Institutional Accreditation

Year 6

DATE	ACTIVITY
Fall 2023	**Annual Accreditation Seminar (September 15)** ▪ Implement - Mission Fulfillment Assessment and Continuous Improvement **(Workshops and Forums, October 27 or November 3)** ▪ Conduct - Evaluation of Institutional Effectiveness Self Study
Spring 2024	▪ Implement - Mission Fulfillment Assessment and Continuous Improvement **(Winter Teaching Academy, Workshops, and Forums, January TBD, February 9)** ▪ Conduct - Evaluation of Institutional Effectiveness Self Study ▪ Draft - Policies, Regulations, Financial Review Report
Summer 2024	**Annual Academic Assessment Retreat (May 9)** ▪ Submit - Policies, Regulations, Financial Review Report ▪ Draft - Evaluation of Institutional Effectiveness Report

Year 7

DATE	ACTIVITY
Fall 2024	**Annual Accreditation/Assessment Seminar (September TBD)** ▪ Draft - Evaluation of Institutional Effectiveness Report

The Evaluation of Institutional Effectiveness (EIE) is a <u>comprehensive, summative evaluation of the institution,</u> occurring in the 7th year of the accreditation cycle

The EIE addresses all Standards and reaffirms the institution's continued compliance with the Eligibility Requirements

AMAZING STORIES BEING WRITTEN EVERY DAY.

UAA
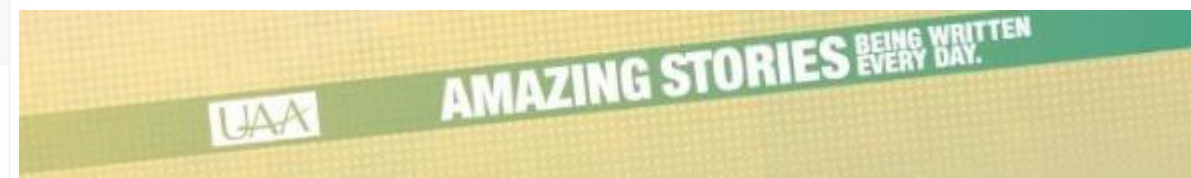
Preparing for the Year 7 Comprehensive Review

University of Alaska Anchorage

Focus: Student Success, Institutional Mission & Effectiveness

Evidence of:

- **Systematic evaluation to improve student learning & achievement**
- **Effective system of student learning assessment in programs, institution, core competencies**
- **Assessment to improve student learning**
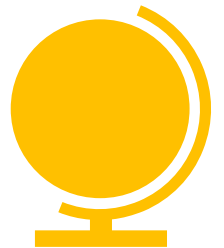- **Use of disaggregated data to address achievement gaps**

UAA Core Competencies

Effective Communication: *The knowledge and skills necessary to engage in effective communication in diverse contexts and formats.*

Creative and Critical Thinking: *The knowledge and skills necessary for the critical exploration of issues, ideas, artifacts, and events in order to creatively design, evaluate, and implement a strategy to answer complex questions or achieve a desired goal.*

Intercultural Fluency: *The knowledge and skills necessary to promote effective and appropriate interaction in a variety of cultural contexts, particularly in terms of the diverse populations of Alaska.*

Personal, Professional, and Community Responsibility: *The knowledge and skills necessary to promote personal flourishing, professional excellence, and community engagement.*

How do you hope to demonstrate your many years of work & accomplishments in your 7ᵗʰ Year Report?

2020 NWCCU standards include the identification and assessment of UAA institutional core competencies for student learning.

After a series of open forums and meetings with stakeholders across the UAA community in the Fall we identified 31 competencies.

Based on stakeholder feedback, we consolidated the 31 to 9 and then finally to 4 basic competencies.

- **Effective Communication**
- **Critical and Creative Thinking**
- **Intercultural Fluency**
- **Personal, Professional, and Community Responsibility**

Student Focus Groups

Document where and how students develop the core competencies at UAA

Personal, Professional, and Community Responsibility. **Photovoice** "where this is happening?" "How will you know when students have achieved it?"

Do Assessment that Matters!

Assessment & accreditation should advance and assure what you care about as educators, as an institution supporting student success

Assess what is worth assessing.

Why do we assess?

