

Adler Graduate School, MN

AGS's Assessment Project

Participation Start: 10-14-2015

Participation End: 10-31-2019

Date Completed: 01-11-2020

Scholar(s): Jan Smith

Primary Mentor(s): Julie Frese

Team Lead: Nicole Randick

Team Member(s): Solange Ribeiro
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This Results Report reflects the activity of Adler Graduate School in the Assessment Academy Collaboration Network. It is not an official document of the Higher Learning Commission.

Context

Q: Please introduce your institution to other Academy Teams. Provide contextual information on your institution including but not limited to institutional type, size and student populations served. (100 – 200 words).

A: The Adler Graduate School (AGS) was founded 46 years ago as the Alfred Adler Institute of Minnesota by a passionate group of parents, educators, and mental health practitioners who were becoming familiar with Alfred Adler’s approach to parenting, education, counseling, and psychotherapy. After a period of time collaborating with the Adler School of Professional Psychology in Chicago (now Adler University), the Alfred Adler Graduate School received its own accreditation to offer master’s-level training in Marriage and Family Therapy and Life Coaching. Today, the Adler Graduate School is home to one Master of Art’s degree in Adlerian Counseling and Psychotherapy and has six majors in the areas of Adlerian Studies, Art Therapy, Co-Occurring Disorders, Marriage and Family Therapy, Mental Health Counseling, and School Counseling, as well as certificate programs in Career Coaching and Counseling, Adlerian Studies, and Co-Occurring Disorders. The college currently has about 500 nontraditional students and continues to grow both on ground in Minnesota and online across the country and world.

Q: Summarize what have your institution has done in the past related to the assessment of student learning and what are current assessment initiatives? (100 – 200 words).

A: In the past, AGS has touted “a culture of assessment,” an environment which was comprised of a continuous process of evaluating and re-evaluating everything we did. Conversations and meetings would provide the arena for self-reflection and critique of our perceived successes or failures. These conversations, once with a much smaller staff and faculty serving a much smaller student body, were often sufficient for guiding programming as well as policy and procedure decisions. However, as the Adler Graduate School has grown, we understand the need for a comprehensive plan developed in concert with the expectations of colleges and universities today.

Presently, AGS’s assessment strategy involves gathering as much diverse data as possible. The college presently collects large amounts of data but does not have the expertise nor the technology to use it on an institution-wide level. With the investment in and launch of LiveText as a new assessment management system, AGS hopes to gain greater insight into student learning outcomes, curriculum mapping and integration, student portfolio and authentic capstone evaluation, and student retention and completion.

One of Adler Graduate School’s (AGS) strategic priorities directly relates to our commitment to assessment. “Sustainable growth characterized by fiscal solvency and the **high quality and continuous improvement of AGS’s educational programs**” reflects the college’s interest in growth, but only if it is sustainable and results in high quality and continually improving educational programs.

Q: Now that your team has a better idea of the structure and purpose of the Academy, what are your institution’s primary needs for participation in the Academy? (100 – 200 words).

A:

- Movement toward an authentically assessed, competency-based approach to education at the Adler Graduate School.
- Development of a comprehensive, school-wide assessment plan.
- By April 1, 2016, development and execution of a clear assessment plan for the college’s School Counseling program to meet the requirements for collecting aggregated and disaggregated data to be used for program evaluation purposes as required by the Minnesota Board of Teaching.
- By April of 2016, development of a clear assessment plan to accompany the college’s application for accreditation by the American Association for Marriage and Family Therapy.
- Incorporation of school-wide and program-and-department- specific plans as the foundation of the LiveText assessment and analytics platform to be implemented in Fall of 2015.
- Integration and evaluation of institutional, program, and departmental strategic planning efforts as they

relate to assessment.

- Increasing the college's ability to make data-driven decisions based on a comprehensive assessment plan and the data gathering and analysis needed to evaluate our efforts.

Q: What potential barriers does your team see to progress? (100 – 200 words).

