

ABHE Institutional Assessment Forum 2024



Session 1

Accreditation Insights

- Understanding accreditation basics
- Navigating accreditation standards
- Best practices in accreditation
- Streamlining your accreditation journey



What is the Value of Accreditation

- Missional Driven
- Quality Assurance
- Consumer Protection
- Transferability of Credits
- Access to Financial Aid
- Employability
- International Recognition
- Continuous Improvement - Institutional Effectiveness
- Legal Requirements (SARA; State authority)



Institutional Effectiveness

Academic Achievement: Have we kept our promise?

-

ABHE Standard 1- Mission, Goals, Objectives

- Standard 1 (3, 4 and 5)
- Evidence that the mission statement guides faculty, staff, administration, and the governing board in making decisions related to planning, resource allocation, and program development.
- Clearly articulated institutional goals that directly relate to the mission statement.
- Clearly articulated student learning objectives for each educational program that support fulfillment of the mission statement.



Informs Goals
& Outcomes

Results – How well
are we doing...



ABHE Standard 2 – Assessment and Planning

- Standard 2 (2, 3, 4)
- A comprehensive assessment plan (Nickel Chart) with clearly **defined** and **measurable student learning outcomes** that support **mission** fulfillment accompanied by **metrics**.
- Student learning **outcomes appropriate** to the **higher education credential** to be awarded.
- Use of **multiple means** to **validate** student learning **outcomes**.
- Assessment data and use of results for the purpose of improving teaching, learning, and institutional effectiveness.



Informs Outcomes
& Metrics

Analysis of Results
& Improvement Plan



Establish the
stakeholders—
“owns each part
of the process”





Institutional Structure



Institutional Vision and Mission



Strategic Plan



Institutional Goals

- Operations
- Student Life
- Biblical/Spiritual (Ethos)
- Academics
- Assessment
 - Program Assessment
 - Student Learning Outcomes (SLOs)

Integrated Planning & Assessment

Student Outcomes
Institutional and
Department Level.



Program Quality
Institutional and
Department Level.

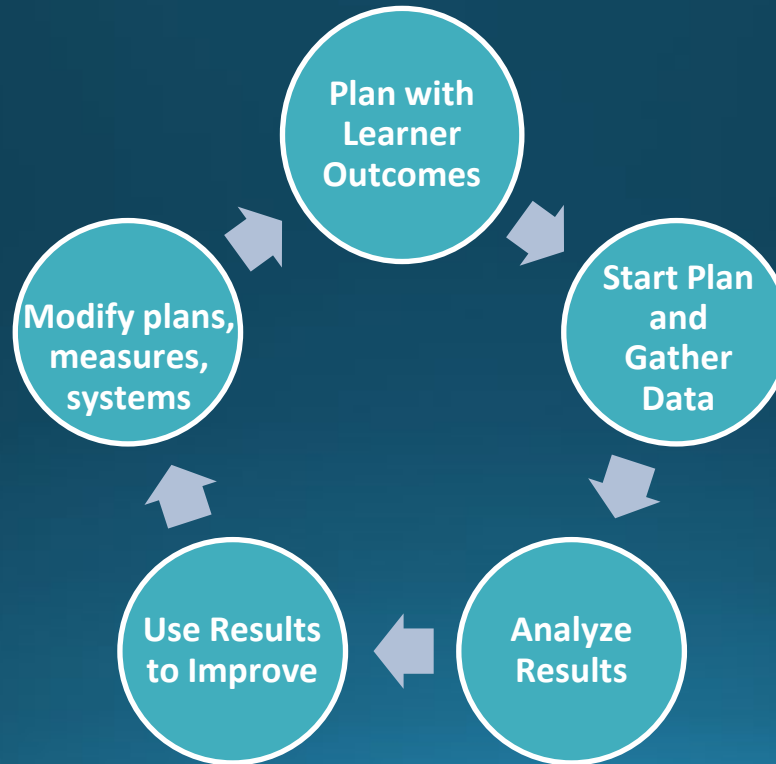
Administrative Operations
Institutional and
Department Level.

