



University of Wisconsin  
**Stevens Point**



# A Renewed Focus on Assessment

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# Workshop Outline

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Part 1: Why We Assess

Part 2: Assessment and Accreditation

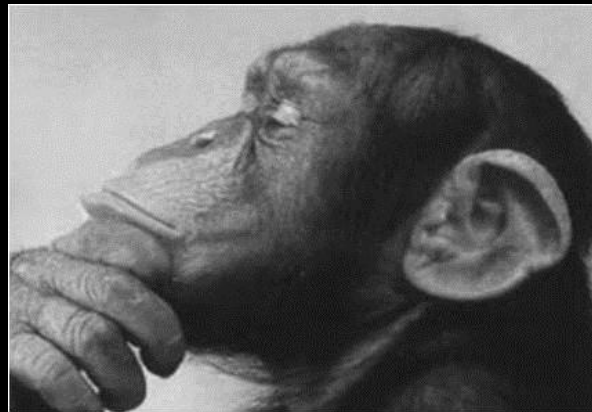
Part 3: Assessment at UWSP

# Part 1

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**Why Assess?**

# Assessment and You



# Three Key Elements

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1. Institutional Context ~ how your institution and division operates
2. The Human Element ~ the individuals who will make assessment happen
3. The Assessment Model ~ manageable, logical, integrated into divisional efforts

# The Context

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- Why assessment and why now?
- What purpose(s) will assessment serve?

# The Human Element

“Successful assessment is not primarily a question of technical skill but rather one of human will” (Angelo, 1999).

- Establish a *support structure*
- Build shared *trust*
- Build shared *motivation*
- Develop a *shared language*
- Establish key *partners* in assessment
- Develop shared *guidelines and expectations*

# Developing an Assessment Model

- What are your preliminary goals?
- What models or elements of models have you found?
- Will the focus of assessment be at the department level, division level, or both?
- Is there particular data you want to collect first?



# Why Do We Assess?

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**Primary Reason: Because We Care**

**Secondary: We Have To (Accreditation)**

# Benefits of Assessment

- Ensure we are delivering high quality programs, courses, and activities.
- Provide data to inform decision-making.
- Opportunity to focus in on a particular aspect of student learning in your program.
- Understanding learning as it occurs across multiple courses, activities, and student experiences.
- Opportunity for professional development for faculty, staff, and students.

# Assessment at UWSP

- You are in a solid place
- Assessment is currently happening
- An Assessment Team is in place
- You have divisional learning domains and outcomes
- You have pre-existing processes and experience to build on

# Assessment as an Inquiry Process



# Assessment vs. Research/Evaluation

Broadly speaking, assessment is:

- More formative (improvement of learning)
- A continuous process
- Not intended for broad **generalization**
- More focused on **practice** than theory
- More impacted by **time and resource limitations**
- Less precise in terms of design (and that's ok!)
- More susceptible to politics (and Politics) and institutional change
- Meant to answer "**what has been done**" and "**what needs to be done**"

# Different Types of Assessment Data

- Student Learning Outcome Data
- Program Outcome Data
- Department Metrics
- Institutional Data
- Benchmark Data
- Impact Data
- Needs Data

# Learning Outcomes vs. Performance Metrics

Student Learning Outcomes	Performance Metrics
Derived from mission and purpose	Derived from description of the work of department
Measures contributions to student learning (was the experience transformative?)	Measure performance of the work (did students complete a task?)
Achievement = Effectiveness	Achievement = Productivity, Satisfaction or Accomplishment
Require criteria to define levels of effectiveness	Require criteria to define levels of performance
Individual and collective feedback to shape department programs and services	Individual feedback to shape department systems
Assessment: how effective were we?	Assessment: how well did we perform our tasks?
Is the train headed in the right direction?	Is the train on time?
Are students learning something?	Are students satisfied with our programs and services?

# Our Focus Today and Tomorrow

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**Assessment of  
Student Learning**



# What is Assessment of Learning?

“Assessment is the systematic collection of information about student learning, using the time, knowledge, expertise, and resources available, in order to inform decisions about student learning.”

Walvoord, B. (2010). *Assessment Clear and Simple*. Jossey Bass: USA, p. 2.

