

Using the Excellence in Assessment Designation to Advance Campus Assessment

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Melinda Treml, Northern Arizona University

Moderator-Stephanie Poczos, Associate Dean, National Louis
University and NILOA Coach

Meet the Panelists

**Faon Grandinetti, Associate Director of Outcomes
Assessment & Institutional Effectiveness
Harper College**

Institutional Effectiveness and Outcomes Assessment
1. Instructional and Non-instructional Assessment
2. Institutional Effectiveness
3. Strategic Plan Management and Evaluation

**Melinda Treml, Director for Curriculum & Assessment
Northern Arizona University**

Office of Curriculum, Learning Design & Academic Assessment
1. Curriculum Design of Degree Programs, Minors, Certificates
2. Learning Design of Courses
3. Academic Assessment

Harper College

Community College in NW Chicago
Suburbs

Serve nearly 40,000 community
members each year

Fall credit enrollment ≈ 13,000

7 associate degrees;
40+ career programs;
100+ certificate programs

≈ 1,500 employees, including 225
full-time faculty, 675 part-time
faculty



Developing a Culture of Assessment

2007 HLC Comprehensive Evaluation – Assessment Finding and Actions Taken

2010 Follow-up Report on Assessment

2018 HLC Comprehensive Evaluation

- Results: Continued accreditation with next Reaffirmation of Accreditation in 2027-28. No findings or follow-up reports or visits.
- Visiting team commented on our outstanding work in assessment (general education, broad involvement, using results)

2018 Excellence in Assessment Designee

Assessment at Harper

Assessment at Harper is comprehensive, and the annual cycle includes:

- General Education assessment conducted in a random selection of sections
- All academic departments, through either program or course assessment
- Each program and course assessment is also linked to the General Education Outcomes in the assessment management system

The intent of learning outcomes assessment is to identify strengths and weaknesses and then implement changes in an effort to make meaningful improvements.

Program and Course Assessment

- Program Assessment: Departments with A.A.S. degrees or career certificates of 30+ credit hours
- Course Assessment: Departments without A.A.S. degrees and courses identified as part of the "0-15" initiative

Departments identify Use of Results when the criterion for success is not met; many departments make improvements even when the criterion is met.

General Education Assessment

- Five General Education Outcomes: Communication, Critical Thinking, Information Literacy, Quantitative Reasoning, and Diverse Perspectives and Cultures
- Five-year cycle to ensure all outcomes are assessed regularly—focus on one each year
- All courses are mapped to General Education Outcomes
- Assessments conducted using random selection, focusing on students nearing graduation
- Formal improvement plans are developed and implemented after each large-scale assessment

*Learn more at our 4:30 session in Marriott 3:
The Inspiring True-Life Story of General Education Assessment and Improvement*



Lessons Learned...so far

- Be persistent
- Be helpful
- Make it about students
- It helps when your institution is focused on data-informed decision-making



Continued Focus on Improvement

Meaningful assessment requires use of results for improvement.

Priorities for FY2019

Develop General Education Assessment Advisory Council

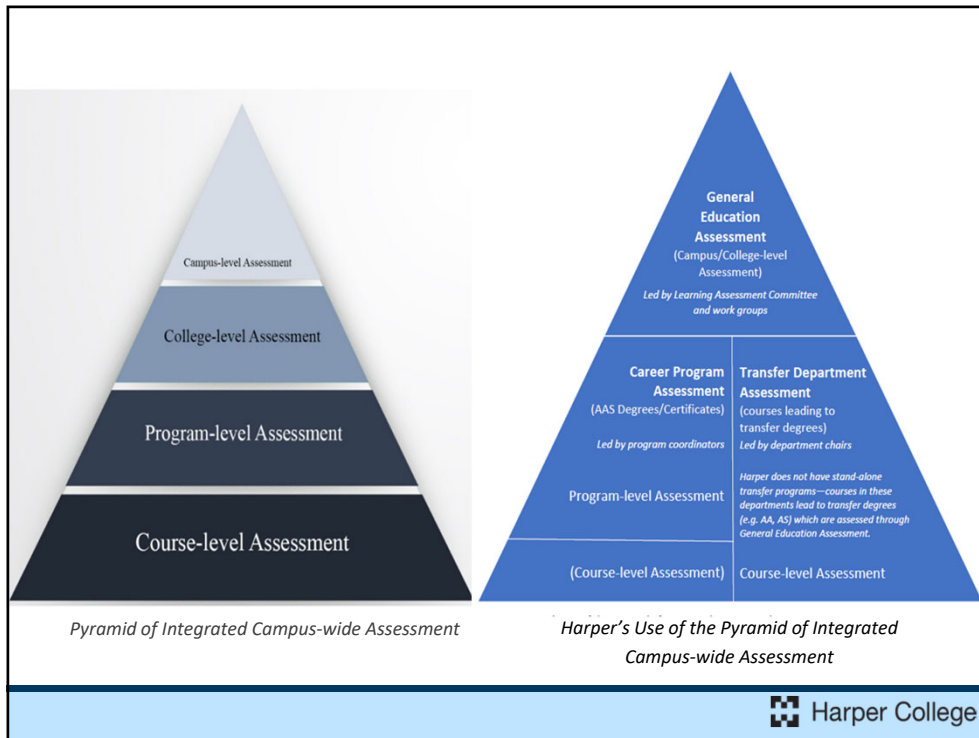
Improve co-curricular assessment, including mapping to General Education outcomes within the assessment management system

