

# Strategies for Effective Institutional Assessment



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# Your Presenters



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***You can't manage what you don't  
measure.***

***~ W. Edward Deming***

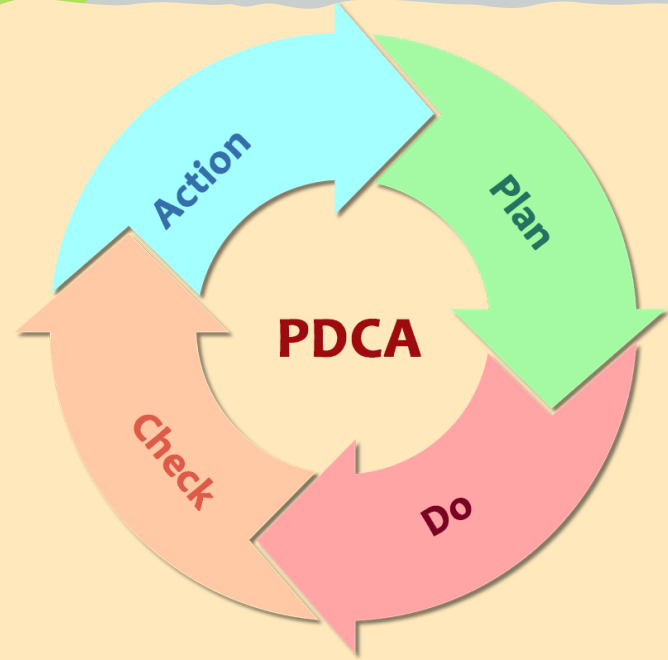
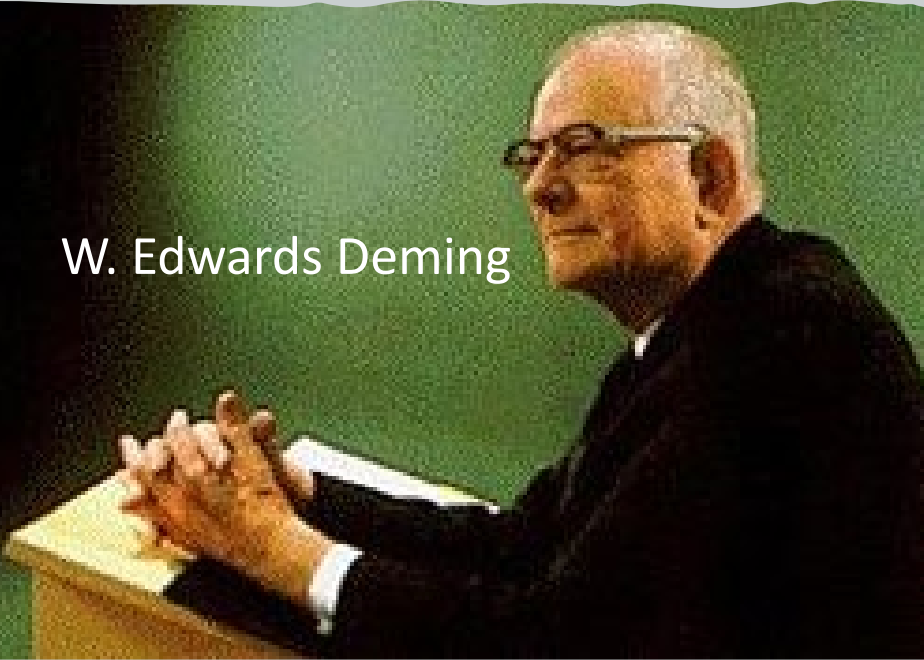
# What is Assessment?

Assessment is the systematic collection, review, and use of information about educational programs undertaken for the purpose of improving student learning and development.

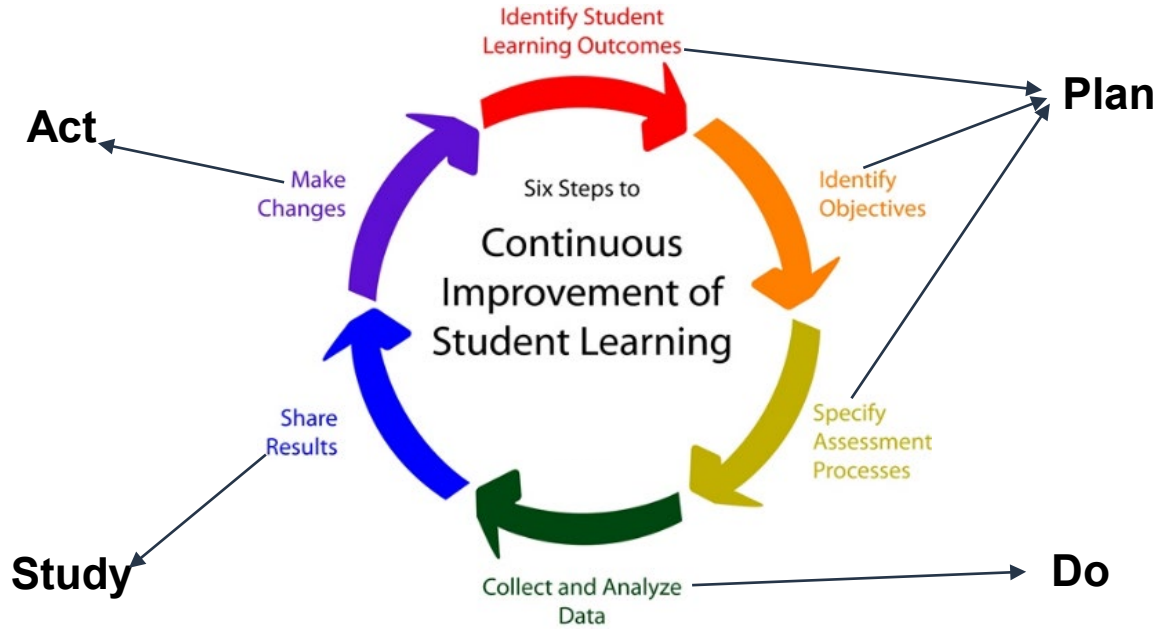
(Polomba & Banta, 1999)