Institutional Level

Results provide information on how well the Institution is meeting
its strategic goals



Cycle of Continuous Improvement



Streamlining the Accreditation Journey

- Dedicated personnel for accreditation journey
- Have a strategic plan
- Document management - Weave; Google Drive, Box, OneDrive (protected)
- Attend workshops on accreditation
- Keep everything digital
- Team-based collection and writing
- Involve Institutional Research (if appropriate)
- Keep it clean, organized, and concise
- Develop a project plan for the journey

Institutional Effectiveness Map

Program	Program Outcome (SLOs)	Strategic Plan Alignment	Program Outcome Measurement	Benchmark or Target	Timeline & Person(s) Responsible	Achievement of Outcome/Results	Next Steps or Actions
		Strategic Plan Dimensions ☐ One: People ☐ Two: Programs ☐ Three: Places ☐ Four: Partnerships				☐ Not Met ☐ Approaching ☐ Met ☐ Exceeded	
		Strategic Plan Goals 					
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Activity - Construct your Accreditation Journey

Nickel Chart - Column 1 and 3



Session 2

Mission-Driven Excellence

- Aligning mission with assessment
- Reinforcing faith-based education with commitment



Relationship of Strategic Plan to Institutional Effectiveness



Institutional Effectiveness

- Alignment to Strategic Plan
- Mission, Vision and Goals
- Assessments with feedback loops
- Student Learning Outcomes and Assessments
- Annual Reporting
- Use of results for program planning, review, and redesign.

Integrated Planning & Assessment

Student Outcomes
Institutional and
Department Level.



Program Quality
Institutional and
Department Level.

Administrative Operations
Institutional and
Department Level.

Institutional Level

Results provide information on how well the Institution is meeting
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Undergraduate Programs

Mission

**Institutional
Goals**

Program Mission

**Undergraduate
Program Area
3-4 Outcomes**

**General Education
4-5 Outcomes**

Student Outcomes

**Bible and Theology
Professional
Ministry Formation**

**Communication
Humanities/Fine Arts
Natural Science/Mathematics
Social and Behavioral Sciences**



Graduate Programs

Mission

Institutional Goals

Program Mission

Graduate Program

Student Outcomes

Critical
thinking and
research

Theological
reflection

Spiritual
formation

Ministry or
professional
practice.



...More Assessment not better, it is just more...



Tips

- Program mission aligns to institutional mission
- Two or three program learning outcomes
- Gen ed treated as a program
 - 3-5 learning outcomes – knowledge and skills
- Balanced Assessment
- Manageable process

Where to begin with assessment...

- Think in terms of “representative sampling”
- What “represents” quality?
- Efficiency Measures - Lots of operational type data from services
- Effectiveness or Impact Measures ... Did it make a difference?
- Achievement Measures - How well ...
- Example: Academic Program
 - Multiple course assessments OR benchmark assessments - Which assures quality?



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Activity

Design a Program Student Learning Outcome

Use the ASU Builder: [ASU Builder of Outcomes](#)

- Students will _____ ... _____ by _____.
- Measure?
- For Program, what are the multiple measures?

	Direct	Indirect	
External			
Internal			

And now, a word
from our sponsor...





Services Provided

- Accreditation
- Readiness Audits
- Assessment
- Program Audits
- Online and Traditional Program Development
- Quality Assurance Models
- Strategic Planning



Strategic Assurance Consulting

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Phone: (844) 227-7967

Session 3

Holistic Assessment Approach

- Holistic assessment
- Measuring success
- Continuous improvement



Relationship of Strategic Plan to Institutional Effectiveness



Institutional Effectiveness

- Alignment to Strategic Plan
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Informs Outcomes
& Metrics

