

*IR and accreditation:
Leveraging for sustainable assessment*

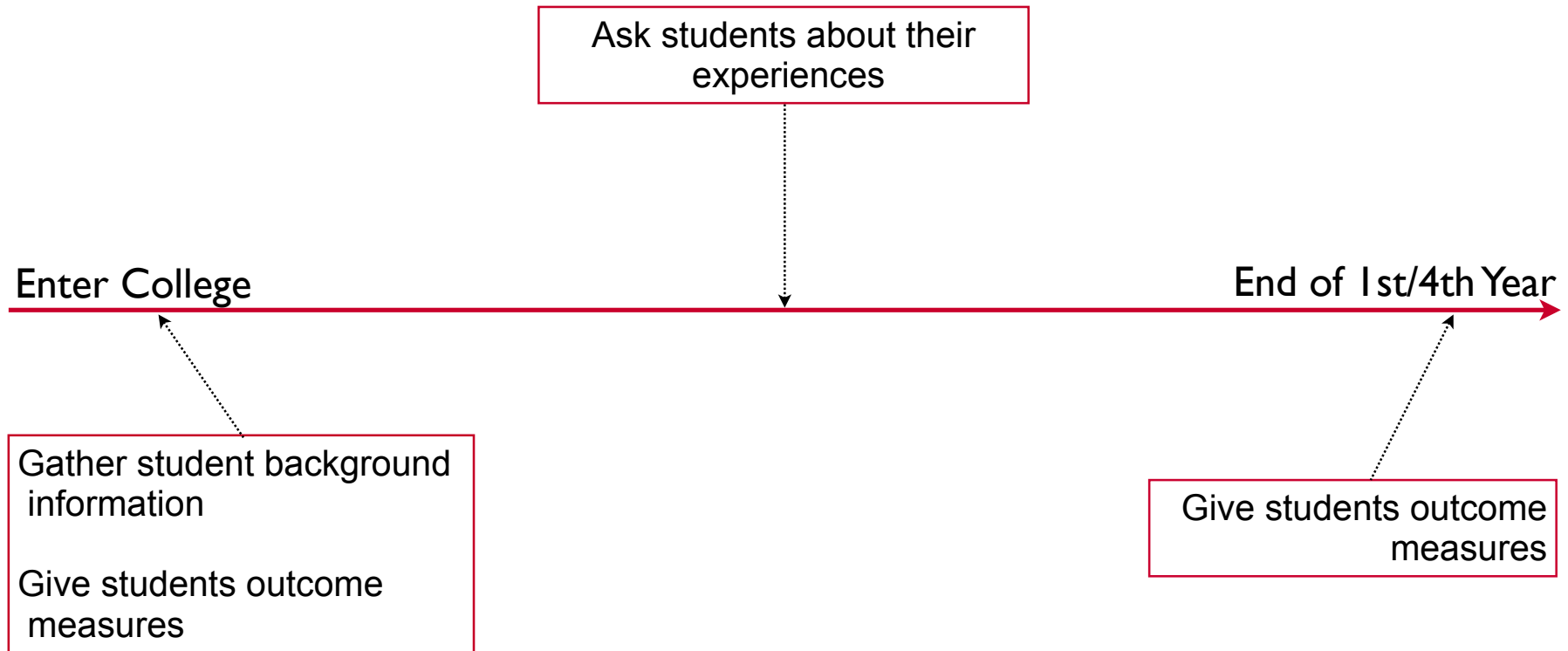
Boston, 2011

Workshop goals

- Reflect on and evaluate the current culture of assessment at your institution
- Identify opportunities for improvement in incorporating assessment into administrative and curricular activities

Wabash Study summary

- 49 institutions
- 17,000 students
- Longitudinal
- Purpose
 - Identify practices and conditions that promote liberal education
 - Help institutions use evidence to improve liberal education



Entering college
outcome levels

Reports and data files detailing practices
that promote growth on outcomes

End of 1st/4th year
outcome levels

Good practices

- **Good Teaching and High-Quality Interactions with Faculty and Staff**
 - Faculty interest in teaching and student development
 - Out-of-class student/faculty interactions
 - Organization, preparation, clarity, prompt feedback
- **Academic Challenge and High Expectations**
 - Hard work, challenging assignments and interactions
 - Higher-order assignments, integrating ideas and information
- **Interactional Diversity**
 - Meaningful interactions
 - Serious conversations

