Why go beyond compliance? - Assessing your assessment system to promote continuous improvement

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About Us

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JB → SL

# Introduction to Post University

- Private Institution in Waterbury, CT

- Main Campus and Online Modalities

- 750 Main Campus Students

- 7500 Online Students at a given time/16,000 over a year

- 70 F/T Faculty (Academic Program Managers)

- 670 Associate Faculty (P/T Faculty)

- NEASC and ACBSP accredited

1. Attendees will learn about an assessment system against which they may benchmark their own system

2. Attendees will gain perspective on faculty and management use preferences of assessment data and tools

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- To just comply? or to excel through innovation?
- Innovation is a competitive advantage
- We view innovation through a Baldrige Performance Excellence lens
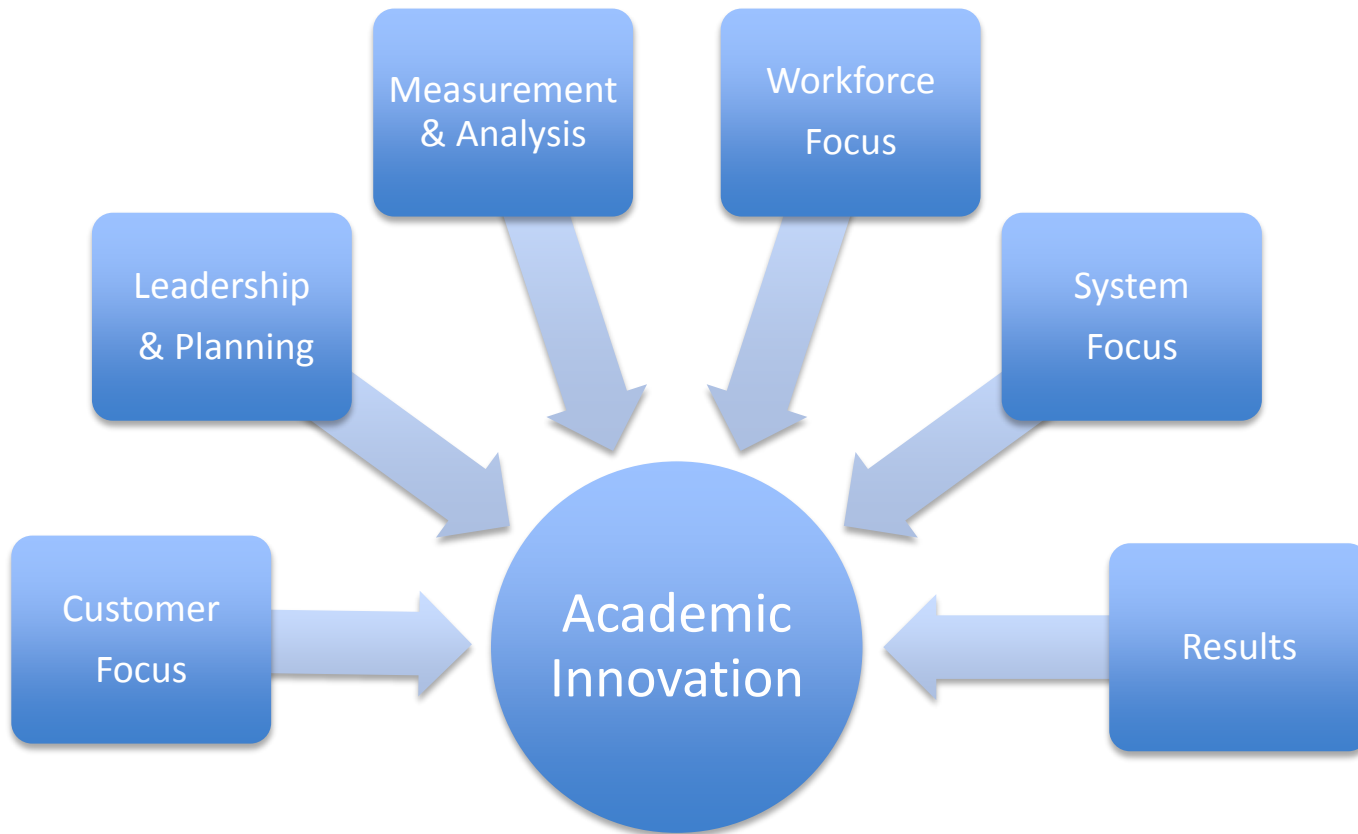
How do you <u>know</u> you are innovative?

Need to ***assess the assessment system***...

   To validate...

- **What/Why**: Is the assessment system adequate to support innovation/renewal?

- **Who:** Do faculty and administration have the assessment output they need to innovate & continuously improve?