# Deming Cycle for Continuous Quality Improvement

W. Edwards Deming



# Learning Outcomes Assessment Process



# Formative vs. Summative Assessment

## Formative Assessment

- ◆ Determines a student's knowledge and skills, including learning gaps as the progress through a unit of study
- ◆ Used to inform instruction and guide learning
- ◆ Occurs during a unit of study
- ◆ Makes up the subsequent phase of assessment for learning

## Summative Assessment

- ◆ Done at the end of a unit of study to determine the level of understanding the student has achieved (assessing student learning against program learning objectives)
- ◆ Evaluates against an expected standard (rubrics against a direct measure)



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# Goal & Learning Outcomes



# Learning vs. Operational



Goals often indicate broad learning outcomes because there are many skills that need to be learned within each goal.



Objectives indicate a specific learning outcome, which is derived from the institutional, college/school, departmental, program, and or course goals.



Operational goals focus on managing and supporting business activities that enable the institution or academic unit to thrive.



In education, operational objectives (also known as tactical objectives) are short-term goals whose achievement brings an institution or academic unit closer to its long-term (strategic) goals.

# A Learning Outcome is a ...

**Measurable, observable, and specific statement that clearly indicates what a student should know and be able to do as a result of learning.**

**Well-written learning outcomes involve the following parts:**

- ◆ Action Verb
- ◆ Subject Content
- ◆ Level of Achievement
- ◆ Condition of Performance (if applicable)

**Learning outcomes should have a measurement rubric associated with the objective.**

# What is a Learning Goal?

“Learning goals are the product of faculty reflection on the skills, attitudes, and knowledge that they expect students to learn as a result of matriculating through their institution’s programs.

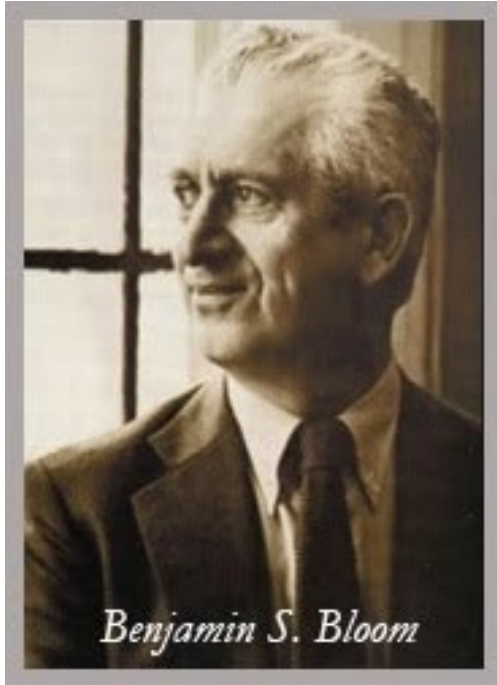
They are the roadmap for the curriculum and are the *foundation on which the assessment program is built*.

However, learning goals are broad and not sufficiently specific and observable to be measured” (Martell, 2005).

- ◆ **Goals** express what you want your students to be or have as a profile upon graduation.
- ◆ **Outcomes (objectives)** describe what you want your students to do or make as evidence of achieving the outcome.
- ◆ **Outcomes** are performance indicators of goals.
- ◆ **To be assessable, outcomes must be written so they specify behaviors we can observe or results (products) we can measure.**

