ASSESSING ASSESSMENT:
USING THE EIA TO IDENTIFY BEST PRACTICES

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INTRODUCTION

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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

http://www.learningoutcomeassessment.org/TFcomponents.htm
EXCELLENCE IN ASSESSMENT DESIGNATION

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