University Assessment Panel (UAP) Orientation

Assessment Plans and Mid-Status Reports for Academic Degree Programs

April 5, 2019

Accreditation, Assessment, and Evaluation
Institutional Effectiveness
Agenda

1. Introductions
2. NIU’s assessment structure for academic degree programs and academic support units
3. Brief primer on Assessing Student Learning Outcomes (SLOs)
5. Available Resources
6. Questions/Discussion
The Office of Institutional Effectiveness, as a leader in a data-informed culture and as a model of best practices in data-informed decision-making, is committed to working with the university community on issues of accreditation, assessment and evaluation; institutional research; and decision support and analysis.

Announcements
- Introducing our new IE request form
- View the latest alumni survey results
- Submit your work to the University Writing Project

Resources
- NIUReports (login required) An online repository that provides access to standardized, institutional reporting.
- Review schedules for programs, academic degree programs (mid-status) and academic support units reviewed by the University Assessment Panel.
- Student Learning Outcomes
- Lynda.com is free to NIU faculty, staff and students and offers online courses on hundreds of topics.
NIU Academic Programs Assessment Structure

AAE feedback

**Annual Assessment Updates**
June 1 each year

Student Learning Outcomes (focus)

UAP feedback

**Status Report**
4/5 years approx.

Student Learning Outcomes/Unit Goals (focus)

APC feedback

**Program Review**
8 years approx.

Program Quality (focus)

AAE = Accreditation, Assessment, and Evaluation
UAP = University Assessment Panel
APC = Academic Planning Council
Components of Assessment Plan- Degree Program

I. Introduction

II. Student Learning Outcomes

III. Program-by-Baccalaureate Learning Outcomes Matrix (if applicable)

IV. Curriculum Map

V. Assessment Methods

   Explanation of Assessment Methods Table
   Assessment Methods-by-Outcomes Matrix
I. Introduction

- Program description and goals
- Relevant history/evolution of program
- Changes to the program (e.g. focus, organization, courses, capstone, faculty/staff)
- Programmatic issues relevant to learning and assessment
Student Learning Outcomes (SLOs)
II. What is a Student Learning Outcome?

• A Student Learning Outcomes (SLO) describes what students will know and be able to do at the end of the degree program.

• Key Characteristics
  • Observable/measurable
  • Sufficiently detailed -- explain what student will learn and how they will demonstrate learning in the field/discipline
  • Manageable
  • Distinguished from other programs
  • Clear to individuals outside of the field/discipline
When developing Student Learning Objectives...

• Identify what *specific* knowledge, skill, or attitude will be developed
  • **Cognitive**- What should they know? [Facts, theories, applications, strategies, processes]
  • **Behavioral**- What should they be able to do? [demonstrable skills, performance at a specified level]
  • **Affective**- How should they be able to feel? [attitudes, motivation]

• Specify the *measurable* student behavior that will demonstrate learning

• Consider relationship of your course to the degree program or baccalaureate student learning objectives
Program Level SLO Example: B.S. in Early Childhood

- **SLO 1**: *Observe* and *assess* children in early childhood settings and *apply* this information to program planning and implementation

- **SLO 2**: *Apply* the skills and theoretical knowledge necessary to plan for and work effectively with young children with diverse developmental characteristics and backgrounds, their families, and their communities in a variety of educational settings
Program Level Example: M.S. in Nutrition and Dietetics

- **SLO 1:** *Design and implement* programs to provide nutrition care in acute care community agencies, and educational programs

- **SLO 2:** *Demonstrate* a scientific and ethical approach to the acquisition and use of knowledge regarding nutrition and dietetics
Program Level Example: Ph.D. in Computer Science

- **SLO 1**: Create scientific knowledge that advances their field of specialization
- **SLO 3**: Analyze scholarly work in computer science and provide critical feedback to revise it, within both intra- and inter-professional teams
When developing SLOs...

• Identify what *specific* knowledge, skill, or attitude will be developed

  • Cognitive- What should they know? [Facts, theories, applications, strategies, processes]

  • Behavioral- What should they be able to do? [demonstrable skills, performance at a specified level]

  • Affective- How should they be able to feel? [attitudes, motivation]

* Resource- Flipchart based on Bloom’s Taxonomy
How is data on SLOs useful?