- **How/When:** Are assessment needs & workload aligned with academic goals, to create a culture of assessment → academic innovation/renewal?
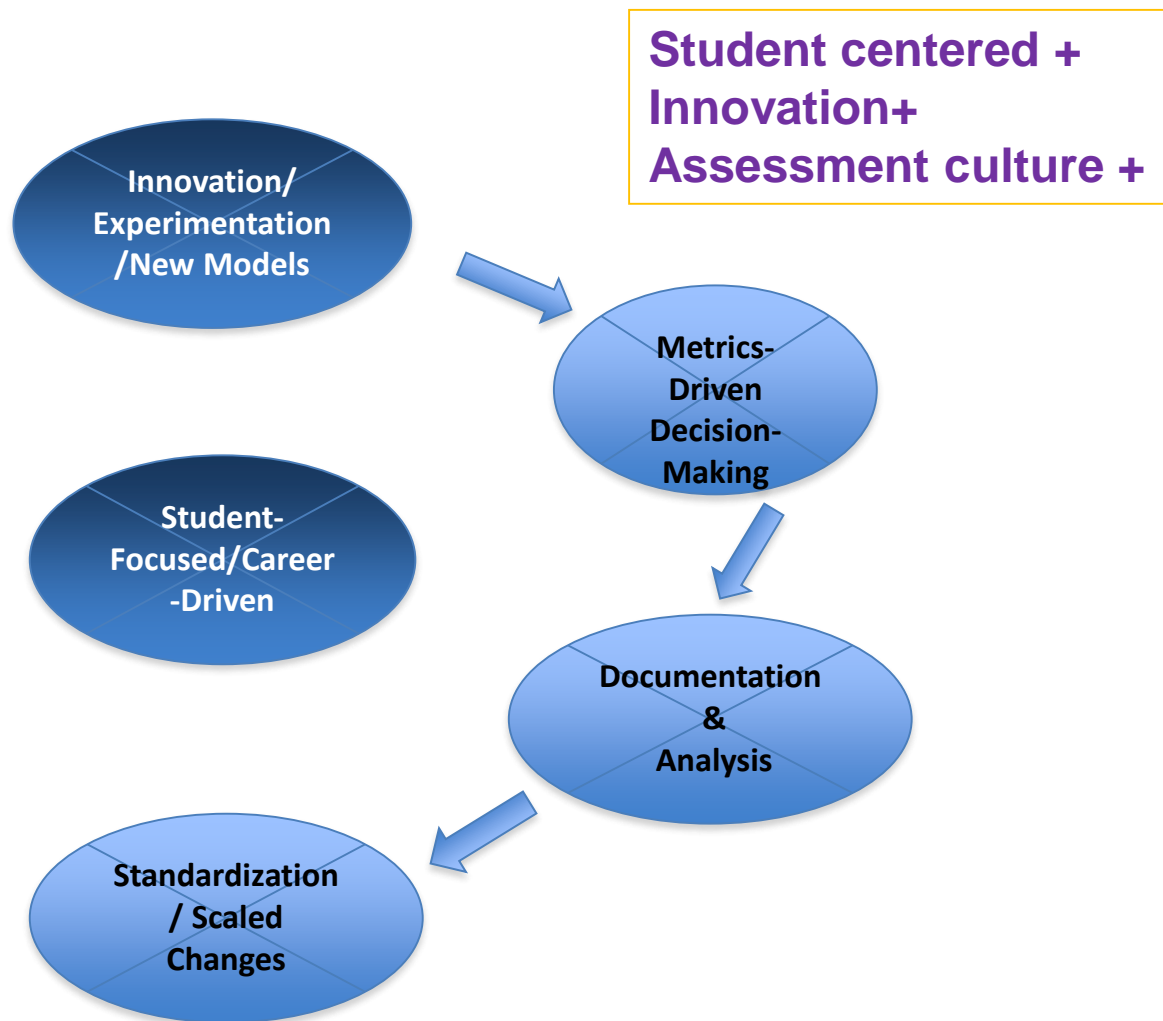
Student centered + Innovation+

Innovation/Experimentation/New Models

Student-Focused/Career-Driven

What Drives your Assessment System?

