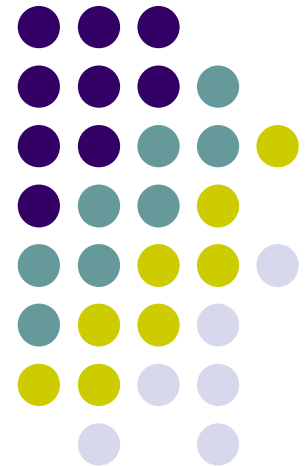


# Assessment: Just give us the answers!

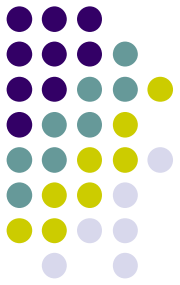
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Dr. Betty H. Adams  
NCCCS Associate Director of  
Planning & Effectiveness



# Socrates

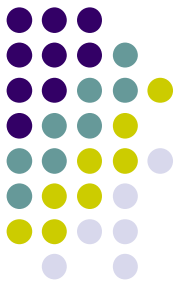
- Socrates was a wise man.
- He gave people advice.
- They poisoned him.



# My story



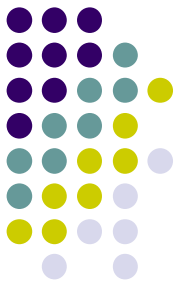
- Higher education's impact on my life
- Strong belief in the community college concept
- Dallas Herring's interpretation
- What we do is honorable and good and meaningful.
- If we believe in the community college, then why not invest time, energy & intellect in continuous improvement?



# Session Outcomes

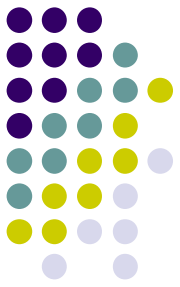
- Describe the conceptual hierarchy into which assessment fits
- Broaden your understanding of what “assessment” is and why it’s important
- Discuss why NCCCS colleges appear to be playing catch-up
- Examine and challenge your perceptions about assessment

# Institute on Quality Enhancement & Accreditation

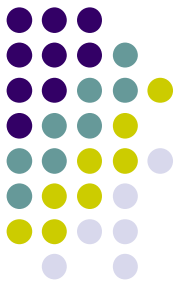


- SACS-COC perspectives on revised process
  - Of 156 to complete Reaffirmation under the revised process, most have problems with learning outcomes
    - Lack of evidence that outcomes exist
    - Evidence of outcomes assessment not current
    - Outcomes developed for some but not all programs
  - 90% of all QEP on-site recommendations involved assessment issues

# What do the following have in common with Institutional Effectiveness?



- Nationalized Health Care
- No Child Left Behind
- New Coke
- Colleague System



# The Back Story

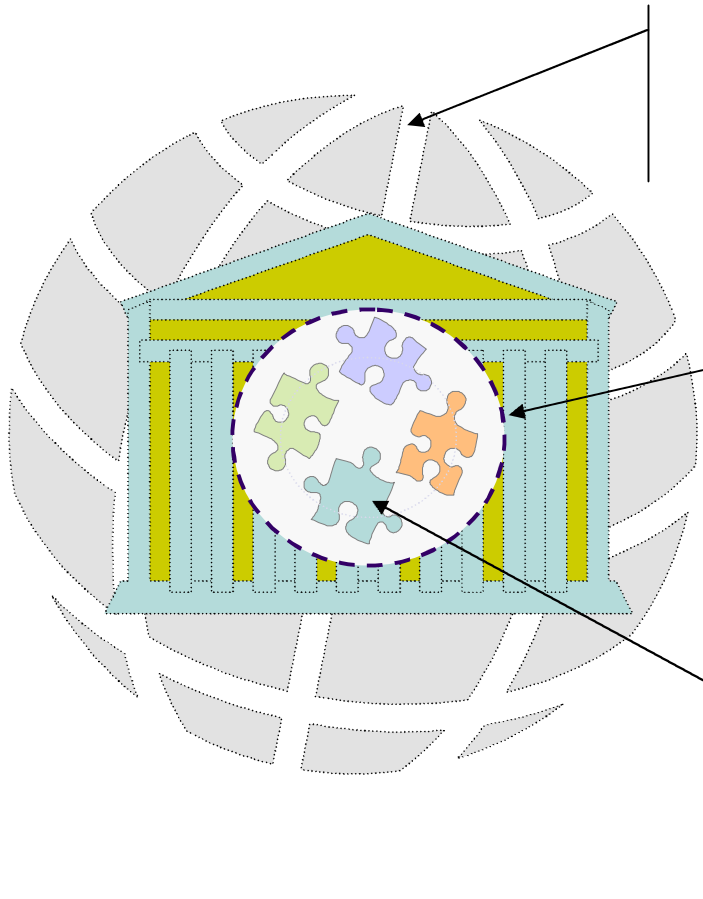
- IE is Higher Education's take on TQM/CQI
- Not a one-to-one transfer
- Tried to make a manufacturing model fit the educational environment
- Result: overly complex, user-unfriendly, time intensive systems with little or no utility
- Negative perceptions: IE as fad, IE as necessary evil
- Colleges must define what IE means in the context of their unique environments
- There is no "magic pill"