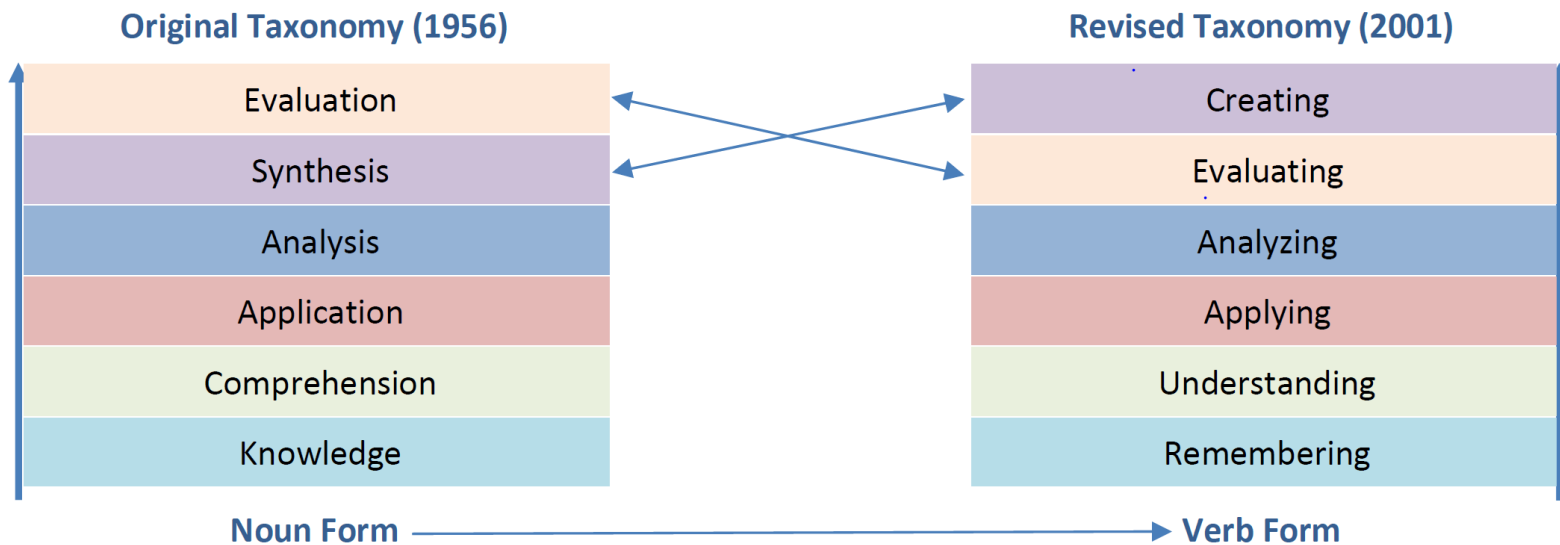
# Learning Goals vs. Outcomes

# Bloom's Original Taxonomy

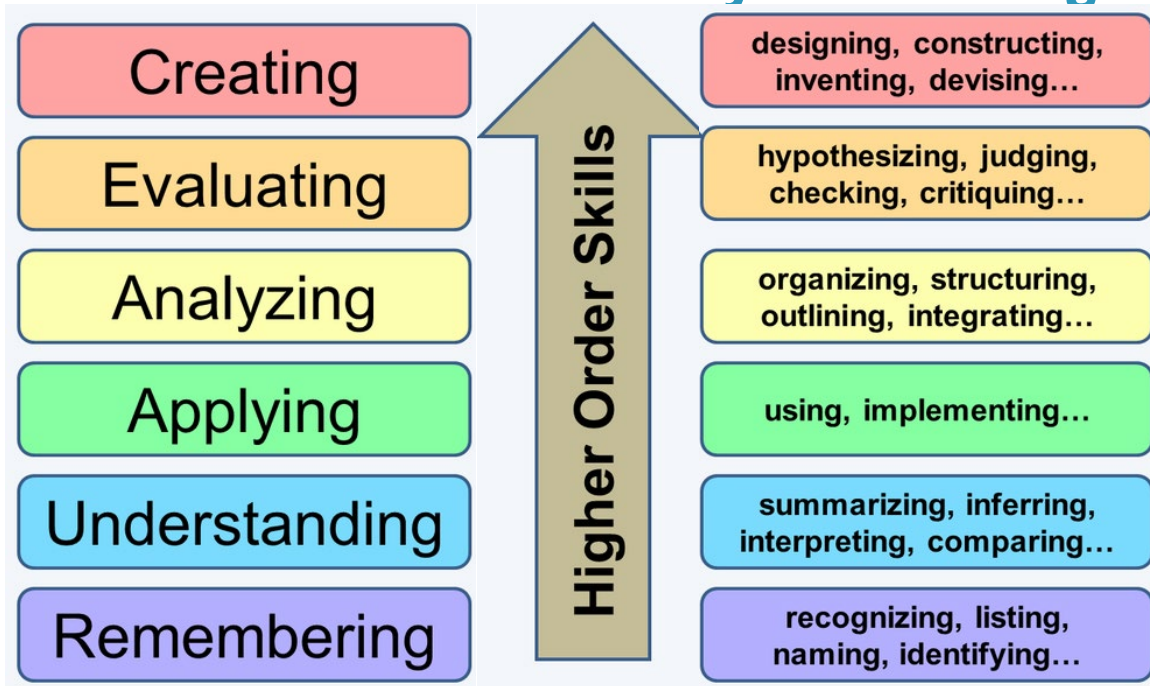


- ◆ Knowledge
- ◆ Comprehension
- ◆ Application
- ◆ Analysis
- ◆ Synthesis
- ◆ Evaluation

