



Academic Leadership Institute

February 10, 2016

Assessment & Accreditation

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Assessment and Curriculum, SUNY Buffalo State

Dr. Mimi Harris Steadman, Associate Vice President
Institutional Effectiveness, Daemen College

Session Overview

I. Assessment

Student Learning

Institutional Effectiveness

2. The Current Context

3. Accreditation

It's all about assessment

Analysis and evidence, not description

Meeting the Changing Processes & Standards of Middle States

4. Benefits & Limitations of Software and Technology

Warm Up Activity- Celebrating Success and Assessing Initiatives

Instructions:

1) In pairs or small groups, respond to the following prompts, allowing time to hear examples from each institution.

- What is working on your campus?
- What are you working on (e.g. a strategic plan or department goal or other course or program initiative)? How will you know if it's working (how will you assess progress)?

2) Prepare to report out an example of a success worth celebrating, and a creative example of assessing a campus goal or initiative.

Learning Objectives

ALL participants will be able to:

Define assessment of student learning and institutional assessment, and provide examples of both.

Explain the role of assessment, analysis and evidence in the Middle States accreditation process.

Describe alignment of mission, strategic planning, assessment and resource allocation.

Access web, print and human resources on assessment and accreditation.

What is assessment?

Assessment is simply looking at what one does and how well one is doing it.

Peggy S. Lowry, Director, Office of Sponsored Programs and Research Compliance, Oregon State University

Why assess?

Use what we learn about how well we're doing to adjust our approach as needed, celebrate what's working, and to plan and allocate resources accordingly.

What is assessment of *student learning*?

Deciding what we want our students to learn.

Making sure they learned it.

Jane Wolfson, Director, Environmental Science & Studies Program, Towson University

A Focused Five Step (“Just do it”) Assessment Process for Academic Programs

1. Articulate learning objectives

-As a result of this program/course, students should be able to...

[Offer instruction or other learning experiences]

2. Collect information/evidence

-Using direct and indirect methods

3. Review/analyze data and reflect on findings

4. Report results

5. Use information for decision making and improvement

Repeat!



Curriculum Map

Learning Objectives/ SLOs	Course	Course	Course	Course (or other learning experience)
	Fr 101 Elementary French	Fr 207 Conversation & Composition	Fr 312 Advanced Composition	Study Abroad
1. A student will ...	Conjugate regular verbs in present tense	Conjugate all verbs in imperfect tense	Conjugate and use subjunctive correctly	
2. A student will ...	Conjugate reg. & irreg. verbs in passé composé	Conjugate and use subjunctive correctly	Write paragraphs and essays	
4. A student will ...				

Learning Goal Alignment Map

Institutional Mission and Goals	Disciplinary Assoc. or Prof. Accred. Learning Objectives (Optional)	General Educational Learning Objectives (Optional)	Program Learning Objectives	Course Learning Objectives
Very broad	broad	less broad		Specific
<p>(Daemen Mission Statement) ...students will acquire the skill to solve problems creatively and think critically...</p>		<p>(Daemen Core) Explore issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusions.</p>	<p>(Nursing) Interpret multiple ... factors in assessing, and implementing safe patient care to diverse populations ...</p>	<p>(NUR 432) Synthesize research relating to a patient care issue. ... then develop a concise argument in support of your position , and refute the opposite position.</p>

Assessment is not necessarily quantitative.

Not everything that can be
counted counts, and not
everything that counts can be
counted.

Albert Einstein

Assessment Methods: Student Learning

Direct

Course-embedded:

Tests, quizzes, papers,
thesis, capstone products,
performances, and projects

Certification/licensure exams

Field experience evaluations

Standardized exams (CLA, ETS
Proficiency Profile)

Portfolios

Rubrics

Indirect

Surveys

Course evaluations

Focus groups

Program progression, credits
earned

Grades

hours spent on course or
cultural activities or service
learning, etc.

What's the point?

The aim of assessment is primarily to **educate and improve** student performance, not merely to audit it.

Grant Wiggins (1998). Educative Assessment, San Francisco: Jossey-Bass, p. 7.

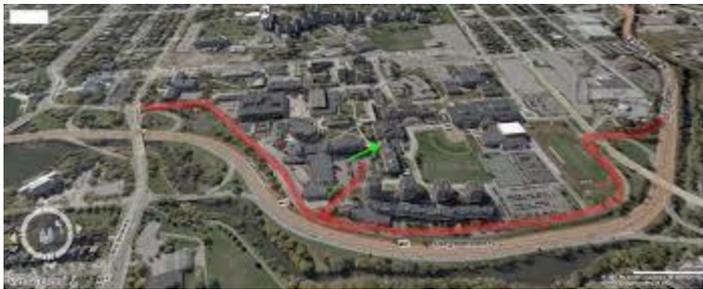
Advice from ground level

Aim for an assessment process that is scholarly and professionally engaging, rather than tedious and time consuming.

Keep your plans lean, focused, and useful so that the assessment process is sustainable and supports, rather than detracts from, the work that matters most.

-Mimi Steadman, Daemen College Assessment Officer

Moving out from the classroom to the institution as a whole....



What is Institutional Assessment?

Articulating our program, unit and institutional level goals, aligning them with the mission and strategic plan, then determining whether we met them.

