

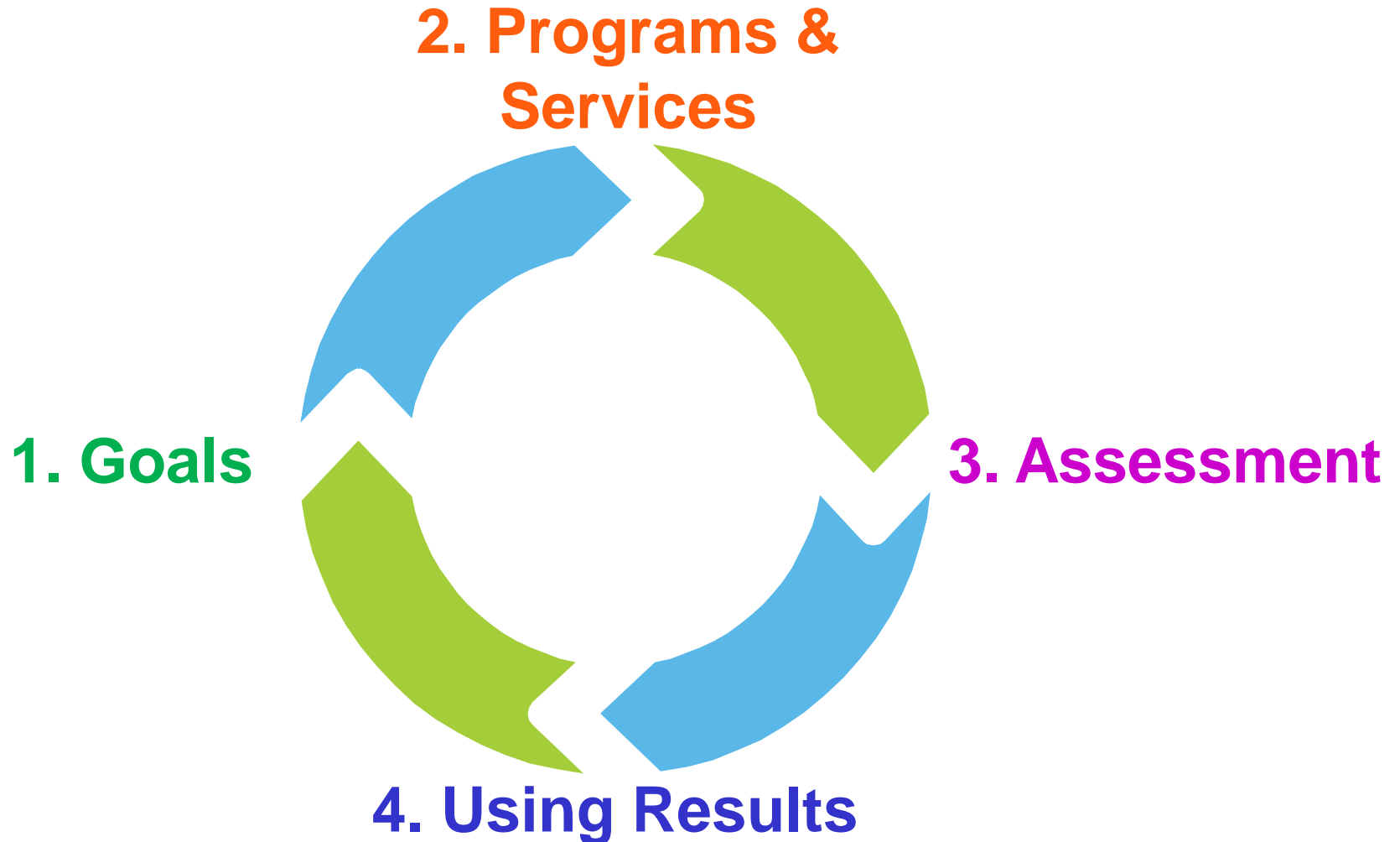
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# Meeting MSCHE Assessment Expectations

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# Standards 1, 2, and 7: The Planning-Assessment Cycle



# Standards 11, 12, and 14: The Teaching-Learning-Assessment Cycle



# Understanding Standards 7 & 14



Six Rules

1. Read the directions.
2. Tie assessments to important goals.
3. Use more than one measure.
4. Include some “direct” (explicit) evidence.

# Direct Evidence

- Explicit, clear, & convincing
  - *Tests (local or published)*
  - *Rubrics (local or published)*
  - *Certification or licensure exams*
  - *Field experience supervisor evaluations*

# Indirect Evidence

- Optional, implicit and **insufficient** by itself
  - *Job placement rates & salaries*
  - *Retention & graduation rates*
  - *Course grades & pass rates*
  - *Transfer rates*
  - *Surveys of students & alumni*

1. Read the directions.
2. Tie assessments to important goals.
3. Use more than one measure.
4. Include some “direct” (explicit) evidence.
5. Keep it useful... and used.
6. Keep doing something everywhere, every year.