# Just give us the answers!



- Is this going to be on the test?
- Can you just tell us what we need to study?
- Will I miss anything important if I miss class next week?
- What do I need to do to get an “A”?
- Just get to the “good stuff”

# Conceptual Hierarchy



## **ACCOUNTABILITY**

Colleges operate in an environment of increasing accountability.

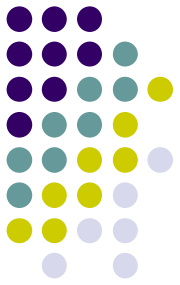
## **INSTITUTIONAL EFFECTIVENESS**

Colleges must develop IE Systems that demonstrate effectiveness & accountability

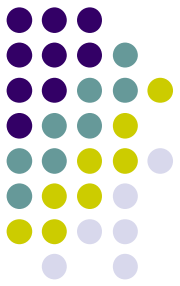
## **ASSESSMENT**

Assessment is an integral part of a working IE System and allows a College to measure and document effectiveness.

# Institutional Effectiveness



- Concept
- Process



# The concept

- Institutional leadership strategy
- Foundation for leading & managing teams, managing resources, responding to change, providing service
- A way of conducting business
- Focused on continuous improvement
- Guided by data – information
- Predicated on belief that no one person/group has all answers/ questions

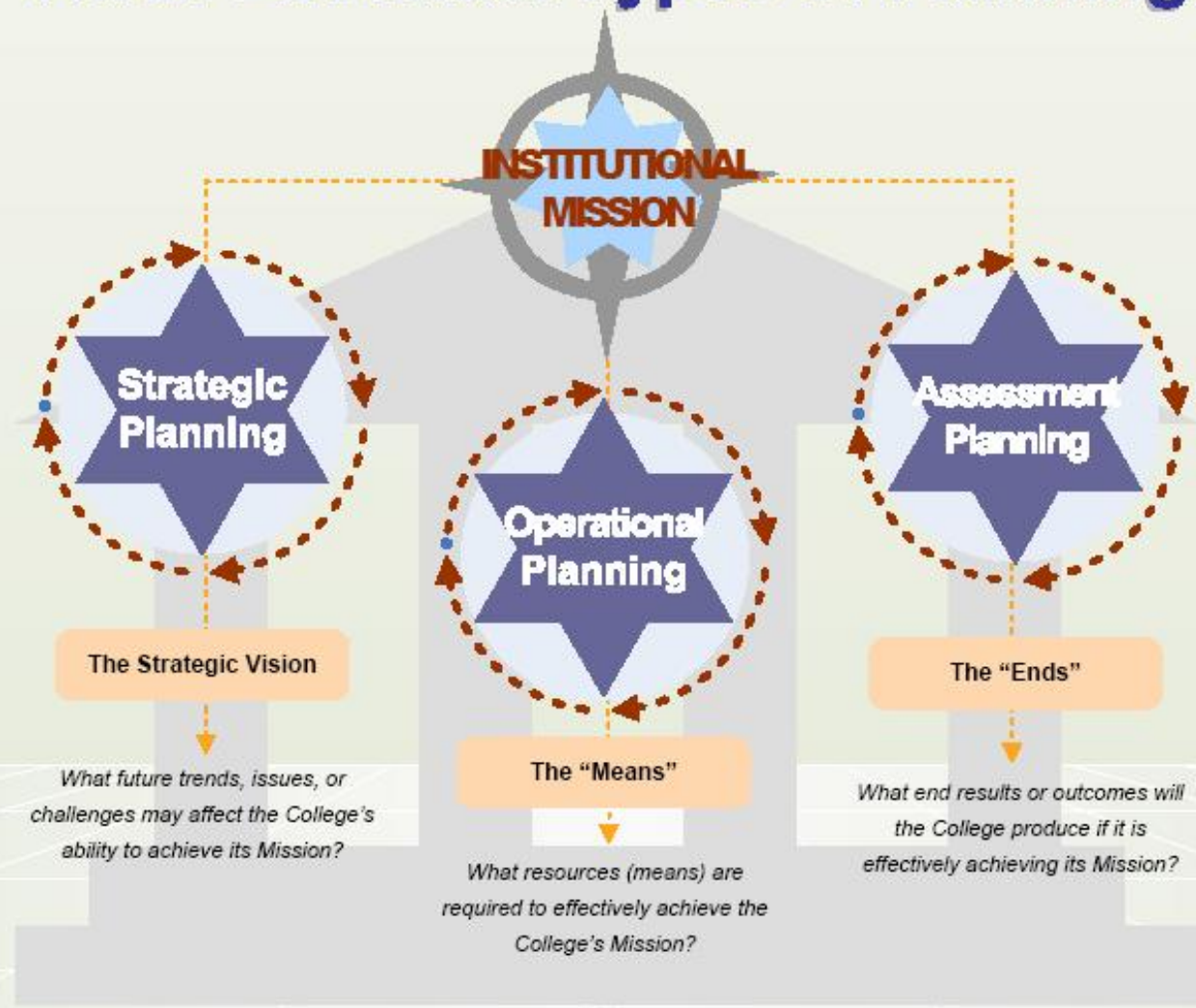


# The process

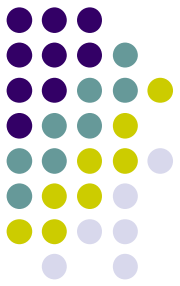
- Works within the conceptual belief system
- Outcomes-based
- Student-centered
- Flexible
- User-friendly
- Incorporates the Plan-Do-**Study**-Act cycle



# Three Essential Types of Planning



The **ESSENTIAL MODEL** of Institutional Planning and Effectiveness  
Developed By Dr. Betty H. Adams



# Assessment

- Measurement of effectiveness
- What do we measure?
  - Outcomes
- Student, Learning or Educational Outcomes?
  1. Program Outcomes
    - Course Outcomes
  2. General Education Outcomes
  3. Service Outcomes

# Outcomes Development

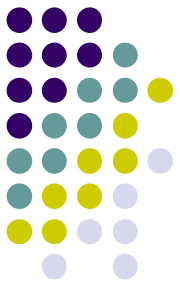


- Faculty input is critical
- Essential Model method
  - Nichols' approach
  - Start with a focus group
  - One person writes; Everyone else offers revisions
