

# Beginning the Cycle: Developing a Multiunit Assessment Plan

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# Outline

- Overview of the assessment planning process
- Lens: Developing a multiunit assessment plan for academic advising at UB
- Context
- Mapping process
- Identifying and developing tools
- Creating the plan
- Garnering buy-in

# Context: Advising Structure

- Decided Majors
  - College of Arts and Sciences
  - School of Architecture and Planning
  - School of Engineering and Applied Sciences
  - School of Management
  - School of Medicine and Biomedical Sciences
  - School of Nursing
  - School of Pharmacy and Pharmaceutical Sciences
  - School of Public Health and Health Professions
- Undecided (and pre-health/pre-law)
  - Student Advising Services
- Special Programs
  - Athletics
  - Access to College Excellence Program (ACE)
  - Daniel Acker Scholars
  - Educational Opportunity Program (EOP)
  - Student Support Services (SSS)
  - University Honors College

# Context: The Driving Force

- Advising Self Study Committee
  - Mission, Vision, Goals, & Learning outcomes
  - NACADA Assessment Institute
- Accreditation

# Assessment Mapping

- What is the learning outcome?
- Where will this be learned
- By when will it be learned
- Who will be assessed
- When will that assessment take place?
- Where and how will their learning be assessed?

# Mapping: Starting with Learning Outcomes

- Students will know whom to contact for academic advising help.
- Students will know the requirements for their major and general education.
- Students will be able to select appropriate courses based on their goals.

# Mapping: the First Draft

What Should Be Learned?	WHERE to Learn It? Experience Provided for learning	By What Time Should Learning Occur When Should Learning Occur?	From Whom and When Evidence Will Be Gathered	Where or How Will You Gather Evidence
Students will know who to contact for academic advising help	New Student Registration Orientation Presentations Communications During Term Advising Appointments Advising Center Materials Websites	Start of term (for new students) Ongoing for students in transition between majors	Whom - First year students When - At Orientation Whom - students in transition When - Ongoing	Orientation surveys (all student populations) Track appointment scheduling Majors and Career Night questionnaire
Students will know the graduation requirements for their major	Advisor appointments/referrals Undergraduate catalog Websites Online videos Advising report	End of first year	Whom - first year students When - advising meetings	Advisors complete a rubric Ask students to rate their understanding (quiz) Focus groups
Students will be able to select appropriate courses based on their goals	Advisor appointments Curricular plans First Year Seminars Course catalog	End of first year	Whom - First year students When - End of first year, query Student records system	Advisors appointment notes (compare notes to actual student registrations) Focus groups Annual student survey on advising

# Mapping: Involving Everyone

- Looking for existing assessment methods
- Looking for new ideas



# Mapping:

## Involving Everyone

### #2: Students will know the requirements for their major and general education

#### Where will our students learn this?

- Advisor appointments
- Curricular plans
- Course catalog
- AAR
- Websites
- Online videos

#### By when should our students have learned this?

- End of the first year
- End of third semester (SAS)
- By the time they are in an approved major (CAS)
- By their third year (SPHHP)

**Existing tools:** Do we have any existing assessments that help measure this already? Are there any existing assessments that could be augmented to measure this? How?

- Honors program requires all students to develop their own 8 semester curricular plan. As far as we know this only exists for Honors students (SAS)
- Advisors review student enrollment/future registration when they come in for appointments. We mandate that the graduating classes of 2016 and 2017 come in for appointments every semester, consistent with the Finish in 4 philosophy. All other SOM students are encouraged to come in for advisement every semester. (SOM)
- Students come to advising meeting with a completed prerequisite plan form that the advisor reviews (BIOMED)
- Honors colloquium degree requirement assignment- graded by advisors using a rubric (HONORS)
- Exit survey (SPHHP)

#### Other ideas for how to measure this?

- Focus groups
- You can query when students run an advising report (CAS/SPHHP)
- Notes or a rubric from advising appointments (PHARM)
- Ask students quiz questions in advising appointment and tally responses, use Honors method of having students complete their own curricular plans (again this is tricky for undecided students but might work with others). (SAS)
- AAR data is underutilized. We would like to be able to query enrollment/registration against degree requirements and progress toward degree. (SOM)
- Identify benchmarks and use HUB to determine if students have reached benchmarks (HONORS)
- Seasonal Surveys (ATHLETICS)
- Do a survey of students in gross anatomy, since every student has to take it at a certain point in (SPHHP)

#### General Comments:

- Should maybe start by measuring how well students know this at different points in their career here (CAS)
- Clearer advising reports in HUB would be helpful
- Difficult to measure in Athletics

# Mapping: The Challenges

- People tend to start brainstorming new educational interventions – focusing on delivery methods instead of assessment methods
- People tend to focus too narrowly at first when trying to identify the who/when/where/how

# Mapping: The value

- Keeps decisions tied to learning outcomes
- Helps prevent duplicating work
- Charts are nice!