A: We believe the Adler Graduate School is in a unique position to make a great deal of progress in the area of assessment. Senior administrators and the Board of Directors have shown their support for these efforts through actions and financial support. The place where a small college like AGS will run into trouble is having the dedicated human resources to carry out the complexity of institutional, programmatic, department, course, and student evaluation. We will need the same sort of systems support as large schools in order to establish the necessary infrastructure. We will also face challenges in trying to train an entirely adjunct faculty on best assessment practices. We believe that the adoption of LiveText will help to streamline the work of faculty members as they experience assessment tasks in familiar environments like Moodle. Finally, we believe the Academy process will help us with expertise and external reporting requirements that will keep our process on track.

Impact Report

Q:

What do you see as the next logical steps for continuing the work that you have begun in the Academy?

A: After attending our final HLC Assessment Academy we had several take-aways. The sustainability review was helpful to put in a nice format what our next steps should be for sustainability:

1. Meaningful institutional structures

1. We developed several policies and procedures during our project that we now have to follow up on and make as part of our overall program. Starting this process, as with all the other work we did, will take communication and repetition in order for it to become part of our culture. For example, we created a new system for faculty evaluations with a policy and rubric (including scholarship, teaching/student learning, and service). We need to now create the structure to enable our supervisors to implement the new policy.
2. We are embedding our strategic planning goals in all our meetings. We developed new meeting forms that address the goals and are asking our staff and faculty to report on progress. This helps us keep our discussions meaningful and always directed toward our strategic goals for our institution.
3. We scheduled dates for program review and are embedding them into our calendar as ongoing meetings every month. This keeps us accountable for the evaluations we said we were going to do. We are going to use our program evaluation plan and our new reporting form to track our progress.

2. Using student learning data to promote student success

1. As part of our program evaluation planning, we have scheduled times to review student learning data. Outside of these reviews we would like to start norming rubrics and reporting student learning data in our communications/newsletter. We also continue to build our assessment portfolio that highlights our changes and processes of evaluation and changes due to what we have learned from data.
2. Part of this process also includes evaluating if the data reports themselves are useful. We are now more intentional with the data we look at and ensure that what we are collecting can help us make decisions. We also have been learning how to develop questions to help us think about what data we may need to help us answer the questions we want to know about student learning.
3. Our survey system is also becoming a rich source of data for us. Adding intentional questions and taking out questions we doing need has helped up collect rich data for decision making.

3. Reasonable workload for faculty and staff

1. We have had many changes at Adler since beginning the Academy. Our goal is to ensure we are putting support in place for these changes and encouraging faculty and staff to be part of developing our new processes. We do not want to start any further initiatives until we have a solid foundation for the current changes. With that said, we are still following our strategic planning and moving forward, just slower so we can give everyone some time to catch up.

4. Engaged culture

1. To ensure sustainability of the work we've done we have implemented several new focus/support initiatives: 1) brown bag faculty lunches where administration shares information with faculty and staff and vice versa; 2) Online tech talks to share online learning strategies (to start in Jan 2020); 3) Program evaluation planning meetings 2x a month until we feel 1x a month is appropriate; yearly strategic planning sessions with all faculty and staff to happen each June; and 4) requesting faculty and staff to report on goals from the strategic plan in meeting to ensure we are doing ongoing relevant assessment that becomes part of our culture.

Q:

What steps will you take to keep faculty and staff engaged in ongoing assessment of student learning?

A: To ensure ongoing engagement we created the plan reported above. To support this engagement we are using the “Sustainability Through Communication” chart presented at the Academy. This gives us a nice visual of what we need to do and continue to do to create our assessment culture.

These are current initiatives that we want to support and provide the resources to continue happening. Thus the next steps would include having these specific 7 points as part of our goals and reporting in our meetings to ensure ongoing engagement.

