



Evaluating Solutions for Improving Program Assessment

Nathan Anderson
Daniel Ringrose
Alaric Williams

Higher Learning Commission
Annual Conference
Chicago, IL
2024



Introductions



Nathan Anderson, Ph.D.
Director of Institutional
Assessment



Daniel Ringrose, Ph.D.
Chair of the Department of
Humanities, Social Sciences,
and Interdisciplinary Studies
Professor of History



Alaric Williams, Ed.D.
Assistant Vice President for
Academic Affairs



Background



Objectives

You will be able to describe:



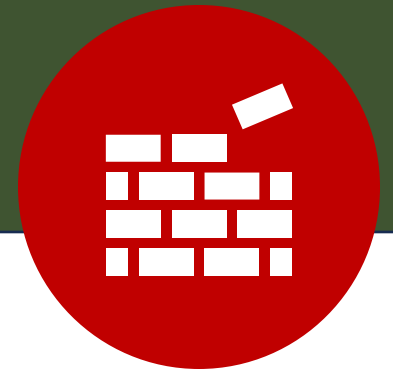
5 Categories of
Assessment



Evidence of
Needs



Evidence of
Solutions



Evidence of Using
Resources Efficiently





Categories of Assessment



5 Categories of Assessment



Is there a need for a program?

Needs Assessment

Is the program appropriate to meet the need?

Theory Assessment

Program Evaluation

Efficiency Assessment

Is the program implemented with efficient utilization of resources

Outcome Assessment

Is the program achieving the desired results?

Process Assessment

Is the program implemented as intended?







Evidence of Needs



Needs Assessment

Evidence of needs related
to MSU's program
assessment system

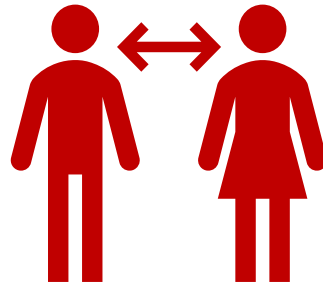


- 

Interviews with Department Chairs



Which attributes of the assessment process seem to be working well?



Is there anything about the assessment process that frustrates you?

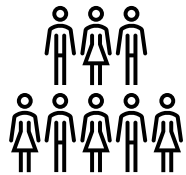


Is there anything about the assessment process that is unclear?

Do you have recommendations for changes to the assessment process?

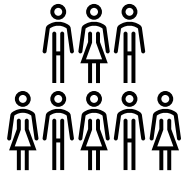
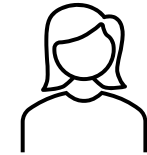


Engagement with Assessment Leadership



Academic Assessment
Committee

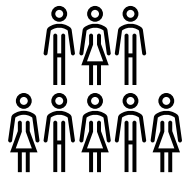
Former Director of
Institutional
Assessment



General Education
Committee

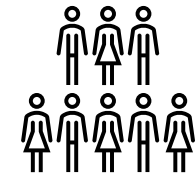


Vice President
for Academic Affairs

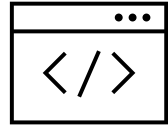


Co-Curricular
Committee

Others involved with
program assessment



Internal Content Analysis



Webpages

Minutes from
assessment-related
committee meetings



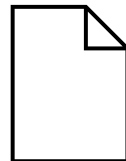
Slide decks



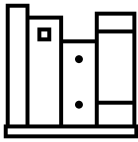
Assessment guidance
documents



Other related
resources



External Content Analysis

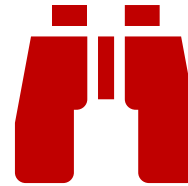


Program assessment
manuals from higher
ed institutions

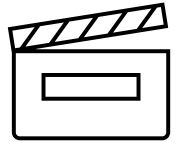
Assessment guides
prepared by
professional
organizations



Reports



Videos

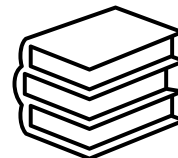


Journal articles

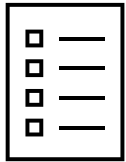
Podcasts



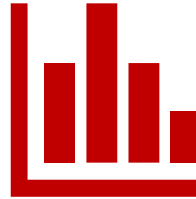
Other related
resources



Yearly Program Assessments (YPAs)



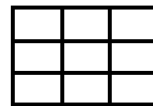
YPA plans



YPA reports



3-year reflection
tables



Needs Assessment Results

- Working well
- Areas for improvement



Working Well

- Making progress toward improved supports for assessment through the development of:
 - Common templates
 - Guidance documents
 - Technical assistance
 - Additional assessment-related committees



