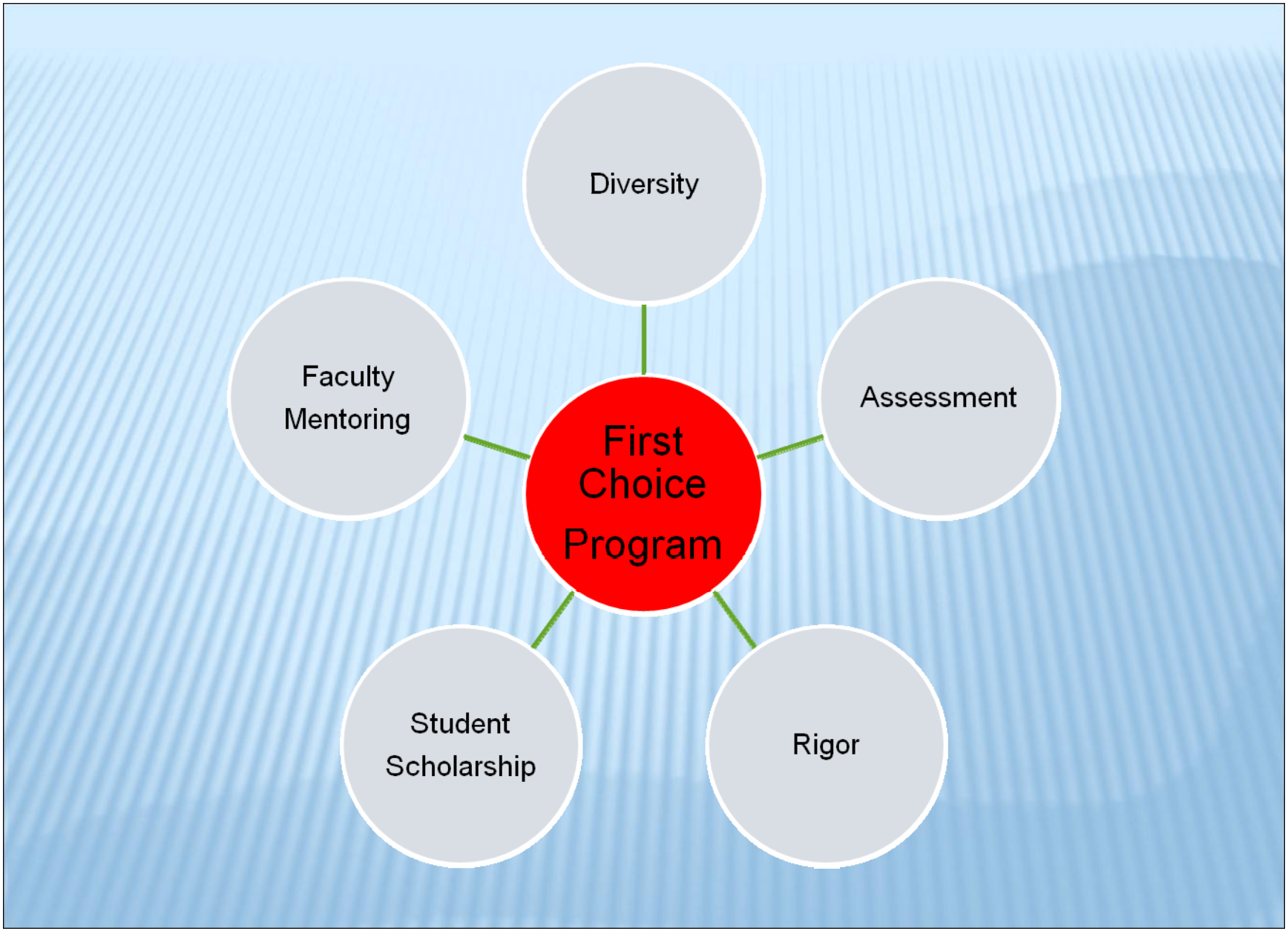
PROGRAM REVIEW ACHIEVEMENTS ACCESS RESOURCES

- 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
- Entrepeneurial Awards
- College and Provost investments


Diversity
Faculty Mentoring
Assessment
First Choice Program
Student Scholarship
Rigor