Key: Direct Tie to Student Learning

What Assessment Isn't: Evaluation by the Institution (of the program, faculty, or staff);  
Grades; Justification for your Existence

# Levels of Assessment

Informs

**Institutional Level:** Unit of Analysis is learning of all UWSP students

**Division Level:** Unit of Analysis is learning of all students across the division

**Department Level:** Unit of Analysis is learning of all students within the department

**Program Level:** Unit of Analysis is Program-Wide Student Learning

**Activity Level:** Unit of Analysis is Student Learning during a one time experience or activity

Granularity

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# Types of Assessment

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**Summative**

**Formative**

**Developmental**

\*this is not a comprehensive list

# Summative Assessment

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**Purpose:** to make a single judgment regarding performance.

Exams are summative for Students

**Timing:** at the end of a process

# Formative Assessment

**Purpose:** to give feedback to allow for improvement.

**Timing:** while a process is occurring

**\*\*All Program-Level Assessment is  
Formative for the Program  
Conducting the Assessment**

# Developmental Assessment

**Purpose:** to determine how well students are developing certain skills or competencies – generally based on a theory of development (ex. global citizenship; multiculturalism)

\*Especially useful when no expectation students can or will fully develop a skill or competency during program

**Timing:** throughout process – assessment performed multiple times

# Intercultural Maturity

Domain	Initial Level of Development (1)	Intermediate Level of Development (2)	Mature Level of Development (3)
<b>Cognitive</b>	Assumes knowledge is certain and categorizes knowledge claims as right or wrong; is naïve about different cultural practices and values; resists challenges to one's own beliefs and views differing cultural perspectives as wrong	Evolving awareness and acceptance of uncertainty and multiple perspectives; ability to shift from accepting authority's knowledge claims to personal processes for adopting knowledge claims	Ability to consciously shift perspectives and behaviors into an alternative cultural worldview and to use multiple cultural frames
<b>Intrapersonal</b>	Lack of awareness of one's own values and intersection of social (racial, class, ethnicity, sexual orientation) identity; lack of understanding of other cultures; externally defined identity yields externally defined beliefs that regulate interpretation of experiences and guide choices; difference is viewed as a threat to identity	Evolving sense of identity as distinct from external others' perceptions; tension between external and internal definitions prompts self-exploration of values, racial identity, beliefs; immersion in own culture; recognizes legitimacy of other cultures	Capacity to create an internal self that openly engages challenges to one's views and beliefs and that considers social identities (race, class, gender, etc.) in a global and national context; integrates aspects of self into one's identity
<b>Interpersonal</b>	Dependent relations with similar others is a primary source of identity and social affirmation; perspectives of different others are viewed as wrong; awareness of how social systems affect group norms and intergroup differences is lacking; view social problems egocentrically, no recognition of society as an organized entity	Willingness to interact with diverse others and refrain from judgment; relies on independent relations in which multiple perspectives exist (but are not coordinated); self is often overshadowed by need for others' approval. Begins to explore how social systems affect group norms and intergroup relations	Capacity to engage in meaningful, interdependent relationships with diverse others that are grounded in an understanding and appreciation for human differences; understanding of ways individual and community practices affect social systems; willing to work for the rights of others

King, P. M. & Baxter Magolda, M. B. (2005). A developmental model of intercultural maturity. *Journal of College Student Development*, 46(2), 571-592.



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**Questions?**

# Break Time



# Part 2

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## Assessment and Accreditation

# Types of Accreditation

- National
- Regional
- State
- Professional

Reauthorization of Higher Education Act in 2008 maintained that responsibility for ensuring quality of higher education resides with the nation's 6 regional accreditation bodies (up for renewal in 2014, but did not happen)



Higher Learning Commission of the North Central Association

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HLC is our regional accrediting body (largest of the 6 regional accreditors)

Why is HLC/Regional Accreditation Important?