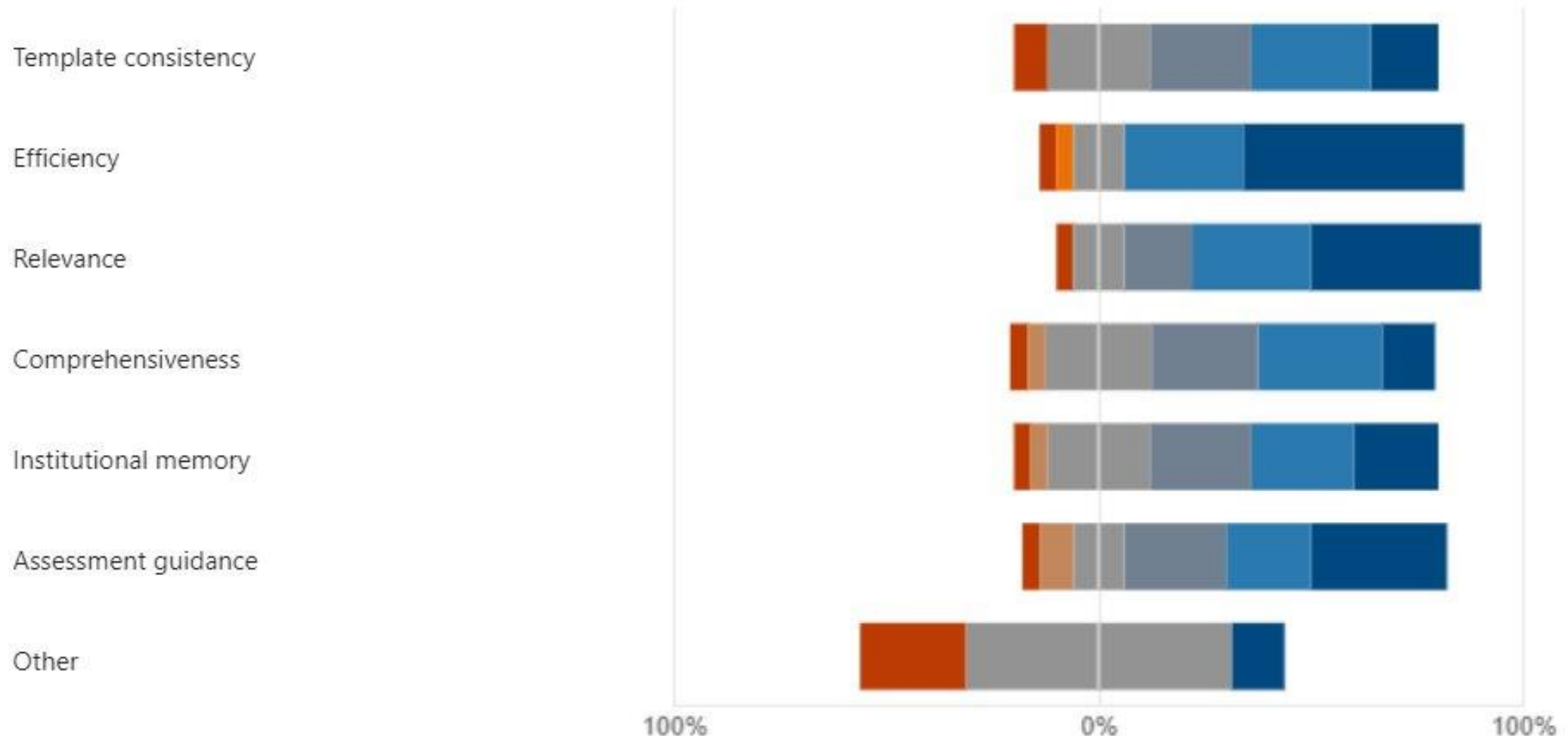
Areas for Improvement

- Template consistency
- Efficiency
- Relevance
- Comprehensiveness
- Institutional Memory
- Assessment Guidance



Validated via Subsequent Survey

■ Not a priority ■ Low priority ■ Somewhat priority ■ Neutral ■ Moderate priority ■ High priority ■ Essential priority





Evidence of Solutions



Theory Assessment

Evidence of solutions
being appropriate to
meet the needs



Theory Assessment Evidence



Product overview
meetings with vendors

Product training resources
(e.g., videos, manuals)