HORIZONTAL AND VERTICAL ANALYSIS

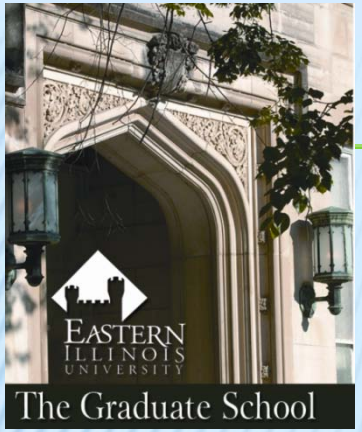
Enrollment…..Assistantships…..**DIVERSITY**…Matriculation…..Placement

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

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

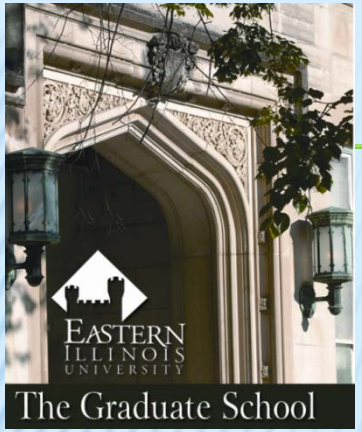
Research….Grants…**STUDENT RESEARCH**…Showcase…Awards

Coordinator Leadership…**FACULTY MENTORING**…Faculty Mentoring



MEANINGFULNESS FAILURES

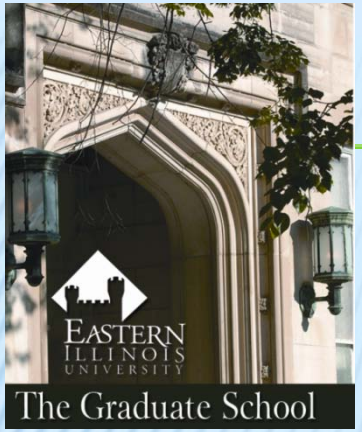
- Mission disconnected from assessment
- Assessment an isolated process
- Program review an isolated process
- Assessment data, program review data shelved
- Resource acquisition disconnected from learning outcomes and program quality
- No consistent criteria for allocating resources



CHARACTERISTICS Stage 1

Stage 1

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



ELEMENTARY EDUCATION

Stage 1

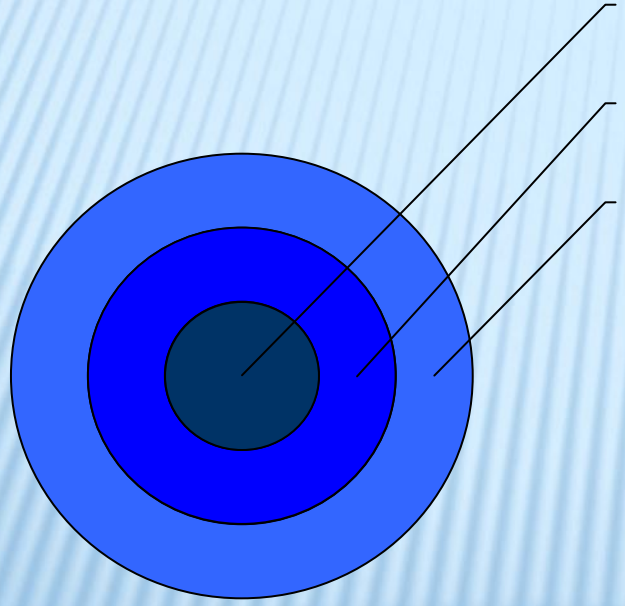
Program

- 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

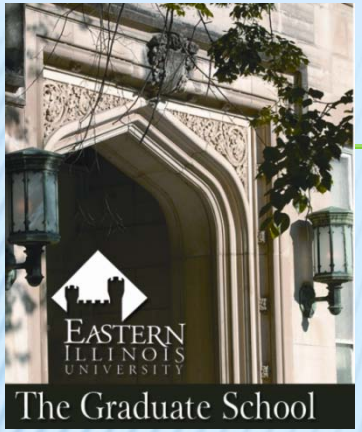
ELEMENTARY EDUCATION
EIU, GRADUATE SCHOOL, PROGRAM MISSION ASSESSMENT NOT ACHIEVED



