

# *Building a Signature Culture of Assessment: Unpacking the MARIAN Way*

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# Marian University

- 2,568 undergraduate students
  - 956 in Nursing
- 1,154 graduate students
  - 625 in Medicine
- 13:1 student to faculty ratio
- 41 majors

# Franciscan Sponsorship Values

- Dignity of the Individual
- Responsible Stewardship
- Peace & Justice
- Reconciliation

# Teaching & Learning Committee (TLC)

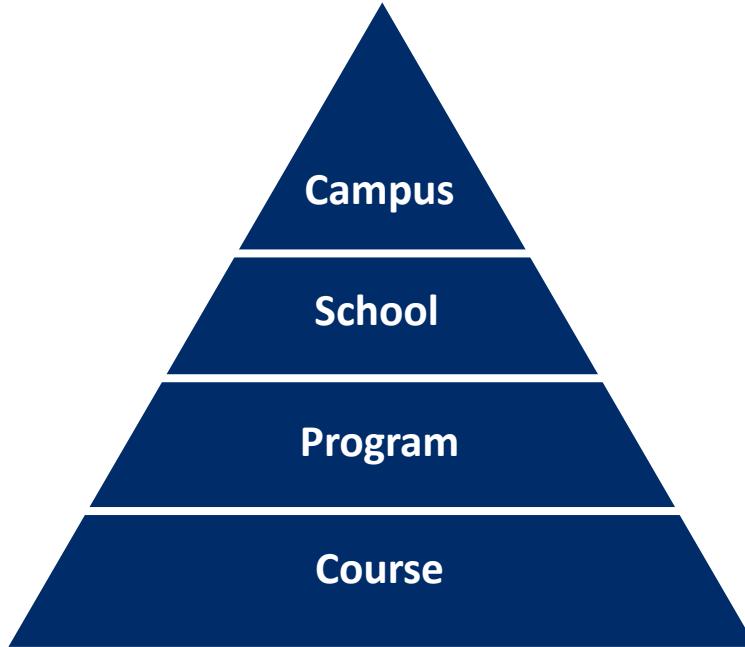
- Institutional assessment committee
- 26 members
  - 15 Faculty
  - 10 Staff
  - 1 Student
  - 4 Alumni
- Every member serves on a subcommittee

# Subcommittee Structure

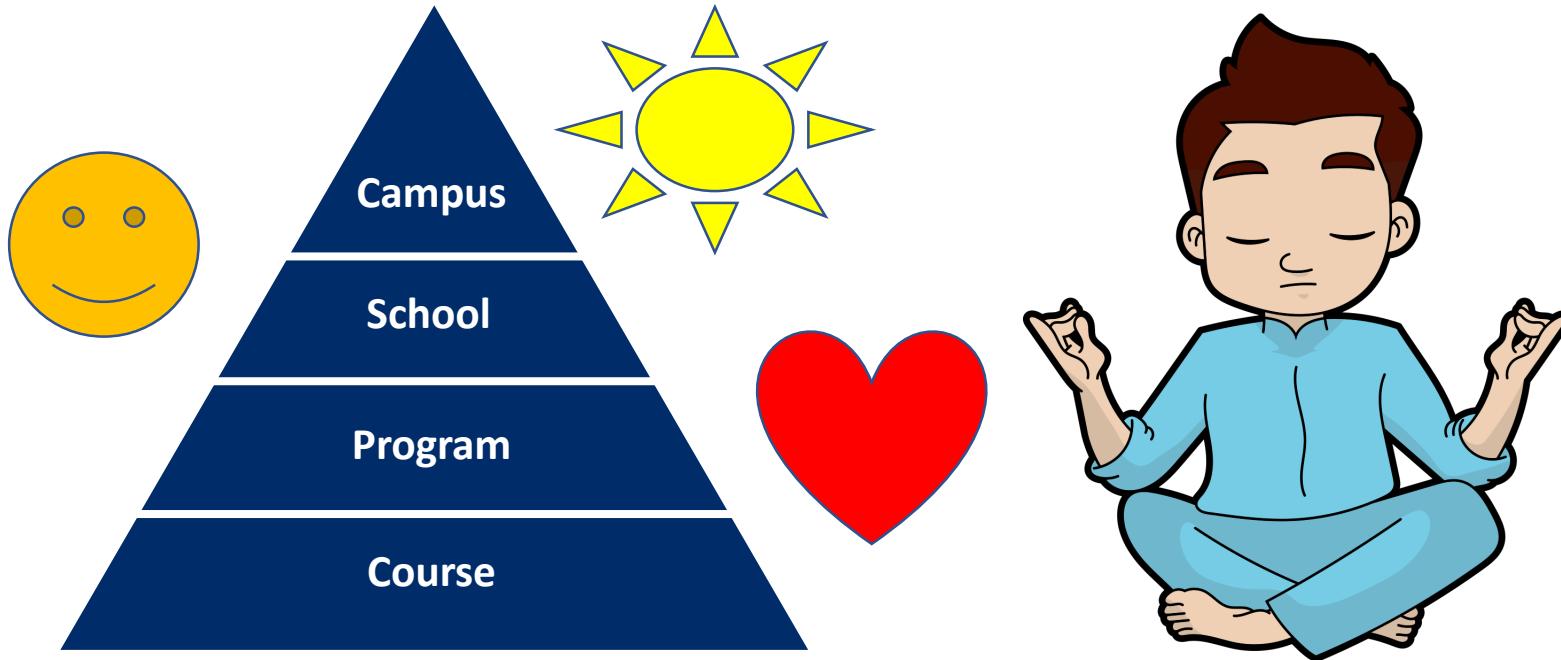
Teaching and  
Learning Committee  
(TLC)