Assessment Methods: Institutional Assessment

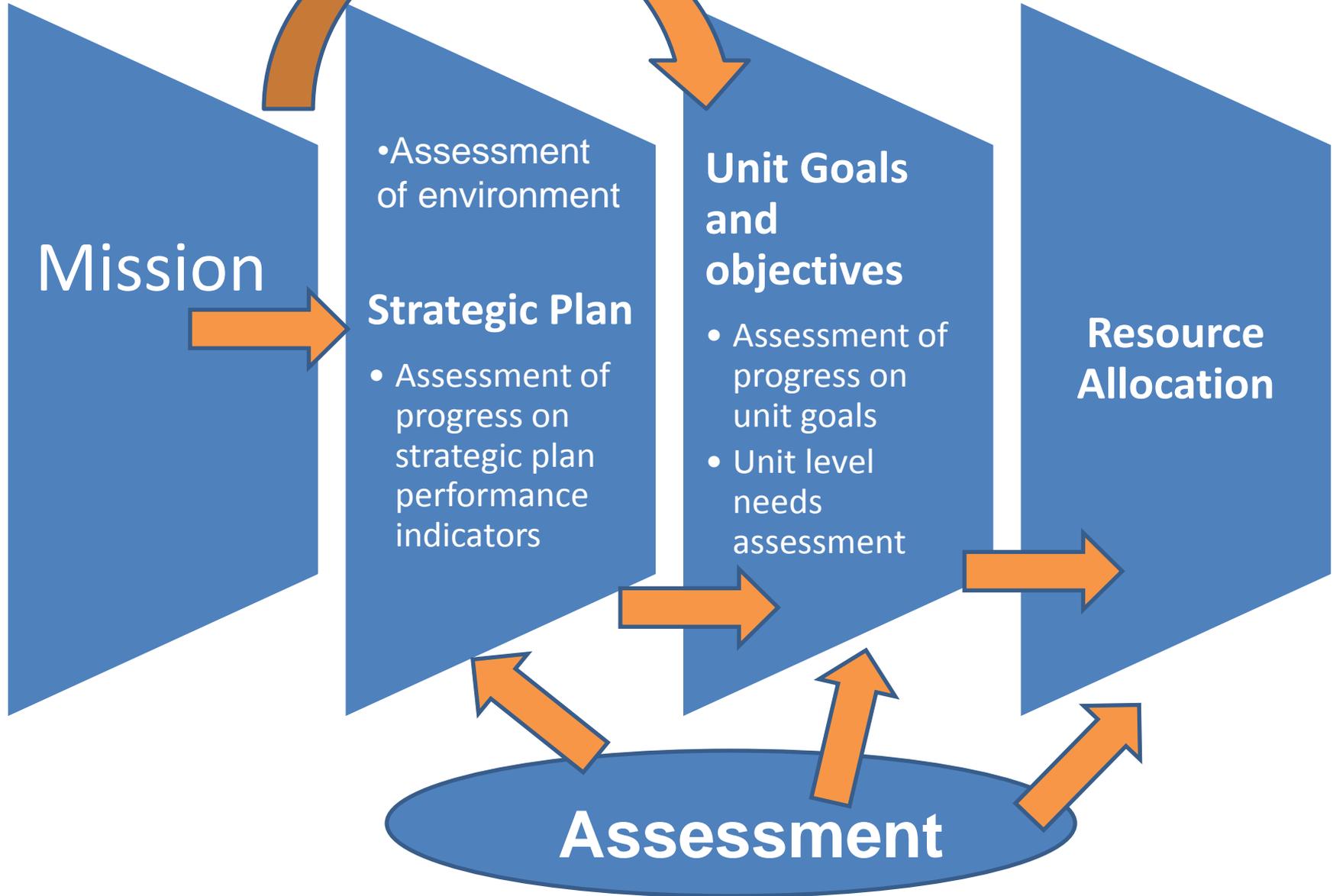
Direct

Ratings of capstone projects,
performances, thesis papers
Pass rates on licensure exams
Rubric scores on artifacts
related to general ed
outcomes
Scores on national tests (CLA,
ETS Proficiency Profile, Critical
Thinking)

