Collecting Meaningful Assessment Data: An Accreditation Strategy

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Chief Assessment Officer
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AALHE Board Member
Outcomes

• Participants will be able to create a plan for routinely collecting information important to the institution that is aligned with accreditation standards.

• Participants will be able to implement the plan in such a way that it can be embraced by the campus community and become sustainable.
• Mindset
• Context and Perspective
• Approach
• Demonstration
• Technical Requirements
• Implementation Strategy
• Questions
• Mindset
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MINDSET

Tabula Rasa
MINDSET: Look for inspiration

RESEARCH: Conduct a review of the literature

...a sufficient number of faculty in leadership roles and of senior administrative staff with the skills, time, and administrative support necessary to achieve the goals...

...provides ready access to well-maintained library resources sufficient in breadth of holdings and technology to support its educational and other missions.

...education program objectives are statements of the knowledge, skills, behaviors, and attitudes that students are expected to exhibit as evidence of their achievement by completion of the program.
...foster excellence in education through the development of criteria, standards, and guidelines for assessing educational effectiveness;

...encourage improvement through continuous self-study and planning;

...assure the educational community, the general public, that an institution or program has both clearly defined and appropriate objectives,
...a climate that fosters respect among students, faculty, staff and administration from a range of diverse backgrounds.... ...

...resources to support both the institution’s programs of study and the students’ academic progress...

---mission and goals that... include support of scholarly inquiry and creative activity...

Source: Middle States Commission on Higher Education 2015
Finally....

...operates with integrity in its financial, academic, personnel, and auxiliary functions; it establishes and follows policies and processes for fair and ethical behavior on the part of its governing board, administration, faculty, and staff.

...is committed to freedom of expression and the pursuit of truth in teaching and learning.

...The institution works systematically to improve its performance.

*Source: Higher Learning Commission Criteria for Accreditation*
Hmmm......

Mindset of accreditation?
What about a mindset of QUALITY?
• Mindset
• **Context and Perspective**
• Approach
• Demonstration
• Technical Requirements
• Implementation Strategy
• Questions
Context and Perspective
Assessment for Continuous Improvement

- Learning Outcomes
- Mission and Goals
- Strategic Planning
- Ethics & Integrity

- Delivery of the Student Experience
- Support of the Student Experience
- Resource Allocation
- Governance and Administration
Timeline – for 10 year cycle

- **Years 8-9 Self-Study**
  - Scramble to locate information to align with accreditation standards

- **Year 10 Visit**
  - Get the whole campus talking about assessment

- **Years 1-4**
  - Breathe...Forget for awhile

- **Year 5**
  - Visit recommendations for mid-point evaluation

- **Years 6-8**
  - Breathe....Forget again
General reaction to the concept of assessment data collection every year

You want me to do what?
AGENDA

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APPROACH: What if.....

- Evidence-based improvements were collected continuously
- Data important to the institution was regularly captured
- Information was organized by standard
- Information was archived by year
- An annual report summarized campus-wide improvement activity
- The year 8-9 Self-Study reflected back on improvement activity and looked ahead at what should come next

What kind of story would emerge?
Whose story would it be?
APPROACH: What if…..

Accreditation Standards → Look for supporting evidence

Track continuous improvement initiatives that are meaningful to the institution → Align evidence with the Standards
# Academic Year 2015-2016

|---------------------------------------------------|-----------------------------------------------------|-----------------------------------|-------------------------------------------------------------|

| STANDARD I | Mission & Goals |
| STANDARD II | Ethics & Integrity |
| STANDARD III | Design & Delivery of the Student Learning Experience |
| STANDARD IV | Support of the Student Learning Experience |
| STANDARD V | Educational Effectiveness Assessment |
| STANDARD VI | Planning, Resources & Institutional Improvement |
| STANDARD VII | Gov. Leadership & Admin |
What would be the focus?

**accreditation**

[Diagram showing light rays through a lens, with the word "accreditation" crossed out.]

