



# ASSESSING ASSESSMENT:

USING THE EIA TO IDENTIFY BEST PRACTICES

# INTRODUCTION



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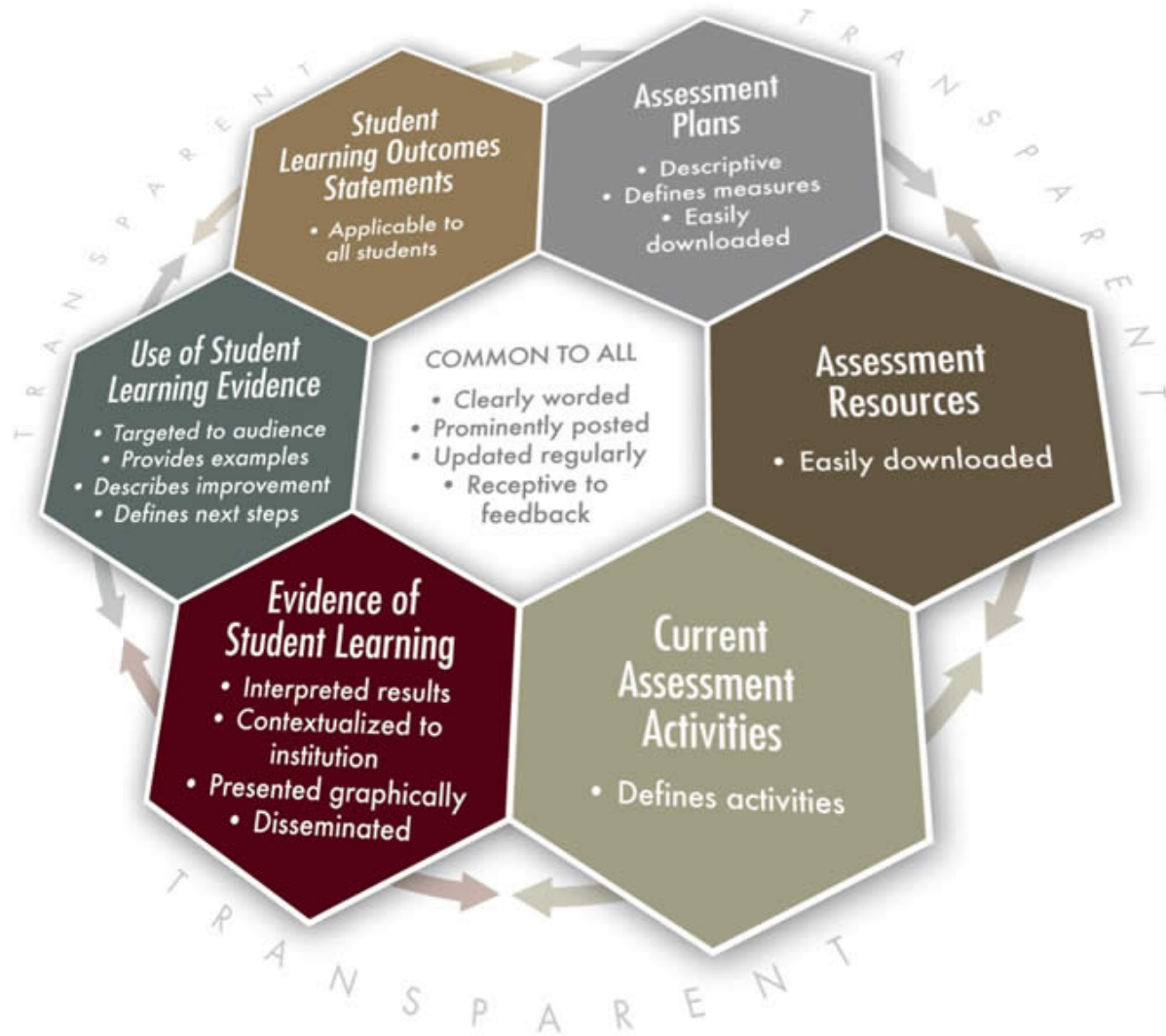


National Institute of Learning Outcomes Assessment  
Excellence in Assessment 2018 Designee

# SESSION OVERVIEW

- Review NILOA's Transparency Framework
- Introduce the Excellence in Assessment (EIA) designation and its associated rubric
- Present Mississippi State University's experiences with the EIA process
- Guide audience through a self-assessment
- Address the most challenging rubric domains:  
Campus-level Evidence of Student Learning and  
Use of Campus-level Evidence of Student Learning
- Discuss strategies for addressing challenges

# NILOA TRANSPARENCY FRAMEWORK



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# EXCELLENCE IN ASSESSMENT DESIGNATION