Not Achieved: Superior Graduate Programs

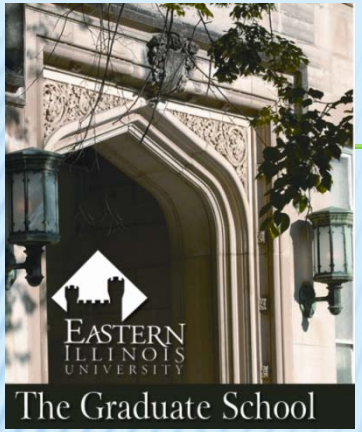
Not Achieved:
Content, Thinking, Communication, Research

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

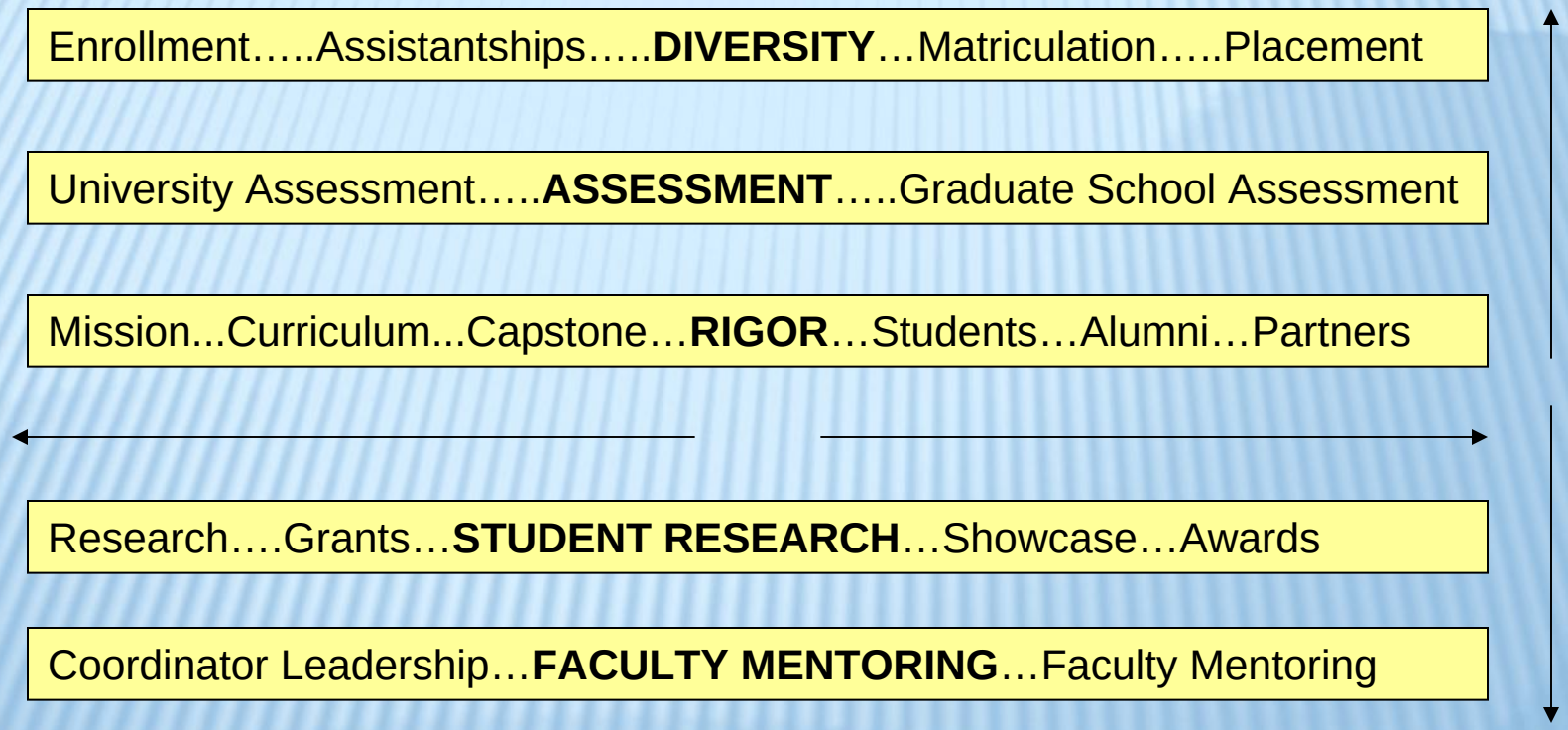
Enrollment…..Assistantships…..**DIVERSITY**…Matriculation…..Placement