# Changes in Bloom's Taxonomy of Educational Objectives



## Bloom's Taxonomy of Learning



# Institutional Learning Outcomes



**Graduates of this university will be able to:**

- ◆ **Demonstrate expertise in an academic/professional discipline, display proficiency in the discipline, and engage in the process of academic discovery.**
- ◆ **Apply knowledge to real-world challenges.**
- ◆ **Think critically and creatively, communicate clearly, and act with integrity.**
- ◆ **Develop and enact a compelling personal and professional vision that values diversity.**



# Student Performance Examples

- ◆ **Demonstrate an ability to apply economic principles to problems of farms, ranches, and other institutions in the food and fiber industries.**
- ◆ **Demonstrate an understanding of the role of civic responsibility, including corporate and cooperative governance.**

# Choosing the Best Action Verbs

VERY HARD TO MEASURE	STILL HARD TO MEASURE	RELATIVELY EASY TO MEASURE
Students will be able to:	Students will be able to:	Students will be able to:
<b>appreciate</b> the benefits of exercise.	<b>value</b> exercise as a stress reduction tool	<b>explain</b> how exercise affects stress.
<b>access</b> resources in the college library database.	<b>recognize</b> problem solving skills that would enable one to adequately navigate through the proper resources within the college.	<b>evaluate</b> the most appropriate resource that is pertinent to their college concern.
<b>develop</b> problem-solving skills and conflict resolution.	<b>understand</b> how to resolve personal conflicts and assist others in resolving conflicts.	<b>demonstrate</b> to classmates how to resolve conflicts by helping them negotiate agreements.
<b>have more confidence</b> in their abilities.	<b>identify</b> critical thinking skills, such as problem solving as it relates to social issues.	<b>demonstrate</b> the ability to analyze and respond to arguments about racial discrimination.



# DEAC Standard II.A - INSTITUTIONAL EFFECTIVENESS AND STRATEGIC PLANNING

- ◆ **“Two fundamental attributes of institutional sustainability are monitoring effectiveness and planning for the future.”**
- ◆ **The goals and learning outcomes set are directly tied to strategic planning.**
- ◆ **The process of measuring those learning outcomes and using the data to inform decision-making is directly connected to implementing a comprehensive effectiveness plan.**





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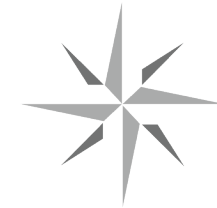
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# Direct & Indirect Measures



# DEAC Standard V- STUDENT ACHIEVEMENT AND SATISFACTION

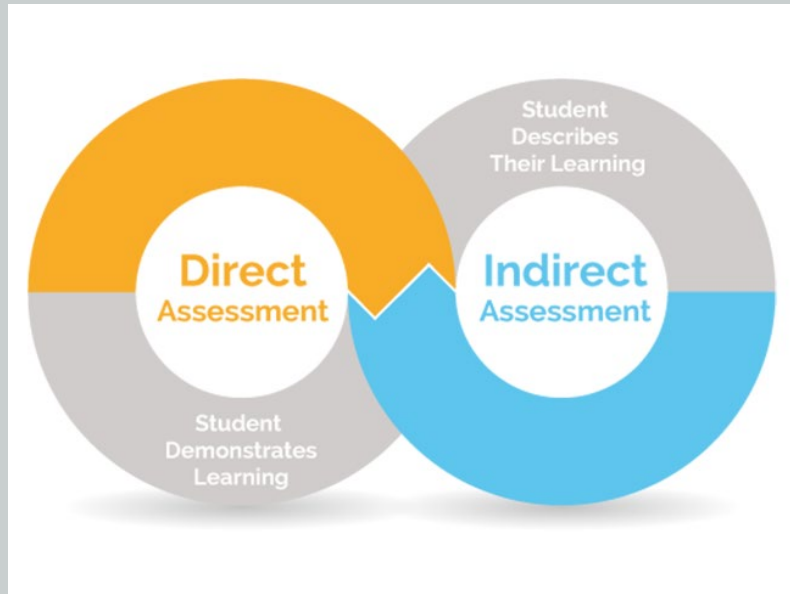
- ◆ “The institution implements a comprehensive assessment program, to monitor student satisfaction and achievement of learning outcomes. ”
- ◆ **3 Core Components**
  - ◆ Student Achievement
  - ◆ Student Satisfaction
  - ◆ Performance Disclosures



**DEAC**

DISTANCE EDUCATION ACCREDITING COMMISSION

# Direct and Indirect Measures of Student Learning



Student learning can be measured using several methods. The methods are commonly grouped into two categories: direct and indirect measures.

Best practices recommend the use of both direct and indirect measures when determining the degree of student learning that has taken place.

**DEAC Standard II.A**

# Direct Measures of Student Learning

- ◆ Program level direct measures are regularly employed to measure ‘retained’ knowledge and skills expected at the end of a program of study.
- ◆ Outcomes are written to capture ‘expected’ results of student retained knowledge.
- ◆ Generally the measures are stand alone, but can be ‘embedded’ into a module/class
- ◆ Direct measurement results are generally used to support continuous improvement at the institution.



