



Excellence in Assessment Designation:

Sharing our Success Stories



Overview

- Introduction to the Excellence in Assessment Designations
- Designee Spotlight Case Studies
 - Rose Hulman – Tony Ribera
 - IUPUI – Stephen Hundley
- Common Themes
- Q&A / Discussion



Excellence in Assessment Designations

- National recognition program for campus assessment leaders
 - Evaluation based on the National Institute for Learning Outcomes Assessment (NILOA) Transparency Framework
 - Focus on campus-wide assessment – including student affairs & external stakeholders
 - Joint project of the VSA, NILOA, and the Association of American Colleges & Universities (AAC&U)
- Central tenets:
 - Built from faculty work in the classroom
 - Integration both vertically and horizontally across campus

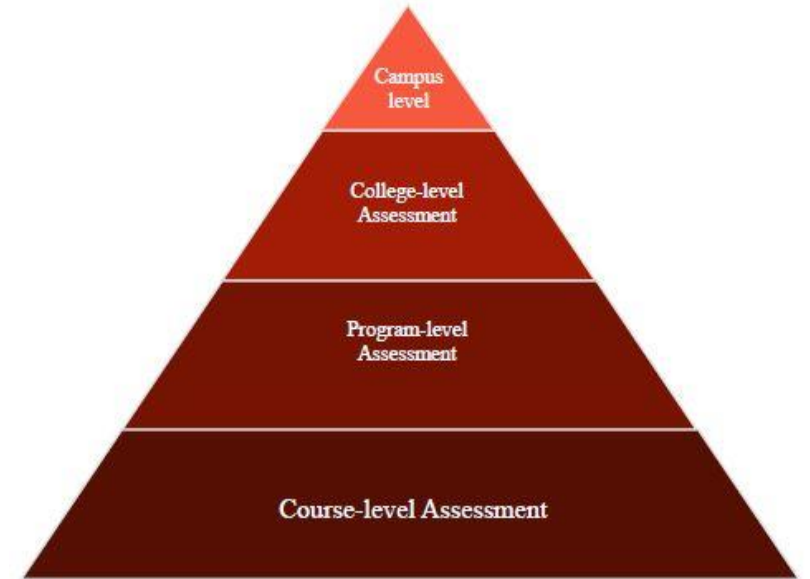


How We Typically See Assessment for External Accountability



Really, That's Upside Down

- Intentional integration
 - Evidence from student work is key foundation
 - Classroom, campus programming
 - Lots of data – grades, self-report
 - Program assessment builds on classroom, etc.
 - Aggregated student data
 - Supplemented by key assessments
 - Fewer key assessments needed at higher levels
- Common or comparable outcomes
 - Applied critical thinking looks different by discipline, but assessment results can be compared
 - Standards without standardization 😊



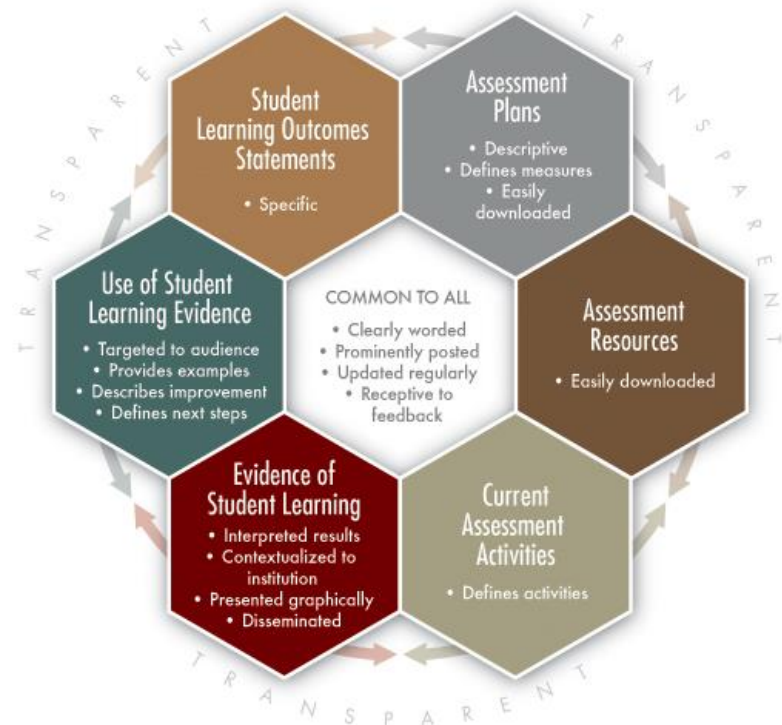
Transparency Finding

Institutions more frequently report assessment results internally than to external audiences.

