

# Designed for Improvement

--A Program Level Assessment Process--

Director of Assessment  
Assistant Director of Assessment

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# Learning Outcomes

- Understand the importance of an assessment process that leads toward improvement
- Plan an outline for an assessment design (as presented)
- Explain the process for using the results for improvement

# 60/60 - Pair and Share

- Pair up, and share with your partner the following:
  - Name, Institution, Position
  - How does your institution conduct program learning outcomes assessment?
    - Processes?
    - Policies?
    - Procedures?

# Liberty University

- Liberty University is the largest private, nonprofit four-year college in the country, the nation's seventh largest university, and the largest college in Virginia.
- Enrollment: Exceeds 100,000 students with nearly 13,000 resident students and more than 90,000 online students

# Liberty (continued)

- INSTITUTIONAL ACCREDITATION: Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)
- TOP UNDERGRADUATE MAJORS: Business, Psychology, Religion, and Education
- 315 unique programs (some both resident and online)
  - 206 RESIDENTIAL PROGRAMS OF STUDY:
    - 151 undergraduate, 54 graduate, 1 post master's
  - 166 ONLINE PROGRAMS OF STUDY:
    - 57 undergraduate, 100 graduate, 3 post master's, 6 doctorate



Assessment and Evaluation

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# Assessment Roles

- Facilitators
- Assessment Coordinators
- Chairs
- Deans
- Faculty

# Assessment, Analysis, and Improvement

- Student program level learning outcomes assessment
- Curriculum Design review
- Program curricular review
  - Major enrollment and graduation rates
  - Facilities review
  - Alumni satisfaction
  - etc...





Classroom Assessment/Improvement v. Program Assessment/Improvement

# **SIDEBAR – CLASS OR PROGRAM**

# Classroom Assessment and Improvement

- The teacher of the senior capstone course evaluates her student's final projects, assigns grades, and uses the information for her own improvement next semester

# Program Assessment and Improvement

- The faculty teaching the senior capstone report annually to the department, outlining the strengths and weaknesses of the students' work in relation to the departmental learning goals.
- The department uses these and other data, such as student and alumni data, to inform decisions about curriculum, pedagogy, and other factors that affect student learning

# P-L-A-C-E

## Program and Learning Assessment Cycle for Excellence



# Assessment Scope and Process

- Program learning outcomes and syllabi are assessed on a three-year cycle
- Program curriculum is reviewed on a five-year cycle.
- In addition to the course-embedded assessments, used primarily for student learning outcomes, the departments participate in an *Annual Assessment Day* each spring

# Systematic Plan/Process for Assessment

Curricular Assessment Timeline			
Activity	Purpose	Administration	Report Due-Date
<b>Program Review</b>	Make improvements to educational programs based on the collection, analysis, and use of program assessment results (curriculum revision, instructional revision, facilities improvement, budget projections for academic departments and their programs)	Five-year Cycle	May of every fifth academic year
<b>PLO Assessment</b>	Make improvements in the learning process based on the collection, analysis, and use of student learning outcome assessment results (instructional revisions, curriculum revisions, assessment revisions, and graduating senior outcomes)	One cluster per department, per year and all clusters over a three year cycle	May of each academic year
<b>Syllabi Review</b>	Make improvements to syllabi based on the collection, analysis, and use of syllabi assessment results (consistent formatting, link of course learning outcomes to program learning outcomes, evaluation and revision of assignments and tests to be appropriate assessments of course learning outcomes)	Three year cycle	May of each academic year
<b>Annual Assessment Day</b>	Make improvements to departments, programs, and the University at large based on the collection, analysis, and use of a wide range of assessment results (seek to increase satisfaction of students, faculty, and staff; seek to increase passage on Graduating Senior Exams; work to improve those areas that are assessed with Value Added Exams)	April	August of each academic year

# Process -- Design

## Department

- Completes PLO Design in Planning and Submits to IE.

## IE Facilitator

- Reviews the design with integrated feedback tool and submits to Dean
- Other facilitators review comments as well.

## Dean

- Reviews PLO design with IE Facilitator's comments and adds additional instructive comments or questions

# Process -- Conduct

**-Conduct Assessment-**



# Process - Report

## Chair/Assessment Coordinator

- Updates assessment design and includes findings and action plan (if necessary) and submits to IE Facilitator

## IE Facilitator

- Reviews the design with integrated feedback tool and submits to Dean
- Other facilitators review comments as well.

## Dean

- Receives final copy of the entire PLO assessment.