1. **Contact** - Develop our presence in social media. We have an “assessment and accreditation” corner in our newsletter where we report what we are doing; we also continue to develop our presence in social media with Facebook, Instagram, and LinkedIn. This helps us not only connect with current students, but also alumni, and new students looking at Adler for their degree.
2. **Awareness** - Communicate in and out of meetings. Each Wednesday we have a “stand up meeting” to communicate with staff and faculty. We are starting brown bag lunches to strengthen communication with faculty. Each academic program has the goal of setting up an Advisory Board that includes outside stakeholders and students. We have 2 programs fully functioning and the others working on developing their Advisory Boards.
3. **Understanding** - Ensure faculty understand our goals and initiatives. The Academic Council meets 2x month, each Chair reports out to their faculty any decisions we made, and notes from that meeting goes out to all faculty and staff. Each Chair meets with their faculty separately from the Academic Council and a Leadership Team meeting happens each week with a new structure of reporting progress related to strategic goals. Survey for understanding and commitment.
4. **Engagement** - Provide structured professional development around our strategic goals. We are training on Teaching Strategies, Diversity and Inclusion, Assessment, Technology and Student Learning (including online). We also offer free professional development weekend workshops for faculty and staff outside of our professional development days.
5. **Acceptance** - Run pilot programs for new initiatives. This helps us to work out any issues and see how new ideas/policies/programming can be generalizable and what a roll out plan might look like.
6. **Commitment** - Commit our time to the ongoing work of assessment and evaluation. The work that we’ve done has started to become part of our new culture and drive all our initiatives. We link our work back to our Vision, Mission, and Values, which have become stronger and a driving force for our college.
7. **Internalization** - Focus on our Vision and Goals. Our leadership has helped us to see a new vision of continuous improvement and a focus on student learning. We have learned to include all our stakeholders in our planning either through surveys, communication, or celebrations. We have also launched a vision for fundraising and sustainability. We believe in the work we do and hope to showcase this work in our fundraising efforts. Our board of directors are more involved than ever before. They are seeing the work we have done and support our new direction.

Response to Impact Report

Q:

Please describe your general impression of the institution's progress in the Academy. Include recognition of significant accomplishments, progress, and/or practices.

A: Reviewed by **Julie Frese** (Primary Mentor):

My general impression of Adler Graduate School's progress in the Academy is admiration and awe regarding their numerous significant accomplishments as indicated in their Impact Report. These accomplishments required a strong commitment to the project by the team as well as the faculty and staff. It is evident that much time and effort went into the research, planning, implementation, and evaluation phases of the project.

These are only a few of the key words/phrases noted in the Impact Report that reflect and highlight accomplishments: meaningful, intentional, culture, embedded, accountability, track progress, norming, support, reasonable workload, solid foundation, engagement, learning, and rich data for decision-making.

Reviewed by **Jan Smith** (HLC Scholar):

Julie's comments are spot on. From the beginning, it is clear this team has been very committed to your academy project and your accomplishments highlight this level of ongoing commitment. The key words noted by Julie reflect the broad scope of your accomplishments. I would especially note the focus on use of data to inform change as well as integration with other key processes, such as program evaluation.

Q:

Do you have any particular concerns about the work they have done?

A: Reviewed by **Julie Frese** (Primary Mentor):

I am very confident about and impressed by the work that has been done. The team did significant research to determine the most appropriate direction to take at their institution, given stakeholder needs and input.

Reviewed by **Jan Smith** (HLC Scholar):

I, too, have absolutely no concerns about the work that has been completed.

Q:

In your judgment, is the institution prepared to sustain its assessment efforts after it

leaves the Academy? Do you have any specific recommendations to help it sustain its efforts?

A: Reviewed by **Julie Frese** (Primary Mentor):

I firmly believe Adler Graduate School is fully prepared to sustain its assessment efforts after leaving the Academy. They have learned the importance of continuously soliciting and responding to stakeholder input/feedback and celebrating successes.

Continue to listen to and act on stakeholder needs in order to maintain a positive, open, and healthy environment with reasonable expectations.