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Keywords: focus, accreditation, diagram, light rays, lens.
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MSCHE 2014 Standards

Contributors’ Depository
Contributors please place data here and not directly into standards.
Last Edit: 1/27/2017 12:24 PM

STANDARD I
Mission and Goals
Last Edit: 2/2/2017 4:04 PM

STANDARD II
Ethics and Integrity
Last Edit: 2/20/2017 10:29 AM

STANDARD III
Design and Delivery of the Student Learning Experience
Last Edit: 1/11/2017 3:40 PM

STANDARD IV
Support of the Student Experience
Last Edit: 10/20/2016 11:14 AM

STANDARD V
Educational Effectiveness Assessment
Last Edit: 10/20/2016 11:14 AM

STANDARD VI
Planning, Resources, and Institutional Improvement
Last Edit: 3/3/2017 9:15 AM

STANDARD VII
Governance, Leadership and Administration
Last Edit: 10/20/2016 11:15 AM
Everyone contributes to the puzzle

- HR
- Advisors
- Faculty
- Library
- IT
- RAs
- Admin
- Maint.
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TECHNICAL REQUIREMENTS:
aka...wish list

Dashboard for Accreditation and/or Compliance Standards
  • Ability to color code for status levels
  • Separate contributors’ box – that requires evidence
  • Notifications when contributions are made

Opening the Dashboard
  • Brief description of the standard
  • Ability to import the full pdf of the standard

Adding Notes to the Dashboard
  • Ability to select multiple criteria for each standard
  • Ability to add evidence: pdf files, URLs, jpegs, mpegs, etc...
  • Ability to add action date, creation date, modification date
Wish list for IT

Permissions
- Permissions to edit notes or view only
- Permissions groups

Alerts
- Ability to set preferences for alerts about Notes

Archive
- Ability to archive at defined points in the review cycle

Searchable
- Ability to search by key words
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IMPLEMENTATION STRATEGY: Where would you start?
Where would you start?

- Requested Reports
- Scheduled Interviews
- Notes from meetings
- Daily email news
- Weekly bulletins
- Newsletters
Don’t work for buy-in.
Back to Mindset

Generate excitement!

University of Rochester
Annual Report on Continuous Improvement across
MSCHE Accreditation Standards:

Living Meliora
2015-2016
Takeaways:

1. Use an existing resource if possible (e.g. SharePoint)
2. Partner with IT
3. Start collecting readily available information
4. Document what is important to YOU first
5. Collect pieces to tell the institutional story
6. Organize by accreditation standard
7. Stop - Review – Reflect
8. Fill in the missing pieces
9. Help folks see the BIG picture
10. Make the process celebratory….not painful
Dashboard
Bonus Tool: The ATM

What do you think of when you hear “ATM”?

What do you think of when you hear the “A” word?
So tell me about an improvement project you are working on this year.

What are some of the actions you are taking?

How will you know if these actions are working?

Hint: we only know if it is working if we use the “A” word.

What do you think you will do from what you learn in this process?
<table>
<thead>
<tr>
<th>GOAL</th>
<th>ACTIVITY</th>
<th>ASSESSMENT</th>
<th>USE of RESULTS</th>
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</thead>
<tbody>
<tr>
<td>What do I want to do?</td>
<td>How will I do it?</td>
<td>How will I know I’m successful?</td>
<td>What will I do about it?</td>
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### Assessment Tracking Map

**CAS Standard 2 Domain: Interpersonal Development**

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<th>USE OF RESULTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>What do I want to do?</td>
<td>How do I plan to do it?</td>
<td>How will I know if I am successful?</td>
<td>What will I do next?</td>
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<tr>
<td>Reduce the number of cases of freshmen academic misconduct</td>
<td>➢ Ensure policies are clear in handbook</td>
<td>➢ Track the number of case of academic misconduct</td>
<td>➢ If the approach is working, continue the process</td>
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<td>➢ Review policies at orientation</td>
<td>➢ Evaluate data for trends</td>
<td>➢ Continue to monitor the trend line</td>
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<td>➢ Have juniors/seniors speak to students from experience</td>
<td>➢ Survey students about their perceptions of this approach</td>
<td>➢ Respond to feedback from student surveys</td>
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# Assessment Tracking Map

**Academic Year** [_______]

**Dept.** [__________]  **Contact:** [__________]

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Questions and Suggestions?

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