# What Might an Evaluator Ask?



# 1. What is your mission and environment?



## 2. What do you **most** want students to learn?

- **Why?**
- After they graduate
  - *What should they be prepared to **DO**?*
  - *How should they **USE** what they learn?*

### 3. What else do you **most** want to achieve?

- Mission
- Strategic goals
- Other important goals



4. What **evidence** do you have that you and your students are achieving those goals?

## 5. Are you satisfied with your evidence?

- **Why** or why not?
  - *What are your standards for success?*
  - *Are they appropriately rigorous?*
- Are your results of sufficient quality that you can answer this?
  - *Systematic, not anecdotal or scattershot*

## 6. If not, what are you doing about it?

- Strategic goals & **plans** based on assessment evidence
- **Funding** priority to requests supported by assessment evidence

# Determining Compliance

What Might an Evaluator Consider?





# Compliance in “Substantial Measure”

- Does your institution demonstrate **sufficient evidence** of compliance with the standards?
- **No A for effort!**

# Systematic Evidence of Compliance

- **NOT** just
  - *Assertions*
  - *Anecdotes*
  - *Plans*



# Consistent Evidence

- Undergrad & graduate programs
- Professional & liberal arts programs
- On- & off-campus locations
- Online & face-to-face programs
- Student learning & other aspects of institutional effectiveness

# How Much Has Been Implemented?

- Any significant gaps or shortcomings?
- **Why?**
- How sizable are they?
  - *What is their impact?*
- Do you recognize the gaps?
- What are you doing about them?

# Does Everyone “Get It”?

- Is there a **pervasive culture** of **evidence-informed** planning & decision-making?
  - *Do assessment results inform important decisions?*
  - *How often are assessment results discussed by*
    - Board
    - Cabinet
    - Departments

# Sustained Assessment

- Will momentum slow after this review?
- How do campus leaders support and facilitate assessment?
- Are you keeping things simple?
- Are time & money invested in proportion to value?

# How to Report on Assessment Compliance



- Document
- Analyze
- Summarize

# Your Goals

- Strategic/institutional goals
- Learning outcomes
  - *Institutional*
  - *General education*
  - *Program-level*



# For Each Goal...

- How you're assessing it
- Assessment **results**
- **Analysis:** What the results are telling you
- How results have been **used** for improvement
- Where you're going with assessment

# Ideally...

- Make visible what you're already doing.
  - *Documentation already on hand*
  - *An overview*
  - *An overall analysis*

# Ideally...

- Information and reports you already share
  - *A format that's useful to you and your colleagues*
  - *Information, not just data*
  - *Analysis: Not just results but what they say to you*
- What your board should be asking for!

# Ideally...

- Meeting minutes/ e-mail streams documenting
  - *Analysis*
  - *Discussion*
  - *Decisions*

# Alternatively...

- For **each** strategic goal, gen ed requirement, academic program...
  - *One-page summary plus rubrics/criteria*
  - ***Analysis**, not just numbers*
    - What are the results telling you?
  - *In an appendix, online, CD, flash drive*
  - *Formats can be inconsistent.*
- Reviewer may choose a representative sample.

# Documenting Institutional Effectiveness

Institutional (Strategic) Goal	Key Strategies to Achieve It	How Assessed (Performance Indicators?)	Summary/ Analysis of Results	Use of Results	Plans/ Schedule Going Forward
1.					
2.					
3.					

# Documenting Gen Ed Learning Assessment

Gen Ed Requirement Learning Goal	How/Where Taught	How Assessed *	Summary/Analysis of Results	Use of Results	Plans/Schedule Going Forward
1.					
2.					
3.					

\* Provide rubric, survey, etc., so reviewers can verify rigor & match to goal.

# Documenting Program-Level Learning Assessment

Program Learning Goal	How/Where Taught	How Assessed *	Summary/Analysis of Results	Use of Results	Plans/Schedule Going Forward
1.					
2.					
3.					

\* Provide rubric, survey, etc., so reviewers can verify rigor & match to goal.



# Evidence First, Then An Overview in Your Report

- Summary & overall analysis
- Charts
  - *Strategic goals*
  - *Gen ed requirements*
  - *Academic programs*
- Links to each appendix
  - *Answers without links to evidence aren't answers.*

# Resources at [www.msche.org](http://www.msche.org)

- Click on Publications.
- Scroll down and click on “Guidelines for Institutional Improvement”
  - *Assessing Student Learning and Institutional Effectiveness: Understanding Middle States Expectations*
  - *Evaluating Institutional Student Learning Assessment Processes (a rubric)*
  - *Information on Assessment Models and Best Practices*
  - *Suggested Readings*
  - *and much more!*