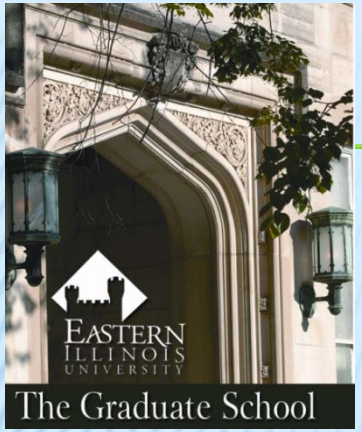
University Assessment…..**ASSESSMENT**…..Graduate School Assessment

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

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

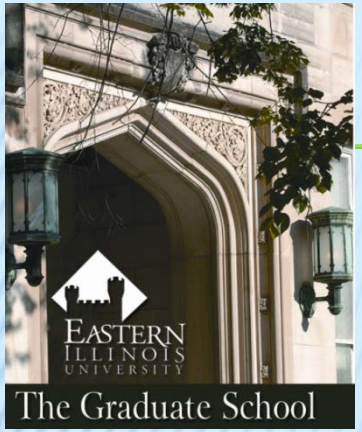
Coordinator Leadership…**FACULTY MENTORING**…Faculty Mentoring





ELEMENTARY EDUCATION ASSESSMENT ACTIONS

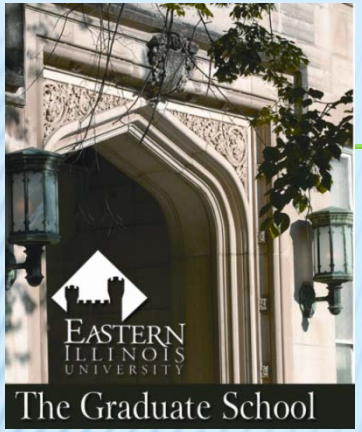
- Step 1 Clarify/verify mission
- Step 2 Identify valid assessment uses
  - Identify evidence the missions are met
  - Identify learning methods
  - Develop appropriate expectations
  - Compare outcomes to expectations
- Step 3 Secure faculty/coordinator commitment
- Step 4 Plan to address other program 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