Consider the most efficient ways to gather faculty, staff, student, and alumni input. The Delphi Technique can be used for this purpose. (See link below).

Use creative methods for communicating/reporting student learning outcome and other essential data.

Reviewed by **Jan Smith** (HLC Scholar):

Most definitely, Adler is very well-positioned to sustain its assessment efforts beyond the Academy. As I read your next steps, the four categories you outlined are essential aspects of sustainability and demonstrate your understanding of what you need to do moving forward. The only area I would add is attention to ongoing professional development, although I think this really is embedded in your engaged culture strategies.

My only specific recommendation is to reflect on what made this team so successful, and then think about how you can incorporate some of these aspects into your ongoing work.

Link 1: [The Delphi Technique as an Alternative for Committee Meetings](#)

Q:

Please note any other observations or recommendations that you wish to share.

A: Reviewed by **Julie Frese** (Primary Mentor):

It was a tremendous honor to work with this team and others at the institution. They were always open to mentor feedback and took it to another level.

I hope they share their journey through conference presentations, articles, books, social media, etc., as others can truly benefit from what they learned and accomplished.

Reviewed by **Jan Smith** (HLC Scholar):

Again, I completely echo Julie's comments. It truly has been a pleasure to work with you and I wish you all the best for the future.

Scholar(s): Jan Smith

Primary Mentor(s): Julie Frese

Project: AGS's Assessment Project

Version 8.0 - Project

Q:

What have been your accomplishments while in the Academy? Consider the range of these accomplishments, from the very specific (e.g., development of a rubric) to the more general (e.g. outcomes-based curriculum approval processes).

A:

We began the HLC Assessment Academy in 2015. At that time made an institutional commitment to create a culture of assessment that would promote educational excellence through evidence-based academic programming and services. Our commitment is best demonstrated through the review of progress made while participating in the Academy. Below is an overview of some of our biggest accomplishments. What is reported below are initiatives that we implemented based on our Academy participation.

LiveText

One accomplishment was the purchase of a new **Assessment Platform** (LiveText). We use this data collection system to help us organize our student learning outcomes (SLOs), map our curriculum, and measure student learning through key assignments. Thus, we created a system that begins at the classroom level and then aggregates up to the department level for ongoing evaluation.

Director of Assessment

We developed and hired a new position, Director of Assessment, to head the Academy Project.

Assessment Cycle/Portfolio

We created a new **assessment cycle** that we launched and presented to staff and faculty at a Professional Development training. This cycle identifies what AGS's assessment process looks like and helped us to create benchmarks/goals for our roll out. We found this to be key to our sustainability. We also created an **Assessment Portfolio** in LiveText where we archived and tracked our progress (see link below). This also serves as a way to make our assessment academy work transparent to all our stakeholders.

Mission, Vision, Values and Core Outcomes

While working on our program assessment cycles we also revisited our institutional information. We reworked the Institution **Vision, Mission, and Value statements** with feedback from all our stakeholders. This redesign helped us to align our guiding statements to what we were really doing at Adler. It also drove all our assessment efforts thereafter.

Along with the rework of the Vision, Mission, and Values, we also created three **Core Student Outcome** areas we determined would provide valuable data to improve student learning. These areas include:

- **Student learning:** Student Learning Outcomes are used to assess student learning and to determine decisions we make regarding curriculum and student experiences.
- **Retention and Graduation:** A measure of student success is retention and graduation. AGS tracks graduation rates and post-graduate opportunities for students.
- **Career Outcomes:** When students graduate from AGS they enter into service careers or professional work focused on transforming society through social interest in action.

Curriculum Mapping and Student Learning

We chose **Key Performance Indicators (KPIs)** for each program and created measurable SLOs associated with each KPI. Our KPIs were chosen from several accrediting bodies. They include the Council for Accreditation of Counseling and Related Educational Programs (CACREP), The Commission on Accreditation of Allied Health Education Programs (CAAHEP), and the Minnesota Professional Educator Licensing and Standards Board (PELSB). We created our own competencies for the Applied Adlerian Psychology in Leadership program. We created a **Curriculum Map** for each of these competencies/SLOs throughout the full curriculum for each program (see link below).