Student centered +
Innovation+
Assessment culture +
Quality drive

- Innovation/Experimentation/New Models
- Metrics-Driven Decision-Making
- Documentation & Analysis
- Standardization / Scaled Changes
- Continuous Improvement
- Accreditors' Standards & Requirements
- Student-Focused/Career-Driven
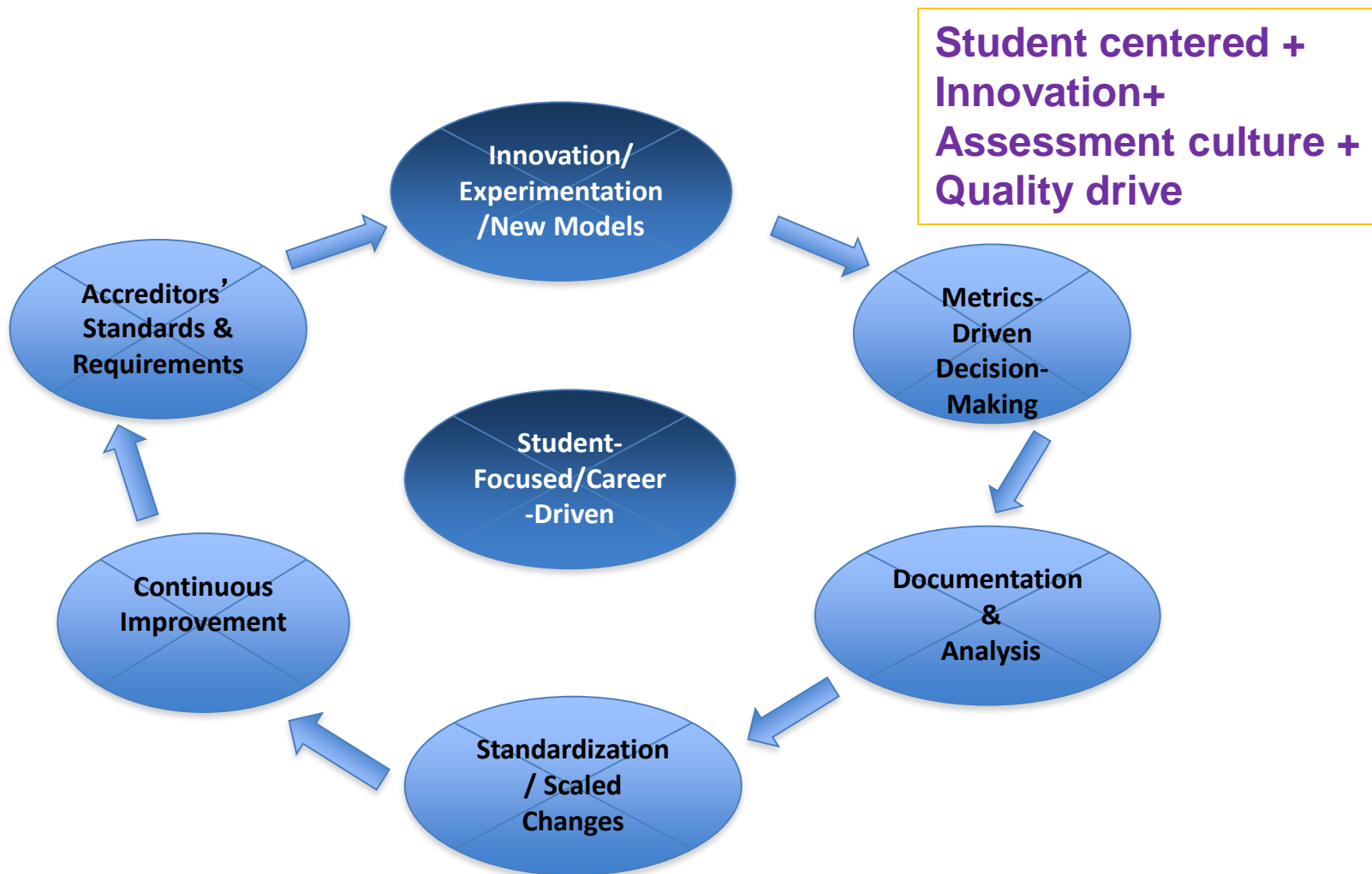
Evolution Toward
Curricular Innovation & Renewal

- **2010-11**   Grad programs develop assessment steps/plan

- **Summer 2011**   Begin mapping program/course outcomes

- **Summer 2012**   Consultant 1 workshop, continue mapping

- **2012-2013**   Committee leads process development
                             Baldrige School accreditation process – ACBSP

- **April 2013**   Director of Assessment hired

- **2013-2014**   NEASC 10-year review/dev. assessment framework

- **Summer 2013**   Consultant 2 workshop, continue mapping/rubric work
                             Outcomes Assessment Committee formed

- **Fall 2014**   Pilot outcomes assessment, Bb supported

- **Spring 2015** *ff*   All programs begin cycle of outcomes assessment/
                             continuous program & process improvement

Goals (Committee Charter from April 2013):

• **Experiment** & Document: Execute the outcome assessment pilot project on time for NEASC

• Learn & Expand: Develop and launch the university-wide outcome assessment practice

• Standardize & **Evolve**: Evolve the ad-hoc assessment committee to a Standard Senate committee

Leading to continuous improvement

POST 1890
UNIVERSITY

Visioning

Planning

Creating

MINDS UNDER
CONSTRUCTION

Structuring **& Delegating accountability**

Communicating **& Cajoling**

Documenting

Experimenting

E-x-p-a-n-d-i-n-g

Learning

Standardizing

Transparency & sharing is innovative for traditional institutions!

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Student Performance:
- Student in-class participation & performance (Bb "Evaluations" data)
- Students & instructor engagement on discussion forums (Bb data on Cognos)

Program Performance:
- External assessment of SOB programs' performances (Peregrine testing and benchmarking)
- Program outcome performance (Program-level outcome assessment data)
- External program peer review (Course-to-program data)
- Program comprehensive review (Summary of all relevant data)

Faculty Performance:
- General student feedback on class experience (Student survey data)
- Faculty performance evaluation on Student Engagement (Student surveys data)

Post Performance:
- Student recommendations of course, instructor and Post (Student survey data)
- Alumni feedback on the value of education from Post (Annual alumni survey)
- Yearly Assessment Report (Annual report by Director of Assessment regarding all Assessments)

Post Assessment System (1)

