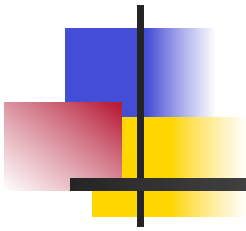


Connecting Student Learning and Assessment



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Presentation Overview

- Overview of Outcomes-Based Assessment (OBA)
- Ways in Which Results can Be Used
- Elements of OBA
- Documentation Feedback
- Questions and Discussion





Ask Yourself These Questions

- What decision did you make about your program last year?
- What evidence did you use to inform that decision?
- What was it that you were trying to influence about your program when making that decision with the stated evidence?



That is Outcomes-Based Assessment (Bresciani, 2006)

- Most people do capitalize on their innate intellectually curiosity to find out what works
- Most people just don't articulate their intended end results (e.g., outcomes) ahead of time
- Most people don't document the decisions made based on their results
- Most people don't follow up later to see if their decisions made the intended improvement





The Assessment Cycle (Bresciani, 2006)

- The key questions...
 - What are we trying to do and why? *or*
 - What is my program supposed to accomplish? *or*
 - What do I want students to be able to do and/or know as a result of my course/workshop/orientation/program?
 - How well are we doing it?
 - How do we know?
 - How do we use the information to improve or celebrate successes?
 - Do the improvements we make contribute to our intended end results?



The Iterative Systematic Assessment Cycle

Adapted from
Peggy Maki, Ph.D. by
Marilee J. Bresciani, Ph.D.

Strategic Planning
And
Inputs Assessment

**Implement
Methods to
Deliver
Outcomes
(Action
Planning)
and Methods to
Gather Data**

Gather Data

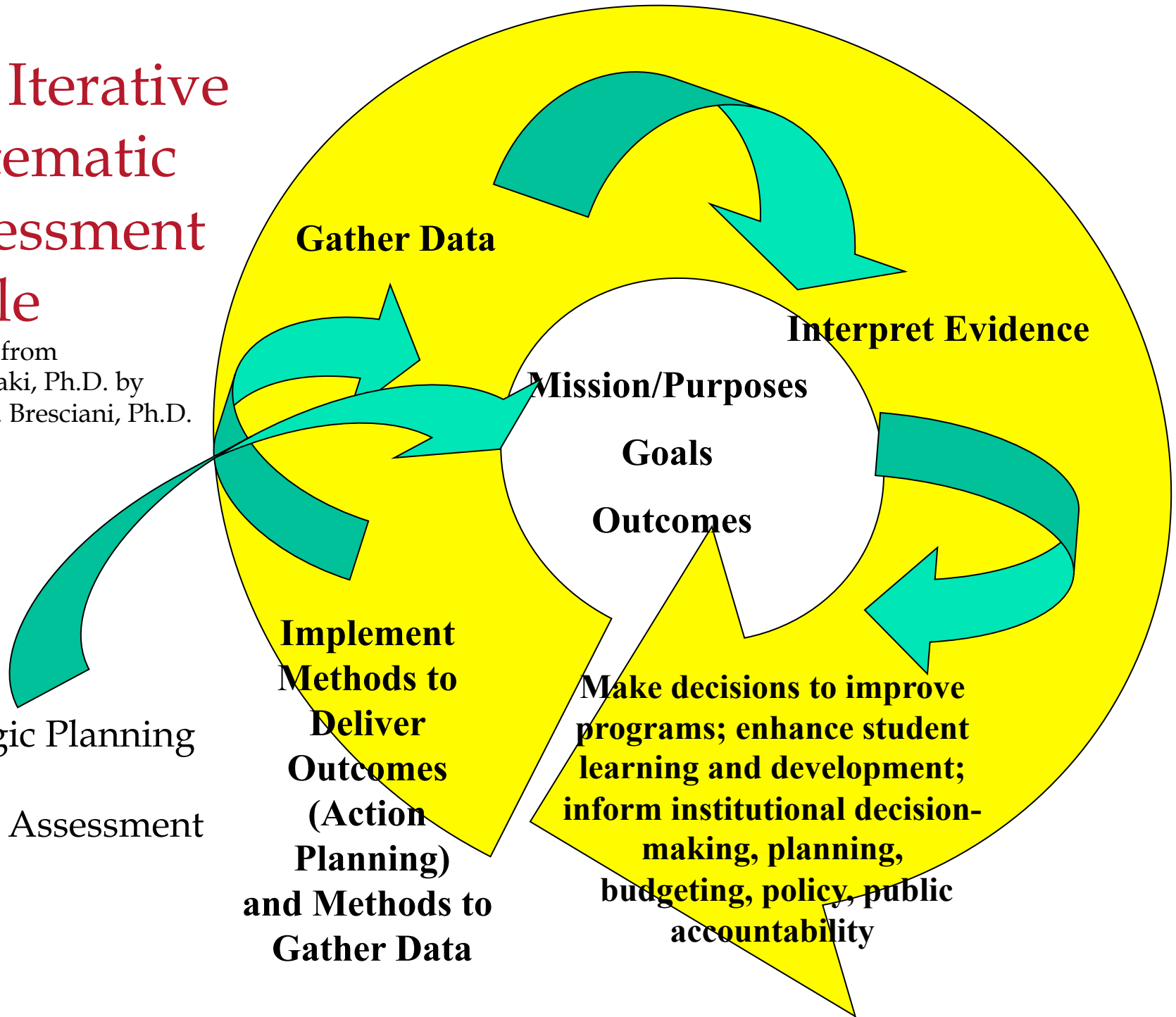
Mission/Purposes

Goals

Outcomes

Interpret Evidence

**Make decisions to improve
programs; enhance student
learning and development;
inform institutional decision-
making, planning,
budgeting, policy, public
accountability**



What are you already doing that could be considered outcomes-based assessment?