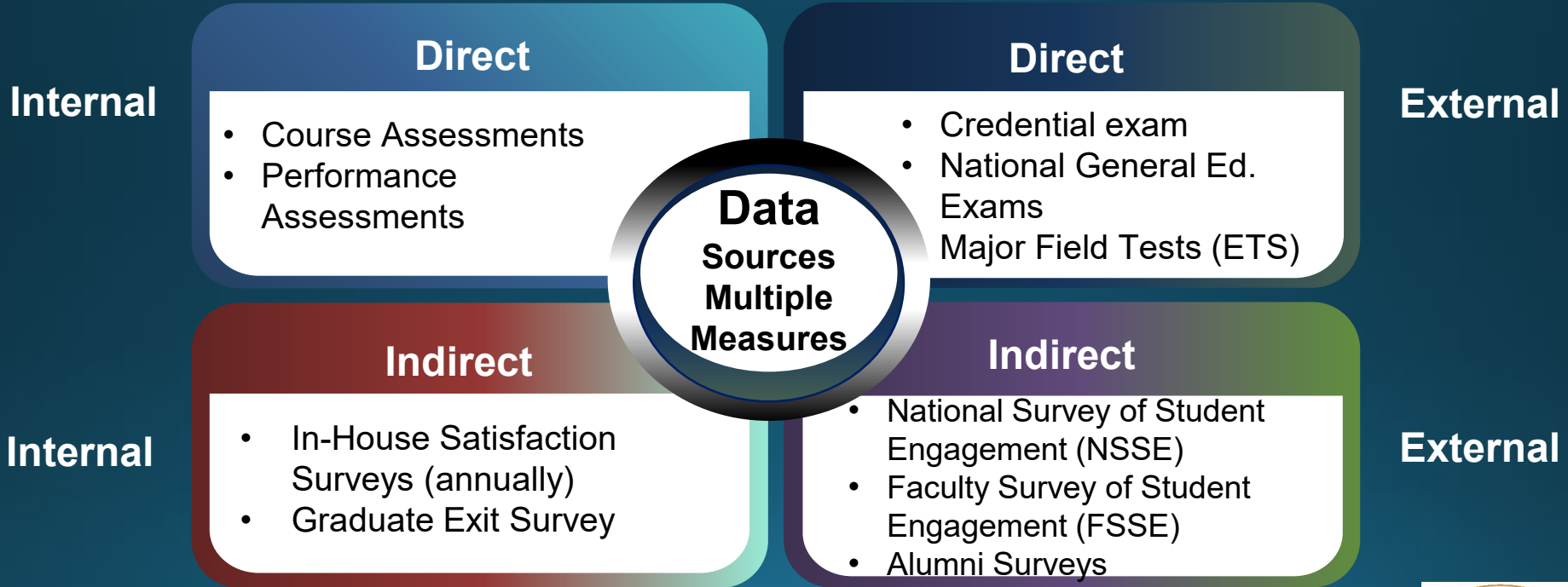
Analysis of Results
& Improvement Plan



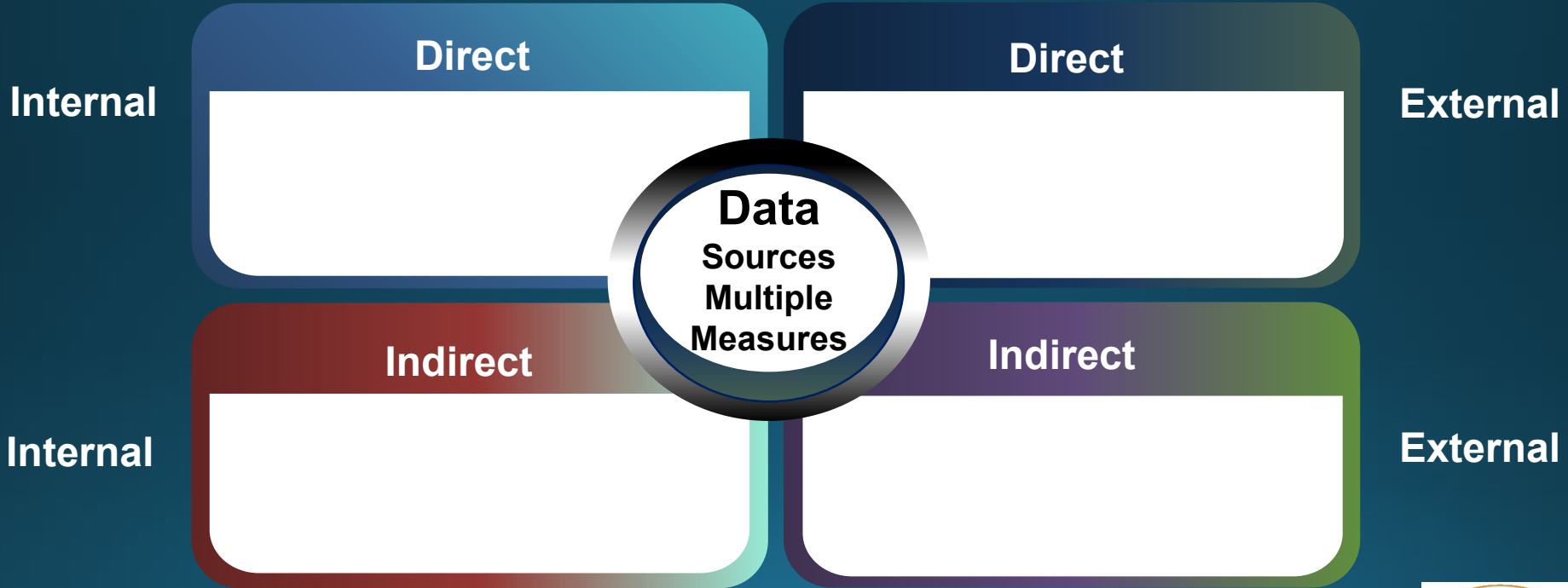
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Balanced Academic Assessment



