

University Assessment Panel (UAP) Orientation

Assessment Plans and Status Reports for Academic Support Units

April 9, 2019

Accreditation, Assessment, and
Evaluation

Institutional Effectiveness



Northern Illinois University

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NORTHERN ILLINOIS UNIVERSITY

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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.

Agenda

1. Introductions
2. NIU's assessment structure for academic support units
3. Completing the Status Report- 1) Assessment Plan, and 2) Mid-Status Report (results)
4. Available Resources
5. Questions/Discussion

Components of Assessment Plan*- Support Unit

- I. History and Context
- II. Mission, Goals, and Objectives
- III. Assessment Methods
 - Explanation of Assessment Methods Table
 - Assessment Methods-by-Outcomes Matrix

** Academic Support Unit's Assessment Plan is available on the AAE website*

History and Context



In describing your unit, consider ...

- the contextual background of your unit
- consider how the unit contributes to student success
- what are the major unit responsibilities, programs, products

Mission, Goals, and Objectives



- state your unit's mission and its unique role in NIU operations
- consider how the unit's mission relates to the University's mission and vision (recently revised)
- state the unit's goals in terms of effectiveness and student learning outcomes (where appropriate)
- consider if there are sufficient number of goals to carry out the unit's mission
- consider if there are sufficient objectives for each goal to be operationalized



Assessment Methods



Selecting Assessment Methods: Let's think this through...

- Alignment between goals and assessment methods
 - Does the selected method assess specific goals?
- Number of assessment methods per goal
 - Is there some triangulation to validate findings?
- Number of goals being assessed by each method
 - Am I relying on a single method to assess all goals/objectives?
- Type of Assessment Method
 - Direct/Indirect?
 - Formative/Summative?
- Data/Information provided by the assessment
 - Are these data useful in informing me how my unit is achieving its goals/objectives?

Assessment Method	Explanation			
	Description	Assessment –Level Target ^a	When Data Will be Collected	Person Responsible
Annual Assessment Report	Quality of degree program assessment activities conducted over the past year. A rubric is used to assess the quality of the assessment activities- includes student learning outcomes, direct and indirect assessment methods, effective data reporting, and appropriate use of results for continuous improvement efforts.	All degree programs are at the Proficient level in all areas (student learning outcomes, assessment methods, time frame and responsibilities, reporting results, and use of results)	Data collection in spring, report developed in summer for fall dissemination	Director
... insert name of assessment method here	Insert a brief description in enough detail for an outside reader to get a picture of the assessment. Attach all instruments, surveys, reports, etc.	Insert the target level of performance on the assessment.	Insert when the data will be collected.	Insert the title of the person responsible for assessment.
Note. ^a Assessment-level target is the level of performance the unit hopes to see on the assessment outcome (e.g., 85% of participants demonstrate X, Y, and Z)				

Assessment Methods-by-Outcomes Matrix

Formative-Summative Direct-Indirect

Assessment Method	UNIT GOALS						
	1. Insert brief description of first outcome	2. Insert brief description of second outcome	3. Insert brief description of third outcome	Insert brief description of last outcome
Annual Assessment Update Report	S, D	S, D					F, D
...							
Seminar/Event	S, D	S, D				S, D	S, D
Participation satisfaction Surveys	S, I	S, I	S, I		S, I	S, I	
Note: F=formative assessment, S=summative assessment, D=direct assessment, and I=indirect assessment							