The SLOs are developmentally mapped in each curriculum map. They are Introduced (I), Reinforced (R), and Applied (A) throughout the curriculum. Thus, each SLO is measured three times throughout a student's program. Additional Competencies are mapped and are identified as either being a primary (P) or a secondary (S) competency in the course.

Because we developed a new system of teaching and learning - based on measurable outcomes - we needed to revisit our syllabi for each course. We are still in the process of redoing all our **syllabi**, choosing new books, and ensuring all competencies mapped to each course is in each syllabi and intentionally taught.

Assessment and Evaluation

We implemented a process to measure student learning outcomes through the development of **Signature Assessments**. The majority of our SLOs are measured through LiveText and some through in course collection (i.e., quizzes, written papers).

An **Action Planning Form** is used to evaluate data for decision making. Once data is collected at the classroom level, a team meets to critically evaluate the data and create an action plan based on the results. It is also used to complete the feedback loop and record an action plan. This form has three purposes. The team can choose their objective to answer the questions: What did the program want to find out? and How does his impact student learning? The three choices are: 1) Evaluation of a SLO(s), 2) an Assessment Question(s), or 3) an Assessment Activity.

AGS's academic programs have a **Program Evaluation Plan**. This plan provides a timeline for when evaluations are conducted. It includes an area for guiding questions, assessment tools, data collected, timeframe of evaluation of data, and who is part of the evaluation. It also includes an area for linking results of the Action Plan and additional resources needed to accomplish the action plan. The Academic Council evaluates Core program data and program data is evaluated at the program level.

Assessment Portfolio

The AGS team worked for several months to create a formal system of evaluation that included students in the evaluation of their learning. We created online training modules, conducted a pilot study, and received feedback from our HLC mentor that we incorporated in our plan. The result was an **Online Professional Portfolio**. It evaluates academic outcomes as well as curricular and co-curricular (i.e., Practicum and Internship, Service Activities, Professional Development) activities through rubrics to measure achievement and attainment. The rubrics are best viewed through the **Professional Portfolio Manual - see Resources and Tools link below**. Students are to demonstrate learning in each of the 10 areas below. Guiding rubrics and 3 formal evaluations (by an advisor) are used to support students through this process.

Section I: Introduction

Section II: Evolving Professional Philosophy

Section III: Writing Competence

Section IV: Practicum and Internship

Section V: Professional Development

Section VI: Service Activities

Section VII: Adlerian Theory

Section VIII: Multicultural, Social Justice, and Advocacy Competencies

Section IX: Program Competencies

Section X: Professional Documentation

Universal Rubrics

Part of the assessment of student learning yielded the decision to create a **universal writing and reflection rubric (see Resources and Tools link)** that all faculty would use to assess writing and student reflections. This decision was made based on faculty and student feedback that measurement of student writing differed across campus. We used the the recommendation of the HLC mentors and developed a rubric that was informed by the VALUE rubrics developed by the Association of American Colleges & Universities.

We also updated our Online Discussion Board rubric for online courses. The new rubric is measurable and by using it can demonstrate to a student where they are in the desired continuum. This is helpful in that students want to be able to improve and understand what they need to do.

Assessment Retreat

We have made great success at the Institutional level as well. We created a new Institutional Effectiveness Plan (IEP) that sets goals for us in several areas:

1. Quality Education
2. Adlerian Principles
3. Diversity
4. Institutional Sustainability

We set benchmarks for these goals and evaluated our movement toward these goals at our first ever Assessment Retreat (see **Strategic Goals / Assessment Retreat**), that included staff, faculty, board members, students, and alumni. The results of this retreat can be found in the link below.