National Institute for Learning Outcomes Assessment
January 2014

Knowing What Students Know and Can Do
The Current State of Student Learning Outcomes
Assessment in U.S. Colleges and Universities

George D. Kuh, Natasha Jankowski, Stanley O. Ikenberry, & Jillian Kinzie



National Institute for
Learning Outcomes Assessment
Making Learning Outcomes Usable & Transparent

Inaugural Designees Announced August 2016



EXCELLENCE
in Assessment

EXCELLENCE IN ASSESSMENT
2016 Designees



CAMERON
UNIVERSITY



CAPELLA
UNIVERSITY



CCBC



MSJ
1920
MOUNT ST. JOSEPH
UNIVERSITY



جامعة زايد
ZAYED UNIVERSITY



MILLS
COLLEGE



ROSE-HULMAN
INSTITUTE OF TECHNOLOGY



IUPUI
INDIANA UNIVERSITY-PURDUE UNIVERSITY INDIANAPOLIS



KANSAS STATE
UNIVERSITY



WISCONSIN
UNIVERSITY OF WISCONSIN-MADISON



Next application period opens November 2016, closes
April 2017

Case Study: Rose-Hulman Institute of Technology



About Rose-Hulman Institute of Technology

- The mission of Rose-Hulman is to provide our students with the world's best undergraduate science, engineering, and mathematics education in an environment of individual attention and support.
- Appx. 2200 undergraduate students and 100 graduate students
- Faculty-student ratio: 1:13
- Average class size: 20



2015 NSSE Findings (Engagement Indicators)

	First-Years	Seniors
Higher-Order Learning		
Reflective & Integrative Learning		
Learning Strategies		
Quantitative Reasoning	++	++
Collaborative Learning	++	++
Discussions with Diverse Others	+	+
Student-Faculty Interaction	+	+
Effective Teaching Practices	+	+
Quality of Interactions	++	++
Supportive Environment	+	



++ Compared to 2014/2015 participating institutions, Rose-Hulman was significantly higher ($p < .05$) with an effect size at least .3 in magnitude

+ Compared to 2014/2015 participating institutions, Rose-Hulman was significantly higher ($p < .05$) with an effect size less than .3 in magnitude

2015 NSSE Findings (Topical Module)

- 64% of Rose-Hulman first-year students sought assistance with coursework during the current academic year 9 or more times (compared to 18%)
- Among those who indicated their immediate plans after graduation were either full-time employment or part-time employment, 81% of Rose-Hulman seniors already had a job (compared to 43%)



Assessment at Rose-Hulman

- Since 1998
- Defined learning outcome statements
- RosEvaluation
 - Robust, online data collection tool
- Rubric for each statement



Assessment at Rose-Hulman

- Faculty involved at every stage
 - Identify artifacts
 - Serve as faculty raters
 - Receive training from IRPA staff
 - Review rubrics and previous comments
 - Engage in interrater reliability process
 - Provide comments on rubrics/process
 - Engage in discussion on results
- Teamwork



Assessment at Rose-Hulman



Rose-Hulman Institute of Technology

Welcome to the NSSE Report Builder—Institution Version

The NSSE Report Builder is an interactive tool for participating institutions that instantly generates reports of your choosing. You can choose to generate tables of Engagement Indicators or Benchmark statistics or individual item frequencies that compare (a) subgroups of students within your institution, or (b) your students with students at other institutions based on the characteristics of your choosing.

The following pages will guide you through five easy steps to filter the data and produce a report according to your selections:

1. Select Data
2. Select Comparison Type
3. Select Comparison Group
4. Select Students
5. Run the Report

Step 1: Select Data >>

FYI ([see all](#))

- You can easily share the Report Builder with colleagues. Click the button below to send a limited-time access code.

 Guest Access

- The NSSE Report Builder—Institution Version currently includes data from NSSE administrations from 2009 to 2016.

We welcome your feedback.
If you have any questions, comments, or suggestions,
please email us.