Our accreditation status is made public and speaks to our institution's overall quality

# How does HLC evaluate UWSP?

## Evaluation Based on Criteria and Associated Core Components

### HLC Criteria

1. Mission
2. Integrity; Ethical and Responsible Conduct
3. Quality of Teaching, Resources and Support
4. Evaluation and Improvement of Teaching and Learning
5. Resources, Planning, and Institutional Effectiveness

# Evaluation and Improvement of Teaching and Learning

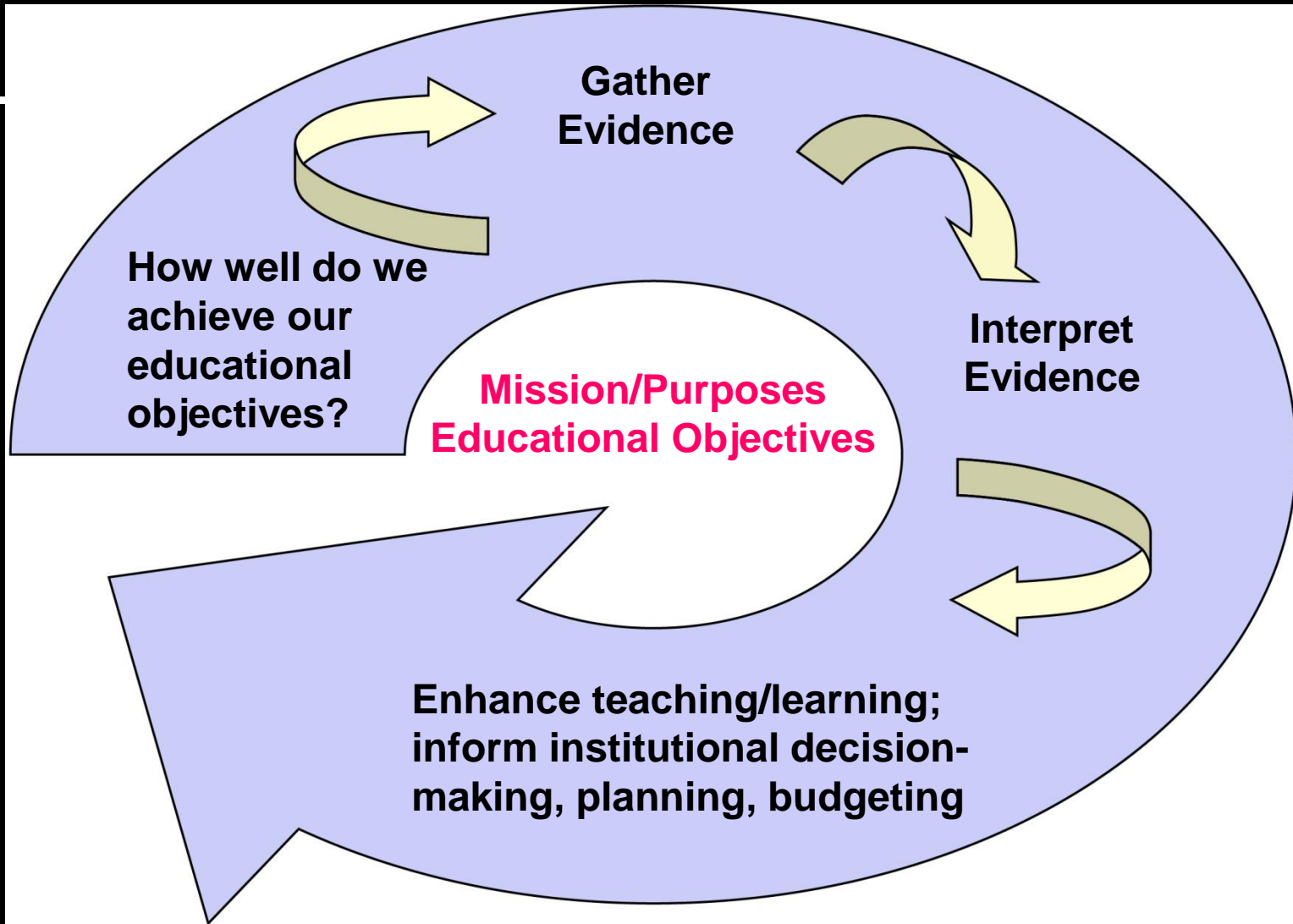
From the HLC Accreditation Criterion 4b:

**The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.**

1. The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.
2. The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.
3. The institution uses the information gained from assessment to improve student learning.
4. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.