Quality Assurance and Assessment Webpages

This past summer we launched our **Quality Assurance and Assessment Webpages**. These webpages house all our quality assurance and assessment information, making our work transparent to our stakeholders. Additionally, we developed a **Resources and Tools** page that includes trainings, PPTs, Manuals, Rubrics, and Assessment and Evaluation tools.

Below are a few comments by faculty and staff regarding what they felt our accomplishments are:

"Being involved in course and syllabi revisions to improve and measure student learning."

"Developing institutional assessment plans. Implementing an all campus assessment and strategic planning retreat. Reviewing data for quality improvement."

"Making current and historical enrollment data available and having a "home" for the data."

"I thought the assessment retreat was very useful for identifying a clear direction for the organization."

Link 1: [Quality Assurance and Assessment](https://alfredadler.edu/about/quality-assurance-assessment)

<https://alfredadler.edu/about/quality-assurance-assessment>

Link 2: [Resources and Tools](https://alfredadler.edu/about/quality-assurance-assessment/assessment-evaluation-tools)

<https://alfredadler.edu/about/quality-assurance-assessment/assessment-evaluation-tools>

Link 3: [Student Learning Outcomes/Curriculum Maps](https://alfredadler.edu/about/quality-assurance-assessment/student-learning-outcomes)

<https://alfredadler.edu/about/quality-assurance-assessment/student-learning-outcomes>

Link 4: [Student Outcomes](https://alfredadler.edu/about/quality-assurance-assessment/student-outcomes)

<https://alfredadler.edu/about/quality-assurance-assessment/student-outcomes>

Link 5: [Assessment Portfolio](https://www.livetext.com/doc/10409067/46608540)

<https://www.livetext.com/doc/10409067/46608540>

Link 6: [Strategic Goals / Assessment Retreat](https://alfredadler.edu/about/quality-assurance-assessment/institutional-effectiveness)

<https://alfredadler.edu/about/quality-assurance-assessment/institutional-effectiveness>

Q:

Looking back, reflect on the evolution of your Academy project. What factors does your team feel most influenced how the project developed and changed?

A: Culture of Assessment Survey

In our initial launch of our assessment initiatives we gathered data from our stakeholders in our AGS Institutional Culture of Assessment Survey that was recommended by our HLC mentor. This survey collected data on Purpose of Assessment, Uses and Perceptions, and Training Needs. Per the survey the faculty and staff were supportive and stated that they would like to see more assessment being done.

Review of other Colleges/Universities

Having the opportunity to review other college and university projects allowed us to set goals and have a blueprint of what we wanted to achieve.

Mentor Feedback

Mentor feedback greatly helped us fill in the gaps and assist us in moving forward. We were essentially being held accountable to reach our goals - and having this review of our efforts helped us do this. Along with feedback from our reports, we were also fortunate to have 1:1 feedback from our mentor. This was crucial in helping us keep our momentum. We learned that this project is ongoing and reaching benchmark goals and celebrating our accomplishments is essential for our staff and faculty.

Collaboration and Celebration

Throughout this entire process we tried to include all our stakeholders. Within the past few years we have had more involvement than ever before from alumni, students, and even our board members. Strategies we implemented include: Newsletter articles, social media, surveys, events, and celebrations to name a few. On October 28th we had a celebration of 50 years of Adler Graduate School. We had hundreds of people come to the event - from alumni, families of alumni, students, families of students, staff, faculty, and board members. The one piece of feedback that we received was how everyone loved the direction we were going in and how impressive the presentations were on the future teaching and learning of students.

Another highlight is the collaboration between faculty and staff. To get this project moving along we had to implement a lot of change. We worked together through the ups and downs to be able to weather the assessment storm - waters calmed and we are now in a better place, academically and in our relationships with each other.

Below are a few comments by faculty and staff regarding what they felt our accomplishments are:

"A culture of inclusivity among faculty who have a voice in assessing student learning outcomes."

"Beginning to stop planning and talking about assessment and just doing it."

"We went from needing IT support with Live Text to making it fully functional for our

specific needs."

"Student learning outcomes and KPIs are now well highlighted."