How could you readily incorporate that into your program review process (e.g., curriculum alignment and professional accreditation)?





Uses of Assessment Results

(WASC Program Review Guidelines, 2009)

- Developing program learning outcomes and identifying appropriate means for assessing their achievement
- Better aligning department, college and institutional goals
- Refining departmental access, and other interventions to improve retention/attrition, and graduation rates





Uses, Cont.

(WASC Program Review Guidelines, 2009)

- Designing needed professional development programs, especially for faculty to learn how to develop and assess learning outcomes
- Reorganizing or refocusing resources to advance specific research agendas
- Re-assigning faculty/ staff or requesting new lines





Uses, Cont.

(WASC Program Review Guidelines, 2009)

- Illuminating potential intra-institutional synergies
- Developing specific plans for modifications and improvements
- Informing decision making, planning and budgeting, including resource re/allocation
- Linking and, as appropriate, aggregating program review results to the institution's broader quality assurance/improvement efforts



In order for these Uses to Occur, An Institution Needs...

(Bresciani, 2006)

- Setting priorities for institutional values
- Shared conceptual framework and common language
- Data that actually evaluates outcomes
- Leadership commitment to use the data
- Professional development support for faculty and staff



In order for these Uses to Occur, An Institution Needs...

(Bresciani, 2006)

- A commitment to re-allocate time to intentional reflection and its systematic documentation
- Centralized coordination of data/report management
- Manageable way to systematically engage in documentation
- Meta-assessment of the process



How do you see using the
results of OBA?

What help do you need in order to
utilize the results?





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So, what do we need to document?

Well...

(insert technical disclaimer)



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Typical Components of OBA

(Bresciani, 2006)

- Program Name
- Program Mission or Purpose
- Goals
 - Align with your strategic plan, strategic initiatives, institutional goals, division goals, or department goals
- Outcomes
 - Student Learning and Program
- Planning for Delivery of Outcomes
 - Concept Mapping/Curriculum Alignment Matrix
 - Course/Workshop Design (e.g., syllabus for the workshop)

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Typical Components of An OBA (Bresciani, 2006)

- Evaluation Methods
 - Link the method directly to the outcome
 - Include criteria for each method as it relates to each outcome
 - Add Limitations, if necessary
 - Include Division, Institutional, or State Indicators
 - Determine acceptable level of performance and

why
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Typical Components of OBA

- Implementation of Assessment Process
 - Identify who is responsible for doing each step in the evaluation process (list all of the people involved in the assessment process at each step of the process)
 - Outline the timeline for implementation
 - Identify who will be evaluated
 - Identify other programs who are assisting with the evaluation
 - Identify who will be participating in interpreting the data and making recommendations and decisions





Typical Components of OBA

- Program Name
- Outcomes
- Results
 - Summarize the results for each outcome
 - Summarize the process to verify/validate the results
 - Summarize how the results link with performance indicators





Typical Components of OBA

- Decisions and Recommendations
 - Summarize the decisions/recommendations made for each outcome
 - Identify the groups who participated in the discussion of the evidence that led to the recommendations and decisions
 - Summarize how the decisions / recommendations may improve performance indicators
 - Identify how intended improvements enhance strategic initiatives, if applicable





Typical Components of OBA

- Decisions and Recommendations, Cont.
 - Summarize the suggestions for improving the assessment process
 - Identify when each outcome will be evaluated again (if the outcome is to be retained)
 - Identify those responsible for implementing the recommended changes
 - Identify the resources needed to make the necessary improvements, if applicable





In addition...

- Link to professional accreditation when possible
- Organize an External Review
 - Can be external to department if not able to do external to institution
- Explain level of expected performance and how it was derived/decided
- Documentation of decisions made and resources re-allocated, if applicable





Prioritize

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Taking the UHM templates,
identify where these components
are listed.



Which portions of the UHM
template do you already have
completed?

What aligns with your professional
accreditation process?





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Who do you want looking at these reports in order to make the best informed decisions?



In other words, who should see these reports and on what criteria should they be reviewed?





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Take-Home Messages

- You do not have to assess everything you do every year.
- You don't have to do everything at once-start with 2 or 3 learning outcomes
- Prioritize your goals/outcomes
- Think baby steps and be flexible
- Acknowledge and use what you have already done.
- Assessment expertise is available to help - -not to evaluate your program
- Borrow examples from other institutions to modify as appropriate
- Time for this must be re-allocated
- We allocate time according to our priorities

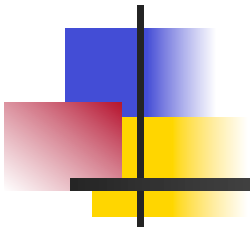
Resources



- Each Other
- AAC&U, WASC, NASPA, and ACPA
- University Planning and Analysis (UPA) Assessment website
 - <http://www2.acs.ncsu.edu/UPA/assmt/>



Questions?



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One Minute Evaluation

- What is the most valuable lesson that you learned from this workshop?
- What is one question that you still have?
- What do you think is the next step that your division/program needs to take in order to implement systematic program assessment?



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