Creating an Integrated Assessment System to Build a Culture of Evidence

National University

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Learning Outcomes

Participants will:

- Learn how to build an inclusive culture of evidence

- Understand how to set clear expectations for support across multiple entities

- Be introduced to a systems based assessment system (diagram and discussion)

- Understand a matrix process for aligning multiple learning outcomes

CAEP Standard 5

The provider maintains a quality assurance system comprised of valid data from multiple measures, including evidence of candidates' and completers' positive impact on P -12 student learning and development. The provider supports continuous improvement that is sustained and evidence-based, and that evaluates the effectiveness of its completers. The provider uses the results of inquiry and data collection to establish priorities, enhance program elements and capacity, and test innovations to improve completers' impact on P-12 student learning and development.

Unpacking Standard 5

- *a quality assurance system*
- *supports continuous improvement that is sustained and evidence-based*
- *uses the results of inquiry and data collection to establish priorities, enhance program elements and capacity, and test innovations*

Quality Assurance System

What was in place:

National University established a university-wide assessment system in 2008. The system is comprised of administration, faculty, assessment events, processes, and technology tools.

Quality Assurance System

University Level
- ➢ Office of the Provost
- ➢ Office of Educational Effectiveness and Accreditation
- ➢ Office of Institutional Research
- ➢ University Academic Assessment Committee

School of Education Level
- ➢ Dean
- ➢ Associate Dean
- ➢ Department Chairs
- ➢ Program and Course Leads
- ➢ School Assessment Committee

Quality Assurance System

What was in place:

- The Accountability Management System (AMS) in TaskStream

- Required of every program at the university:
  - Program Annual Reviews
  - Five-Year Reviews

Quality Assurance System

What was in place:

- The University Academic Assessment Committee

  Charge: Support assessment activities and faculty: Fall Assembly, Assessment Summit, and Spring Symposium
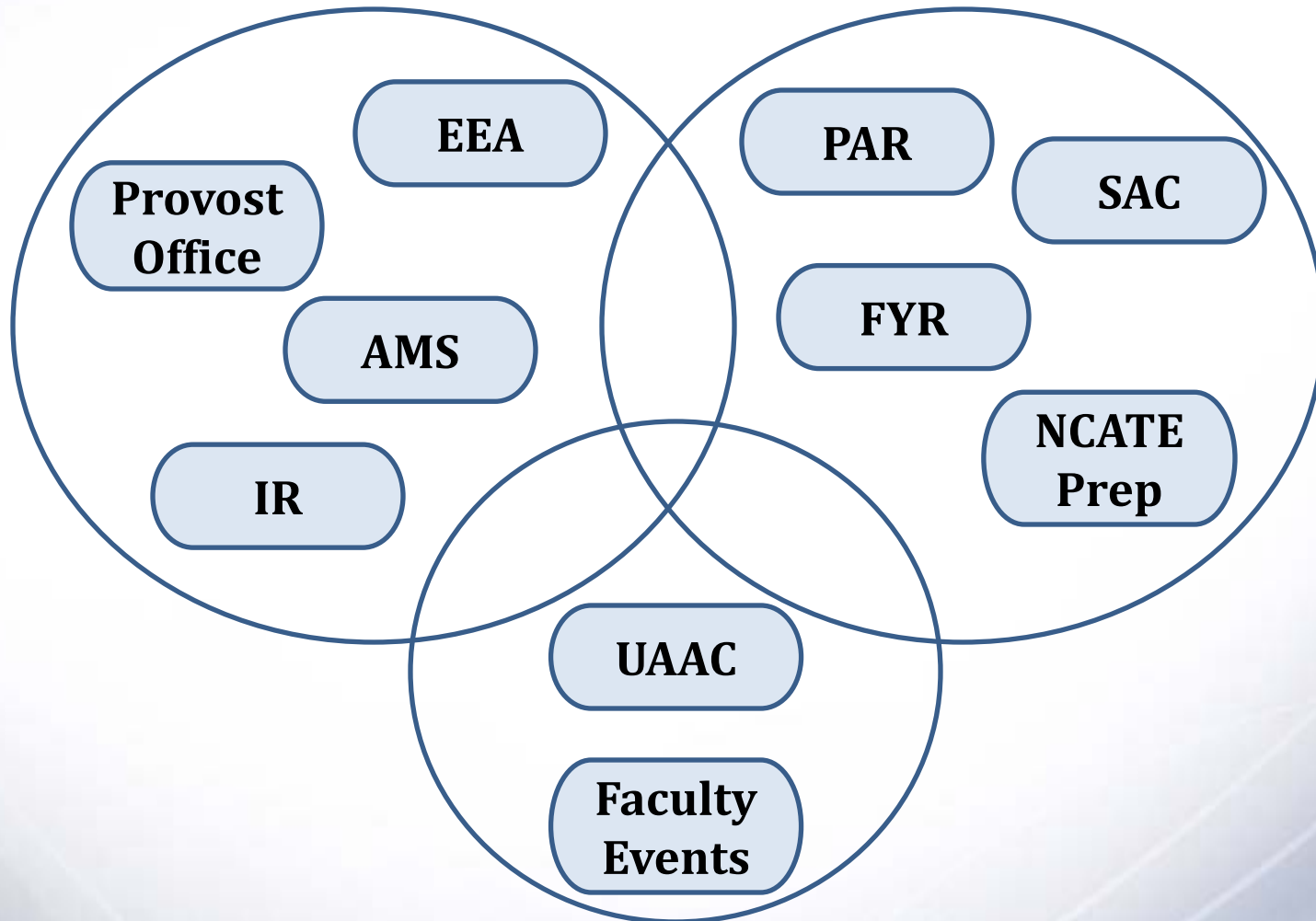
- The School Assessment Committee