We assess to improve student learning and promote student success

21st Century Student Learning & Success Goal

More students completing the degree they start, in an <u>equitable,</u> <u>high quality educational experience</u> that prepares them for 21st century workforce.
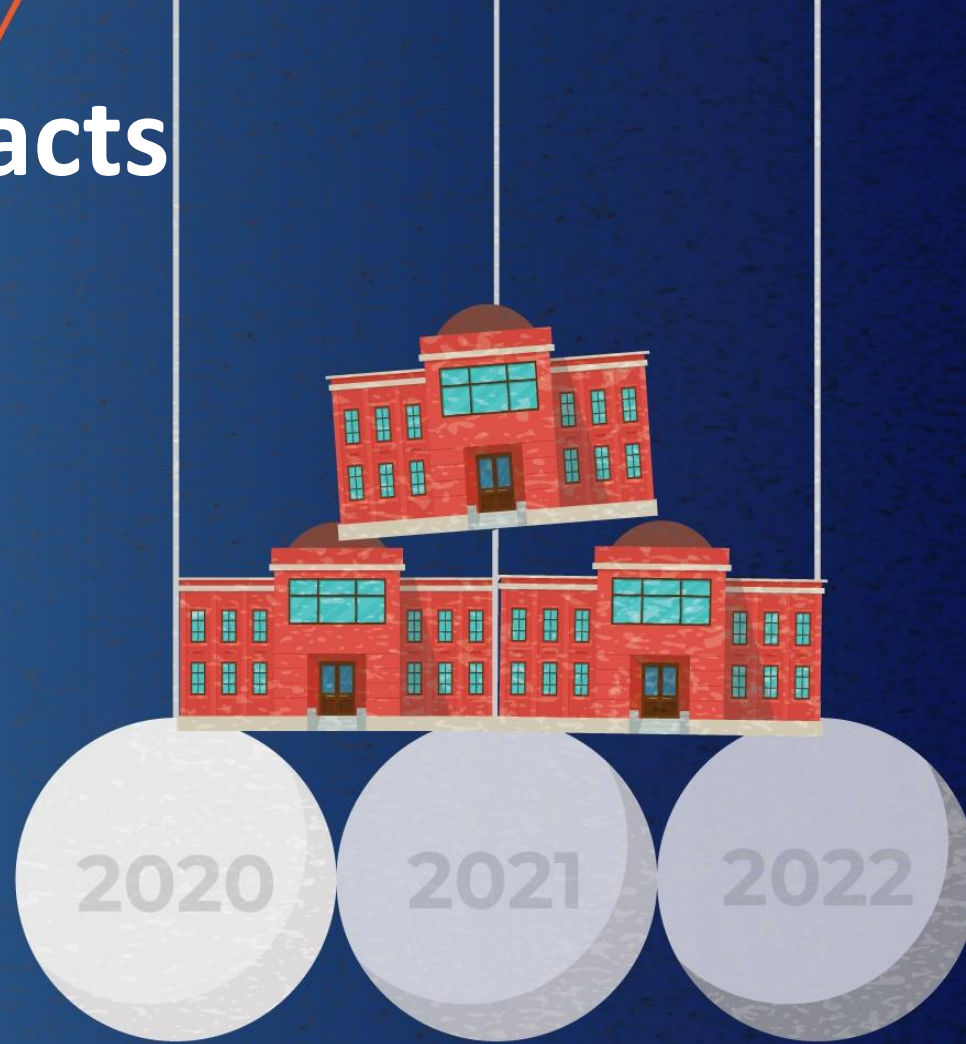
Student Success and College Outcomes

A common refrain in the current narrative about U.S. higher education is a **concern** about **educational quality** and whether students have **attained the learning outcomes** expected of college graduates.

Pandemic impacts on higher education

2020 2021 2022
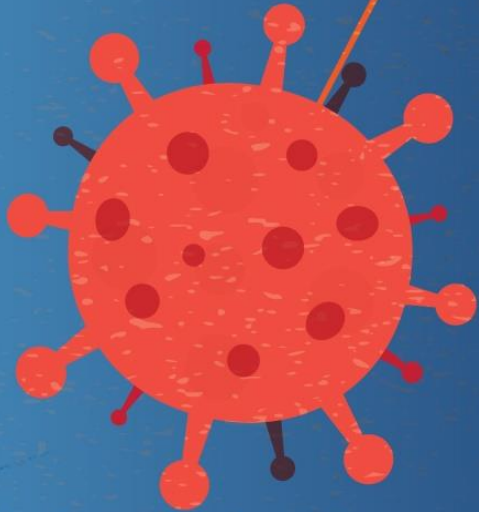
- Disconnection
- Learning loss
- Elevated anxiety
- Mental health concerns
- Dwindling help-seeking
- Emphasis on humanizing education & work
- Compassionate flex
- Focus on practical value

Continuous Improvement

Assessment should help us generate actionable insights -- conclusions drawn from data that provide the impetus for an action, or to guide an improvement initiative

Reflection

Why do you do assessment?
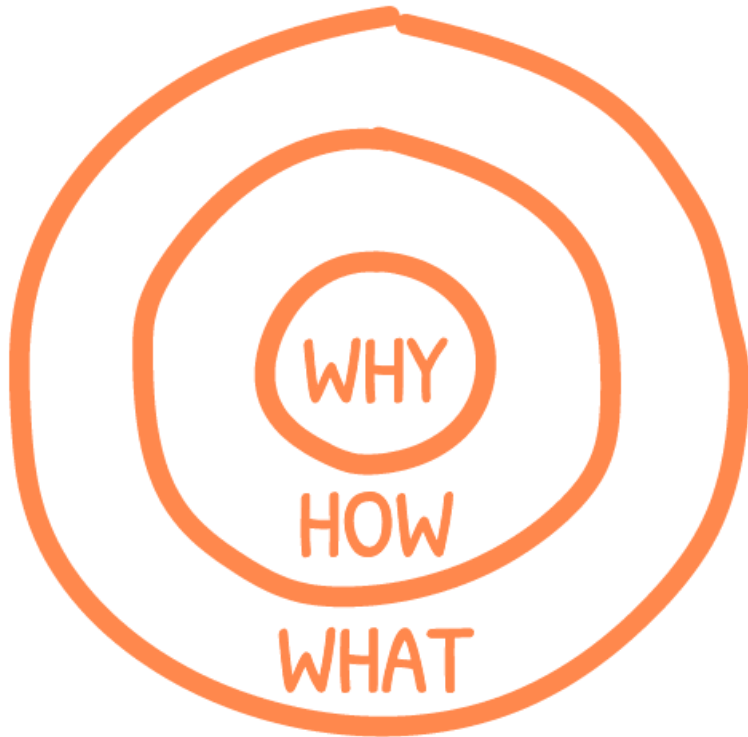
Preflection

What is happening in assessment that excites you about your why?