Q:

How has institutional capacity for assessing student learning changed over your time in the Academy?

A: Before we started the academy we did not intentionally measure student learning in a systematic way. We designed our courses, created outcomes, and taught the content for the course. Our assessment of student learning was done through in class and out of class assignments that yielded a letter grade. We had to retrain our faculty and staff to understand the concept of grading vs assessment.

We now have revised syllabi, new student learning outcomes, a curriculum map for all our programs, and a systematic way to review the data at set times thought the year. Our technology platforms that we purchased or upgraded has also impacted our student learning. We continue to get better at measuring student learning in the virtual space at the same time we are teaching our students to be more relational and connected.

We have received feedback from students and faculty that they feel as if the rigor of coursework has increased and are feeling more prepared for the world of work beyond Adler. We shared a recent job outlook survey that demonstrated how their work and degree correlated with community needs in the state of MN. I think we look at assessment of student learning on a more holistic level than we did before. We make decisions, change our teaching styles, change books, revise syllabi, and learn new modalities all based on the data we receive from assessment. This in itself is new and quite an improvement we made at Adler Graduate School.

Below are a few comments by faculty and staff regarding how student learning has changed over time:

"Yes, students seem more engaged and accountable for their learning."

"Yes, using data that is relevant, which informs quality improvement, instead of just collecting data."

"I have definitely seen the rigor increase as is reflected in final grades."

"There is more clarity for learning outcomes."

Q:

What evidence do you have that your Academy work is improving student learning?

A:

We began piloting our intentional analysis of data with the School Counseling Program in

Fall 2016 and Winter 2017. We used data to develop Action Plans based on Student Learning Outcomes analyzed from the following three courses:

- 570 Foundation of School Counseling
- 571 Group Counseling in Schools
- 574 Career Development in Schools

This preliminary pilot yielded good results as far as student learning and helped us to organize and create our current system of evaluation. In addition, we piloted a checkpoint system to measure student experiences several times throughout their program. The data gathered for this includes *Admission Data, Professional Disposition and Academic Readiness Data, Internship Feedback, and an Exit Interview*. The analysis of this data can be found in our **Assessment Portfolio** in the Transition Checkpoints Data and Action Plan Report. These preliminary systems helped to shape our current processes, evaluate our teaching methods, and develop new measurements to help us improve student learning.

We also implemented a **student self survey** on their professional disposition and academic readiness in one of their first courses they take. Through their participation, students are able to see what our expectations are, where they can improve, and what strengths they have to help out in areas that are not as strong.

AGS uses LiveText to assess SLOs. We gathered a sample of Student Learning (SLO) data from Summer 2018 – Fall 2018. At this time the Academic Council evaluated several reports from LiveText to 1) determine which reports were most useful in analyzing evidence related to student learning, and 2) to determine the extent to which Signature Assessments were measuring what they were intended to measure. Several conclusions were drawn and are highlighted in our Action Planning Report (found in our Portfolio). As a direct follow up to this action plan, a team analyzed additional data and student feedback on course 500 in March 2019. This analysis yielded several discoveries and decisions that were put in place. What we were seeing through these processes was that students were more engaged with the curriculum and were able to provide feedback to faculty about their learning experiences knowing that we were listening.

Through an analysis of exit survey data we concluded that students' level of professional **competence and satisfaction was increasing**. We determined that the significant increase in student confidence in their professional identity and preparedness appeared to be directly correlated with the level of student satisfaction with advisor's commitment to 1) providing useful feedback and 2) helping students to develop their professional identity, especially with the switch from master's project to professional portfolio. This indicates that the implementation of the new advising framework and of the development of a professional portfolio appear to be achieving their expected goals of improving student learning and the overall quality of their experience at AGS.

Staff and Faculty Feedback on how we know our Academy work is improving student learning:

"Students are reporting that they are learning."

"In the program planning, identifying when concepts are introduced, reinforced and applied has helped focus curriculum on student outcomes. Having a curriculum which is developmental."