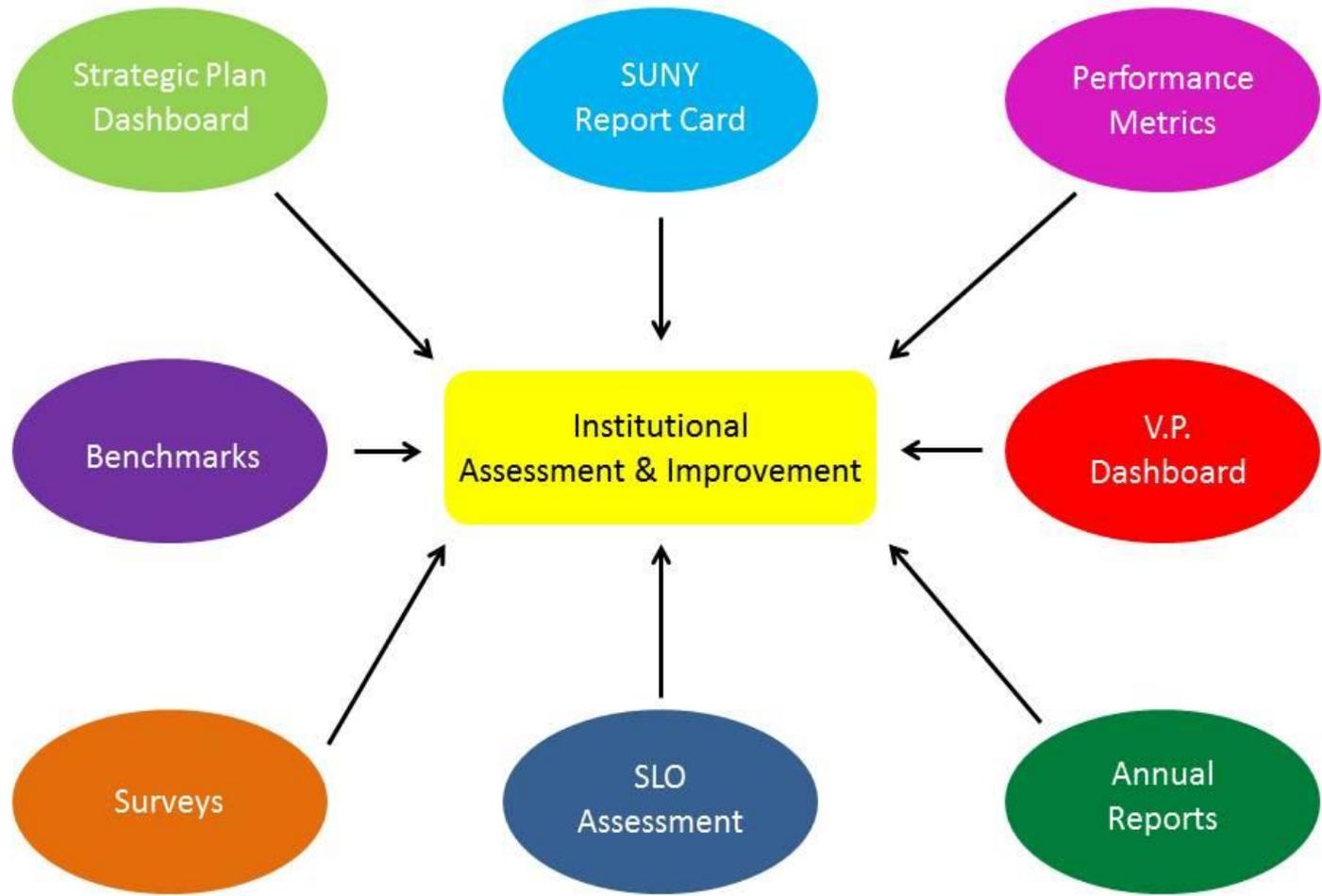
Indirect

Grad school placement rates
Job placement rates/surveys
Progress toward degree/upper
division
Retention and graduation rates
Homegrown or commercial
surveys (NSSE, Noel Levitz,
CIRP, etc.)
Transcript analysis

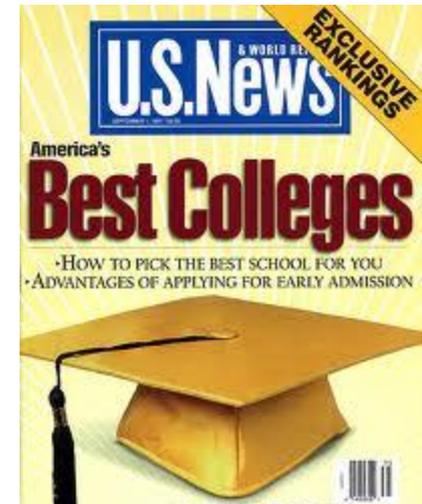
Alignment of Mission, Planning, Assessment & Resources



Buffalo State: Institutional Assessment and Improvement



Current Context for Assessment and Accreditation



College Scorecard

[← BACK TO SEARCH RESULTS](#)

Daemen College

Amherst, NY
1,971 undergraduate students
daemen.edu

- 4**
Year
- 
Private
- 
Suburban
- 
Small

SHARE THIS SCHOOL



Paying For College

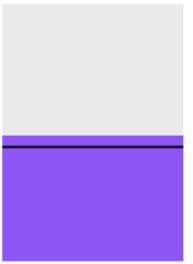
- TYPES OF FINANCIAL AID
- CALCULATE YOUR COSTS
- GI BILL BENEFITS

Average Annual Cost



\$15,944

Graduation Rate



49%

Salary After Attending



\$42,900

National Average

College Scorecard

[← BACK TO SEARCH RESULTS](#)

SHARE THIS SCHOOL

Buffalo State SUNY

Buffalo, NY
9,190 undergraduate students
buffalostate.edu

4 Year
Public Public
City City
Medium Medium



Average Annual Cost



\$12,079

Graduation Rate



48%

Salary After Attending



\$38,900

National Average

Paying Fo

TYPES C

CALC

GI

Regional Accreditation

- Is a **peer review** process.
- Is guided by a set of **standards**.
- Is **not prescriptive**. It provides guidelines, but does not provide forms or templates nor require specific methods or measures.
- It respects and values the **heterogeneity** of American institutions of higher education.