Many currents mobilizing assessment to improve student learning & promote student success
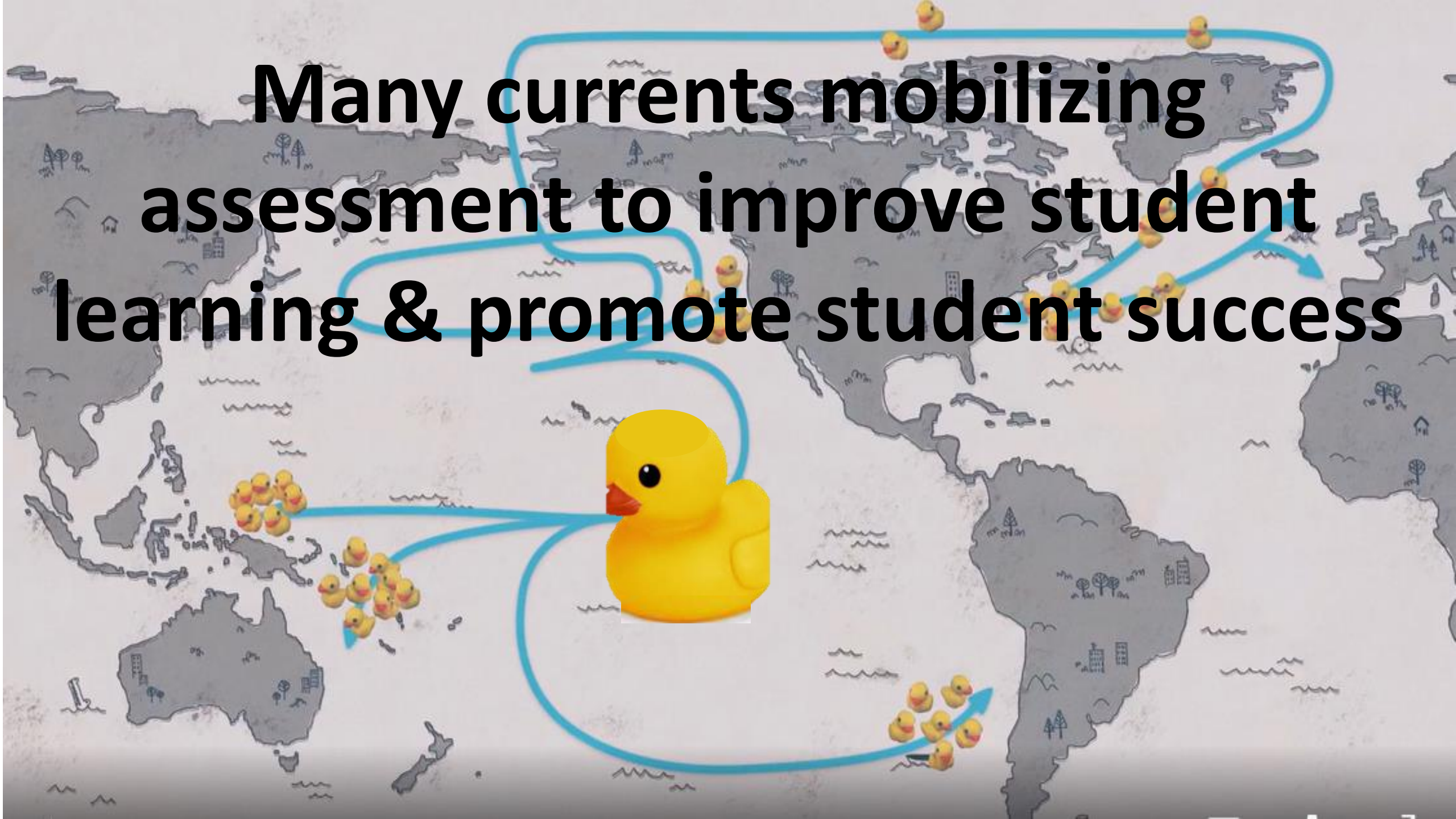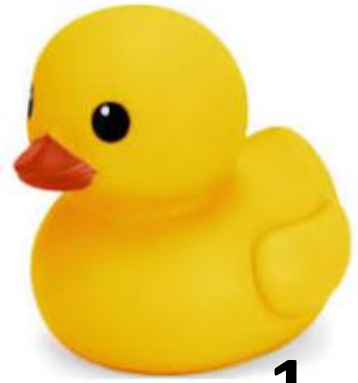
Currents Mobilizing Assessment for Student Learning & Success

1. Moving from compliance to improvement
2. Inclusive, equity-minded data disaggregation
3. Valuing more types of evidence
4. Elevating student partnership & voice
5. Seeing & supporting the whole student - *assessment for student success*
6. Connecting curricular & co-curricular assessment
7. Focusing on learning processes & experiences and outcomes
8. Collaborating among units and making time to discuss and act

Shift from assessment for compliance to assessment for student success and institutional improvement

Focus on improvement to close the gap between assessment findings and improvement actions

"Focus on Improvement and you get compliance for free!" **-- Peter Ewell**

Assessment Reporting is a Call to Action

Action Prompt for Assessment Reporting:

"Based on your results, what decisions will you make? What action will you take?"

Example of Tracking Action on Results

DACC — Doña Ana Community College
NM STATE
DACC Assessment of Student Learning

Try It; Track It: Documenting Action Projects

Try It; Track It Planning Form

*Name:
First   Last

E-mail:

Name 2
First   Last

Define the Problem or Question

What problem or question does this project/intervention address?