Status Reports



Components of Status Report- Support Unit

I. Introduction

II. Reporting Results

III. Decisions, Actions, and Use of Results

Status Reports

1. Introduction- same as assessment plan
2. Reporting Results

Goal 1

Objective 1.1

Assessment Method 1

Assessment-level Target

Assessment Method 1 Results

Assessment Method 2

Assessment-level Target

Assessment Method 2 Results

Objective 1.2

Assessment Method 1

Assessment-level Target

...repeat as necessary

Synthesis of GOAL 1

Reporting Results

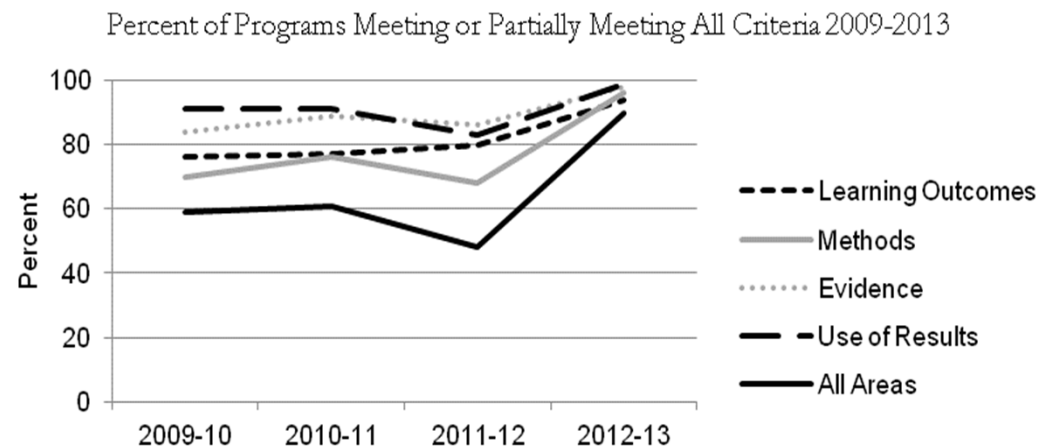
Important Considerations

- Organization (by Goal and Methods)

- Presentation of data

- Tables, charts, graphs
- Trends over time

- Summary and Synthesis



Percent of All Degree Programs Meeting or Partially Meeting All Criteria within Each Area—2009-2013

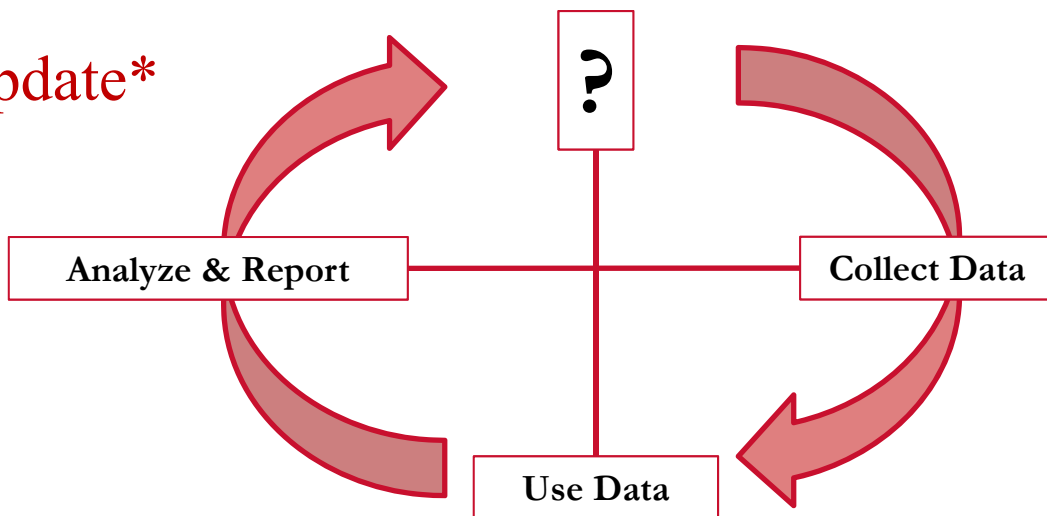
Academic Year	Area				All Areas
	Learning Outcomes	Methods	Evidence	Use of Results	
2009-2010	76	70	84	91	59
2010-2011	77	76	89	91	61
2011-2012	80	68	86	83	48
2012-2013	94	96	98	99	90

Note. n = 132. Methods has 6 criteria; Learning Outcomes, Evidence, and Use of Results have 3 criteria each.



Decisions, Action, and Use of Results

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



Consider...

- what was done well
- unit improvements that are needed
- improvement actions that are planned
- improvement actions that were evaluated
- how the unit is using assessment results for continuous improvement
- are changes needed to the unit's assessment plan?

Status Report- Attach Appendices/Rubrics

- All Assessment instruments
- Include Rubrics

Resources

- NIU Status report template
- Status Report feedback checklist
- samples from NIU assessment website

<https://www.niu.edu/effectiveness/assessment/support-unit.shtml>

-<https://www.aacu.org/value-rubrics>

Questions and/or Comments

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Thank You!