Middle States Processes are Changing

- Annual Institutional Profile reports
- Mid-Point Reviews: Off-site peer evaluators
- Re-accreditation Site Visits: Every 8 years with an off-site document review preceding the visit

Self Studies must now address:

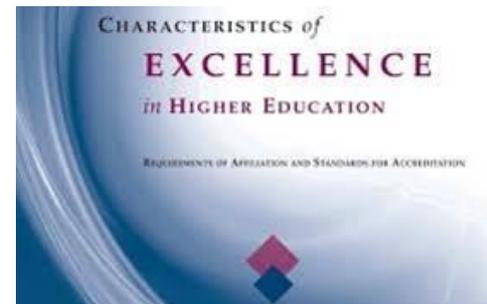
- Institutional responses to opportunities for institutional improvement identified in previous self-study
- Institutional priorities related to the 7 MSCHE Standards
- Cumulative results of periodic assessments for all standards
- Important current opportunities for improvements that the institution intends to pursue prior to the next site-visit

Middle States Standards

Old Standard 14:

Assessment of Student Learning

“Assessment of student learning demonstrates that, at graduation or other appropriate points, the institution’s students have knowledge, skills and competencies consistent with institutional and appropriate higher education goals.”



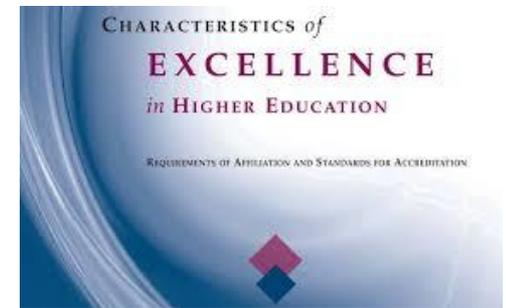
New Standard 5: Educational Effectiveness Assessment

“Assessment of student learning and achievement demonstrates that the institution’s students have accomplished educational goals consistent with their program of study, degree level, the institution’s mission and appropriate expectations for institutions of higher education.”



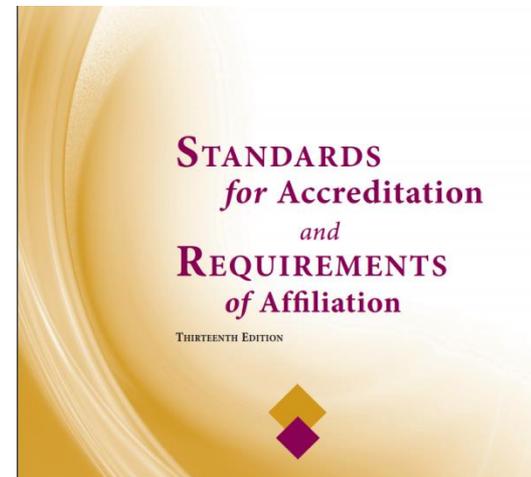
Old Standard 2: Planning, Resource Allocation, and Institutional Renewal

“An institution conducts ongoing planning and resource allocation based on its mission and goals, develops objectives to achieve them, and utilizes the results of its assessment activities for institutional renewal. Implementation and subsequent evaluation of the success of the strategic plan and resource allocation support the development and change necessary to improve and to maintain institutional quality.”



New Standard 6: Planning, Resources, and Institutional Improvement

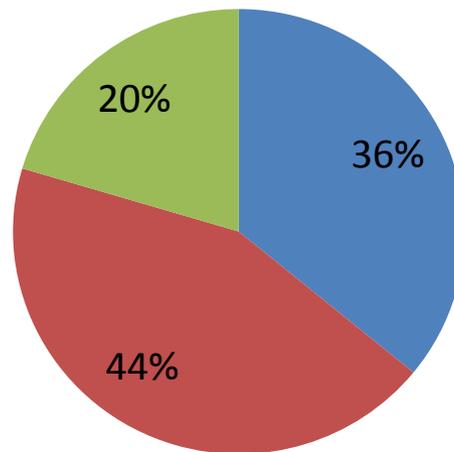
“The institution’s planning processes, resources, and structures are aligned with each other and are sufficient to fulfill its mission and goals, to continuously assess and improve its programs and services and to respond effectively to opportunities and challenges.”