Balanced Academic Assessment



Benchmark

Benchmarking is a continuous process. Once units have measured performance in comparison with the initial benchmark, adjustments or modifications can be made based on an analysis of results. A benchmark or target (usually a %) is required for each academic unit



Timeline and Person Responsible

Unit will collect institutional data on an established cycle. When is the best time of year to collect and measure data? Be selective, strategic, and realistic.



Achievement of Outcome/Results

Assessment findings can distinguish patterns of consistency, provide evidence of performance, and identify gaps in services, programs, and activities. Select the most appropriate rating category in the administrative unit's assessment management system's workspace based on the findings.

Not Met – Unit has not met benchmark or made progress to achieve the Outcome/Objective

Approaching – Unit has not met benchmark, however it has made significant progress toward achieving the Outcome/Objective

Met – Unit has achieved its Outcome/Objective

Exceeded – Unit has exceeded the benchmark or target for its intended Outcome/Objective



Next Steps/Actions

The primary goal of assessment is to support continuous, quality improvement processes by uncovering and addressing issues. A challenging aspect of assessment is “closing the loop,” using the data to inform and reflect upon current practice and facilitate change. Identify what, if any, next steps or actions will be taken as a result of the assessment findings. Use results to confirm alignment with RIT’s institutional initiatives, guide discussions, validate outcomes, or improve administrative unit performance. If appropriate, administrative units can share their findings through division newsletters, internal processes, annual reports, and website postings summarizing relevant results.



Institutional Plan

1. Achieving a clearly defined mission/charge
2. Developing measurable outcomes/objectives that align to the mission of the institution/division
3. Identifying data sources or activities for assessment of those outcomes/objectives
4. Setting benchmarks to help assess achievement of the outcomes/objectives
5. Identifying the timeline and person(s) responsible for data collection/reporting
6. Using the results of evaluations and assessments to guide decisions and changes to improve programs and services and inform planning, budgeting, and resource allocation



Session 4

Data-Driven Decision Making

- Introduction to data-driven decision making
- Collecting and analyzing educational data
- Utilizing data for continuous improvement
- Planning for a data-driven future



2020-2021 Annual Assessment Report Review Rubric and Standings Explanation

This rubric is used internally to review annual assessment reports, with specific focus on academic programs. The review process is based on existing guidelines and precedent. Recommendations are focused on improving assessment plan structure and understanding proposed changes and improvement. This tool is subject to revision as needed. Please contact assessment@clemsun.edu for questions or suggestions.

Assessment Component	No Participation	Developing	Established	Exemplary
Mission	Nothing provided	Wording is unclear and/or excessive; not focused on program/unit; and/or not current and/or relevant.	Current and precise; directed to the program/unit; and attempts to answer: who are we? What do we do? Why do we do it? For whom do we do it?	Current and precise; directed to the program/unit; includes clear reference to university mission; and answers each of the questions: who are we? What do we do? Why do we do it? For whom do we do it?
Student Learning Outcomes 3-5 SLOs are recommended	Nothing provided	Focus on student learning is unclear and/or unmeasurable.	Outcome is focused on abilities of the discipline; focus on student learning or improvement is clear, measurable, and has a singular focus; and outcomes use concrete, as opposed to passive verbs.	3-5 SLOs are provided; outcomes are focused on abilities of the discipline; focus on student learning or improvement is clear, measurable, and has a singular focus; outcomes use concrete, as opposed to passive verbs; and outcomes are written in present tense.
Measures 2 Direct Measures of learning per SLO is recommended.	Nothing provided	Are missing for some outcomes; are not relevant and missing clear connection to outcomes; may be unreliable or primarily indirect measures; and/or do not include rubrics.	Are primarily direct measures; are relevant with clear relationship to outcomes; and some measures include rubrics, (at least in draft form)	Are primarily direct measures; are relevant with clear relationship to outcomes; and all measures include rubrics (at least in draft form)