DACC Assessment of Student

UNIVERSITY of ALASKA ANCHORAGE

Academic Assessment Plans and Reports

OFFICE OF ACADEMIC AFFAIRS / ACADEMIC ASSESSMENT / ACADEMIC ASSESSMENT PLANS AND REPORTS

The focus of Academic Assessment at UAA is on improving student learning and student achievement. Programs develop an Academic

The two-year cycle is designed so that programs assess student learning one year, and the next year programs report, reflect, and implement improvements

Learning Improvement Approach to Assessment

Closing the loop

The assessment loop is not closed until we look at the data collected, analyze it, recommend changes based on our analyses, make the changes, assess again, and ultimately, realize improvements in student learning.

Inclusive, equity-minded data disaggregation

More inclusive, equity-oriented assessment approaches

Disaggregation by student populations
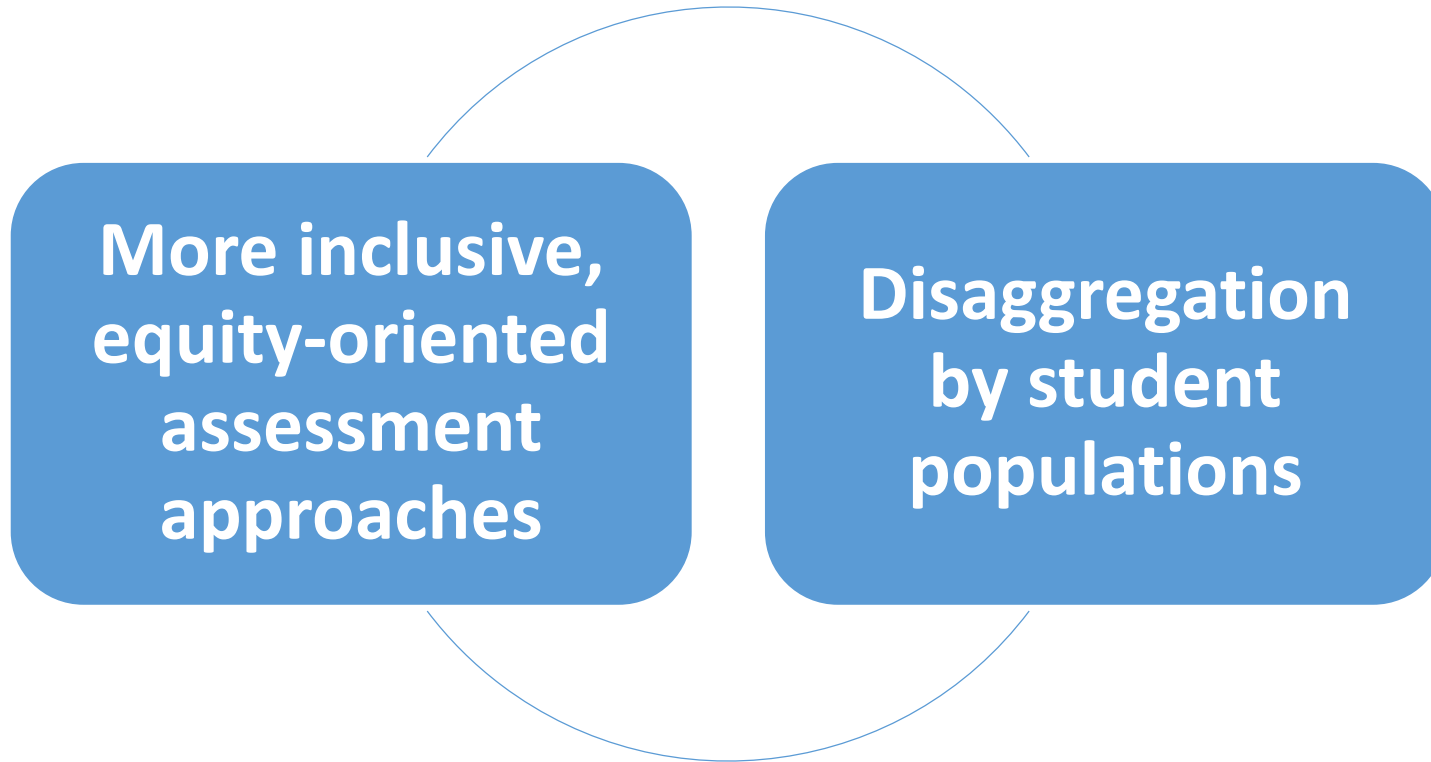
Accreditors sharpen focus on equity in student outcomes

Education Dive. Jan. 8, 2020

Disaggregate data to identify performance gaps and implement strategies to mitigate those gaps.

==NWCCU== directed its institutions to make disaggregated data publicly available on their websites. And use information for "continuous improvement to inform planning, decision making, and allocation of resources."

Equity-Centered SLO Assessment Practice

Practices include:

- ❑ Re-evaluating student learning outcomes for bias and inclusion;
- ❑ Engaging multiple stakeholders (including students) in the assessment process;
- ❑ Examining biases in survey instruments and demographic items;
- ❑ Using multiple methods (assignments, storytelling circles, rubrics, narratives, video blogs, etc.);
- ❑ Disaggregating data by race, ethnicity, gender, socioeconomic status;
- ❑ Engaging in multiple types of data analysis;
- ❑ Using results of assessment to make systemic change.

Institutions determine, track, report on, and are transparent about key equity indicators for student learning outcomes and institutional performance to advance diversity, equity, and inclusion.

(Lundquist & Heiser, 2020 https://www.anthology.com/blog/practicing-equity-centered-assessment)

Equity Data Displays: Greater Transparency and Access to Data -- Course Outcome Dashboard for Education (CODE) to explore and act on outcomes, and grade differences by race-ethnicity, Pell status and gender.

