Comparing Two Evidence-Based Cultures that Support Improvement and Accountability

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1969

State-supported
19 IU Schools
2 PU Schools
30,000 Students
PLANNING

1. Campus mission, goals
2. Unit goals aligned
3. Programs based on assessable goals with PIs
4. Annual reports on the Web
Outline for Annual Reports

- IUPUI Theme
  - Unit Goal
    - Objective
    - Actions Taken
    - Actions Planned
  - Evidence of Progress

Evaluation Services

1. Assessment of learning
2. Surveys for stakeholders
3. Program reviews
4. Performance indicators
5. Program cost analysis
6. Web-based evaluation tools
7. Program evaluation/action research
8. Accreditation
Surveys

1. Enrolled Students
   - Our own
   - NSSE
   - Pulse
2. Graduates
3. Faculty
4. Staff
5. Employers

National Survey of Student Engagement

Assesses effective educational practice:

- Level of academic challenge
- Active and collaborative learning
- Student interactions with faculty
- Enriching educational experiences
- Supportive campus environment

- George Kuh
  Indiana University
NSSE Supports Return on Investment at IUPUI

Near universal learning communities produce gains in

- Active & Collaborative Learning (group work in class, service learning)
- Student – Faculty Interaction (advice on career plans)
- Enriching Educational Experiences (learning communities, capstones)

Using NSSE Data to Improve

Lower student ratings:

- Work with classmates outside class
- Conversations with peers with diverse backgrounds, perspectives
- Participation in co-curricular activities
- Support to thrive socially
Information Gateway

http://reports.iupui.edu/gateway/

Information about
- Students
- Faculty
- Staff
- Alumni
- Finances

Since 1993
Campus-wide surveys have stimulated changes in

- Curricula
- Increased writing practice
- Advising
- Increased attention to first-year experiences
- Placement of graduates
Goal and Objectives for Student Learning

- Enhance undergraduate student learning and success
  1. Offer learning communities
  2. Strengthen advising
  3. Provide tutoring and mentoring
  4. Provide honors programming

Employ Multiple Methods

1) Direct
   - Projects, papers, tests, observations

2) Indirect
   - Questionnaires, interviews, focus groups
   - Unobtrusive measures
   - Syllabi, transcripts
IUPUI (1)
Themed Learning Communities (TLCs)

- 3 first-year courses for a cohort
- Themes such as Crime in America, Health & Wellness, African-American perspectives
- Planning group involving faculty, student affairs, advisor, peer mentor

IUPUI (2)
TLCs & Control Group
~ MEASURES ~

1. GPA
2. Persistence for 1 year
3. Common assignments
4. Student survey responses
IUPUI (3)

TLC Benefits

1. Higher GPAs
2. Higher persistence rates
3. See more connections across disciplines
4. Encounter more diverse perspectives
5. Experience more teamwork

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IUPUI TLCs (4)

Use of Assessment Findings

- More detailed collaborative planning
- Improved common assignments
- More cocurricular activities
- More faculty from more disciplines
- More TLCs!

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Student Learning Oriented Course Evaluation

1. Learners held high expectations for one another
2. Learners interacted frequently with others
3. Learners participated in learning teams
4. Learners respected diverse talents and ways of learning

-Cournoyer
Advances in Social Work – Fall 2001

Since 1994
Assessment of Learning has stimulated changes in

- Student support programs
- Curriculum
- Methods of instruction
- Internships
- Methods of assessment
What is ABC?

ABC is a **costing methodology** based upon the fact that different activities and products consume different proportions of resources.

Some **tasks** within instruction:

- curriculum planning
- course design
- class preparation
- class instruction
- assessment
- course evaluation
**What Is ABC?**

**Traditional vs. ABC**

<table>
<thead>
<tr>
<th>Traditional Accounting Perspective</th>
<th>Activity-Based Perspective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salary &amp; wages 1,350,000</td>
<td>Teach courses 940,000</td>
</tr>
<tr>
<td>Benefits 495,000</td>
<td>Perform research 430,000</td>
</tr>
<tr>
<td>Travel 45,000</td>
<td>Provide service 250,000</td>
</tr>
<tr>
<td>Facilities 220,000</td>
<td>Administer programs 350,000</td>
</tr>
<tr>
<td>Supplies 90,000</td>
<td>Provide tech support 230,000</td>
</tr>
<tr>
<td><strong>Total</strong> $2,200,000</td>
<td><strong>Total</strong> $2,200,000</td>
</tr>
</tbody>
</table>

**Some Applications of Economic Model**

1. Estimate costs of administrative services as compared to cost of outsourcing
2. Determine fees for various programs
3. Restructure processes to expedite work flow and minimize costs
Since 1992
Activity-based Costing has stimulated changes in

- Planning
- Budgeting
- Outcomes Assessment
- Organizational structures

Elements of Program Review

- Self Study
- Review by Respected Peers
- Recommendations
- Follow-up
Goals of Program Review at IUPUI

- To improve student learning
- To assess and improve program quality
- To increase cross-disciplinary collaboration
- To enhance community connections
- To reinforce importance of aligning unit and campus planning