Continue efforts to engage with students and adjunct faculty

Expand professional development

Lessons Learned from the EIA Process

- Tell your story, even if it doesn't fit perfectly with the rubric or application packet
 - Explain what's different and why it makes sense for your institution



Lessons Learned from the EIA Process

- Tell your story, even if it doesn't fit perfectly with the rubric or application packet
 - Explain what's different and why it makes sense for your institution
- Don't be afraid to share what makes assessment work at your institution—and where you still struggle
- Realize—and help others at your institution realize—that excellence does not equal perfection

NAU NORTHERN ARIZONA UNIVERSITY

- Flagstaff, Arizona
- **~30,000 Students; 4,300 Faculty and Staff**
- Carnegie Classification: Doctoral/Research University

- 140 Undergraduate Programs
 - **~27,000 students**
- 75 Graduate Programs
 - **~4,000 students**
- 70 Online & Statewide Programs
 - **~8,000 students**



GENERAL EDUCATION @NAU = LIBERAL STUDIES PROGRAM

- | | |
|---|---|
| <ul style="list-style-type: none"> • Foundations <ul style="list-style-type: none"> – English & Mathematics • Distribution Block: <ul style="list-style-type: none"> – Aesthetic & Humanistic Inquiry – Cultural Understanding – Science & Applied Science – Social & Political Worlds | <p>Essential Skills:</p> <ul style="list-style-type: none"> • Creative and Aesthetic Thinking • Critical Thinking • Oral Communication • Quantitative Reasoning • Scientific Inquiry • Writing |
|---|---|

Embedded within the Degree Program

- **Junior Level Writing**
- **Capstone**



HISTORY OF ASSESSMENT IN LIBERAL STUDIES

Conducted Standardized Tests in Capstones

- Collegiate Learning Assessment
- ETS Proficiency Profile

Provided Broad Data for Broad Changes

- Writing Commons (Writing Center)
- Lumberjack Mathematics Center

Applications for Changes in Curriculum were Limited

- Easy to find issues with the assessment
- Hard to use to implement changes in the classroom

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COORDINATING CURRICULUM & ASSESSMENT

Liberal Studies Program Review

Upcoming Accreditation

Faculty Senate Committees

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AUTHENTIC ASSESSMENT

Rubric Development: Align with NAU's approach to Writing

- Sub-Committee of the Liberal Studies Committee
- Approval by the Liberal Studies Committee

Two Pilots of the Assessment

- Fall semester and Spring semester
- Measurement Tool: Validity & Reliability
- Data collection in BbLearn

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FACULTY PROFESSIONAL DEVELOPMENT

Faculty Professional Development

- **Workshop 1**
 - What, Why & How
 - Introduction to Rubric
 - Submit Assignment Prompt
- **Workshop 2**
 - Ensure Alignment of Assignment Design to Rubric
 - Set up Assignment in BbLearn
- **Workshop 3**
 - Grading with the Rubric: Inter-rater Reliability
 - Data Entry and Submission using BbLearn
- **Data Submission**

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COST COMPARISONS

<p>Standardized Assessment <i>(ETS Proficiency Profile)</i></p> <p>Personnel: Every three years</p> <ul style="list-style-type: none"> • .75 FTE of Assessment Coordinator <ul style="list-style-type: none"> Year 1: Implement Year 2: Interpret and present findings • 1 Graduate Research Assistant <i>(proctor exam)</i> <p>Budget \$20,000 every three years</p>	<p>Authentic Assessment <i>(AAC&U VALUE Rubrics)</i></p> <p>Personnel: Annually</p> <ul style="list-style-type: none"> • .5 FTE of Assessment Coordinator (training faculty in the use of rubrics and BbLearn for data collection) <p>Budget \$6,666 annually</p> <ul style="list-style-type: none"> • ~ \$250 for faculty prof dev funds • ~ 25 faculty
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ENGAGING AUDIENCES

Beginning

- Capstone Refresh was a University-wide, supported endeavor
- Faculty Senate, all Colleges and Academic Units

Middle

- Liberal Studies Committee
- Department faculty members of capstone courses
- Department review of findings

End

- Strategic Planning & Budget Council
- Faculty Senate Committees
- Colleges and Academic Units

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LESSONS LEARNED

Pilot was crucial to long-term success

Authentic assessment

Directly engaging faculty

Useful for Degree Program AND Liberal Studies

\$\$ Stayed in-house to support NAU faculty and staff

Regular communication: Updates

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Questions?