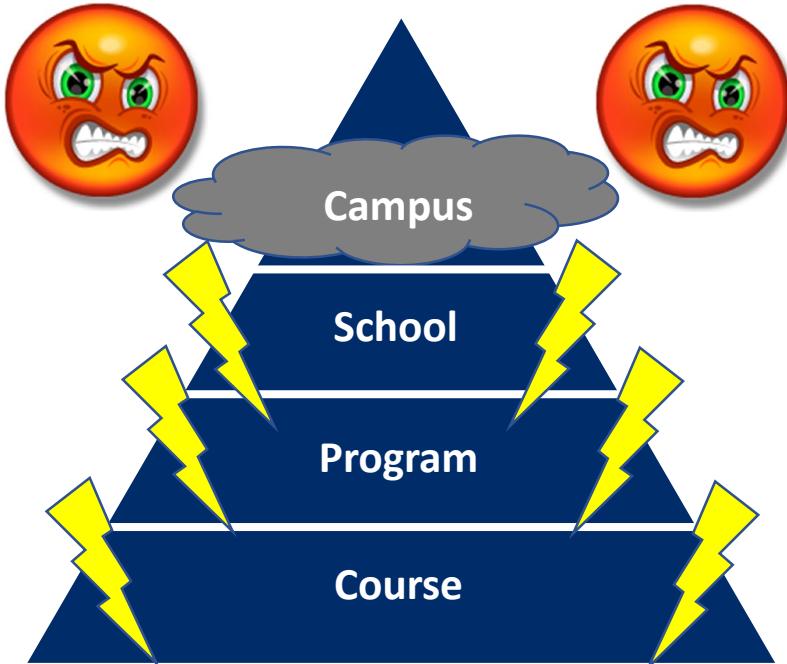
# Integrated Campus-Wide Assessment



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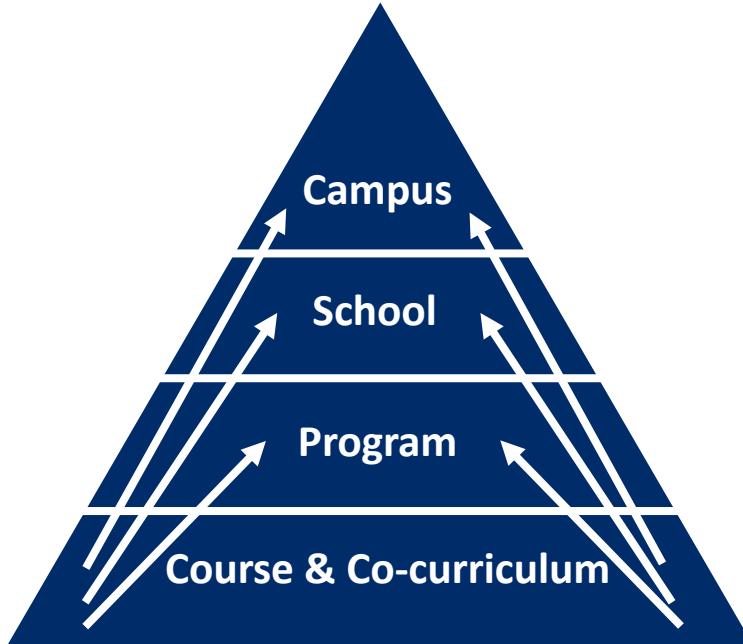


# Integrated Campus-Wide Assessment



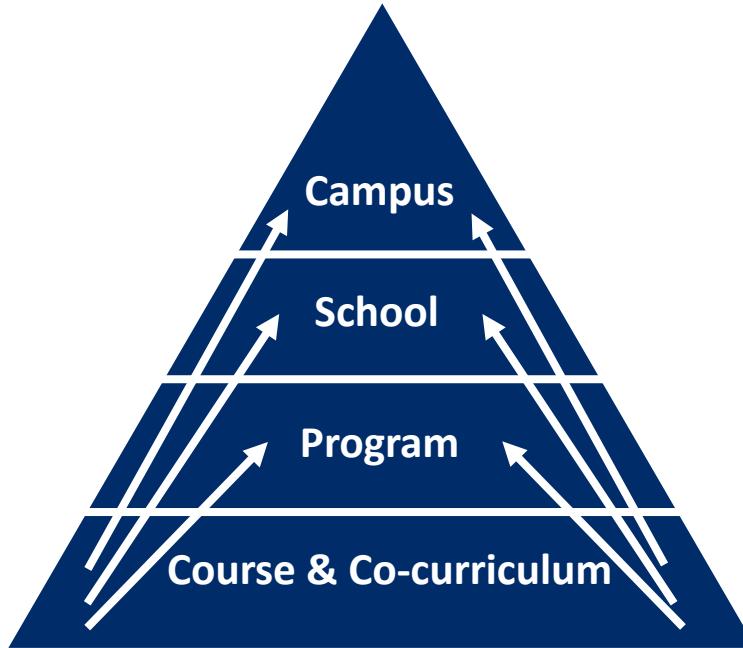
- Assessment is done in addition to course requirements and the focus is on reporting/accreditation.
- Assessment committee/director enforce policies and are not responsive to feedback.
- Faculty and leadership do not see the value of the process.
- Student Affairs staff are not involved in the development and review.

# Integrated Campus-Wide Assessment



- Assessment will be authentic and embedded in the courses.
- The focus will be on meaningful use and continuous improvement.
- Assessment committee/director will support and communicate with faculty, staff, and students.
- Faculty, staff, and students will recognize the importance.

# Integrated Campus-Wide Assessment



- Student Affairs staff will be seen as educators and involved in the development and review process.
- Helpful resources will be available to faculty and staff.
- Assessment committee/director will highlight faculty and staff assessment activities and use of evidence.

# Approach to Campus-Wide Assessment

“There is an assumption at play within the field of assessment that while there are multiple ways for students to learn, students need to demonstrate learning in specific ways for it to count.”

Montenegro, E., & Jankowski, N. A. (2017, January). *Equity and assessment: Moving towards culturally responsive assessment* (Occasional Paper No. 29). Urbana, IL: University of Illinois and Indiana University, National Institute for Learning Outcomes Assessment (NILOA).