"External" assessment: We use non-Post professionals or standards to assess our performance

Frequency

Every Few Years / As Needed	Yearly	Every Mod/Semester	Weekly	Daily

"Internal" assessments: We assess our own performance against our own standards

"External" assessment: We use non-Post professionals or standards to assess our performance

Frequency

| Every Few Years / As Needed | Yearly | Every Mod/Semester | Weekly | Daily |

Comprehensive Program Review

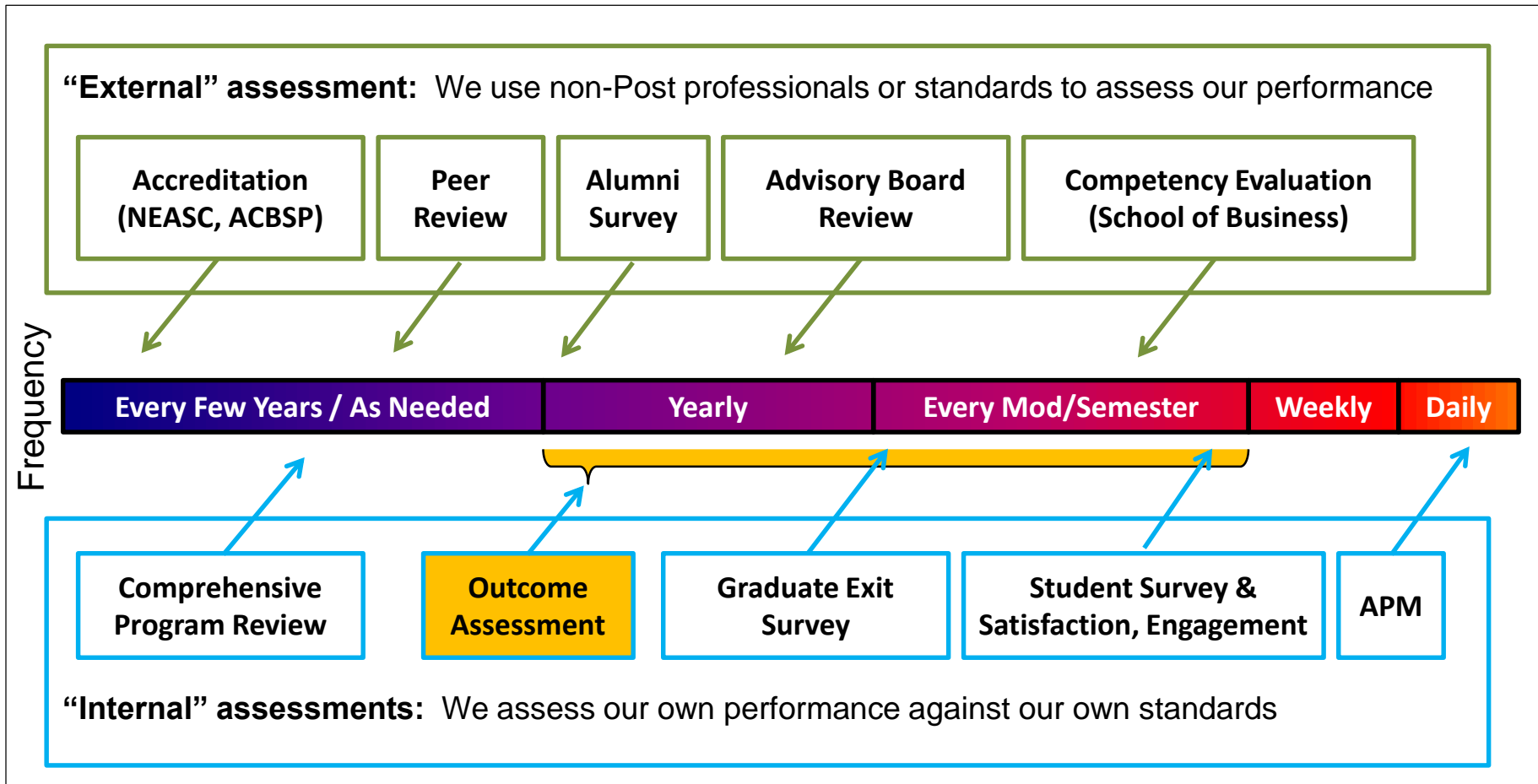**Outcome Assessment**

Graduate Exit Survey

Student Survey & Satisfaction, Engagement

APM

"Internal" assessments: We assess our own performance against our own standards

DOE: Department of Education; **NEASC:** New England Association of Schools and Colleges; **ACBSP:** Accreditation Council for Business Schools and Programs; **APM:** Academic Performance Management tool (for discussion forums)

Assessing the Assessment System

Assessing the performance of the assessment system at Post University is done at two levels:

1) ***Are the generated data valuable & actionable?*** Survey faculty and management to analyze and determine the actual value of the various assessment tools and data provided

2) ***Does the assessment system serve our strategic goals?*** Issue an annual report on the performance of our assessment system towards achieving our strategic academic goals

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Faculty Survey: Are The Generated Data Valuable & Actionable?