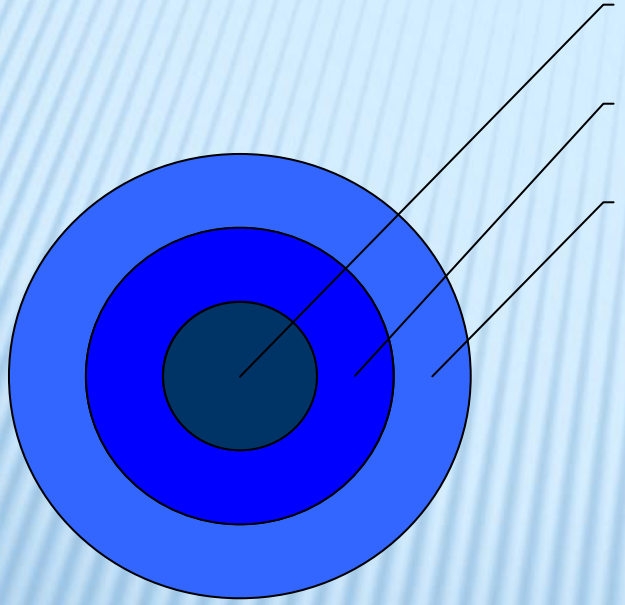
Program

- 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

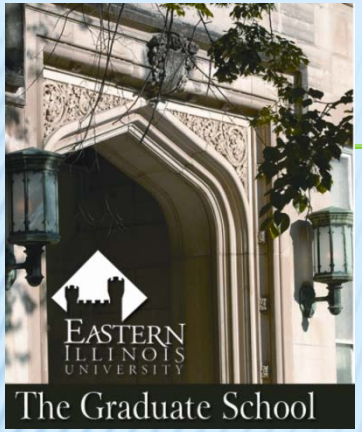
POLITICAL SCIENCE GRADUATE SCHOOL & PROGRAM ASSESSMENT: MISSION MET



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

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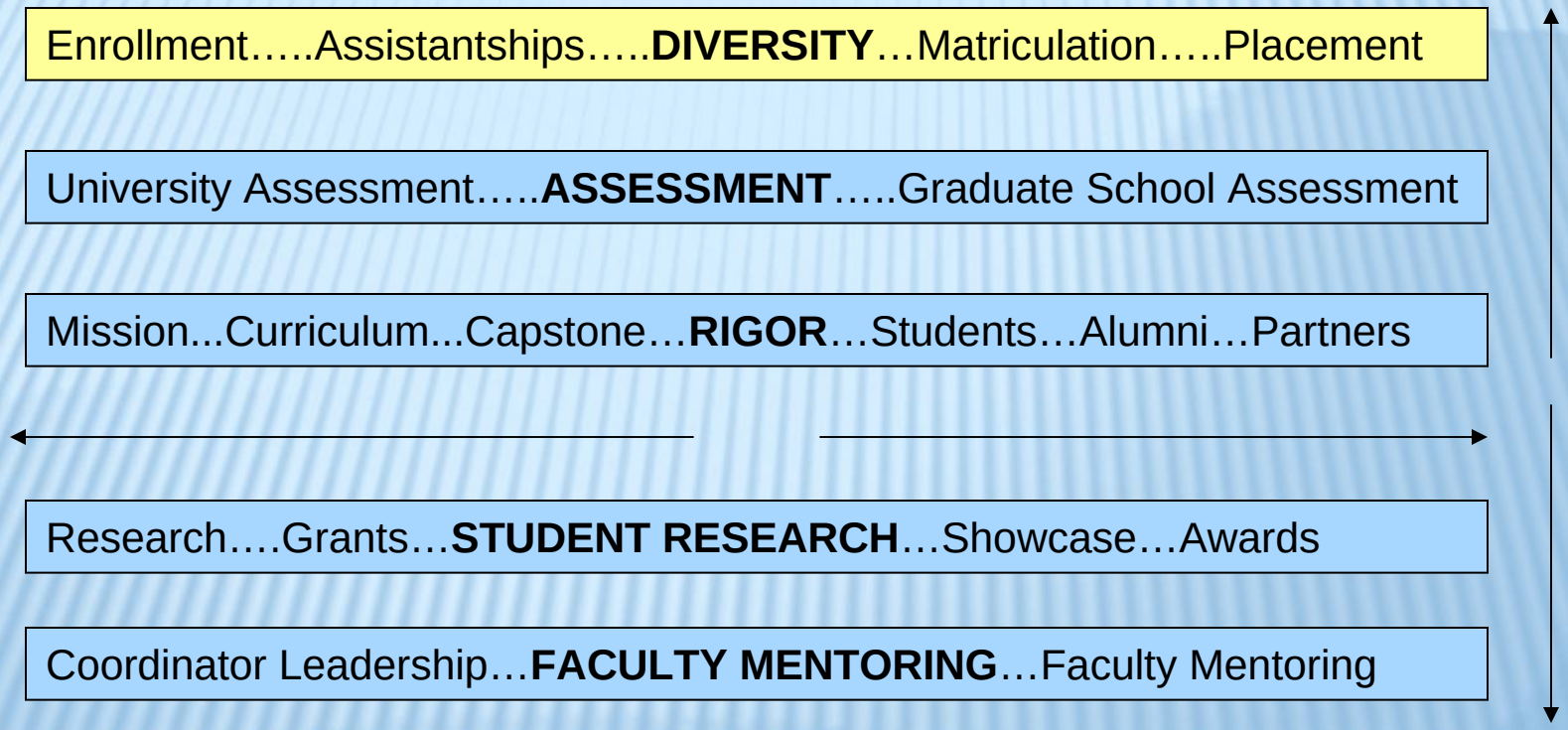
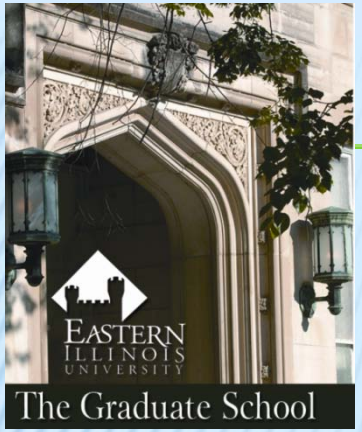
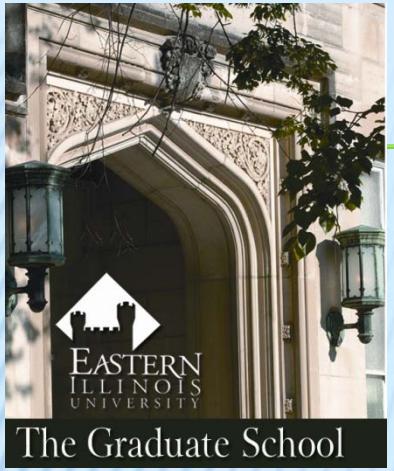