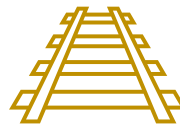
Meetings with end-
users of products



Review of assessment
literature



Alignment of product functionality with higher
education program assessment literature and
MSU's program assessment requirements



SLG/SLO	Methods	Target
Program Student Learning Goals (include the outcomes(s) and objectives underneath the respective goal as applicable)	Describe the Assessment Methods (Indicate whether instrument is direct or indirect)	Expected Outcomes, i.e., Benchmarks for Success
(Copy from submitted plan Fall 2020 unless changes were made to SLGs/SLOs)	<p>If no changes to plan occurred, this section will be copied from submitted plan for 2020-2021</p> <ul style="list-style-type: none"> • Activity • Instrument* • Time Frame • Personnel Involved 	How good is good enough?
Gather, Review, & Discuss Gather, share, and interpret findings & indicate whether target was met or not met for this SLG/SLO		
Recommendations and Implementation Comment on any improvements/changes that were the result of this cycle of assessment for this SLG/SLO		

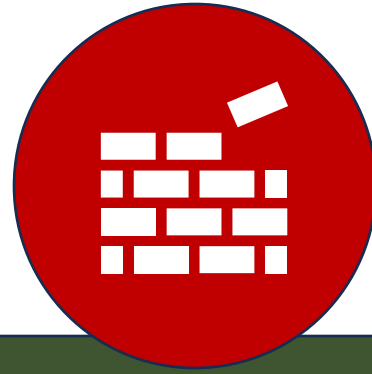
YPA template with SPOL alignment

SLG/SLO	Methods	Target
Program Student Learning Goals (include the outcomes(s) and objectives underneath the respective goal as applicable)	Describe the Assessment Methods (Indicate whether instrument is direct or indirect)	Expected Outcomes, i.e., Benchmarks for Success
<p>Program Goal</p> <ul style="list-style-type: none"> Title Description <p>Program Outcome</p> <ul style="list-style-type: none"> Title Description Program Courses Associated Standards Institutional Goals 	<ul style="list-style-type: none"> Activity Instrument* Time Frame Personnel Involved <p>Measure</p> <ul style="list-style-type: none"> Title Description Associated Program Outcomes 	<p>How good is good enough?</p> <p>Criteria</p> <ul style="list-style-type: none"> Title Description with proficiency Criteria Type Target %
<p>Gather, Review, & Discuss</p> <p>Gather, share, and interpret findings & indicate whether target was met or not met for this SLG/SLO</p> <p>Finding</p> <ul style="list-style-type: none"> Sample Size Number or Percent Met Notes <p>Results</p> <ul style="list-style-type: none"> Intended Results Actual Results 		
<p>Recommendations and Implementation</p> <p>Comment on any improvements/changes that were the result of this cycle of assessment for this SLG/SLO</p> <p>Results</p> <ul style="list-style-type: none"> Use of Results 		

Theory Assessment Results

- List of potential solutions that could help respond to the areas for improvement revealed by the needs assessment