  Charge: Support faculty assessment (PARs and Five Year Reviews)

Quality Assurance System

Quality Assurance System

What was <u>not</u> in place:

- Clear expectations, communication, and connections to build a culture of evidence across all entities and systems.

- Clear alignment of assessment system and program activities with accreditation standards and evidence requirements

Building a Culture of Evidence

Building a culture of evidence (Salazar, 2014) is defined as using evidence in assessment, decision making, planning, resource allocation, and other institutional processes that is embedded in and characteristic of an institution's actions and practices. Communication and collaboration are essential to building this culture.

Our Process at the School Level

- In order to build a bridge between the institutional, school, and program processes, a new team, the NCATE Steering Committee, was formed.
- The members of this group included:
  - School of Education Dean
  - School of Education Associate Dean
  - NCATE Standard Co-Chairs (2 per standard)
  - NCATE & CTC Faculty Coordinators
  - SAC Co-Chairs

  Ex-officio members:
  - Director of Credentials
  - Executive Director of Educational Effectiveness and Accreditation

Our Process at the School Level

Charge of the NCATE Steering Committee:

- The collection and analysis of information important for continuous improvement.
- Communication of information required to respond to accreditation initiatives and follow-up.
- Preparing information and documents as evidence of compliance with accreditation standards.
- Planning and coordination follow-up team visits to assess progress toward meeting standards.
- Ongoing reporting to accreditation teams regarding progress in meeting standards.
- Preparation of information in preparation for subsequent accreditation renewal visits.
- Continuous improvement and quality assurance initiatives.
- Ensure that the School is current regarding changes in national and state standards.
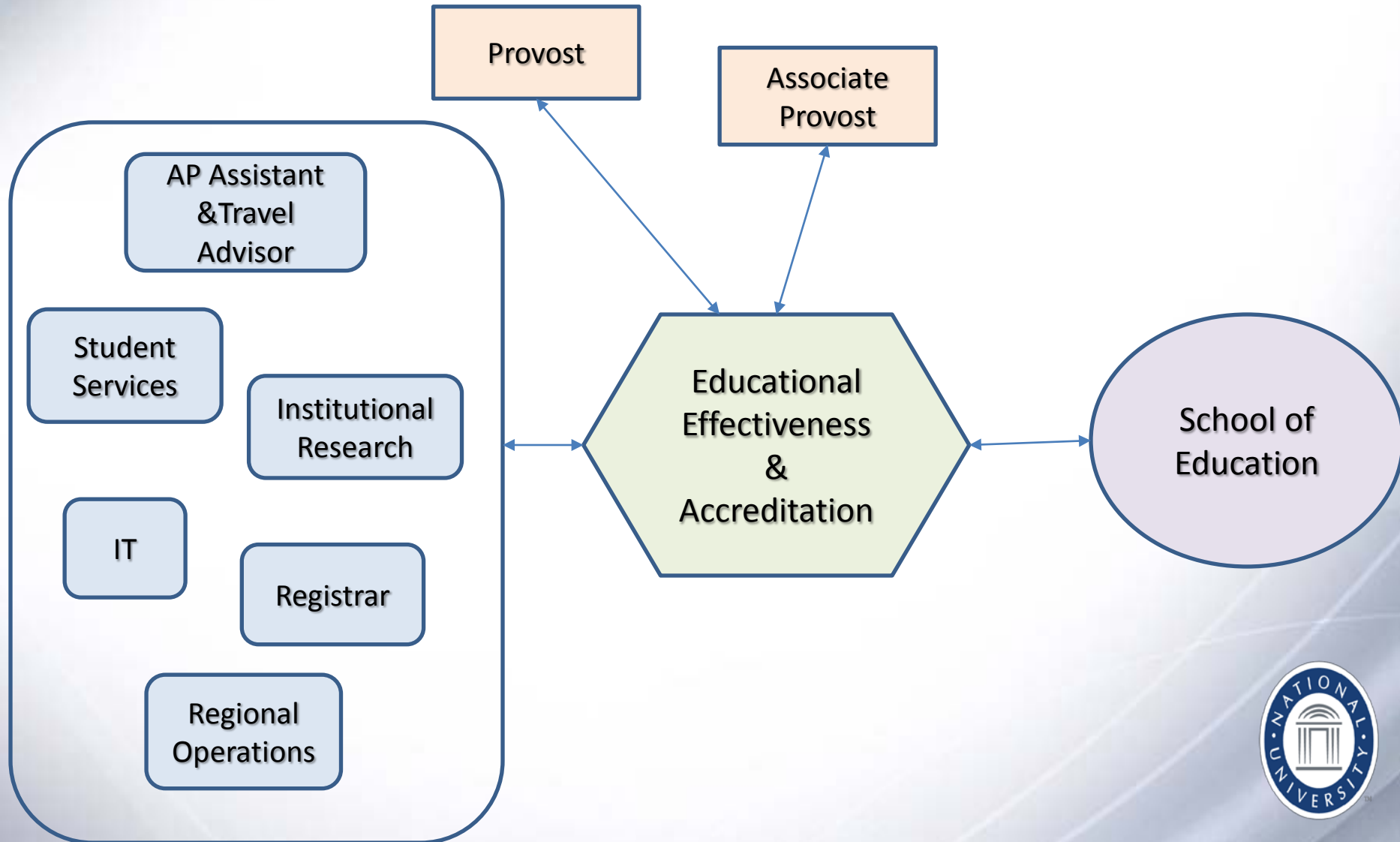
Our Process at the University Level

Educational Effectiveness & Accreditation

- Institutional liaison
  - Communication of administrative expectations
  - Institutional support pieces (IR, Std. Srvs, Registrar)
  - Visit coordination (Associate Provost Office, IT, etc.)
- "Reviewer Hat"
  - Identify gaps and make recommendations
  - Work flow/timeline/document preparation

Our Process at the University Level

Provost

Associate Provost

AP Assistant &Travel Advisor

Student Services

Institutional Research

IT

Registrar

Regional Operations

Educational Effectiveness & Accreditation

School of Education

Building a Culture of Evidence

How did this new structure change our work?