Dashboards helped deans, chairs and faculty make revisions to instructional techniques and modify grading policies.

"When I saw the dashboard results I was floored. I was then committed to making a change."

--Biochem faculty member

Program Learning Outcomes,

by Ethnicity for MLLA division, All department, All program

To Collapse to SLO or Program, hover over item and click +/- that will appear

ENGLISH, AA-T	Create professional-looking written work that shows careful editing and properly document sources.	Asian	89.9%
		Black, AA	94.2%
		Filipino	95.9%
		Hispanic	83.9%
		Native American	89.8%
		Pacific Islander	88.5%
		White	90.0%
	Demonstrate an appreciation of	Asian	86.4%
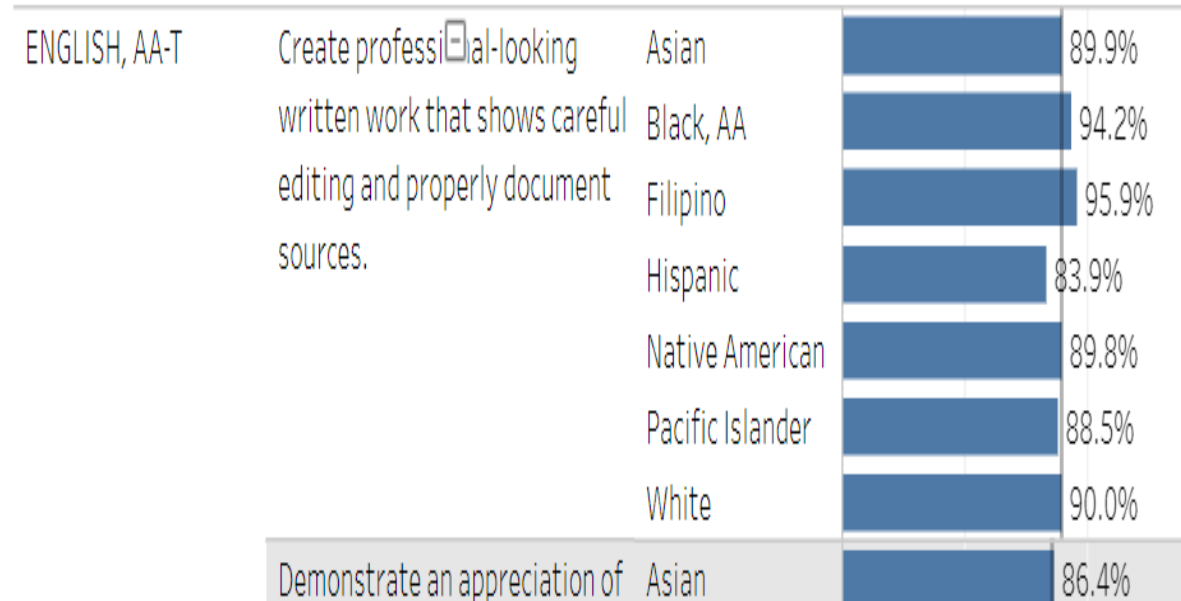
3 **Valuing more types of evidence of learning and authentic, student-centered assessments**

Good authentic measures offer actionable insights into how and why students learn, in addition to what they learn

Performances, Simulations, Project-Based/Cases, ePortfolios, Rubrics, Capstones, Transparent Assignments, Student-Generated Creations

Involving Students in Learning Outcomes Assessment

- **Transparent outcomes** – raise student awareness of the connection between what they're doing and their gains

- **Assessment is not something we do to students it is something we do with students**

- **Expanding the range of possible demonstrations of students' knowledge, skills and abilities**

TILT Higher Ed
Transparency in Learning and Teaching

Transparency in Assignments

Transparency in Learning and Teaching (TILT): https://www.unlv.edu/provost/teachingandlearning

Purpose

- Skills you'll practice by doing this assignment

- Content knowledge you'll gain from doing this assignment

- How you can use these in your life beyond the context of this course, in and beyond college

Task

- What to do

- How to do it (Are there recommended steps? What roadblocks/mistakes should you avoid?)

Criteria

- (Are you on the right track? How to know you're doing what's expected?)

4 **Elevating student voice and involving students as partners in assessment and decision-making**

- **Surveys work - Timing, Transparency, Taking Action & Teaming Up – can help**

- **Short pulse, text questions, social media, focus groups, poll in LMS**

STUDENT Voice

Involve students more in assessment

Assessment is both *for* and *about* students, making the processes and the results relevant and pertinent to students as an audience.

In What Ways?

- Critiquing learning outcomes
- Planning what should be assessed
- Promoting assessment
- Collaborating with instructors
- Conducting peer interviews
- Drafting & testing survey items
- Interpreting results
- Communicating findings
- Creating data viz, infographics
- Consulting with faculty, programs, committees about results
- Devising action plans
- Taking action on results
- Reassessing, closing the loop

BGSU®

Institutional Effectiveness

Office of Institutional Effectiveness

Directory

Student Complaints Form

Strategic Plan

Office of Academic Assessment

    University Learning Outcomes

    Program Learning Outcomes

    BGP Learning Outcomes Assessment

    Student Achievement Assessment Committee (SAAC)

    SAAC Reports

    Student Learning Analysts

    BGSU Graduation Survey

    Evaluation of Teaching & Learning

    Co-Curricular Assessment

    National Survey of Student Engagement

Student Learning Analysts

The Office of Academic Assessment coordinates a program in which undergraduate students will take an active role in gathering information on student learning experiences.