Tools & Data asked about:

- **Academic Performance Management tool** (Dashboard on instructor-students engagement on discussion forums)

- **Bb "Evaluations" for course instructors** (Bb class performance summary)

- **Student course survey data** (Excel summaries)

- **Student course survey Bb reports** (Enterprise Survey reports)

- **Student course survey trend summaries** (Tracking longitudinal changes)

- **Instructor-students engagement scores** (Using student survey data)

- **Outcome assessment data and reports** (Excel summaries and closure reports)

- **Peregrine CPC data and reports** (School of Business only, semiannual)

- **Alumni report** (Annual)

- **Yearly Assessment Report** (Annual)

- Not included on this survey: Peer reviews, advisory boards and comprehensive program reviews

The Major Survey Questions

- *USE:* How would you characterize your use of the following assessment information and tools?

- *VALUE:* Regardless of your frequency of use, how valuable are the following assessment information and tools for you?

- *APPLICATION:* If characterized above as Highly, Moderately or Marginally valuable, how have the following assessment information and tools contributed to improving our academic performance? (Select all applicable answers)
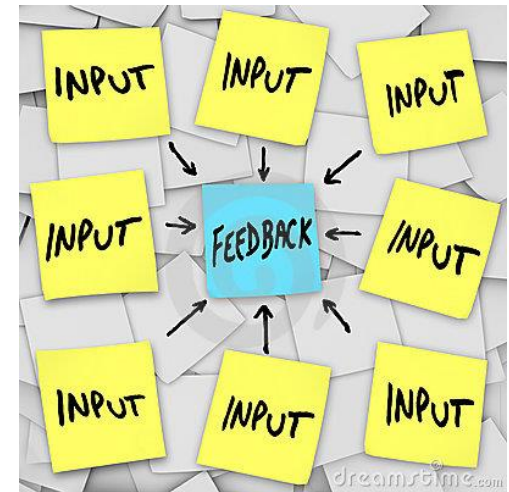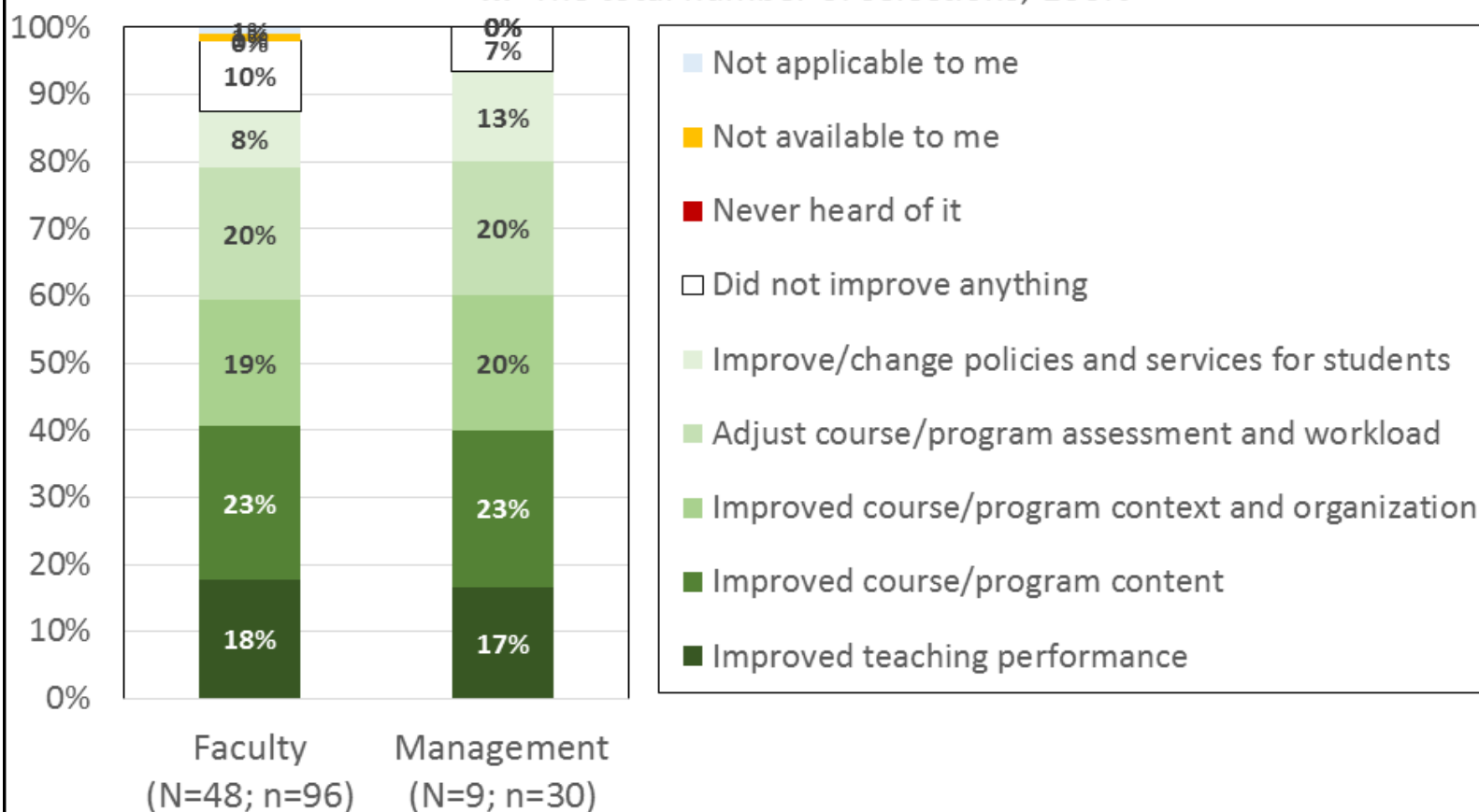
Application of Student Course Survey Data