Program Review: Documenting the Process

Actions on Reviewers' Recommendations

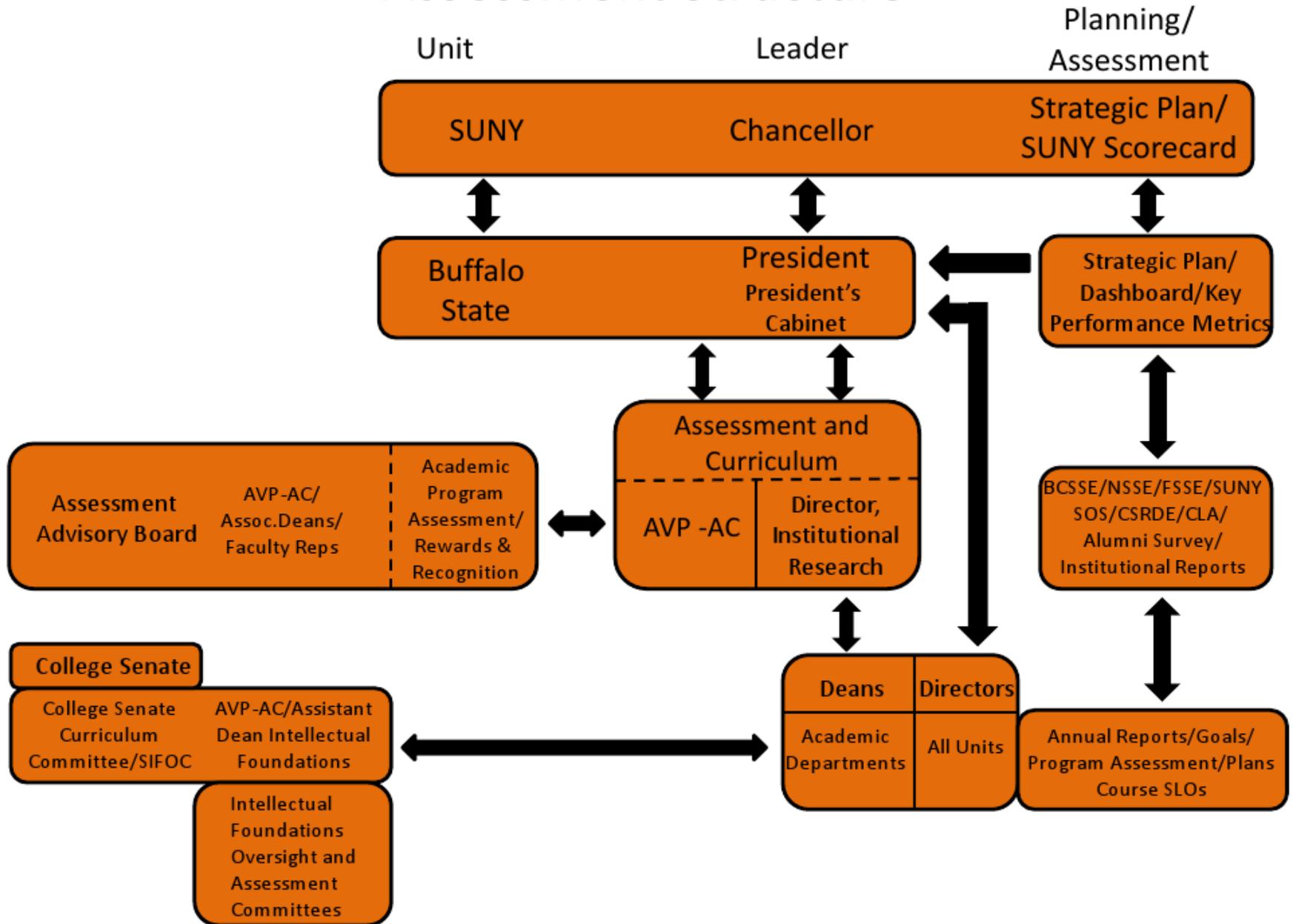
■ Yes, Acted Upon ■ In Process ■ Not Acted Upon



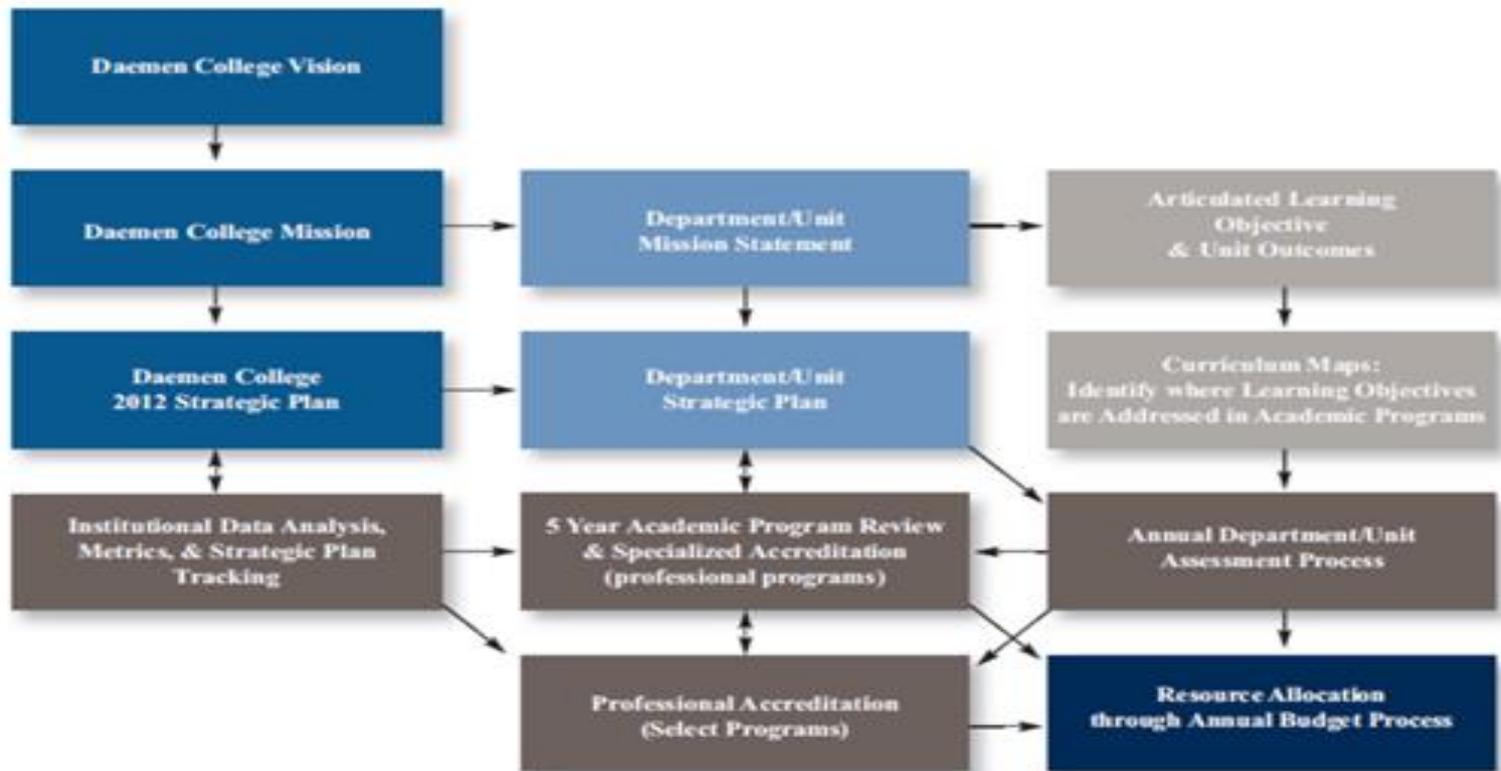
Content Analysis of Departmental Assessment Plans