Communication

(processes & timelines)

+

Collaboration

(monthly meetings, standard chair meetings, & institutional support)

=

Unity of purpose

Gathering Evidence

How do we implement a formal, systematic way of collecting evidence to build a culture of evidence?

The Program Annual Review

- All programs at National University undertake a review process to determine the progress measured in relationship to the Program Learning Outcomes and opportunities for continuous improvement.

- The Program Lead is responsible for the completion of the PAR.

Elements of a PAR – Big Picture

- Standing Requirements
  - Program Description
  - Need for the Program
  - Student Enrollment Information
- PAR
  - Program Learning Outcomes
  - Curriculum Map
  - Multi-Year Plan
  - Assessment Plan
  - Assessment Findings (Finding Per Measure, Overall Reflection, Implementation of Changes from previous PAR and/or FYR)
  - Overall Recommendations
  - Additional Information

Program Learning Outcomes

- The Program Learning Outcomes are the foundation for gathering evidence.

- Each PLO is aligned/mapped to multiple standards using the AMS system.

Program Learning Outcomes

Outcome 2 🔍

Demonstrate appropriate standards of conduct; practice within legal and ethical parameters.

NU Dispositions: 1. Professional and Ethical C...,
NU Institutional Learning Outcomes: 3, 4, 5,
NU School of Education Conceptual Framework: a., a., c., c., d.,
USA- INTASC Model Core Teaching Standards: 1(j) Critical Dispositions, 1(k) Critical Dispositions, 10(a) Performances, 10(q) Critical Dispositions, 2(m) Critical Dispositions, 2(n) Critical Dispositions, 2(o) Critical Dispositions, 3(a) Performances, 3(c) Performances, 5(g) Performances, 5(p) Essential Knowledge, 5(r) Critical Dispositions, 6(t) Critical Dispositions, 6(u) Critical Dispositions, 6(v) Critical Dispositions, 7(o) Critical Dispositions, 7(q) Critical Dispositions, 8(r) Critical Dispositions, 9(a) Performances, 9(c) Performances, 9(d) Performances, 9(f) Performances, 9(g) Essential Knowledge, 9(o) Critical Dispositions,
WASC 2.2b Graduate Programs: WASC 2.2b3, WASC 2.2b4

Matrix Alignment

How is this alignment useful in building a culture of evidence?

Once the alignment is complete, measures are selected to provide evidence that the PLO has been met. This plan, called the Multi-Year Plan, guides the collection, interpretation, and communication of evidence to support continuous ongoing improvement.

Matrix Alignment

The Multi-Year Plan contains:

- PLOs

- Direct and Indirect measures for each PLO

- Acceptable and Ideal Targets

- Course sample and modality

- Data collection process and responsibility

Building a Culture of Evidence

- The results of the Program Annual Reviews are reviewed within the school by the Program Lead, Department Chair, Dean, School Assessment Committee, and Quality Assurance Committee.

- The Quality Assurance Committee reviews and makes recommendations to the Dean concerning budgetary items for continuous improvement.

- The Department Chair and Program Leads create plans for program and course improvement.

Building a Culture of Evidence

Opportunities for Continuous Improvement
- Program Level
  - Program Annual Review
  - Five-Year Review
- School Level
  - Quality Assurance Committee
  - CAEP Annual Report
  - State reporting requirements
- University Level
  - Review of entire assessment process
  - Accreditation efforts across the university

Building a Culture of Evidence

- This integrated approach to assessment requires strong communication, collaboration, and active participation.

- The end of assessment is action. To build a culture of evidence, the action must be thoughtful, meaningful, and ongoing.

Current Status

- After the awarding of NCATE Accreditation in 2014, the NCATE Steering Committee evolved into the Accreditation Committee.

- The charge of this committee is to ensure communication and collaboration across the multiple entities in regard to ALL accreditation activities in the School of Education.

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