From [www.ncahlc.org](http://www.ncahlc.org)

# Assessment Process

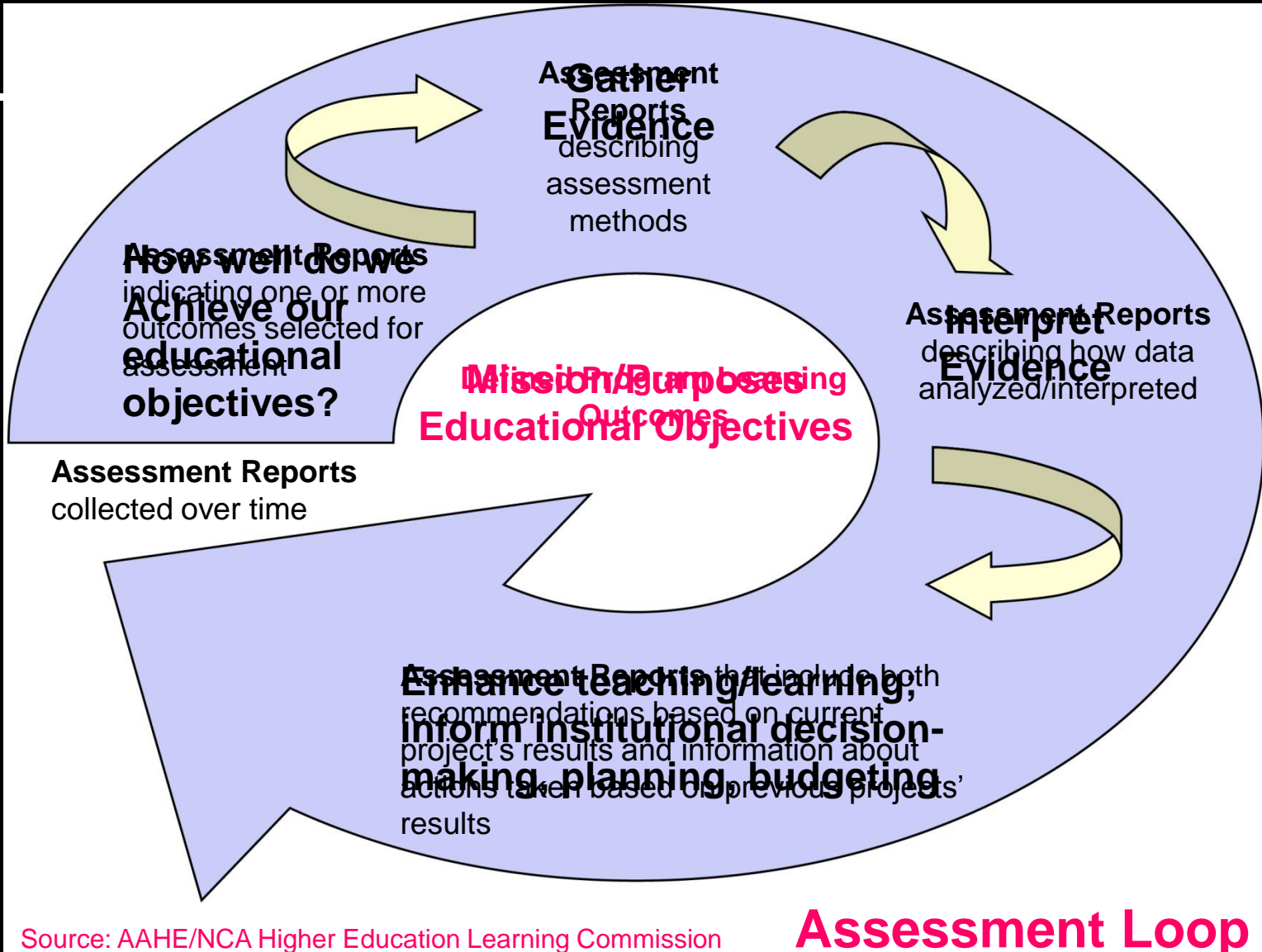


Source: AAHE/NCA Higher Education Learning Commission

**Assessment Loop**



# Evidence of Assessment Process



# Evidence for HLC

**Through annual assessment projects and reports, university demonstrates HLC Criteria:**

1. The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.
2. The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.
3. The institution uses the information gained from assessment to improve student learning.
4. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.