# Best Practices for Direct Assessment

- ◆ **Clearly articulated statements of expected student learning outcomes.**
- ◆ **A systematic, well-documented assessment process.**
- ◆ **Incentivize end of program assessments.**
- ◆ **Assessment results must provide convincing evidence that students are achieving learning outcomes.**
- ◆ **Assessment results are used to inform decision making and program improvement.**



# Indirect Measures of Student Learning

- ◆ Indirect measures provide a view of student learning; for example, attitudes, perceptions, feelings, values, etc.
- ◆ Indirect measures imply student learning by employing self-reported data and reports.
- ◆ Indirect measures help to substantiate instances of student learning.
- ◆ Indirect measures include surveys, interviews, course evaluations, and reports on retention, graduation, and placement, etc.
- ◆ These measures are commonly in conjunction with direct measures of student learning.



# Best Practices for Indirect Assessment

- ◆ Design the online survey to be short, less than 10 questions that clearly provide the information administration needs.
- ◆ To increase the response rate, add the survey to a direct or programmatic assessment that occurs at the end of an academic program.
- ◆ Utilize a third-party—surveys conducted by a third-party yield more honest and accurate responses from students.
- ◆ Incentivizing student surveys may help get accurate and honest feedback. Consider using a prize or drawing for a prize. Or perhaps you can add additional points to their grade for completion of the survey.



# What Should We Be Asking?

## Using a Likert Scale

- ◆ Were courses offered frequently enough for timely completion of the degree?
- ◆ Were the courses taught well?
- ◆ Was the program of study challenging or stimulating?
- ◆ Did the student understand the application of learning objectives?
- ◆ Was the curriculum relevant to their academic or professional needs?
- ◆ Were they adequately prepared to satisfactorily complete the course?
- ◆ Did they meet with their advisor?

## Open-ended

- ◆ What did they like best about their academic experience?
- ◆ What did they like least about their academic experience?
- ◆ What would they change about their academic experience?

# Why final grades do not measure program outcomes

## Course - Marketing

Exams	50%
Group Presentation	15%
Paper	25%
Class Participation	10%



### *Student 1*

Exams	75
Presentation	85
Paper	90
Participation	80

**Final Grade 81**

### *Student 2*

Exams	90
Presentation	84
Paper	60
Participation	82

**Final Grade 81**



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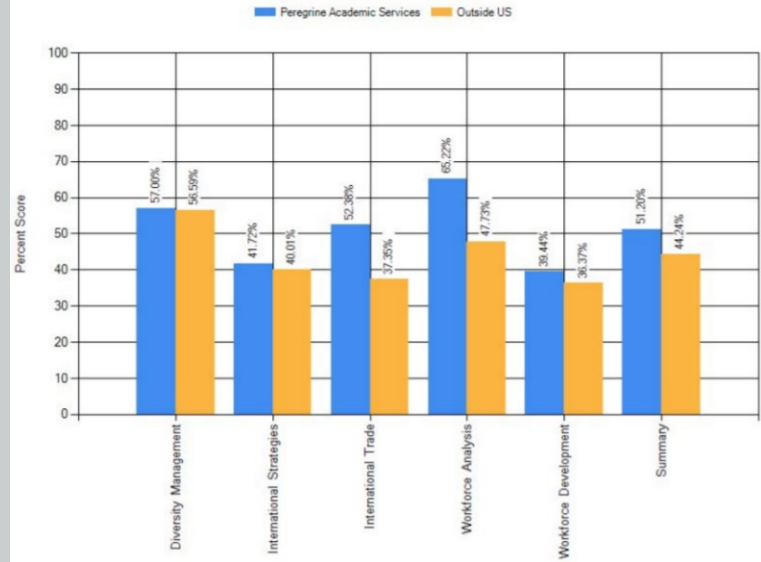
**Analyze the Data, Share  
Results, & Make Changes**

# Outbound Exam Analysis

Further analysis of the Outbound Exam results for based on the topic's subject-level scores compared against the selected aggregate provides indications regarding the strengths and opportunities for improvement.

Course professors can use this information to make any course-level changes that could affect the PLO.

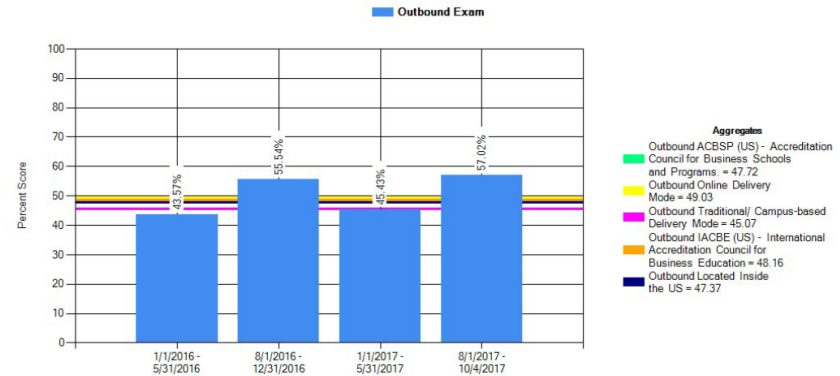
**Global Dimensions of Business** Subject Score Comparison *Outbound Exam*



# Longitudinal Analysis

It is helpful to understand trends over time and to use these trends to evaluate the effectiveness of any changes made to the program based on the assurance of learning evaluations.