- **Students**
  - Clear objectives enhance commitment
  - Feedback on progress can modify behaviors

- **Faculty / Instructor**
  - Guide curricular improvements (content, method, process)

- **Program**
  - Comprehensive coverage of SLOs across curricular and extra curricular experiences

- **Other Stakeholders**
  - Regional, programmatic, and disciplinary accreditations
  - Program Review and continuous improvement
Curriculum Map
## III. Sample Curricular Map: Course and Program SLOs Alignment

<table>
<thead>
<tr>
<th>Course</th>
<th>SLO 1</th>
<th>SLO 2</th>
<th>SLO 3</th>
<th>...</th>
<th>...</th>
<th>...</th>
<th>Insert brief description of last outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>NIU 110</td>
<td>B</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NIU 154</td>
<td>D</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NIU 241</td>
<td></td>
<td>B</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NIU 242</td>
<td></td>
<td></td>
<td>D</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NIU 300</td>
<td>D</td>
<td></td>
<td>B</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NIU 310</td>
<td></td>
<td></td>
<td></td>
<td>D</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NIU 354</td>
<td>P</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NIU 370</td>
<td>P</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NIU 402</td>
<td>P</td>
<td>P</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NIU 454</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Note.* Course supports the outcome at the B=beginning, D=developing, or P=proficient level.
# Baccalaureate Learning Outcomes

<table>
<thead>
<tr>
<th>Program Student Learning Outcome</th>
<th>A. Global interconnections and interdependencies</th>
<th>B. Intercultural competencies</th>
<th>C. Analyze human life and natural world interconnections</th>
<th>D. Critical, creative, and independent thought</th>
<th>E. Communicate clearly and effectively</th>
<th>F. Collaborate with others</th>
<th>G. Quantitative and qualitative reasoning</th>
<th>H. Apply knowledge/skills creatively</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Insert brief description of outcome #1</td>
<td>M</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Insert brief description of outcome #2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Insert brief description of outcome #3</td>
<td>M</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>...</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Insert brief description of last program student learning outcome</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overall</td>
<td>S</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Assessment Methods and Data
Selecting Assessment Methods: Let’s think this through...

• **Alignment between SLO(s)/goals and Assessment Methods**
  • Is my chosen method assessing specific SLOs/goals?

• **Number of assessment methods per SLO/goal**
  • Is there some triangulation to validate findings?

• **Number of SLOs/goals being assessed by each method**
  • Am I relying on a single method to assess all learning objectives?

• **Type of Assessment Method**
  • Direct/Indirect?
  • Formative/Summative?

• **Data/Information provided by the assessment**
  • Are these data useful in informing me how students are experiencing my course? The program? Our unit’s goals/objectives?
Connect Methods to SLOs…

• Content Knowledge (Cognitive)
  • Problem Sets, Tests, Comprehensive Exam
  • Papers, case study analysis

• Skills (Behavioral)
  • Projects, papers, presentations
  • Experiences, internships, simulations, student teaching, service learning

• Attitudes (Affective)
  • Reflection papers, surveys
<table>
<thead>
<tr>
<th><strong>Assessment Method</strong></th>
<th><strong>Description</strong></th>
<th><strong>Student-Level Achievement a</strong></th>
<th><strong>Program-Level Target b</strong></th>
<th><strong>When Data Will be Collected</strong></th>
<th><strong>Person Responsible</strong></th>
<th><strong>Student Learning Outcome</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>First Year Composition Assignment</td>
<td>Students are assigned a writing task in which they are to: (1) question the rhetorical appeal of written discourse; (2) invent, articulate, and understand their own ideas in the context of others; (3) use research to clarify and support positions; (4) demonstrate an awareness of the audience; (5) demonstrate control of genre and disciplinary conventions; and (6) demonstrate control over syntax and mechanics.</td>
<td>A student will receive a score of Meets (3) or better on each of the six performance criteria on the rubric.</td>
<td>85% of all students will meet the student-level target (i.e., receive a score of Meets (3) or better on each of the each of the six performance criteria on the rubric).</td>
<td>During the last week of Spring semester</td>
<td>Course instructor</td>
<td>1, 3, 4, 7</td>
</tr>
</tbody>
</table>

Note. a Student-level target is the score or performance an individual student must demonstrate to say the student met the student learning outcome. b Program-level target is the percent of all students that must demonstrate they meet the student learning outcome.
<table>
<thead>
<tr>
<th>Assessment Method</th>
<th>Description</th>
<th>Student-Level Achievement</th>
<th>Program-Level Target</th>
<th>When Data Will be Collected</th>
<th>Person Responsible</th>
<th>SLOs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Selected questions of final course exams. In FCNS 645 and 646</td>
<td>Students answer a question on the comprehensive final exam on used to assess the student learning outcome, in which they are able to a) accurately assess the nutrient needs of altered nutrient metabolism status, b) explain why that particular nutrient is needed and c) provide a plan to adequately meet the nutrient needs.</td>
<td>Each student is expected to earn a score of 4 or better out of 5 in each of the 3 parts of the question that measure the learning outcome.</td>
<td>90% of all students will meet the student-level target by receiving a score of 4 or better out of 5 on each of the 3 performance criteria.</td>
<td>During the last week of each semester</td>
<td>instructor</td>
<td>1, 2</td>
</tr>
<tr>
<td>Assessment Method</td>
<td>Description</td>
<td>Student-Level Achievement</td>
<td>Program-Level Target</td>
<td>When Data Will be Collected</td>
<td>Person Responsible</td>
<td>SLOs</td>
</tr>
<tr>
<td>-------------------</td>
<td>-------------</td>
<td>--------------------------</td>
<td>----------------------</td>
<td>----------------------------</td>
<td>--------------------</td>
<td>------</td>
</tr>
<tr>
<td>Pass rate on national registered dietitian nutritionists’ (RDN) exam</td>
<td>After graduating from the combined MS degree and Dietetic Internship program, the students take the national registered dietitian nutritionists’ exam.</td>
<td>Each student will pass the RDN exam and earn RDN status.</td>
<td>100% of the graduates who take the RDN exam will read RDN status.</td>
<td>Annually</td>
<td>Dietetic Internship director</td>
<td>1,6</td>
</tr>
</tbody>
</table>