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- National recognition program for campus assessment leaders
  - Evaluation based on the National Institute for Learning Outcomes Assessment (NILOA) Transparency Framework
  - Focus on campus-wide assessment – including student affairs & external stakeholders
  - Joint project of the VSA, NILOA, and the Association of American Colleges & Universities (AAC&U)

<http://www.learningoutcomesassessment.org/eiadesignation.html>

# EIA APPLICATION EVALUATION DOMAINS: CAMPUS-LEVEL



People engaged  
in assessment  
activities



Student learning  
outcomes  
statements



Assessment plans



Assessment  
resources



Current  
assessment  
activities



Evidence of  
student learning



Use of evidence  
of student  
learning



Growth and  
improvement  
plans

## MISSISSIPPI STATE'S EXPERIENCE

- Already had several elements in place: people, instruments, results
- Developed our university learning outcomes through an extensive content analysis of 230 programmatic assessment plans from academic programs, to academic support units, to student affairs programs.
  - Followed a content analysis protocol to review 789 learning outcomes
  - Loosely grouped the outcomes into broad categories and cross referenced with the Degree Qualifications Profile (DQP) and the Council for Advanced Standards (CAS)
- The university community received our outcomes favorably

## MISSISSIPPI STATE'S EXPERIENCE

- First attempt overemphasized annual assessment process, the Quality Enhancement Plan, and the General Education process.
- Aha moment: Leverage the university's committee system
- Changed our processes for sharing data and making results meaningful to the rest of the community



**NILOA Framework Readiness 2016**

Dimension	Readiness to meet the Criterion	Dimension	Readiness to meet the Criterion
<b><i>Student Learning Outcomes Statements</i></b>		<b><i>Campus-level Assessment Activities</i></b>	
Student learning outcomes statements are clearly stated	Dark Gold	Campus-level assessment information shared with internal and external stakeholders	Dark Gold
Student learning outcomes statements are integrated	Dark Gold	Presentation format and accessibility of campus assessment information	Light Green
Student learning outcomes statements are prominently posted and available to students	Light Green	Participation in and sharing of information regarding campus-level assessment activities	Dark Gold
<b><i>Campus-level Assessment Plan</i></b>		<b><i>Campus-level Evidence of Student Learning</i></b>	
Comprehensive institutional-level assessment plan	Dark Gold	Engagement in monitoring and compiling campus-level assessment results and analysis	Dark Gold
Alignment between institution-level assessment plan and program-level assessment plans	Dark Gold	Distribution and sharing of campus-level results of student assessment	Dark Gold
Stakeholder involvement in the development and review of assessment plans	Dark Gold	Integration of campus-level results with measures used at other levels to create complete picture of student learning	Light Green
<b><i>Campus-level Assessment Resources</i></b>		<b><i>Use of Campus-level Evidence of Student Learning</i></b>	
Centralized assessment resources availability and use	Light Green	Integration of campus-level results with measures used at other levels to guide campus decision-making	Dark Gold
Faculty and staff development activities to promote campus-level assessment best practices availability and use	Light Green	Evidence of use of assessment results from all levels of campus provided to stakeholders	Dark Gold
Campus policies and procedures recognizing and providing support for faculty and staff assessment activities	Dark Gold	Communication of changes made as a result of assessment evidence from all levels of campus	Dark Gold
Green = available or no outside input necessary		Communication of outcomes from changes made as a result of assessment evidence from all levels of campus	Dark Gold

Light Gold = moderately difficult, as a process or collaborative efforts are needed

Dark Gold = difficult, as a process or collaborative efforts are needed



# PARTICIPANTS' SELF-ASSESSMENT PROCESS





WHICH DOMAIN IS YOUR  
STRONGEST?





WHICH DOMAIN IS YOUR  
MOST CHALLENGING?



MOST  
CHALLENGING  
DOMAINS OF EIA  
APPLICANTS

Campus-level Evidence of  
Student Learning

Use of Campus-level  
Evidence of Student Learning

## CAMPUS-LEVEL EVIDENCE OF STUDENT LEARNING



How can institution-level assessment results be shared or distributed at your institution? What are some barriers to sharing these results?

## USE OF CAMPUS-LEVEL EVIDENCE OF STUDENT LEARNING?



In what ways might assessment results lead to changes in policy or practice at your institution?



# STRATEGIES FOR IMPROVEMENT





# MISSISSIPPI STATE'S STRATEGIES

- Evidence of university-level student learning
  - Web site to promote results and analysis
  - Service to disaggregate data for different subpopulations (e.g., colleges, majors, student groups)
  - Newsworthy items are shared through university social media outlets and other forms of media
- Use of university-level student learning
  - Shared governance culture and use of university committees
  - Tracked in curricular reforms

## GENERAL ADVICE FOR PREPARATION

- Ask an external, experienced assessment professional to review it (a former recipient)
- Eat the elephant one bite at a time (it's a journey not a race)
- Communicate the benefits for faculty, students, and staff
- Accept imperfection