## Longitudinal Comparison: Global Dimensions of Business



Longitudinal Comparison: Global Dimensions of Business

Date Range	Counts
1/1/2016 - 5/31/2016	1003
8/1/2016 - 12/31/2016	280
1/1/2017 - 5/31/2017	1095
8/1/2017 - 10/4/2017	94

# Student Exit Survey (Indirect Measure)



Analyze those survey items that are mapped to a learning outcome. Target is  $\geq 3.0$ .



# Best Practices for Sharing Results

- ◆ **Assessment results should be presented in a report to enable faculty and program directors to see the data.**
- ◆ **Assessment reports should highlight challenges that a program has in delivering certain learning outcomes (students not obtaining the targeted learning objectives).**
- ◆ **Assessment reports should recognize successes and celebrate them with faculty recognition awards, etc.**
- ◆ **Assessment reports need to make concrete and feasible recommendations based upon the data to improve student learning within the program.**
- ◆ **Assessment reports need to provide historical data, i.e., prior assessment cycles, positive and negative trends.**
- ◆ **Assessment reports need to consider data outside the assessment process (budgets, faculty qualifications and deployment, deficiencies in digitalization, etc.)**



# Making Changes

- ◆ Schools need to track changes in student learning and program content/delivery resulting from assessment. While most changes lead to improvement, some do not, and should also be evaluated and analyzed.



# Best Practices for Making Changes

- ◆ Changes implemented thanks to the assessment report need to be followed up on, i.e., reassessed/measured subsequently (often the following year) to ensure the recommendation worked as planned, and if not, a further recommendation is needed.
- ◆ Changes and their effectiveness/efficiency should be documented in the assessment report.
- ◆ Schools should look at their data points and assessment tools on a regularly basis to see if they are working and replace or modify them when needed.



# DEAC Self Study Questions (Institutional Effectiveness Planning)

- ◆ Describe the institution's efforts to monitor institutional effectiveness. Provide examples of the data collected and analyzed when monitoring institutional effectiveness. [EXHIBIT 6: Institutional Effectiveness Data and Planning Document]
- ◆ Describe the institution's research practices and data collection and analysis processes.
- ◆ Describe the key indicators the institution uses to measure its effectiveness and to determine if improvements are needed.



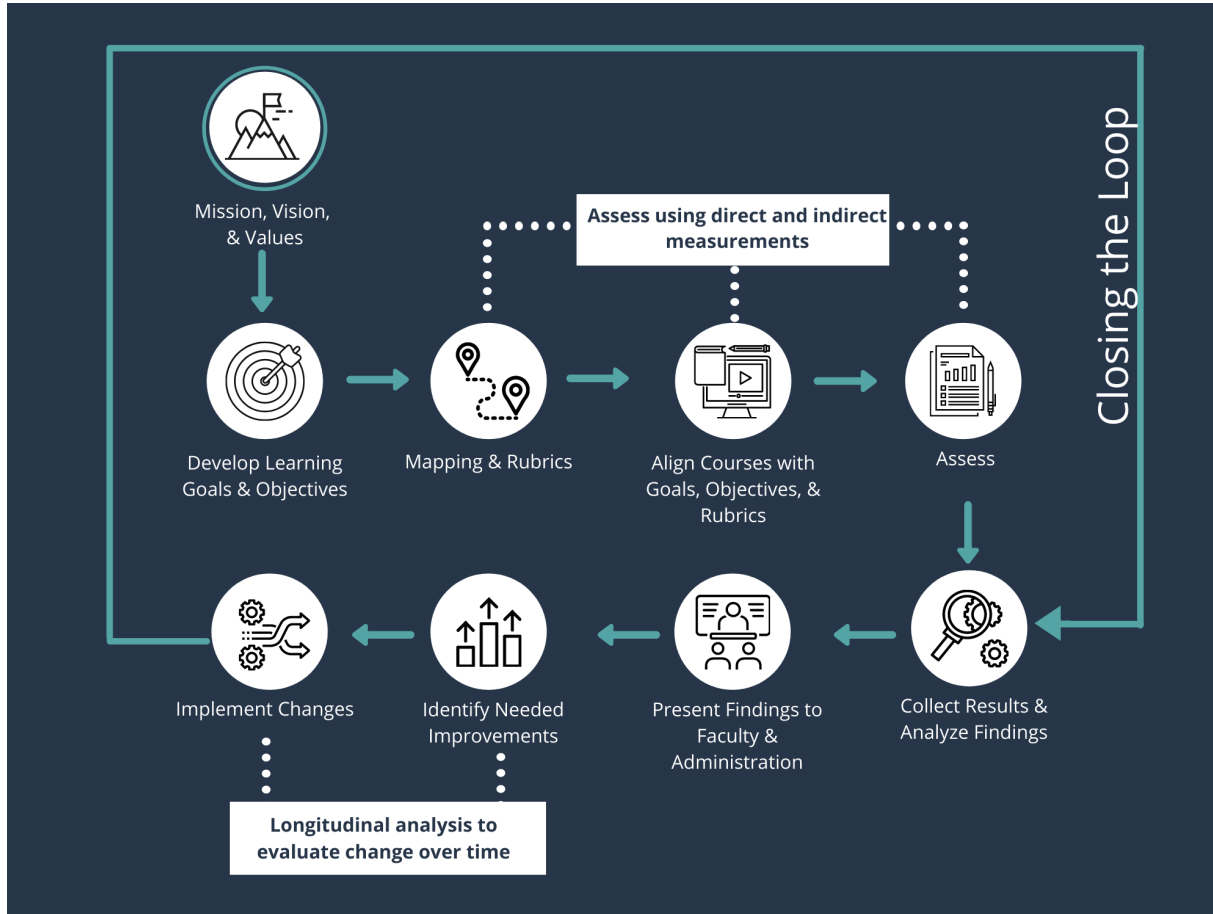
# DEAC Self Study Questions (Institutional Effectiveness Planning)