Student Learning Outcomes: Students who serve as a student learning analyst will:

- Design assessment projects to investigate topics identified by administration
- Create reports analyzing and summarizing assessment findings
- Present findings from assessment project(s) to the BGSU community in a variety of formats

Primary Duties:

- Investigate (i.e., design, conduct, and analyze) projects related to student learning experiences
- Create written and verbal summaries of assessment data
- Collaborate with peers and supervisor on assessment projects
- Participate in biweekly Student Learning Analyst team trainings

Click here to view the 2022 - 2023 Student Learning Analysts Projects.

Ideas for Student Involvement in Assessment

"The key to effectively involving students in assessment is to intentionally match faculty need with student interest. Students can serve as statisticians, interns, and researchers." Josie Welch, Director of Assessment, Missouri Southern State University

Examples:

- **Student-conducted focus groups in recitation sections of General Chem helped department understand students' struggles with content and how and from whom they sought help**

- **Students invited to interpret survey data showing racial-ethnic disparities in perceptions of support, inspired collaborative effort in dept. for inclusion**

Student Voice is important to equity

Racial equity necessitates recognizing that students of color are experts on their own experiences. Ask them which experiences have the highest impact on their successes and failures.

-- Shaun Harper, Professor & USC Race and Equity Center Founder and Executive Director

5 **Seeing and supporting the whole student –** *assessment for student success*

Include outcomes associated with students' personal, academic, and professional development

Assess holistic supports – housing, food, finances, well-being, transportation…

A holistic approach to assessment includes data about students lived experience, housing, wellness & mental health needs, campus life experiences, institutional culture, classroom experiences, and learning outcomes
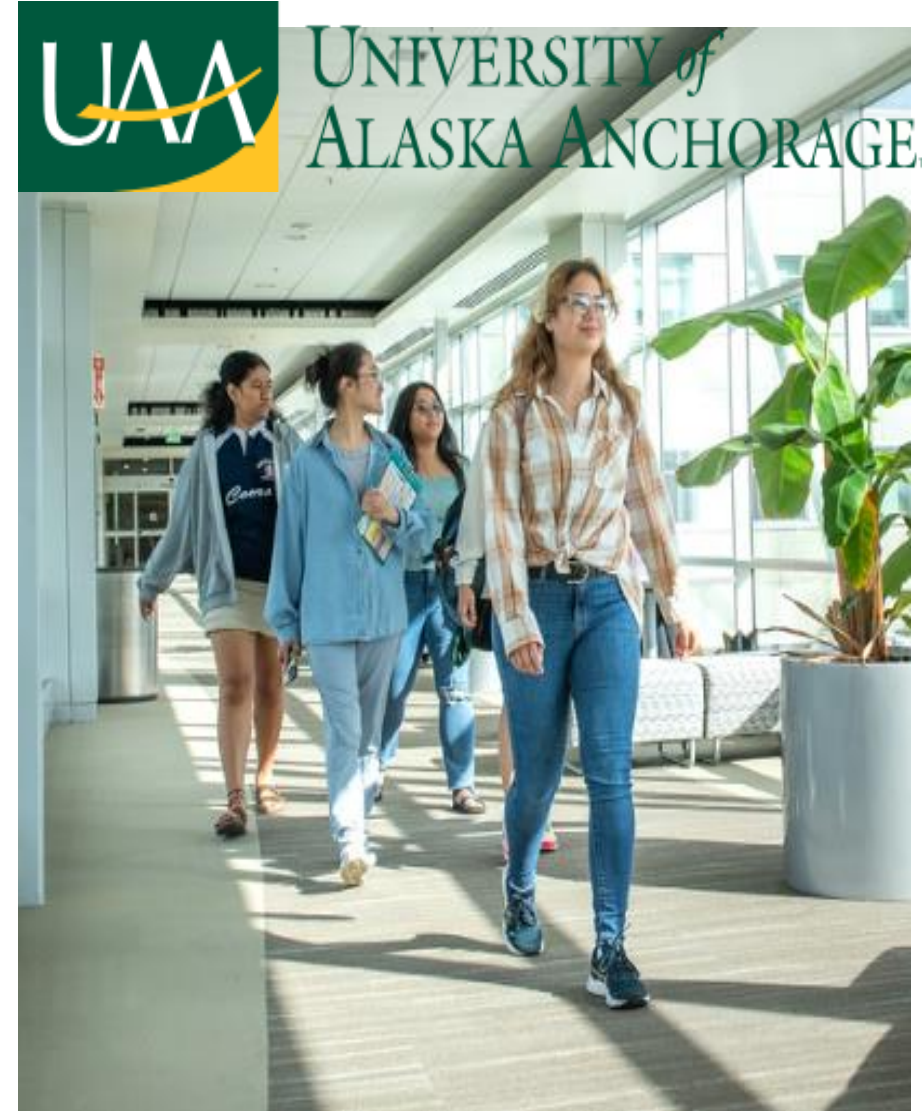
Sense of Belonging at UAA – NSSE 2023 Results

First year Students at UAA
I feel…

	UAA	vs. Comp Peer
• Comfortable being myself at this institution	88%	90%
• Valued by this institution	73%	79%
• Part of the community at this institution	64%	74%

6 Connecting curricular, co-curricular & extra-curricular assessment

The interrelations between curricular and co-curricular experiences are important and learning outcomes associated with both must be assessed.

For assessment of co-curricular learning to succeed, there should be intentional collaborations across campus.

Student Learning Takes Place Everywhere...