*Note.* a Student-level target is the score or performance an individual student must demonstrate to say the student met the student learning outcome. b Program-level target is the percent of all students that must demonstrate they meet the student learning outcome.
<table>
<thead>
<tr>
<th>Assessment Method</th>
<th>Program Student Learning Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1. Insert brief description of first outcome</td>
</tr>
<tr>
<td>First Year Composition Assignment</td>
<td>F, D</td>
</tr>
<tr>
<td>...</td>
<td></td>
</tr>
<tr>
<td>Culminating Capstone Activity</td>
<td>S, D</td>
</tr>
</tbody>
</table>

Note: F=formative assessment, S=summative assessment, D=direct assessment, and I=indirect assessment
Status Reports
Status Reports

1. Introduction
2. Reported Results
   
   Student Learning Outcome 1
   
   Assessment Method 1
   
   Program-level Target
   
   Desired Student-level Achievement
   
   Assessment Method 1 Results

   Assessment Method 2

   Program-level Target
   
   Desired Student-level Achievement
   
   Assessment Method 2 Results

   Synthesis of Student Learning Outcome 1 Results

3. Decisions, Actions, and Use of Results
4. Appendices (All Assessment Instruments/Rubrics)- Please Attach
Reported Results

Important Considerations

- **Organization (by SLO and Method)**
- **Presentation of data**
  - Tables, charts, graphs
  - Trends over time
- **Summary and Synthesis**
Example: Reported Results

Learning Outcome 3

Observe and assess children in early childhood settings and apply this information to program planning and implementation.

Assessment Method 1: Science Investigation

Program-level Target: 80% of candidates will pass the Science Investigation by earning at least 80% of the total points on the rubric

Student-level Target: Each candidate will earn a score of at least 80% on this project

<table>
<thead>
<tr>
<th>Year</th>
<th>Percentage of Candidates who met or Exceeded target</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015-2016  N= 24</td>
<td>92%</td>
</tr>
<tr>
<td>2014-2015 N= 16</td>
<td>94%</td>
</tr>
<tr>
<td>2013-2014 N= 15</td>
<td>100%</td>
</tr>
<tr>
<td>2012-2013 N= 44</td>
<td>84%</td>
</tr>
</tbody>
</table>
Reported Results
Example-- M.S. in Nutrition and Dietetics

Student Learning Outcome 1. Students will demonstrate they are able to integrate knowledge of nutritional needs and human behavior, as well as the economic and management aspects of health.

Assessment Method 1

Program-level Target: By the end of the program over 80% of the students would be able to meet or exceed the individual target assessments.

A question on the FCNS 645 final exam in fall 2012 final exam was used to assess Program Objective #1.
Example-- M.S. in Nutrition and Dietetics

Assessment Method 1 Results

Student-level Target:

Students will a) accurately assess quality and quantity of dietary fat and fiber needs of a given population using the data provided b) explain the physiological basis for the altered dietary fat and fiber need, c) explain how fat and fiber intake should be modified at the 80% or better competency level

16 students completed this and results showed:

a) 100% (16/16) of the students in the class accurately assessed the dietary fat needs at the targeted 80% or better competency level

b) 81% (13/16) of the students were able to determine the basis for the needs at the targeted 80% or better competency level

c) 69% (11/16) students in the class were able to provide a plan to meet the micronutrient needs at the 80% or better target competency level
Decisions, Action, and Use of Results

- Continuous improvement
- Decisions leading to actions
- Assessing Implementations and Closing the Loop
- Assessment Plan Update*

![Diagram]

1. Collect Data
2. Use Data
3. Analyze & Report
4. Collect Data

* Assumption implied
Status Report - Attach Appendices/Rubrics

- All Assessments
- Include Directions and Rubrics
Resources
-templates, examples, and feedback guidelines
1. Institutional Effectiveness website- Assessment section:
   http://www.niu.edu/effectiveness/assessment/degree-programs.shtml

2. AAE’s Annual Expo webpage focusing on our best practices in assessment:
   http://www.niu.edu/effectiveness/assessment/expo.shtml

3. AAE’s webpage on SLO’s for all degree programs
   http://www.niu.edu/effectiveness/assessment/outcomes.shtml

4. Assessment Plans and Status Reports TEMPLATES
   http://www.niu.edu/effectiveness/assessment/degree-programs.shtml (Degree Program)
Questions and/or Comments

AAE Team; 753-3545; rsubramony1@niu.edu

Thank You!