CHARACTERISTICS Stage 3

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



EXAMPLE COMMUNICATION DISORDERS & SCIENCES

Stage 3

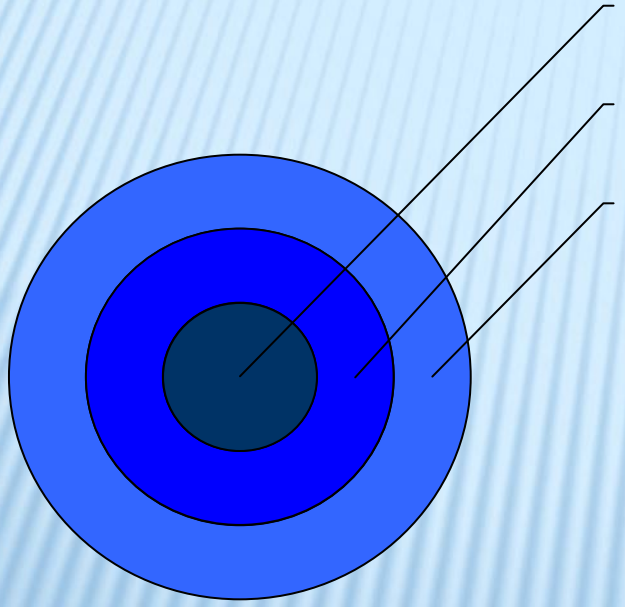
Program

- 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

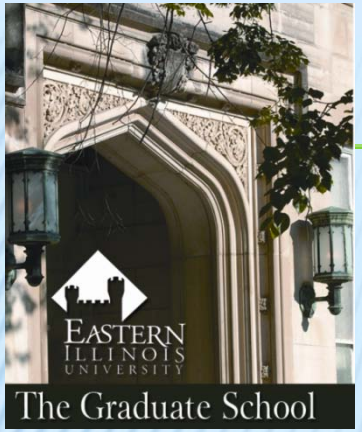
COMMUNICATION DISORDERS & SCIENCES EIU, GRADUATE SCHOOL, PROGRAM ASSESSMENT: MISSION MET