- ◆ Describe how institutional effectiveness studies inform the ongoing development of the institution's curricula and services.
- ◆ Describe how often the institutional effectiveness programs and data are reviewed to determine achievement of initiatives.
- ◆ Describe action plans undertaken by the institution during its most recent institutional effectiveness planning cycle and how these plans are incorporated into the overall strategic plan presented in Standard II.B. below.



# DEAC Self Study Questions (Institutional Effectiveness Planning)

- ◆ Describe and provide examples of how the institution improves its educational offerings based on the data collected and analyzed from its research studies.
- ◆ Describe and provide examples of how the institution improves its student services based on the data collected and analyzed from its research studies.
- ◆ Describe and provide examples of how the institution improves its administrative operations based on the data collected and analyzed from its research studies.





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# Peregrine Solutions to help Build a Quality Culture



# Global Reach



# 1,000,000

Over million unique online assessments completed.

# Peregrine's Solutions

◆ **Assessments**

◆ **Learning Modules**

# Assessments for Academic Programs

**A customizable, program-level assessment solution with in-depth reporting and data analysis to help satisfy quality assurance and learning outcomes requirements.**









# Online – Secure Testing



# Assessments Solutions Available

- ◆ **Early Childhood Education**
- ◆ **Public Administration**
- ◆ **General Education**
- ◆ **Accounting & Financial Aid**
- ◆ **Criminal Justice**
- ◆ **Business Administration**
- ◆ **Health Care Management**
- ◆ **Workplace Soft Skills**

# Key Features

- ✓ Aligned with learning outcomes
-  Seamless into the Learning Management System integration
-  Undergraduate & Graduate test banks.
-  Instantaneous student results and reports.
-  Benchmarking of scores
-  Extensive security measures
-  Addresses accreditation requirements



# Learning Modules



**LEADING EDGE  
LEARNING**  
Catalog 2021



# Career Readiness Competencies



## Critical Thinking / Problem Solving

*Graduates must demonstrate critical thinking and problem solving by gathering and interpreting relevant information to devise solutions.*



## Oral / Written Communication

*Effective employees can articulate thoughts and ideas clearly for different types of audiences.*



## Teamwork / Collaboration

*Graduates must function as part of a team and build collaborative relationships with people from diverse backgrounds.*



## Digital Technology

*Employees should be able to use digital technology ethically and efficiently to solve problems and achieve goals.*



## Leadership

*Employees should be emerging leaders, leveraging others' strengths to achieve common goals.*



## Professionalism Work Ethic

*Solid work ethic and time management are hallmarks of a good employee.*



## Career Management

*Knowing one's strengths and advocating for career goals helps employees be successful in the workplace.*



## Global / Intercultural Fluency

*Successful employees will value diversity and demonstrate inclusivity and openness toward others.*



# EvaluSkills: Workplace Skills Assessment

**A 360-degree evaluation process that directly measures proficiency levels of essential workplace competencies.**

**Uses the perspectives of peers, supervisors, advisors, mentors, and colleague**

**Provides objective and accurate measures of relative skill levels as expressed in the workplace.**



# Objectivity

Each skill selected for the instrument is listed with 5 sample statements and behavior corresponding to Likert-type ratings.

The rubric provides objectivity for Evaluators rating the Participant.