- **Courses**
- **Academic programs** (undergrad, grad, certificate, non-credited)
- **General Education**
- **Co-curricular programs**
- **Residence halls**
- **Athletics**
- **Tutoring, learning support, counseling,**
- **Campus employment**
- **Experiential learning**

	Introductory Course	Research Methods	Advanced Content Course A	Laboratory / Practicum Course	Advanced Content Course B	Advanced Content Course C	Advanced Content Course D	Capstone Course
Content								
SLO 1: Disciplinary knowledge base (models and theories)	Introduced		Reinforced		Reinforced	Reinforced	Reinforced	Mastery / Assessed
SLO 2: Disciplinary methods		Introduced		Reinforced		Reinforced		Mastery / Assessed
SLO 3: Disciplinary applications	Introduced		Reinforced		Reinforced		Reinforced	Mastery / Assessed
Critical Thinking								

Alignment that enables faculty, staff, and administrators to reshape institutional practice in ways that promote synergistic, integrative learning

	Introductory Course	Research Methods	Advanced Content Course A	Laboratory / Practicum Course	Advanced Content Course B	Advanced Content Course C	Advanced Content Course D	Capstone Course
Integrity / Values								
SLO 8: Disciplinary ethical standards		Introduced		Reinforced	Reinforced			Mastery / Assessed
SLO 9: Academic integrity	Introduced	Reinforced	Reinforced	Reinforced		Reinforced		Mastery / Assessed
Project Management								
SLO 10: Interpersonal and team skills			Introduced		Reinforced		Reinforced	Mastery / Assessed
SLO 11: Self-regulation and metacognitive skills	Introduced			Reinforced	Reinforced	Reinforced		Mastery / Assessed

Center for University Teaching, Learning, and Assessment
http://uwf.edu/cutla/

Sample Curriculum Map (Level of Skill)

7 **Assessment focusing on learning processes & experiences, in addition to traditional emphasis on outcomes**

Outcomes alone don't necessarily yield information for improvement

Examining learning experiences, practices, and environments that support complex skills and transformative learning can move us toward more learner-centered assessment and improvement

Evidence of Learning Processes and Outcomes

Pair student survey data with direct measures of student learning to gain a holistic understanding of learning quality.
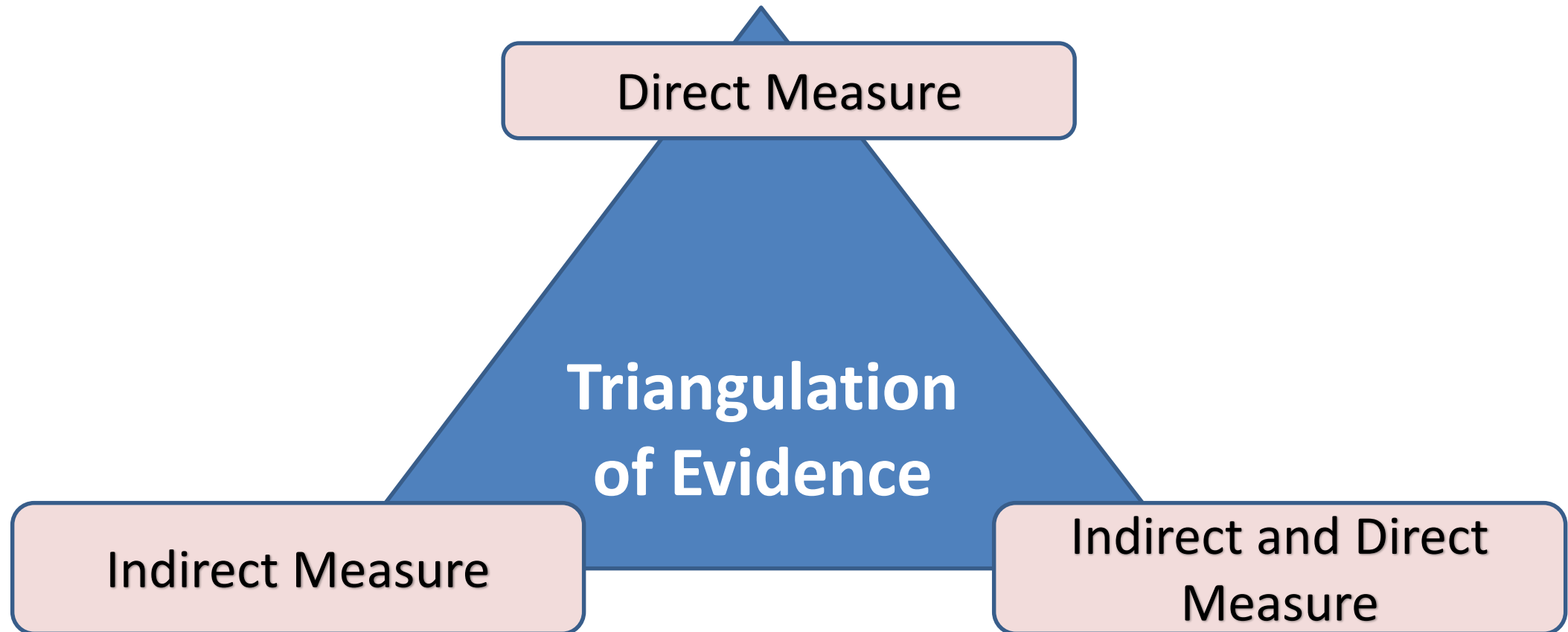
Ex: NSSE Results Associated with UAA Core Competencies and Institutional Effectiveness

- During the current school year, how much has your coursework emphasized…
  - Applying facts, theories, or methods to practical problems or new situations

- During the current school year, to what extent have your instructors…
  - Explained in advance the criteria for successfully completing your assignments

- How much has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?
  - Complex Problem Solving

