

Adjusting Our Trajectory

Moving from Standard 3.3.1.3 to Standard 8.2.c

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Today's Trajectory

- ✓ Overview of assessment at HBU
- ✓ Discussion of developing SMART student learning outcomes
- ✓ Guiding academic and student support staff into compliance
- ✓ Q&A

Assessment at HBU

- Private, Not-For-Profit
- Level 5 Institution
- 7 Colleges

Christian Thought	Humanities	Fine Arts	Science & Engineering
Nursing & Allied Health	Education & Behavioral Sciences	Business	

- Fall 2019 Enrollment
 - *Undergraduate – 2,632* *Graduate – 1,109*
- Pampell Online Division – Fall 2017
- Class of 2021

Assessment at HBU – Structure (Pre-December 2017)

Administrative Assessment

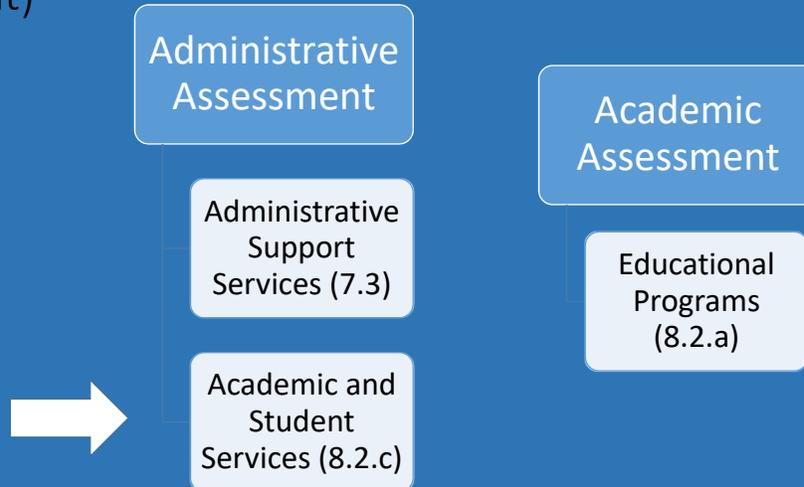
Administrative Support Services (3.3.1.2)

Academic and Student Support Services (3.3.1.3)

Academic Assessment

Educational Programs (3.3.1.1)

Assessment at HBU – Structure (Current)



Assessment at HBU - Structure

- Reviewers
 - 9 Administrative Reviewers (mostly staff)
 - 18 Academic Reviewers (all faculty)

- Timeline
 - September 17th – Writing Deadline
 - October 2nd – 1st Level Reviewer Deadline
 - October 17th – Reviewing Deadline

Assessment at HBU

- 7.3 The institution identifies expected outcomes of its administrative support services and demonstrates the extent to which the outcomes are achieved. (Administrative effectiveness)
- 8.2 The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of seeking improvement based on analysis of the results in the areas:
 - c. Academic and student services that support student success. (Student outcomes: academic and student services)

Assessment at HBU – Journey to Compliance

- Assignment of Administrative Unit Roles
 - Administrative Support (7.3)
 - Academic and Student Support (8.2.c)
- Resource Manual vs. University's Org Chart
 - Resource Manual "suggestions"
 - University Org Chart fluidity

Assessment at HBU – Journey to Compliance

Academic and Student Support

- Academic Operations
- Academic Success Center
- Advising
- Athletics
- Campus Recreation
- Career & Calling
- Enrollment Management
- Financial Aid
- First & Second Year Experience
- First Year Success
- Graduate Admissions
- Library
- Office of the Provost
- Online Division
- Public Safety
- Registrar
- Residence Life
- Spiritual Life
- Student Involvement
- Student Services
- Testing and Disability Services
- TRiO
- Veterans and International Students

Assessment at HBU – Journey to Compliance

Administrative Support

- Accounting
- Advancement
- Aramark
- Human Resources
- Information Technology
- Marketing
- Maintenance and Operations
- Planning and Budget
- Student Accounts Receivable
- University Events/Conferences
- University Store