Faculty N: 30 APMs, 10 AAPMs, 6 FTFs, 2 AFs
Management N: Provost, 4 Dean, 2 Directors, 1 EMT
n: The total number of selections, 100%

Legend:
- Not applicable to me
- Not available to me
- Never heard of it
- Did not improve anything
- Improve/change policies and services for students
- Adjust course/program assessment and workload
- Improved course/program context and organization
- Improved course/program content
- Improved teaching performance

Faculty (N=48; n=96):
- 1%
- 0%
- 10%
- 8%
- 20%
- 19%
- 23%
- 18%

Management (N=9; n=30):
- 0%
- 7%
- 13%
- 20%
- 20%
- 23%
- 17%

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Application of Outcome Assessment

Faculty N: 30 APMs, 10 AAPMs, 6 FTFs, 2 AFs
Management N: Provost, 4 Dean, 2 Directors, 1 EMT
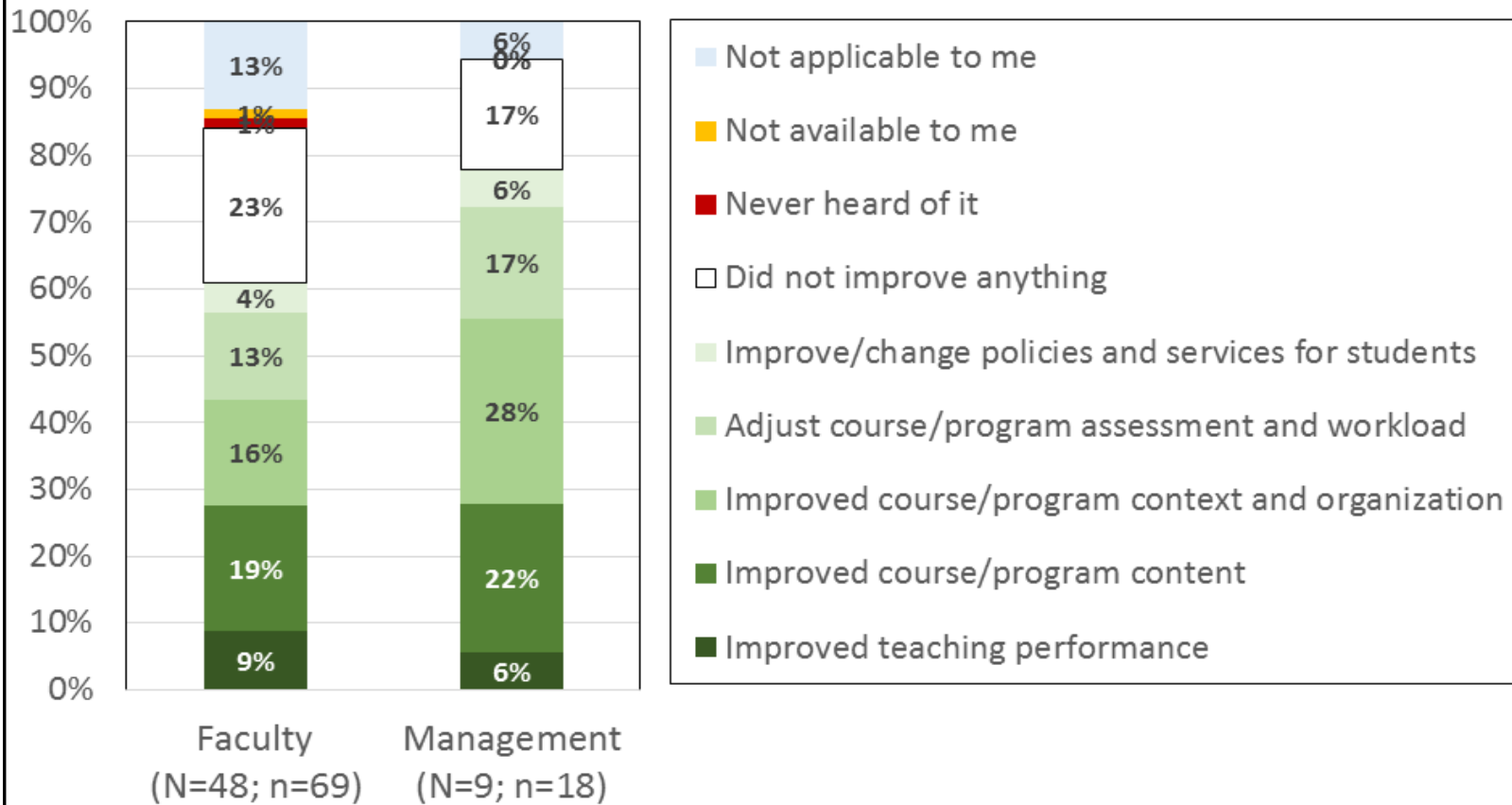n: The total number of selections, 100%