Criteria	Undergraduate Programs		Graduate Programs	
	Established	Needs Improvement	Established	Needs Improvement
Multiple Measures	97%	3%	100%	0%
Use of Existing Data	98%	2%	100%	0%
Related to Goals	100%	0%	100%	0%
Quality to Inform Decisions	91%	9%	90%	10%
Direct Evidence of Student Learning	98%	2%	100%	0%
Timetable	93%	7%	80%	20%
Periodic Evaluation	42%	58%	50%	50%

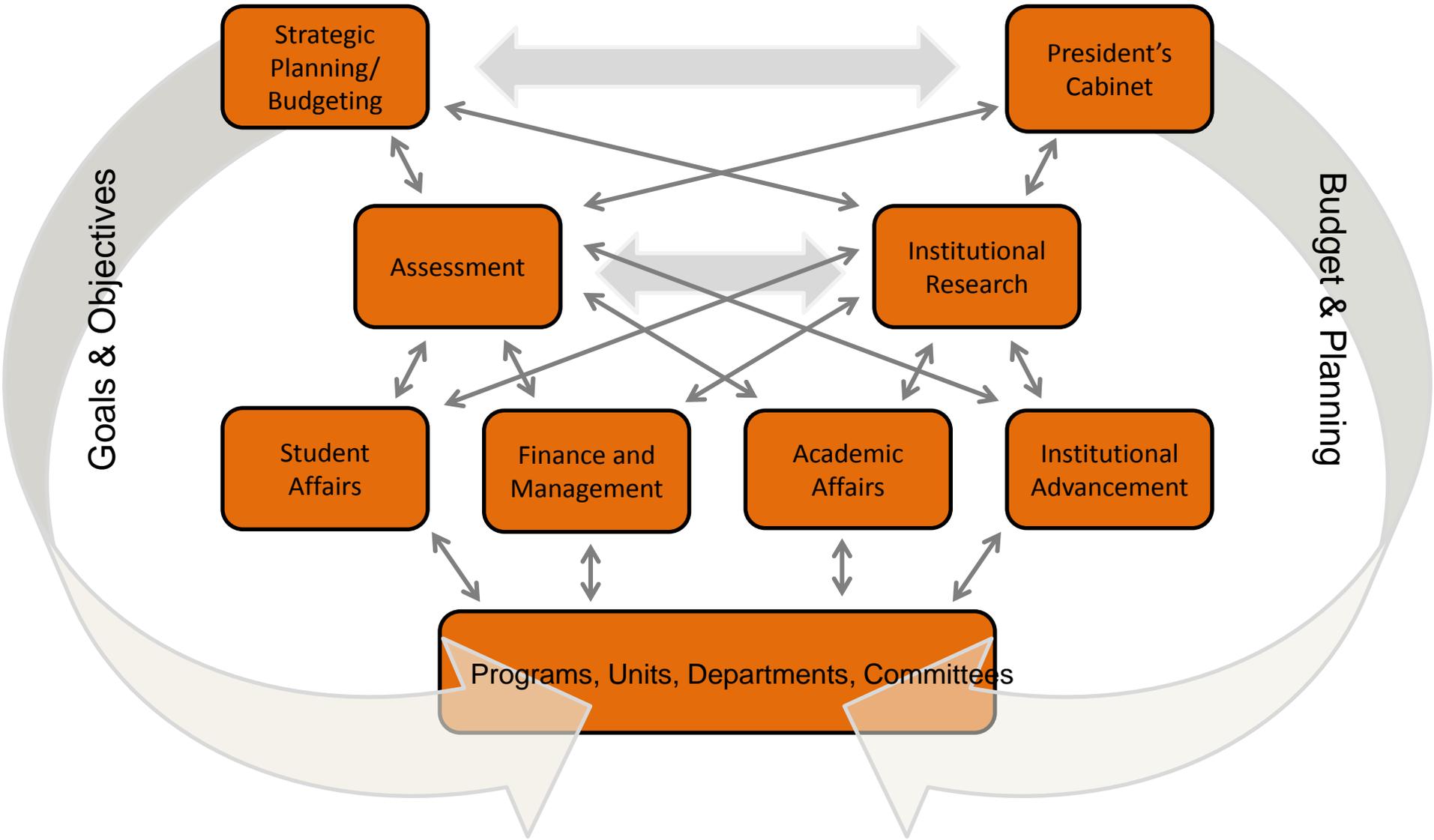
Assessment Structure



Daemen College Institutional Assessment Plan



Institutional Assessment Plan Buffalo State



How should we go about assessment?