# Beyond Compliance

We do this because we care about the quality of our curricula, programs, and instruction – to ensure students who do their due diligence have the opportunity to achieve critical knowledge, skills, and abilities from their curricular and co-curricular programs they will need to take the next steps in their careers.

If it doesn't matter to you, it won't matter to HLC or the university

# Questions about Assessment and Accreditation?

# Part 3

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**Assessment at UWSP**

# Meeting Demands for Assessment

How do you use assessment to meet both internal and external demands?

UWSP has Freedom in Conducting and Providing Evidence for the Assessment Loop

*\*\*This is true for HLC; requirements vary for other accreditation, certification, and licensing agencies*

# Assessment Projects and Reports at DePaul

## Annual Process for Assessment Projects and Reports

- All Academic Programs
- All Student Affairs Departments
- Some other (non-Student Affairs) co-curricular programs

Each year, programs conduct an assessment of at least one program learning outcome and generate a report.

# The Process begins with Learning Outcomes

- Institutional Learning Outcomes
- Divisional Learning Outcomes
- Department Learning Outcomes
- Department Program Learning Outcomes
- Department Activity Learning Outcomes



# Levels of Learning Outcomes

- **Divisional Learning Outcomes**

*allows for integration, shared responsibility for student learning across departments*

- **Departmental Learning Outcomes**

*students can learn through multiple programs and services offered within the department*

- **Programmatic Learning Outcomes**

*students can achieve through participating in one or more activities or services within one program area of a department*

- **Activity Based Learning Outcomes**

*students can achieve through participation in a singular activity or service at one point in time*

# Purpose of Divisional Outcomes

- To define the learning important to your work
- To connect your work to the work of the university
- To give focus to your assessment of learning which will increase your ability to articulate contributions to student learning and improve student learning
- To help meet strategic objectives and guide future planning
- To help streamline programs and resources based on priorities and determine gaps in programs

# Keep in Mind

- The division is responsible for a variety of programs and services
- Divisional outcomes only apply to programs and services that are tied to learning
- If a program or service is not tied to learning it does not mean that it is unimportant

# UWSP Student Affairs Learning Domains

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- Personal Development
- Interpersonal Competence
- Social Responsibility
- Cognitive and Practical Skills

# Student Affairs Learning Outcomes

- PD: Students who engage with Student Affairs programs, activities or services will **be able to identify and demonstrate a positive personal sense of self, and a code of ethics and integrity.**
- IC: Students who engage with the Student Affairs programs, activities or services will **demonstrate healthy, respectful, and collaborative relationships with others.**

# Student Affairs Learning Outcomes

- SR: Students who engage with Student Affairs programs, activities or services will **describe, identify and demonstrate multi-cultural competence and citizenship, and apply that knowledge to create safe, healthy, equitable, and thriving communities.**
- C&PS: Students who engage with Student Affairs programs, activities or services will **develop and use cognitive and practical skills that will enable them to live healthy, productive, and purposeful lives.**

# Support for Assessment

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## Division Level

Laura Ketchum-Ciftci, Assessment Chair  
Student Affairs Assessment Team  
Assessment Workshops

# Student Affairs Assessment Team

Karissa (Kari) Camacho

Melissa Heinemann

Josh Berg

Troy Seppelt

Kris Ficken

Ron Strege

Jenna Fremstad

Katy Horn

Laura Ketchum-Ciftci

Helen Godfrey Child Care Center

Counseling Center

Dining and Summer Conferences

Dean of Students

Athletics

Diversity and College Access

Residential Living

University Centers

Student Affairs - Chair



# Next Steps

- Student Affairs Assessment Team will be discussing Divisional Assessment Model
- Guidelines, Expectations and Timelines will need to be determined
- Begin working on writing and revising department and program learning outcomes

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**Questions?**

# Contact Information

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