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- Improved course/program context and organization
- Improved course/program content
- Improved teaching performance

Faculty (N=48; n=69): 13%, 1%, 1%, 23%, 4%, 13%, 16%, 19%, 9%

Management (N=9; n=18): 6%, 0%, 17%, 6%, 17%, 28%, 22%, 6%
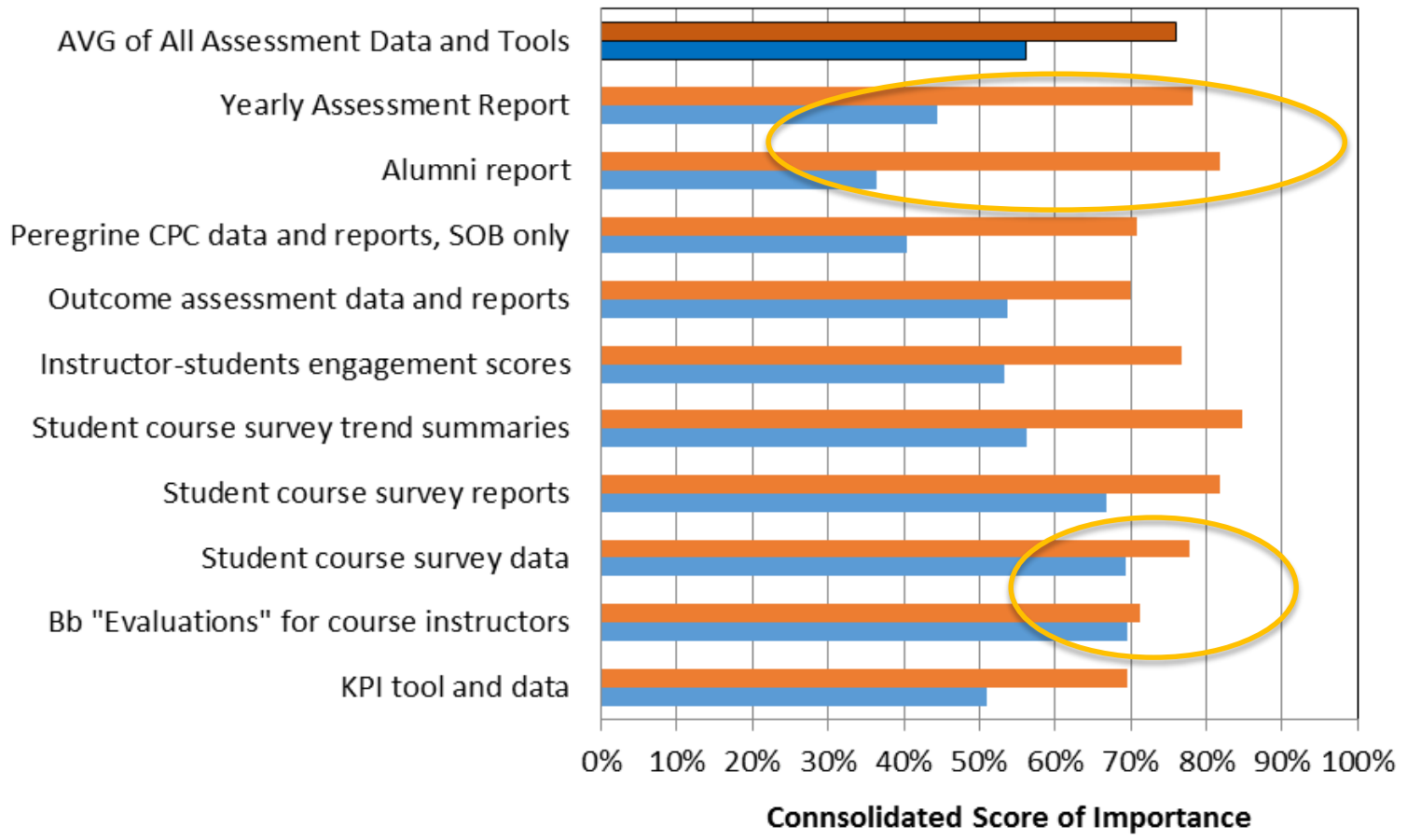
Report Contents