Following a Program Review

1. Program receives reviewers’ report
2. Faculty meet to consider findings
3. Faculty respond in writing
4. Program chair, dean, provost meet to consider written response
5. Improvements are implemented
Since 1995
Program Reviews
have stimulated changes in

- Planning for the future
- Curriculum and pedagogy
- Research emphases
- Faculty hiring priorities
- Advisory councils
- Cross-disciplinary collaboration

Program Review at IUPUI

www.planning.iupui.edu/assessment/
THE TEAM

1. Chancellor, Provost
2. Institutional Research
3. Program Review & Assessment Committee (PRAC)
4. Faculty Development

Open sharing of information and evidence-based decision-making

- Financial and satisfaction data for units
- Annual planning/budgeting hearings
- Performance indicators derived from unit reports over time
- Campus performance report for community
Program Review & Assessment Committee

- 2 reps from each school
- 2 librarians
- Other units
  - Student Life
  - Faculty Development
  - Service Learning

Program Review and Assessment Committee

- Provides a forum for exchange of information about assessment
- Oversees program review
- Suggests/provides faculty development
- Provides small grants
- Develops annual reports
Characterizing the Culture

- Appointment of Assessment Specialists
  - Faculty Development
  - Library
  - Student Life
  - Service Learning
  - Enrollment Services
  - University College
- Appointment of Associate Deans for Assessment

Characterizing the Culture

New initiatives require assessment
- University College student support programs
- General education courses
- Distance learning courses
- New academic degrees, minors, certificates
Characterizing the Culture

- Promotion & Tenure Guidelines
- Faculty/Staff Development Grants
- Awards
San Diego, CA (began 2005)
  • Online
  • Approximately 70,000 students
  • Continuous Enrollment

Clinton, IA (began 1918)
  • Physical Campus
  • Approximately 900 Students
  • Traditional Semesters

Publicly Traded Proprietary

Improvement Drivers

• Strategic Plan
  Faculty & Staff Institutional Improvement Survey
  Internal Strategic Planning Committee
  AU President’s Cabinet
  AU Board of Trustees

• Unit & Department Plans
• Retention and Graduation Plan
• Assessment & Program Review
Strategic Plan

SMARTER/COOLER/BETTER

Goals:
- AU Works Better
- AU is a Better Place to Work
- Support Student Success

Steering Committee:
Dr. Christina Leimer, Chair

Input:
- Discussions
- Data Analysis
- Surveys

Recommended Improvements In:
- Cost Control
- Operational Effectiveness
- Process & Structure

Implement by December 31

Addressing:
- Budget Reduction
- Enrollment Decline
- VRIF

Linked Activities:
- Retention & Graduation Committee
- AMP
- Shared Services Review
- Military Veteran Student Task Force
- Student Financial Lifecycle
- Power
- Culture Project
- Department & Unit Plans

Sources of Evidence

• Institutional Surveys (e.g., IPS—Online, Early Student Experience, Your First College Year, withdrawal, alumni, Gallup employee engagement, strategic plan & improvement)

• Department/Program Surveys (e.g., Library, Access & Wellness, Career Services)

• Dashboards, REAL Tool, KPIs

• Interviews & Focus Groups
Sources of Evidence

• Special Projects: Assess Need & Evaluate Pilots, Programs, & Initiatives
  Critical Factors for Student Success
  Break-Taking Patterns
  Conditional Admission

• National Student Clearinghouse Data

• External Comparisons
  Continuous Enrollment and Online Modality
  Allow Ongoing Data Flow

Sample Changes Made

• Student Success Orientation

• Conditional Admission
  (closing CA loopholes)

• Admission Criteria
  (modified lead scoring; applicant characteristics)

• Whole Institutional Redesign
Assessment of Learning

Primarily Direct

Built into Curriculum Design
Waypoint (early, mid-point, end)
National Tests (e.g., SAILS, ETS
Proficiency Profile, Peregrine CPC Exam

Senate Assessment & GE Committees

Staffing Support (N=9)

Academic Program Review

Every 5 Years
Self-Study
External Peer Reviewers
Action Plan
Senate Committee

Assure Teaching & Curriculum Quality,
Student Learning, and Program
Relevance & Viability

Staffing Support (N=2.5)
Other Sources of Evidence

- Local Dashboards
- End of Course Surveys
- NSSE
- Special Project Surveys, Research
- Smarter Measures Data

Sample Changes Made

- Closing 2 AA programs
- Redesign & Support for High Failure Rate Courses
- Writing Center Development
- Psychology Course Revisions (research methods PLO)
- Piloting Learning Communities
President/CEO, CAO/Provost
Planning & Effectiveness

- Institutional Research (dept)
- Assessment & Evaluation (dept)
- Planning & Student Retention (dept)
- Strategic Planning Committee
- Retention & Graduation Committee

Office of Assessment Strategies & Instructional Systems

- Online & Campus Assessment (dept)
- Program Review (dept)
- Instructional Design & Quality (dept)
- Assessment Committee