# Developing Assessment Tools

- Developing new tools vs. updating existing ones
- Balancing direct measures and indirect measures
- Types of assessment tools
  - Rubrics
  - Classroom Assessment Techniques
  - Other direct measures
- Keep tools tied to learning outcomes!
- Keep referring back to lessons learned through mapping
- Test your tools

# Developing Assessment Tools: the Challenges

- There is a tendency to try to assess too much
- People rely on surveys heavily
- People don't understand new tools
- Buy-in

# Example: Descriptive Rubric

	1 - Beginner	2 - Developing	3 - Accomplished	N/A
<b>Graduation Target</b>	<p style="text-align: center;">○</p> <ul style="list-style-type: none"> <li>• Student cannot identify how course selections affect expected graduation goal. Relies heavily on advisor to identify courses for them</li> </ul>	<p style="text-align: center;">○</p> <ul style="list-style-type: none"> <li>• Student can identify a plan for how to complete courses but the plan is missing some key points needed for a timely graduation</li> </ul>	<p style="text-align: center;">○</p> <ul style="list-style-type: none"> <li>• Student makes course selections taking into account all aspects of timely graduation:               <ul style="list-style-type: none"> <li>• Course sequencing</li> <li>• Course availability</li> <li>• Credit load per semester</li> </ul> </li> </ul>	○
<b>Professional Growth</b>	<p style="text-align: center;">○</p> <ul style="list-style-type: none"> <li>• Student cannot identify courses that help them develop with a career goal</li> </ul>	<p style="text-align: center;">○</p> <ul style="list-style-type: none"> <li>• Student can identify some courses that help them in attaining their career goals, but is either missing some key courses in their plan or have yet to pursue them</li> </ul>	<p style="text-align: center;">○</p> <ul style="list-style-type: none"> <li>• Student seeks out specific courses to help prepare them for specific career goals:               <ul style="list-style-type: none"> <li>• Classes that prepare them for entrance exams or graduate school</li> <li>• Courses that explore specific research or professional interests</li> </ul> </li> </ul>	○
<b>Personal Enrichment</b>	<p style="text-align: center;">○</p> <ul style="list-style-type: none"> <li>• Student cannot identify courses that help them explore their interests</li> </ul>	<p style="text-align: center;">○</p> <ul style="list-style-type: none"> <li>• Student can identify courses, but has no clear plan of how to pursue them</li> </ul>	<p style="text-align: center;">○</p> <ul style="list-style-type: none"> <li>• Student actively pursues a plan to take specific courses to help them explore their interests</li> </ul>	○

# Advising Assessment Tools

- Orientation Survey (Indirect)
- Tracking student contacts (Direct)
- Academic Advising Directory website hits (Direct)
- Annual Advising Survey (Indirect & Direct)
- Query students running AAR and WHIF in HUB (Direct)
- Requirements Rubric (Direct)
- Finish in 4 data tracking (Direct)
- Course registration tracking for non-Finish in 4 participants (Direct)
- Goals Rubric(Direct)

# Tools Tie to Learning Outcomes

- Orientation Survey - Contact
- Tracking student contacts - Contact
- Academic Advising Directory website hits - Contact
- Annual Advising Survey - All 3
- Query students running AAR and WHIF in HUB - Requirements
- Requirements Rubric - Requirements
- Finish in 4 data tracking - Goals
- Course registration tracking for non-Finish in 4 participants - Goals
- Goals Rubric - Goals



# Creating the Plan

- Refine data collection tools/methods/samples
- Set timeframes for data collection
- Assign responsibilities
- Explain how findings will be reported/used

# Creating Buy-in

- Use the mapping process to promote buy-in
- Keep referring to lessons form mapping to incorporate ideas/build in natural connections
- Use the testing process to help build buy-in
  - Make decisions that show how it will affect people
- Be able to describe the need

# Creating Buy-in

## Lessons from Mapping

### #2: Students will know the requirements for their major and general education

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## Lessons from Mapping

### 2: Students will know the requirements for their major and general education

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# Questions/Discussion