Last Updated: September 16, 2016



Strengths and Challenges

- Well-established student learning outcome statements
- Comprehensive campus-level assessment plan
- Human resources to support faculty and staff efforts
- Involvement of student affairs/non-ABET accredited programs



Motivating Factors

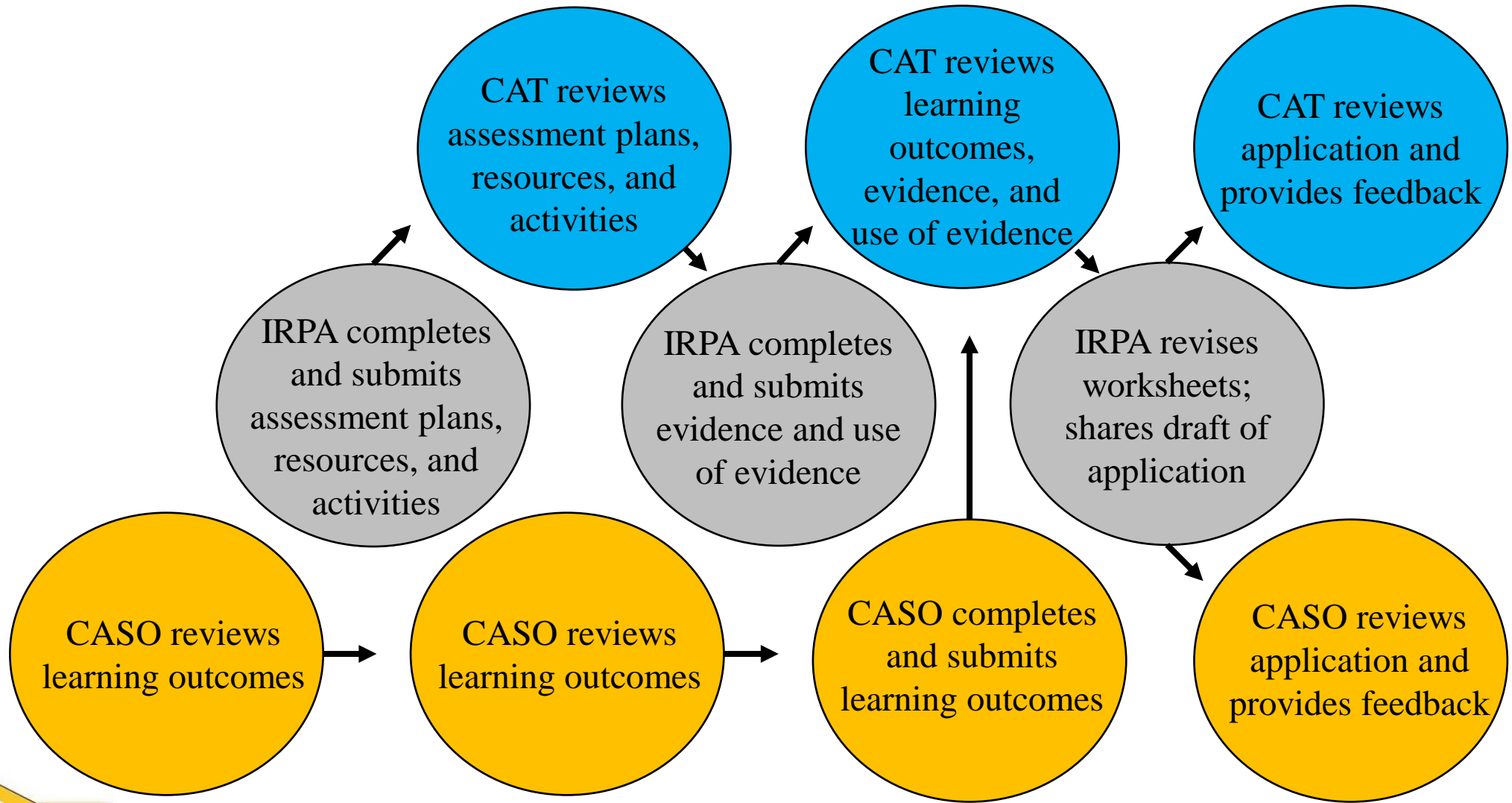
- Understand current efforts
- Further culture of assessment
- Improve assessment practices



Participating Groups

- Campus Application Team (CAT)
 - 13 members
 - Includes senior leadership, faculty, staff, student, alumnus/employer
- Office of Institutional Research, Planning, and Assessment (IRPA)
 - 5 members
 - Includes faculty, staff
- Commission on the Assessment of Student Outcomes (CASO)
 - 15 members
 - Includes faculty, staff, student





Action Plans

- Website improvements and sharing use stories
- New course approval process
- Academic program/functional area reporting
 - Learning outcomes
 - Upcoming assessment activities
 - Findings from previous activities
 - How findings were shared/used
 - Resources needed
- Monitoring by IRPA, CASO, and Quality of Education Committee



Feedback from Process

- Non-ABET accredited programs and learning outside of the curriculum



Conclusion

- Identify strengths/areas in need of improvement
- Faculty/staff buy-in on action plans
- Valuable resources and feedback from reviewers
- Interactions with colleagues



Case Study: IUPUI



First, a grateful acknowledgement

Trudy W. Banta

Culture is shaped by the
leaders you hire.