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

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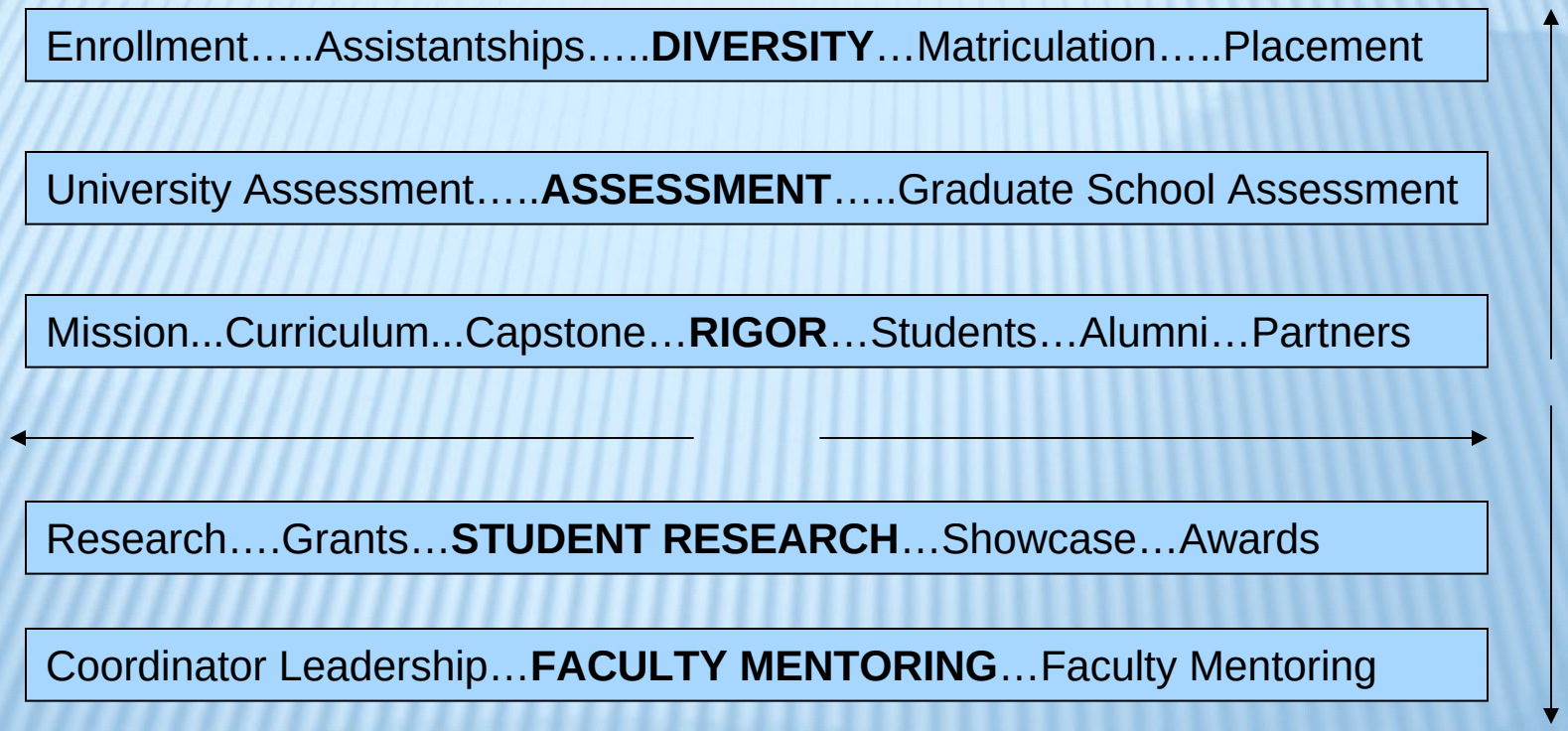
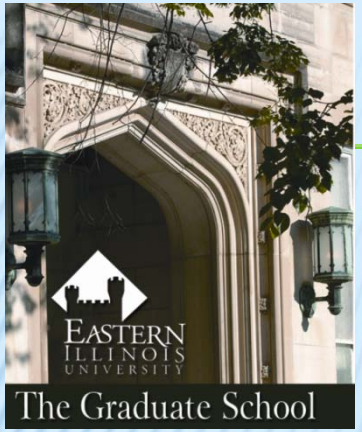
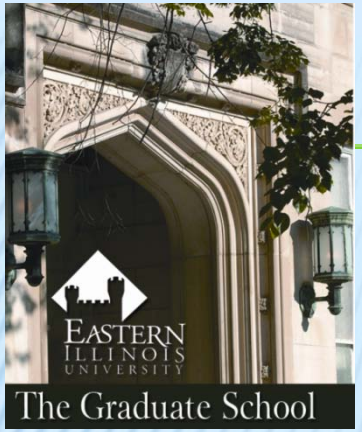




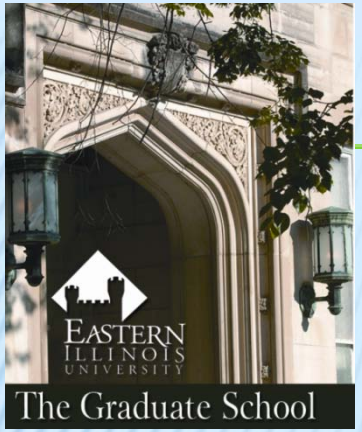
INTEGRATION OUTCOMES

- 25 Degree Programs
- 8 Programs Named FCPs
- 3 Programs Scheduled for FC Reviews
- 12 Programs Completed FC Consultations
- 4 Completing AQIP Reviews



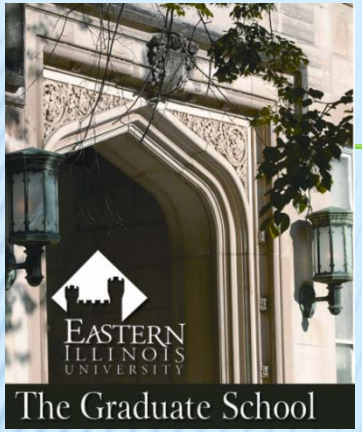
INTEGRATION
ADDITIONAL BENEFITS

- Consistent Expectations of Quality
- Value of Assessment
- Sharing of Best Practices
- Consistent Process for Addressing Weaknesses
- Resources Tied to Outcomes



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