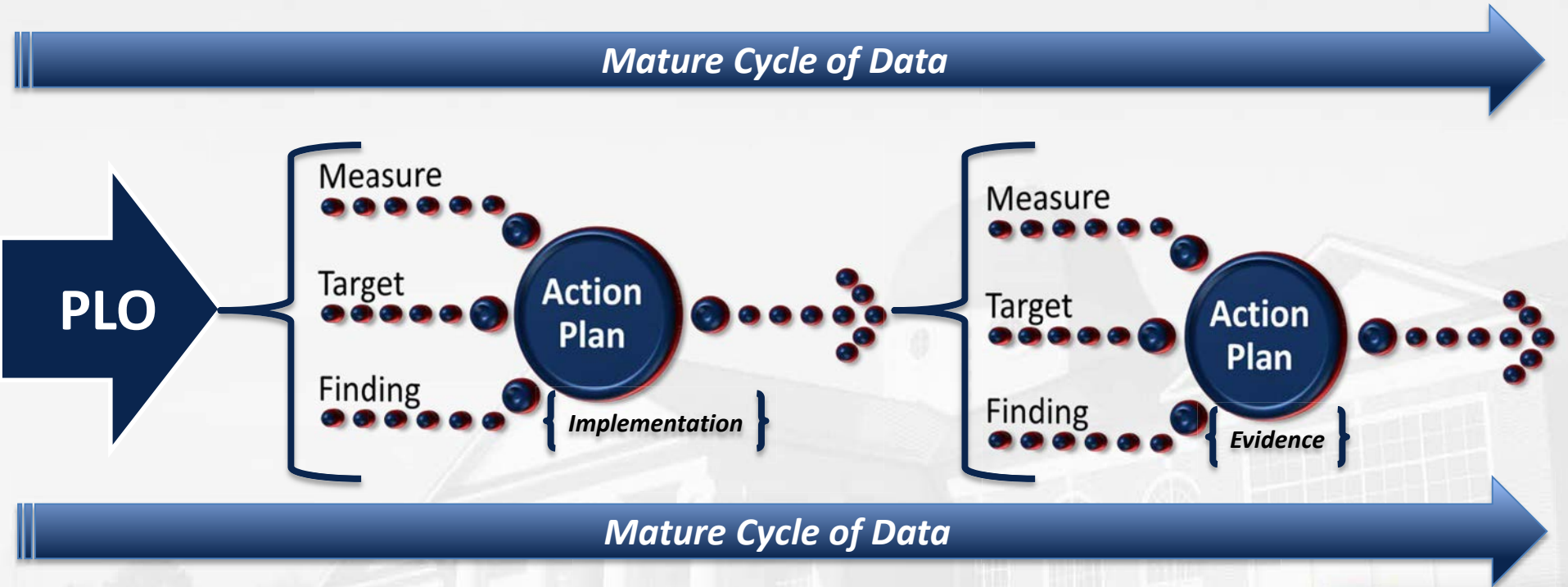


Measuring Student Learning

# **OUTCOMES ASSESSMENT**

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# The Logic of Assessment



# Assessment Template

- At Liberty, a standard Program Learning Outcome assessment template is utilized for all assessment designs.
- By using a template, it is easier for faculty to ensure they have thought through all aspects of the design.

**PROGRAM LEARNING OUTCOME TO BE ASSESSED** (print full learning outcome as shown in WEAVEonline)

Click here to enter text.

**DESIGN OF THE ASSESSMENT MEASURE**

***Research Question***

*What do you want to find out about student learning as a result of using this measure? Write your response as a question.*

Is the student able to...

***Participants in this study***

*Who will be in your sample? Students from a specific course? Students who attend a specific activity? How will you select the participants? Required? Random selection?*

Click here to enter text.

***Instrument, Assignment, or Activity***

*Which learning experiences in the program contribute to the attainment of this outcome?*

*Where can you look for the best evidence that students have attained this income?*

*What assessment tools do you plan to use? e.g. Survey, Course Embedded Measure, Standardized Test?*

Click here to enter text.

***Administering the Assessment***

*How are you going to collect the data? When will the assessment take place? How will the data be scored? Do you have a rubric? Checklist? Video? How many faculty/evaluators will be looking at the assignment or activity?*

Click here to enter text.

**ACHIEVEMENT TARGET**

*An achievement target is the program's criterion for success. For this outcome, what would be the finding that would demonstrate best practices? What constitutes an adequate level of knowledge or skill? What constitutes a more than adequate level?*

*What do you expect the results to be from this assessment? Look at this from multiple perspectives.*

- *What percentage of students would you like to have score at a certain level? (Ex., 80% of the students will receive a score of 85% or better; 85% of the students will rate a competency level of 3.0 or better.)*
- *Would it be helpful to show an item analysis of the questions asked?*
- *Would it be helpful to show an item analysis for each component of the rubric. (Ex., 80% of the students scored at the emergent level for bias and assumptions section of the rubric)*

Click here to enter text.

# What is Done with the Results?

- Once the assessment is conducted, findings are reported in our assessment management system.
- When findings are reported, there are checkboxes indicating “met,” “partially met,” or “not met.”

# Where Does Improvement Fit in?

- For targets that are “not met” or “partially met,” an action plan is created to remedy the identified deficiency.
- If the rubric/scoring key was designed well, it should be relatively easy to identify which sub-skill the students are deficient in.

# What are you doing with it...?

Assessment and decision making should go hand in hand...In essence, assessment and improvement are often separated by a single important point: assessment focuses on the *what*, improvement on the *what-you-do-with-it*. Linking the two may very well be the most crucial aspect of successful assessment practice.



# Closing the Loop

- Each action plan is given a due date as to the time expectation for the improvement to be carried out.
- We try to encourage curriculum improvement decisions instead of an action plan which adjusts the assessment when a target is not met.

# Evidence of Improvement

- Once the action plan is completed, the same assessment is carried out with a similar sample of students.
- If improvement is demonstrated in an area which was previously deficient, this would be considered evidence of improvement.
- Our assessment management system has a text box in which the evidence of improvement can be thoroughly explained.





# THANK YOU!

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# References

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- Suskie, L. (2004). *Assessing Student Learning*. Bolton: Anker.
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