About IUPUI

- Joint campus of IU and Purdue in Indianapolis formed in 1969 with IU as managing partner
- 30,000 students, 17 degree-granting units, and 300+ academic programs
- Students earn either Indiana or Purdue University degrees and can take courses from both
- Urban-serving institution with large health and life sciences portfolio and the principal site for graduate professional education in the state
- Large, complex, and highly-decentralized campus, with Responsibility Center Management as budget model



Assessment at IUPUI

- “Plan for Assessment of Student Achievement at IUPUI” (1994) shaped our collective commitment to assessment and is reviewed periodically
- Early adopter of principles-based approach to learning:
 - Principles of Undergraduate Learning (PULs)
 - Principles of Graduate and Professional learning (PGPLs)
 - Principles of Co-Curricular Learning (PCLs)
- Assessment of students’ achievement in their major fields and graduate programs
- Periodic external program review (peer review) of all degree programs



Assessment at IUPUI

- Campus-developed surveys gauging self-perceived learning gains and satisfaction with programs and services among students and recent graduates
 - NSSE administered every three years
- Multiple measures of student learning and success in first-year writing, mathematics, and other “Gateway” courses, and in high-impact practices
- A campus-wide, faculty-led Program Review and Assessment Committee that meets monthly and provides professional development, grants, and other support for outcomes assessment
- Annual assessment reports from academic and administrative units that describe assessment methods, findings, and related improvements, and, since 2004, an annual campus-wide summary assessment report



Organizing for assessment in a complex setting

- Standing campus committees
 - Program Review and Assessment Committee
 - Undergraduate Affairs Committee
 - Graduate Affairs Committee
 - Enrollment Management Advisory Council
 - Council on Retention and Graduation
 - Indianapolis Faculty Council Planning Committee
 - Chancellor's Community Board of Advisors



Organizing for assessment in a complex setting

- Campus-level units
 - Planning and Institutional Improvement
 - Institutional Research and Decision Support
 - Division of Undergraduate Education / University College
 - Center for Teaching and Learning
 - Center for Research and Learning
 - Office of Student Affairs Assessment and Planning
 - Division of Community Engagement / Center for Service and Learning
 - Office of International Affairs
 - University Library
 - ePortfolio Initiative



Organizing for assessment in a complex setting

- Academic units
 - Responsibility for assessment usually vested in Associate Dean for Academic Affairs
 - Larger schools with many departments convene faculty-led representative school assessment committees to coordinate assessment
 - School- and department-level advisory boards provide input to curriculum

IUPUI has a culture of evidence, largely sustained by ***distributed leadership for assessment*** throughout our complex, decentralized campus



Our strengths and challenges

- Strengths
 - Varied approaches to assessment among our diverse academic units
 - Strong central administrative leadership and support
 - Strong unit-level leadership for assessment
- Challenges
 - Communication with students about the PULs is inconsistent across the institution
 - We collect more assessment data than we use and may not consistently “close the loop”
 - Unit assessment reports do not always connect assessment findings to improvement efforts



What we learned and what's next for IUPUI

- What we learned
 - The most valuable lessons we learned came from the community members, alumni, and students we engaged with while developing the EIA application
- What's next
 - Revision and review of our General Education program as we continue to implement a relatively new statewide core curriculum
 - Refreshing communication and professional development about PULs, including a focus on the capstone experience
 - Annually convene external stakeholders to share campus-level assessment and improvement work



Common Themes from Rose-Hulman and IUPUI

- **Leadership** to develop and nurture a **culture of evidence, assessment, and improvement** on campus
- **Clear goals for student learning and success**, including the curricular and, in many cases, co-curricular and community contexts
- **Systems, processes, and an infrastructure** to support assessment efforts, including **the ability to influence, convene, and engage** others
- **Ongoing involvement of stakeholders** associated with assessment, including a focus on providing **professional development for assessment**
- An attention to incorporating **innovative practices** and a **willingness to experiment**
- Creating and using **assessment approaches that make sense** for your campus, its mission, its programs, and its constituents



Q&A / Discussion



Thank you to our Presenters!



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Rose-Hulman Institute of Technology



Thank you!



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