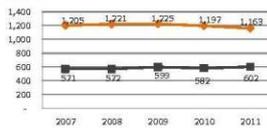
Assessment should be focused on answering questions, not on collecting data.

David Oehler, Director of Assessment,
Information & Analysis, Northwest Missouri State
University

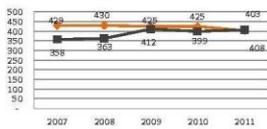
Performance Metrics: Buffalo State

FACULTY AND STAFF

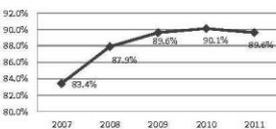
Full-time and Part-time Faculty and Staff



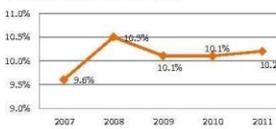
Faculty Full-time and Part-time



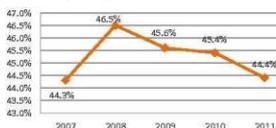
% of FT Faculty with Tenure or on Tenure Track



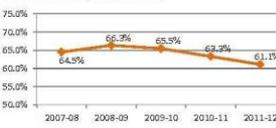
Underrep. Minority Faculty: % of FT, Fall



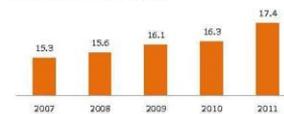
Female Faculty: % of FT, Fall



% Credits Offered by Full-time Faculty

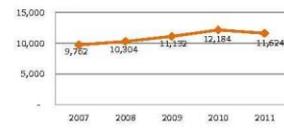


Student-to-Faculty Ratio (FT+1/3PT)

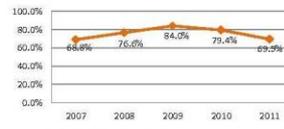


UNDERGRADUATE ADMISSIONS

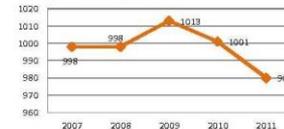
Freshman Applications



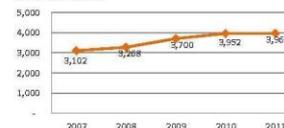
% of SUNY Selectivity Group 3



Average SAT of Incoming Freshman

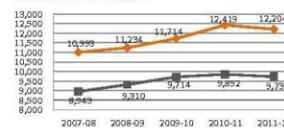


Transfer Applicants



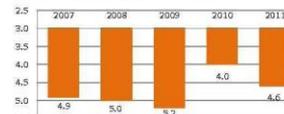
ENROLLMENT

Total Fall Headcount and AAFTE

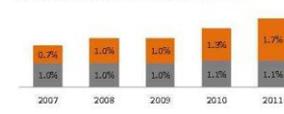


2011-12 AAFTE is estimated

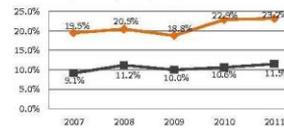
Ratio of Undergraduate to Graduate Enrollment



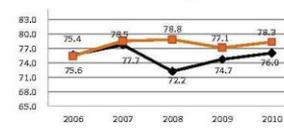
% Matric UG Out of State - Domestic and International



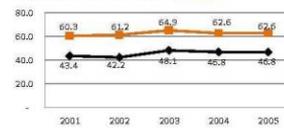
% of Underrep. Minority Undergraduate and Graduate



First-Year Retention - Fresh and Transfers

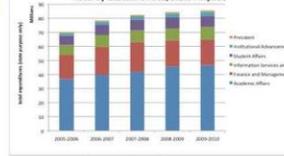


Six-Year Graduation Rate - Fresh and Transfers



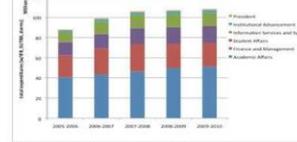
FINANCE

Total by Executive Area, State Purpose



State Purpose Budget Expenditures by Executive Area

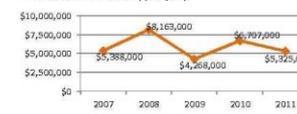
Total by Executive Area, w/IFR, SUTRA, DIFR



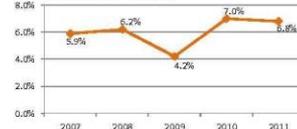
State Purpose Fund Expenditures plus IFR, SUTRA and DIFR

INSTITUTIONAL ADVANCEMENT

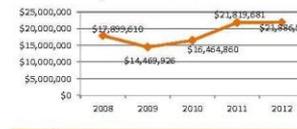
Total Amount of Private Support (VSE)



Percent of Alumni Who Donate (VSE)