Developing SMART SLO's

- Gradually began requiring SLO's for certain "Administrative" units.
- Academic Year 18-19
 - All Academic/Student Support Units required to include SLO's in their assessment plans
 - Spring 2019 - met with assessment writers from Academic /Student Support Units for training in identifying meaningful SLO's for their areas
- Academic Year 19-20 - confidence of writers to produce meaningful SLO's increased; quality of SLO's greatly improved

Developing SMART SLO's

- SLO Identification Training
 - SLO's describe the knowledge, skills, attitudes, or habits of mind students will attain through interaction with your academic / student support unit
- What do you hope that students who interact with your area will know when they leave HBU?

<p>Thinking Skills</p> <ul style="list-style-type: none"> • Problem-Solving • Critical Thinking • Application • Analysis • Decision Making <p>Information Literacy</p> <ul style="list-style-type: none"> • Determine what information is needed • Finding information • Using information <p>Synthesis</p> <ul style="list-style-type: none"> • Theorize • Reflect • Generate new ways to view a situation 	<p>Metacognition</p> <ul style="list-style-type: none"> • Using efficient learning techniques • Forming efficient plans for completing work <p>Performance Skills</p> <ul style="list-style-type: none"> • Manipulate a tool • Wield a paintbrush <p>Attitudes/Values</p> <ul style="list-style-type: none"> • Appreciation of the arts • Commitment to a health lifestyle • Dedication to community service <p><i>List comprised mostly from "Assessing Student Learning: A Common Sense Guide" by Linda Suskie</i></p>	<p>Habits of Mind</p> <ul style="list-style-type: none"> • Persisting • Thinking flexibly • Striving for accuracy • Creating, imagining, innovating <p>Professionalism</p> <ul style="list-style-type: none"> • Coming to work/class on time • Getting work done on schedule <p>Skills Valued by Employers</p> <ul style="list-style-type: none"> • Teamwork/ Collaboration • Communication • Working with people from diverse cultural backgrounds • Ethical judgment • Technology Skills
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Developing SMART SLO's - issues

- Describe the learning product, not the learning process
- Good SLO's describe the "end" rather than the "means"
- Provider Centric vs Student Centric
- "Students will attend International Night and write a reflection piece about diversity" (learning process) VS "Students will express increased awareness of the value of diversity in a reflection piece following International Night" (learning product)

Guiding academic and student support staff into compliance

- *“I learned to improve our learning outcome to be tailored to the students takeaway from the event”*
- *“Student learning outcomes should be student centered and emphasize products and not process”*
- *“An SLO reflects the product, not the learning process. Talk about what is accomplished in the student’s life, not what the department did”*

Developing SMART SLO’s - issues

Good SLO’s are improvement oriented rather than task oriented.

The number of students living on campus will increase



Ask yourself “Why do we want students to live on campus? What is so important about this?”



Students will learn the attitudes that build a productive community

Guiding Academic & Student Support Staff into Compliance

- *“I need to try to make my outcomes improvement oriented versus task oriented”*
- *“I learned how to fine-tune my learning outcomes to be more reflective of what I want the learner to know after interacting with my area. Describe the ends, not the means”*

Guiding Academic & Student Support Staff into Compliance

- *“(My SLO) does not have to be for all the HBU students or even all students using our service.”*
- *“Criteria for Success and Results to have the same measurement”*

Guiding Academic & Student Support Staff into Compliance

A word on assessment methods...

- SLO -“Students will learn the attitudes that build a productive community”
 - WEAK – *X* number of residence life programs will be offered during the academic year
 - BETTER – *X* number of students will attend a particular event
 - BEST – At the end of the academic year, students will say they contributed to the community in their residence halls (survey, reflection piece, focus group)

Group Activity

Q & A

Questions? Feel free to reach us by email!

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