Assessing the Assessment: Impact on Student Learning

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University of South Florida Sarasota-Manatee

- Regional campus within the University of South Florida System
- Serve over 2,600 students annually
- Four colleges: Business, Math and Science, Liberal Arts & Social Sciences, and Hospitality and Tourism Leadership
- Offer bachelor’s and master’s degrees
Mission: The purpose of Institutional Research & Effectiveness is to serve the University of South Florida Sarasota-Manatee’s administration, faculty and staff by initiating and building a comprehensive institutional research and effectiveness valuation program that supports campus decision-making, strategic planning and assessment of institutional effectiveness, and regional and specialized accreditation.

Vision: Established in 2005, Institutional Research & Effectiveness will evolve into a campus service that provides wide-ranging analysis of internal and external information and current research to assist campus decision-makers grow the University of South Florida Sarasota-Manatee to meet the changing educational needs of all we serve.

Read below for a comprehensive list of Institutional Research & Effectiveness resources, or contact one of our staff members.

Accountability
- Accountability Report 2015-16
- Work Plan 2017-18
- Equity Report 2016-17
- FETPIP 2015-16 Graduates

Accreditation
- AACSB
- NCATE/CAEP
- SACSCOC
- Reaffirmation
- Substantive Change

Assessment
- Academic Programs
- Administrative Units
- Program Review

Institutional Research
- Data
- Reports
- Research Links
- Surveys
- Organizational Charts

USFSM Strategic Plan
- Focus on Quality 2020
- Strategic Plan 2015-2020
- Implementation Plan

Incredi-Bull Critical Thinking
Critiques of Assessment

Critiques of Assessment

- Only done to fulfill accreditation requirements
- Takes too much time and effort
- Impedes academic freedom
- Expensive

- Inadequate methods
- Lack of quality in the data
- Analysis lacks meaningful depth
- Focus on minor shortcomings
- Lack of alignment to what is happening in the classroom
- Fails to account for student differences

See slide #24 for full reference list.
What critiques of assessment have been voiced on your campuses?
Assessment has “no real effect on the quality of graduates and institutions” (Gilbert, 2015).
SACSCOC Principles of Accreditation
Standard 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.
## Institutional Level Meta-Rubrics

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<th>Non-compliant</th>
<th>Minimally Compliant</th>
<th>Compliant</th>
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<tr>
<td><strong>Goals</strong></td>
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<td><strong>Objectives</strong></td>
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<td><strong>Methods of Assessment</strong></td>
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<td><strong>Performance Indicators</strong></td>
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Rationale – “Student outcomes—both within the classroom and outside of the classroom—are the heart of the higher education experience. Effective institutions focus on the design and improvement of educational experiences to enhance student learning and support appropriate student outcomes for its educational programs and related academic and student services that support student success. To meet the goals of educational programs, an institution is always asking itself whether it has met those goals and how it can become even better.”

National Institute of Learning Outcomes Assessment (NILOA)

http://www.learningoutcomesassessment.org/TFcomponents.htm
Higher Education Academy Assessment Standards Knowledge exchange (HEA ASKe)

https://www.heacademy.ac.uk/individuals/strategic-priorities#section-2
James Madison University Center for Assessment & Research (CARS)

Collection of baseline data
Integration of faculty training and development
Use of evidence-based teaching strategies
Effective modifications to the learning environment
Re-assessment to affirm efficacy and evidence improvement

USFSM Results

NILOA MAR - Institutional Learning Outcomes

- Representation: 2.0
- SLO: 5.0
- Assessment Plan: 5.0
- Resources: 3.7
- Activities: 2.3
- Evidence: 3.0
- Results: 4.5
How to improve impact?

**Representation**
Regular engagement of students, alumni, employers, advisors

**Resources**
Professional development and policies for incentives

**Activities**
Vertical and horizontal alignment

**Evidence**
Integration of campus-wide results
Proactive sharing of results internally and externally
USFSM Results

HEA ASKe Initiative

Assessment for learning: Institution 2.8, Program 2.8
Assessment fit for purpose: Institution 4.0, Program 2.3
Assessment lacks precision: Institution 1.3, Program 3.3
Constructing Standards in Communities: Institution 3.3, Program 3.0
Integrating Assessment Literacy into Course Design: Institution 2.5, Program 2.0
Reliable professional judgements: Institution 1.5, Program 2.0

Institution | Program
--- | ---
2.8 | 2.8
4.0 | 2.3
1.3 | 3.3
3.3 | 3.0
2.5 | 2.0
1.5 | 2.0

University of South Florida Sarasota-Manatee
Improve impact with the 6 Tenets

1. Assessment for learning
2. Ensuring assessment is fit for purpose
3. Assessment lacks precision
4. Constructing standards in communities
5. Integrating assessment literacy into course design
6. Ensuring professional judgements are reliable
USFSM Results
CARS - PROGRAM LEVEL

- Faculty Involvement: 1
- SLO Readiness: 3.7
- Measurement: 1.3
- Investigate Curriculum: 1.7
- Learning Intervention: 2.3
- Implementation: 2.8
How to improve impact?

Faculty Involvement & Investigating Issues
• Scaffolding initiatives across required courses
• More feedback from students about their learning experience

Measurement Quality
• Attending more to representativeness of baseline data

Learning Intervention & Implementation
• Strengthening faculty development for the intervention
• Systematically investigating fidelity measures
Combining Multiple Perspectives

HEA ASKe
Validity & Reliability
Assessment for Learning
Community Collaboration
Student Assessment Literacy

JMU CARS
Investigating Curricula
Measurement Quality
Faculty Development
Fidelity Measures

NILOA
Diverse Representation
Faculty Resources & Policies
Integration of Outcomes
Communicating Results

Collection of baseline data
Integration of faculty training and development
Use of evidence-based teaching strategies
Effective modifications to the learning environment
Re-assessment to affirm efficacy and evidence improvement
Critiques of Assessment

- Only done to fulfill accreditation requirements
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✓ Inadequate methods
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See slide 23 for full reference list.
Discussion

Will utilizing meta-assessment frameworks have an impact on student success?

Handout
https://usf.app.box.com/s/6adovxp3tmnihgv4cbga3yf846pr35fp
Closing
References