Buffalo State College Foundation Endowment



RESEARCH EXPENDITURES

Research



RESEARCH FOUNDATION

All Activity



Strategic Plan Dashboard: Buffalo State



Excellence From Within

Strategic Direction 1: Quality Learning Experience	2008/09	2009/10	2010/11	2011/12	2012/13	Target 2013
1.2: Increase student participation in active, inquiry-based and collaborative forms of learning.						
NSSE Active and collaborative learning – SR	49.7	----	----	51.3	----	55.4
Capstone or Culminating Experiences						
School of Arts and Humanities	----	81%	81%	97%	97%	📌
School of Education	----	100%	100%	100%	100%	↔
School of Natural and Social Sciences	----	81%	88%	91%	91%	📌
School of Professions	----	50%	50%	50%	50%	📌
Volunteer and Service Learning						
Number of Hours	30,655	33,349	37,465	46,775	53,408	📌
Number of Students in Service Learning	1,409	1,501	1,688	1,677	1,761	📌
Number of students in internships	921	930	1,017	1,138	1,140	📌
Number of faculty/staff participating in professional development to enhance skills in active and collaborative pedagogy	65	70	182	246	336	📌
Number of Community Partners	108	142	122	129	213	📌
Staff participants in development workshops	----	45	80	130	89	📌

Strategic Plan “Dashboard” (Google Site): Daemen College



Daemen College Strategic Plan 2012

Executive Summary

Introduction

I. Rigorous Education for the 21st Century

II. Global Competency and Service to the Global Community

III. Persistence to Professional Excellence

IV. Campus Facilities, Aesthetics, and Sustainability

V. Fiscal Stability

Appendix A: Mission Statement of Daemen College

Appendix B: Strategic Planning Process and Committee

Tracking the Strategic Plan

I. Rigorous Education

II. Global Competency

III. Persistence

IV. Facilities

V. Fiscal Stability

Strategic Plan Document (pdf)

Strategic Plan KPI tracking : Section I

Daemen College Strategic Plan Tracking 2012-17

I. Rigorous Education for the 21st Century

Goal: Daemen College will prepare students for 21st century careers and service to the local and global community by offering rigorous academic programs that are aligned with current market demands and that develop the liberal arts-based skills and competencies necessary to professional excellence.

Evidence of Goal Achievement:

1 Revenue-producing academic programs with a reputation for high quality and service to the local and global community. [Accountability: Vice President for Academic Affairs]

KPIs:

a Stability or modest increases in enrollment in existing professional and liberal arts programs, and continuing support for the Arts and Sciences departments that provide most of the courses in the core curriculum.

b Sustain enrollments in academic programs throughout the College in accordance with department-level strategic plans developed by Spring 2013.

c Enrollment increase in Animation program from 7 (Fall 2011 baseline) to 25 new students per year by 2017.

Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
26	16	16		

d Enrollment increase in Global and Local Sustainability program from 1 (2011-12 baseline) to 15 students by 2017.

Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
5	7 (6FT+1PT)	7 (6FT+1PT)		

and enrollment in the minor to 15 by 2017.

Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
3	3	3		

e Enrollment increase in Paralegal Studies major from 8 (2011-12 baseline) to 27 in 2017.

Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
15 (13FT + 2PT)	21 (17FT+4PT)	18 (15FT+3PT)		

and an increase in certificate program enrollment from 3 (baseline) to 15 in 2017.

Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
6 (5FT + 1PT)	7 (5FT+2PT)	8 (4FT+4PT)		

f Enrollment increase in Entrepreneurship minor from 6 (Fall 2011 baseline) to 25

Key:

Completed

In Progress

Delayed

Cancelled

Date Pending

Data from

Registrar

Registrar

Registrar

Registrar

Registrar

Registrar

Registrar

Registrar

In Progress

In Progress

In Progress

In Progress

In Progress

In Progress

Wrap Up Activity- Monitoring Metrics

Instructions: 1. Each table will be assigned one or more of these institutional areas:

Enrollment/Admissions

Academic Affairs

Advancement & Alumni Affairs

Business / Finance

Student Affairs & Retention

2. Take the role of a campus leader in the designated area(s) above, and assume that your institution has the resources to develop a user-friendly executive dashboard that would provide key indicators of performance at your fingertips.

3. Brainstorm a list of metrics that would be most useful for data-informed decision-making in your area. (For example, a leader charged with retention would be interested in graduate rates.)

4. Prepare to report out on your area.

 **Dashboards**

 elumen™

Assessment Software & Technology

 weave
ONLINE

 campus
labs

 CourseEval³

 taskstream

 Tk20™
Assessment Solutions at Work

 chalk&wire

Assessment Resources



ANNY'S 4th Annual Conference

“Innovation in Assessment”

April 18-20, 2016

Co-hosted by the University at Buffalo

Online Resources

NILOA National Institute for Learning Outcomes Assessment

<http://www.learningoutcomesassessment.org/>

AAC&U Resources (including VALUE rubrics)

<http://www.aacu.org/resources/assessment/>

SUNY

https://www.suny.edu/provost/academic_affairs/assessment.cfm

<http://www.assessmentcommons.org/>

Just in Time Video Series

Student and Course Level Assessment

<https://ensemble.itec.suny.edu/Watch/Xo325wZx>

Department and Program level Assessment

<https://ensemble.itec.suny.edu/Watch/Kb5i6GYc>

Establishing Program Standards

<https://ensemble.itec.suny.edu/Watch/g6W4Hcp7>

Creating Curriculum Maps

<https://ensemble.itec.suny.edu/Watch/Re53WyDi>

Writing SLOs Part 1

<https://ensemble.itec.suny.edu/Watch/Rt97Jgk4>

Writing SLOs Part 2

<https://ensemble.itec.suny.edu/Watch/Mc85Lfm7>

Print Resources