- **Purpose: Report progress**

- **Goals: 2013-2014**

- **Description & status**

- **Major recorded benefits & ROI**

- **Major assessment challenges**

- **Major academic challenges**

- **Major technology challenges**

- **Major opportunities**

- **Assessment General Score Card**

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Assessment Score Card

A quick visual of annual progress, at end of Executive Summary

Compliance

Innovation

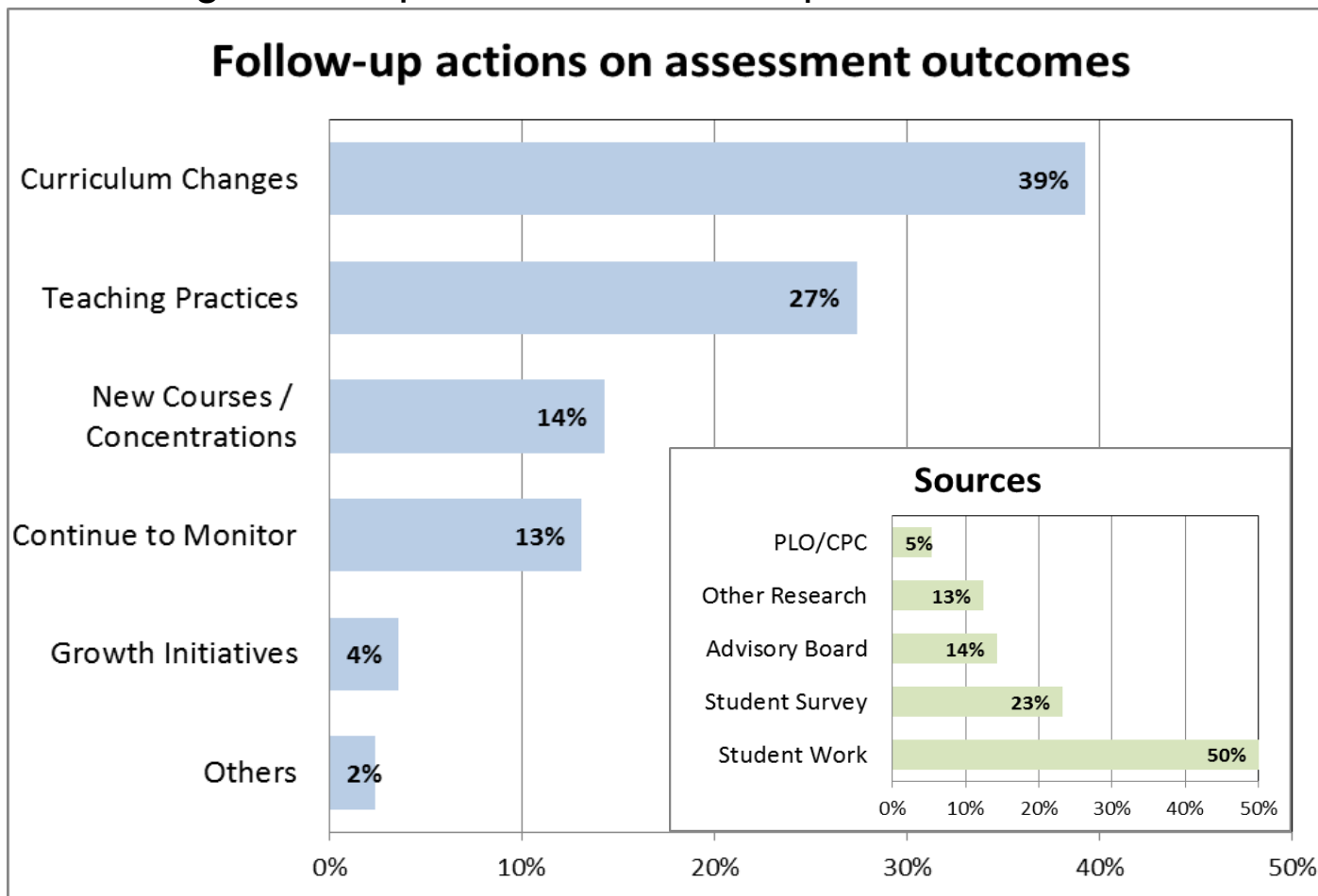| Assessment General Score Card (Broad-brush)	In Planning	Just Started	On Track	Satisfied
Satisfied accreditation and Government requirements				
Generated assessment-driven action items				
Implemented assessment-driven changes				
Effected a culture of assessment and learning				
Validated expected outcomes to implemented changes	(may take 2-5 year cycle)			
Improved Post academic competitiveness	(may take 2-5 year cycle)			

'Closing The Loop' - ~90 cases exemplified

Follow-up actions on assessment outcomes

- Curriculum Changes: 39%
- Teaching Practices: 27%
- New Courses / Concentrations: 14%
- Continue to Monitor: 13%
- Growth Initiatives: 4%
- Others: 2%

Sources

- PLO/CPC: 5%
- Other Research: 13%
- Advisory Board: 14%
- Student Survey: 23%
- Student Work: 50%

- We can confirm improvements from 'closing the loop' changes

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We Know We've Made Progress When…

- Faculty attend assessment meetings without being required

- Data are shared across programs and schools

- Faculty plan & attend voluntary assessment-based *Lunch & Learns*

- New programs have a clear assessment plan

- Assessment tools are utilized

- We can confirm improvements from 'closing the loop' changes

Tell us about your Experience with the Culture of Assessment!

How are *you* going beyond compliance?