Assessment Component	No Participation	Developing	Established	Exemplary
Performance Expectations Each measure is expected to have a corresponding expectation.	Nothing provided	Missing from some Results; vague, non-committal, or difficult to identify as being met; and/or unclear as to their relationship to the measure.	Clearly and precisely worded; Measurable; specific to outcome-measure relationship; and may contain evidence of revision based on past results.	Are clearly and precisely worded; Measurable; specific to outcome-measure relationship; contains evidence of continuous revision based on past results; and emphasizes improving quality/impact.
Results & Analysis Even if results are not available in the cycle, it is expected this is completed for each measure	Nothing provided	Missing (without explanation) from some Measures; vague (e.g., lack info on sample size); and/or not specific to outcome-measure relationship.	Provided for each measure (missing results have an explanation); appropriate to the measure; sufficiently detailed (e.g., info on sample size); and actionable for at least some outcomes.	Provided for each measure (missing results have an explanation); appropriate to the measure; sufficiently detailed (e.g., info on sample size); actionable for all outcomes; and focused on continuous improvement.
Results Driven Action 1 RDA per Outcome is recommended.	Nothing provided	Missing (without explanation) for some Outcomes; lacks meaningful detail and/or does not draw a connection between an Outcome, Measures, and Results.	Provides some detail on changes, improvement(s) proposed and/or active in the current cycle or articulates why no changes are being made at the current time; has a clear connection between Outcome and Results.	Provides rich details of changes, improvement(s) for all results in the current cycle or articulates why no changes are being made at the current time (with a plan of action for what happens if this becomes a trend); has a clear connection between Outcomes and Results; and addresses past cycles.

Assessment Report Standings Explanation

Good Standing (Meets all criteria)

- The program submitted a completed report (Mission, Outcomes, Measures, and Results) in 2018/19, 2019/20, and 2020/21; and
- The program provided evidence of using assessment to drive improvement (Use of Results and/or Results Driven Actions) in at least one cycle.

Working Towards Good Standing (Meets at least 1 of the following criteria)

- The program demonstrated improvements to their report between 2018/19 and 2020/21 and provided evidence of improvement linked to assessment in at least one cycle; and/or
- The program is actively engaged with the OIE to improve their assessment efforts.

Not in Good Standing (Meets a combination of criteria)

- The program has: not provided a completed report in at least one cycle and/or evidence of using assessment data to drive improvement in either cycle; and
- The program is not engaged with the OIE to improve their efforts.

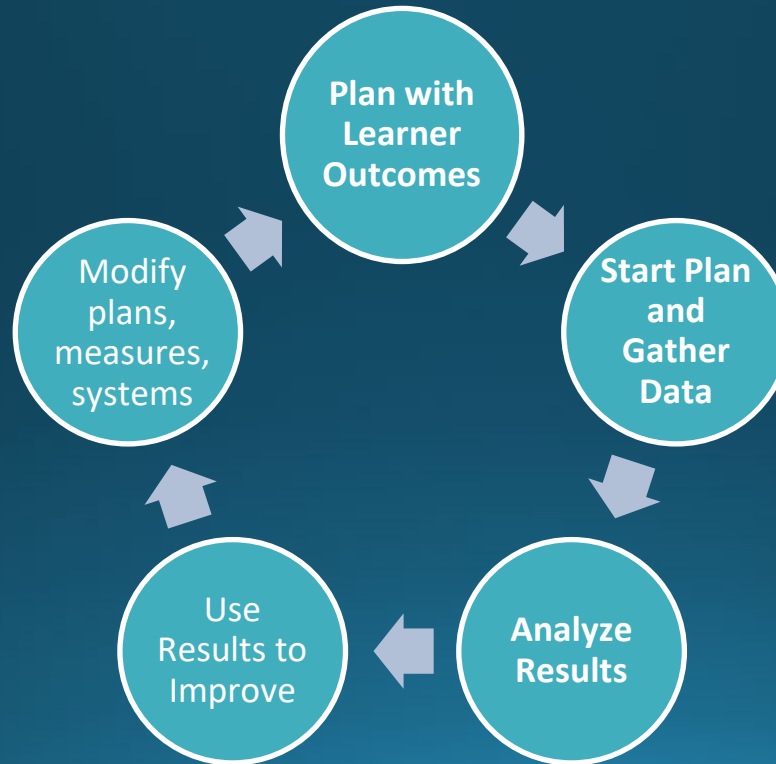
Not Available

This status typically applies to programs where the OIE has decided the program is exempt from completing a report.

Committee reviews results of plan



Cycle of Continuous Improvement



Share and Tell

What have you learned?

Share





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