  - 3 iterations: summary, Bloom's Taxonomy, draft outcomes



# Bloom's Taxonomy

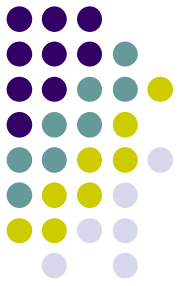
- In 1956, Benjamin Bloom headed a group of educational psychologists who developed a classification of levels of intellectual behavior important in learning
- Cognitive Learning -- Knowledge
- Affective Learning -- Attitudes
- Psychomotor Learning -- Skills



# Closing the Loop

1. Outcome
2. Measurement
  - How will it be assessed?
3. Benchmark
  - What is expected level of achievement?
4. Use of the results of assessment
  - Documentation of how assessment results used to improve learning

# Faculty Feedback on Assessment



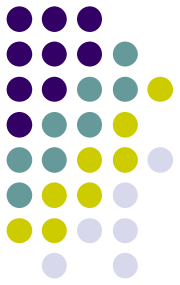
- First words?
  - Testing
  - Evaluation, Measurement
  - Accountability, Feedback
- Concerns?
  - No input/lack of control
  - Assessment results used for performance reviews
  - Duplication of effort – already have assessment in place
  - Accuracy, validity, effectiveness of methods
  - From student focus to paper trail



# Faculty Questions

- How can we keep it simple, yet effective?
- What do I have to do differently with my students?
- Do we all have to assess the same way?
- What happens after assessment occurs?
- Give us examples!

# Just Give Us the Answers!



- Once you have a handle on the concept, then you need to apply it according to your particular program
  - Capstone courses
  - Standardized tests
  - Portfolios, E-Portfolios
  - Service Learning
- Use search engines like NCLive & Google
- Look at what other NCCCS colleges are doing
- Be creative



# Closing

- What we do is important; it matters.
- Assessment allows us to determine how effectively we are achieving our role in the educational process: curriculum or co-curriculum.
- One size doesn't fit all
- Become active learners, be creative, don't wait to be told how to do it.
- Temper your expectations, go slow