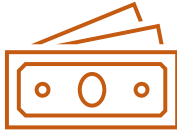


Evidence of Efficient Resource Utilization





Efficiency Assessment Evidence



Product
implementation costs

Existing contracts between
vendors and NDUS



Network of users
within NDUS



Formal and informal
technical assistance within
and outside NDUS



Short learning curve

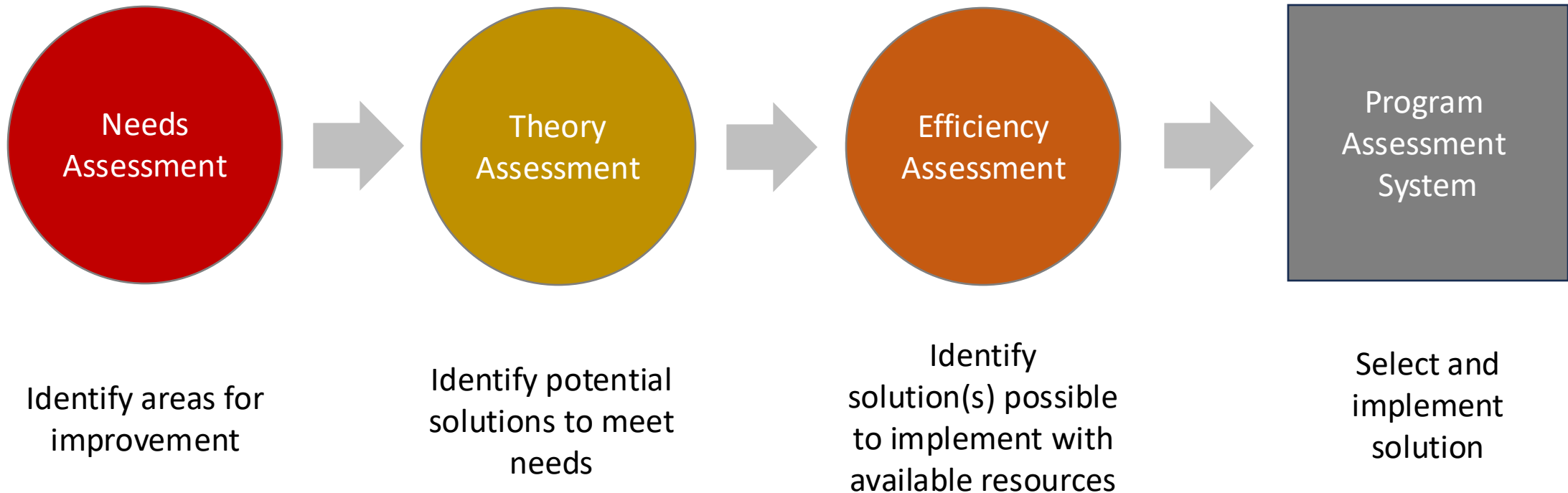


Efficiency Assessment Results

- List of solution(s) possible to implement within the parameters of available resources



Summary

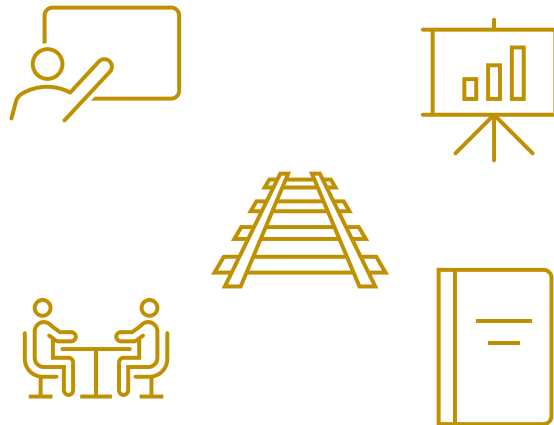


Program Assessment System

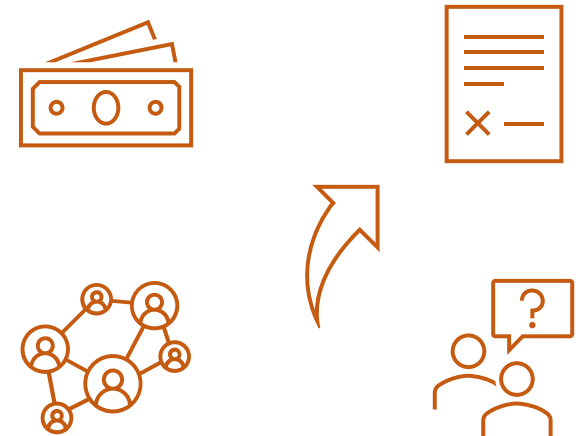
Needs
assessment



Theory
assessment



Efficiency
assessment



Progress

- Program assessment manual that aligns with assessment theory and the language of the new assessment system
- Slides with step-by-step guidance for completing assessment plans and reports in the system
- Templates for compiling assessment plan information to be entered into the new system
- Graduate assistant hired to enter initial assessment plans
- Targeted supports related to assessment theory and technology provided to programs as needed



Challenges With the Transition

- Some resistance to change
- Some resistance to the theory and practice of assessment
- Some new terminology specific to the system
- Time and energy required to initially create programs and assessment plans in the new system
- Insufficient detail in some YPA plans



Next Steps

- Continue transitioning programs to new system
- Continue providing targeted supports
- Continue assessing:
 - Needs related to program assessment
 - Theory of the current program assessment system
 - Efficiency of the current program assessment system
- Assess
 - Implementation of the assessment system (process assessment)
 - Results of the assessment system (outcome assessment)



Discussion

- What questions do you have for us?
- How could you adapt the methods in this session to your setting?
- What types of challenges have you experienced with program assessment at your institution?
- How did you identify the challenges?
- How have you responded to the challenges?





Thank you!