Moving data to action

- **2006 cohort – four years**
 - 37% no response to data
 - 58% dissemination and discussion
 - 52% attended a workshop
 - 26% some action in response to data

Stevenson Stages of Organizational Readiness

- Stage 1 – Denial
- Stage 2 – External Demand
- Stage 3 – Tentative Commitment
- Stage 4 – Full-scale Effort
- Stage 5 – Maintenance and Refinement

1. Please spend 10 minutes working individually to reflect on and write out responses to the questions on pages 2-3 of the handout.
2. Then, please discuss your responses with your colleagues at your table.

References

- Banta, T.W., Jones, E.A., & Black, K. E. (2009). *Designing Effective Assessment*. John Wiley & Sons.
- Blaich, C. F., & Wise, K. S. (2010). Moving from assessment to institutional improvement. In T.A. Seifert, (Ed.). *New Directions in Institutional Research: Longitudinal Assessment for Institutional Improvement*.
- Blaich, C. F., & Wise, K. S. (2011). From gathering to using assessment results: Lessons from the Wabash National Study. (NILOA Occasional Paper No. 8). National Institute of Learning Outcomes Assessment.

Resource Levers

- **Appropriate administrative support**
- **Developing skills of community members**
 - Professional development
 - Faculty release time
 - Stipends for faculty leaders
- **Governance structures to support use of assessment evidence**
 - Assessment committees
 - Full-time assessment position created
- **External consultants**
- **\$\$ to pay for *useful* tests, surveys, data analyses, and data management systems**

Community Levers

- **Creating community understanding of the potential value of assessment**
 - Asking colleagues what they want to know about their students
 - Teaching community members how your assessment tools can address their questions about students
 - Engaging students in gathering and making sense of assessment evidence
 - Developing your knowledge about your institution's assessment tools
 - ▶ *Knowing their strengths and weaknesses*
 - ▶ *Learning how to talk about them without using jargon*
 - Learning the language and epistemology of different departments and programs at your campus

Stage 2: External Demand

Stage 3: Tentative Commitment

Stage 4: Full-scale Effort



Across all stages

- Administrative support
- Engaging students in gathering and making sense of assessment evidence

Stage 2: External Demand

Stage 3: Tentative Commitment

Stage 4: Full-scale Effort



Across all stages

- Administrative support
- Engaging students in gathering and making sense of assessment evidence

Stage 2: External Demand

Stage 3: Tentative Commitment

Stage 4: Full-scale Effort

Stage 2 – Stage 3: Community Levers

- Asking colleagues what they want to know about their students
- \$\$ to experiment with tests and surveys
- Teaching community members about assessment tools
- Learning about your assessment tools
- Talking without jargon
- Learning about disciplines and programs


Across all stages

- Administrative support
- Engaging students in gathering and making sense of assessment evidence

Stage 2: External Demand

Stage 3: Tentative Commitment

Stage 4: Full-scale Effort



Stage 2 – Stage 3: Community Levers

- Asking colleagues what they want to know about their students
- \$\$ to experiment with tests and surveys
- Teaching community members about assessment tools
- Learning about your assessment tools
- Talking without jargon
- Learning about disciplines and programs

Stage 3 - Stage 4: Resource Levers

- Developing skills of community members (professional development, release time, stipends)
- Governance structures to support use of assessment evidence
- External consultants
- \$\$ to pay for useful tests, surveys, data analyses, and data management systems

Moving data to action

- **2006 Wabash Study cohort – four years**
 - 37% no response to data
 - 58% dissemination and discussion
 - 52% attended a workshop
 - 26% some change in response to data
- **2008 Wabash Study cohort – two years**
 - 23% no response to data
 - 52% dissemination and discussion
 - 78% attended a workshop
 - 22% some change in response to data

1. How much has your institution's readiness for assessment changed over the last 2-5 years?
(second question on page 3)
2. For the institutions that have made significant changes, what did you do to promote those changes?
3. Is there anything that you've heard today that might help address the challenges at your institution?