8 **Collaborating among units for student learning and success and assessment and institutional research and making time to discuss and act**

Assessment requires leadership and broader stakeholder engagement

Distributed leadership at multiple levels as assessment spreads from curriculum to co-curriculum
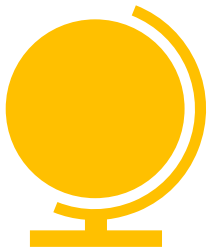
UAA Core Competencies *Systematic, aligned, integrated*

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Bringing it All Together, Creating a Sustainable Landscape for Assessment
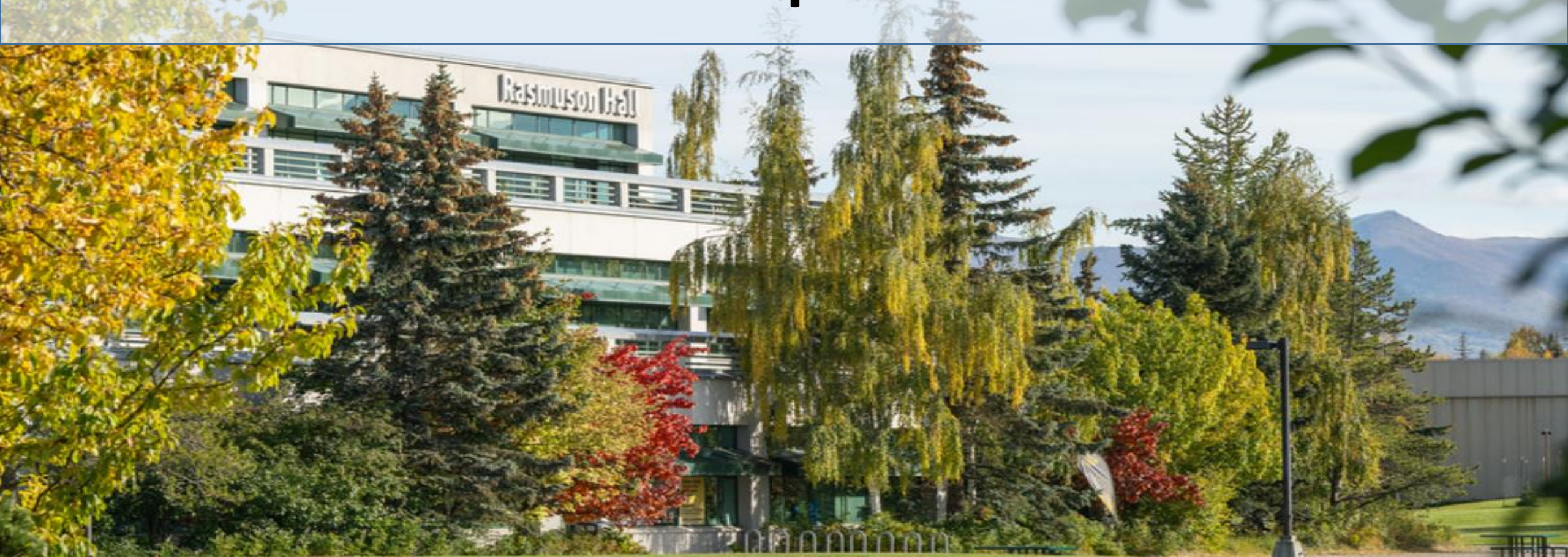
Bringing it All Together, Creating a Sustainable Landscape for Assessment

Manageable & Meaningful – What processes, program reviews, annual reporting, etc., best allows you to check-in on outcomes & effectiveness, and also dig deeper, focusing on improvement?

Engage in "Meta Assessment"

Capturing the range and saturation of assessment activities and evaluating the quality of assessment efforts.

Requires a rubric or a checklist that specifies characteristics of good assessment practice to communicate expectations and to evaluate assessment

Bringing it All Together, Creating a Sustainable Landscape for Assessment

Collectively Explore Patterns in Assessment Results

Highlight patterns of consistency, consensus, and distinctiveness

- Review same outcome over a period of time
- Disaggregate a valued outcome to see if all of the schools or university's communities of interest achieve, or have the experience at the same level
- Examine data across outcomes in different areas to find exemplars, and where to invest

COLLABORATIVE ASSESSMENT REVIEW EXAMPLES:
- Faculty from several related departments identify a shared teaching challenge or learning gap, and brainstorm ways to gather evidence to further analyze it, or to assess potential strategies to address and assess again
- Faculty who teach different sections of a Gen Ed course (or related courses in a single department) decide on a specific concept or skill that is a key component of the course(s), and gather evidence to determine how well students learn the concept or skill across the courses

The UAA Landscape of Core Competencies
What are the most visible features? Where are they located? How are they integrated, aligned across the student experience?

Prompts for a Maturing Assessment System

- **Is your assessment process responding to the <u>most salient questions about student learning?</u> Are the methods and questions meaningful for faculty? What questions of student learning are underexplored?**

- **How are you studying <u>the use of assessment evidence</u>? What are UAA's best examples of using data to Improve Learning and Teaching? What makes this so?**

- **What routines and opportunities are offered for educators to <u>work together</u> to make sense of and act on collective interests in student learning?**

- **How <u>culturally responsive</u> are your assessment processes, results and action?**

- **To what extent do assessment activities and processes <u>tell a unique</u> story of the UAA context, students, faculty & staff?**

AMAZING STORIES BEING WRITTEN EVERY DAY.

UAA

Thank you!

Assessment is meaningful and a sustainable practice when it helps tell a story to inform others of what is happening within your course, department, or institution and demonstrate the contribution to student learning and success.