# *Assessment Planning and Reporting Process*

# Meaningful

- Asks questions that encourage collaboration and use
- Program leaders receive letters from the Director summarizing key findings and recommendations

# Authentic

- Strives to foster genuine and supportive relationships
- Formative feedback includes available resources on campus and questions to promote further dialogue

# Reasonable

- Places realistic and fair expectations on programs
- TLC ensures programs are supported and recognized throughout the process

# Inclusive

- Uses language that align with conversations in student affairs
- Emphasis placed on inclusive learning environments

# Appreciative

- Emphasizes strengths and accomplishments of programs
- Feedback includes what is going well in the program

# Nimble

- Responsive to program needs
- Focus on what will be most helpful

# Assessment Plan Prompts

- Outcomes. What are your program-level student learning outcomes and how do they align with institutional student learning outcomes/criteria?
- Curriculum Map. Where are program-level student learning outcomes addressed in the curriculum?
- High-Impact Educational Practices. In your program, how many courses/co-curricular offerings provide students with an opportunity to do the following?

# Assessment Plan Prompts

- *Direct Assessment Activities.* Please describe the type of evidence collected from courses for each program-level student learning outcome.
- *Indirect Assessment Activities.* Please describe indirect assessment activities being conducted in your program and the outcomes they map to.
- *Use.* How will findings from direct and indirect assessment activities be shared with others? Please describe how findings will be used to improve teaching and learning.

# Assessment Plan Prompts

- Involvement. Who at Marian (e.g., faculty, students) and outside of Marian (e.g., alumni, employers) are involved in program-level assessment?
- Dissemination. How are program-level learning outcomes shared with students and others?
- Resources. How can the TLC and the Center for Teaching & Learning support your program-level assessment efforts?

*What is working well?  
What can be improved?*

# Learning-Centeredness

- Meaningful data collection and use aligns with Franciscan Values (Responsible Stewardship & Dignity of the Individual)

# Subcommittee

- Chair and members are committed to facilitating a process that will help students and the institution

# Communication

- Communication with programs is constant
- Information shared at Faculty Assemblies, through TLC and CTL Newsletters, and on our assessment website

# Review Process

- Reviewing sample plan together
- Weekly subcommittee meetings to review 5 plans
  - Subcommittee members submit completed rubrics
  - Director of Assessment compiles scores and comments into one spreadsheet
  - Review compiled rubrics and address differences
- Letters distributed to programs by Director of Assessment prior to next meeting

# Sample Rubric

<b>Student Learning Outcomes</b>				
Program-level student learning outcomes are shared with students and others in the program.	Excellent	Acceptable	Needs Improvement	Program-level learning outcomes will be shared on the program's website, the MAP website, and made available in Canvas. How are learning outcomes shared with internship supervisors?
Program-level student learning outcomes align with institutional student learning outcomes/criteria.	Excellent	Acceptable	Needs Improvement	Program-level learning outcomes align with institutional learning outcomes/criteria. How is the program addressing health and well-being?
Program-level student learning outcomes are addressed in the curriculum.	Excellent	Acceptable	Needs Improvement	Program-level learning outcomes are addressed throughout the curriculum across all levels..
<b>High-Impact Practices</b>				
Courses and co-curricular offerings provide students with opportunities to engage in high-impact practices.	Excellent	Acceptable	Needs Improvement	Students have several opportunities to engage in high-impact educational practices. Of note, students have 6 opportunities to produce and revise writing and conduct and share research.
<b>Direct and Indirect Assessment Activities</b>				
The program has a plan to directly assess program-level student learning outcomes.	Excellent	Acceptable	Needs Improvement	The program has a thoughtful plan to directly assess student learning that includes written assignments, oral presentations, and simulations.
The program has a plan to indirectly assess program-level student learning outcomes.	Excellent	Acceptable	Needs Improvement	The program conducts interviews and observations as well as uses course evaluations. Are these instructional methods or used to assess student learning?
<b>Reporting and Use</b>				
The program has a plan to share findings from direct and indirect assessments with others in the program, at the institution, etc.	Excellent	Acceptable	Needs Improvement	Findings are shared with faculty and staff at a program meeting each semester and an annual department meeting. How are findings shared with internship supervisors?
The program has a plan to use findings from direct and indirect assessments to improve teaching and learning.	Excellent	Acceptable	Needs Improvement	It is unclear how the program will use findings.

# Q&A

Regarding your process,  
what is working well?  
What can be improved?

*More information available at:  
[libguides.marian.edu/assessmentresources](http://libguides.marian.edu/assessmentresources)*

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