## Team Player/Teamwork

*Contributes to and operates within a team to accomplish tasks and complete assignments within a professional environment.*

Category: **Action**

Type: **Competency**

Statement	Behavior	Scaling
<input type="checkbox"/> <b>5 - Exceptional</b> Excellent team member who puts the needs of the team ahead of personal gain.	Reliable; communicates with confidence; does more than asked; adapts easily to changing situations and displays true commitment; helps others see the value of the team.	Level of proficiency significantly exceeds expectations.
<input type="checkbox"/> <b>4 - Excellent</b> Good team member who can be counted on and communicates well with the team.	Creative problem solver who often assists others; understands how talents can be leveraged to create synergy.	Level of proficiency exceeds expectations.
<input type="checkbox"/> <b>3 - Competent/ Meet Expectation</b> Dependable team member.	Team member who fulfills obligations to the team in a timely manner; sees self as a part of the team; works to make the team successful.	Level of proficiency is at an expected level.
<input type="checkbox"/> <b>2 - Marginal</b> Works well individually but has difficulty collaborating with others; focus is on individual contributions.	Tends to conduct activities in a silo; not always a team player.	Level of proficiency is slightly below expectations.
<input type="checkbox"/> <b>1 - Unsatisfactory</b> Unreliable, has trouble keeping promises or meeting deadlines; does not collaborate.	Fails to communicate progress or delays; can be the one who holds up the whole team's efforts.	Level of proficiency is significantly below expectations.

# Reports

- ◆ Group reports provide information about a group of individuals overall strengths and weaknesses.
- ◆ Also, identify areas for improvement for individuals significantly below the group average.

## Competency: *Business Trend Awareness*

Maintains an awareness of what is going on within the industry and how such trends could affect the organization.

- Self Assessed Average
- Group Average Score

**3.85** **4.28**  
Self Score Group Average



Frequency of Ratings

is essential for the job. 107

and monitoring industry trends 72



# Participant Report

**4.00**

Self Score

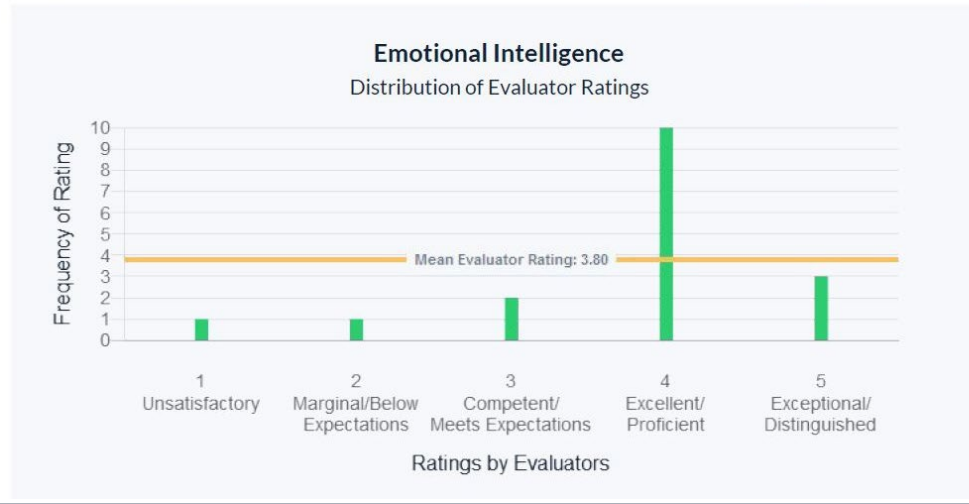
**3.80**

Evaluator Average

**4.15**

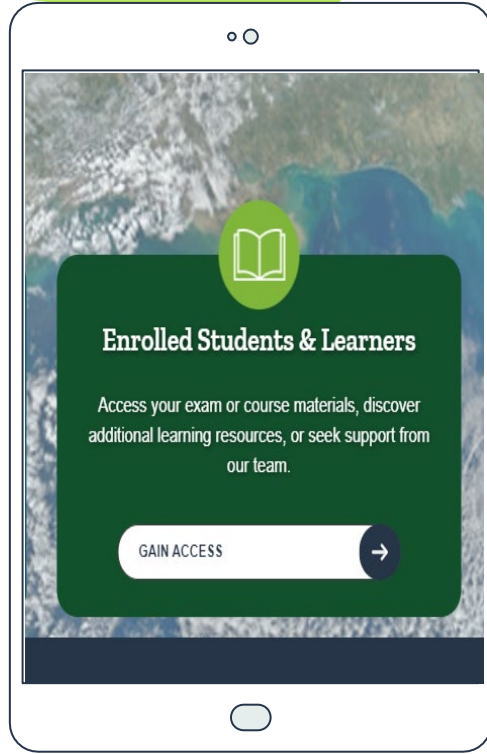
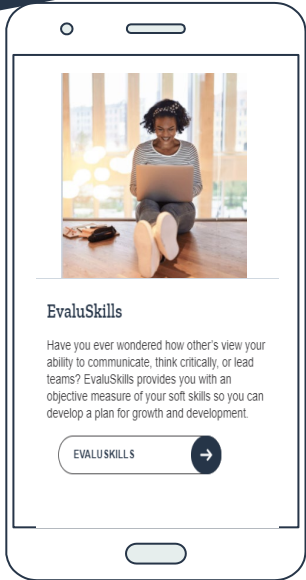
Group Average

## Competency: *Emotional Intelligence*



The participant's self-score was higher than the evaluators' average for them, and their score is significantly below the average rating for the group.

# Online Adapted



# Thanks! Questions?



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