"My role doesn't work directly with students, but the assessment pages and content available is much more accessible than before."

Q:

What work still needs to be done?

A:

AGS has experienced a lot of growth and change within the last several years. The strong engagement of the AGS team demonstrates their support in our students achievement and attainment of learning outcomes. With growth and change also comes opportunity. Several opportunities have been presented that we are currently working on:

- 1) all programs are forming Advisory Councils to assist in Program Evaluation,
- 2) we have created and continue to update a Quality Assurance and Assessment webpage that includes resources and tools,
- 3) we are starting to create a blueprint of our assessment of student learning with an Assessment Handbook.
- 4) creating a system of follow-up and sustainability to ensure we are following our Program Evaluation Plans.

Staff and Faculty Feedback regarding work that still needs to be done:

"Continuing to find new ways to measure student learning outcomes."

"Continue with assessment plans, follow through on deadlines, and initiate change based on information or data collected. This will reinforce a culture of assessment."

"I think additional opportunities will reveal themselves as we live with all of the changes that have been made."

"Finding a rhythm/bandwidth that works well for everyone is always a challenge but possible now that we've identified our goals."

Link 1: [Assessment Portfolio](https://www.livetext.com/doc/10409067/46608540)
<https://www.livetext.com/doc/10409067/46608540>

Version 8.0 - Update

Q:

Please confirm that Part I of the Impact Report is ready for submission.

A: This project is ready for review.

Version 8.0 - Response

Q:

What are some strengths of this project/Academy work? Why are these strengths?

A:

Q:

What remains unclear or what questions do you still have about this work to assess and improve student learning?

A:

Q:

What are some critical things to which the institution should pay attention as it plans its work for the next six months?

A:

Q:

What are some other possibilities or resources that might contribute to the success of this project? For instance, can you suggest resources such as books, benchmarks, instruments, models, and processes?

A:

Project: AGS's Assessment Project

Version 7.0 - Project

Q:

Consider the current tags associated with your project, are they still accurate? If not, modify your tags.

A: Yes, the current project tags are correct.

Version 7.0 - Update

Q:

Have you achieved the goals outlined in recent posts? Why or why not?

A: Based on our previous plan here is our update:

Version 6 Update:

Please see link below: **Curriculum Map and Signature Assessments**

- Creating our signature assessments for all of our classes in a sequential manner according to our curriculum map. **Yes, we continue to move forward with this task.**
- Adding all new incoming students into LiveText. **Yes, we developed a new course and system to allow student to gain access to LiveText and begin their Professional Portfolio in their first course.**
- Updated all our syllabi to incorporate assessment and to ensure that they are consistent throughout the programs. **Yes, we continue to update our syllabi.**
- Collecting data from student work that is uploaded into LiveText. **Yes, We have student learning data collected.**
- Adding more students to our Portfolio project. We ran a pilot study to collect information on the portfolio. We are now opening it up with the changes that we made due to feedback from students in the pilot study. **Yes, we took this project school wide.**

Version 6 Goals for the next 6 months: We are working on all our goals as this is a continuous process.

- Train our advisers in working with students to inform them of assessment, portfolio, and LiveText. **We created a full time faculty model with one goal of having advisers for students. They are all trained and updated on assessment, portfolio, and LT.**
- We hired a new dedicated person for faculty training and professional development. We are creating a yearly plan and have started with training on the Brookfield adult learning model. **Yes, we have started our training with Best Teaching Practices. We are building on this concept and including assessment as part of the new series of trainings that links back to best teaching practices. Our first roll out of assessment didn't seem to connect to how these concepts worked together.**
- We will implement the CIQ (Brookfield; assessment) in all courses so faculty can get feedback throughout their course rather than just at the end of the course through the IDEA. This will allow

students will have more opportunity to give feedback. **We decided to do a more formal assessment through IDEA Snapshot. This new system will provide timely data back to instructors. They also have the option of adding the CIQ to their course Moodle shells for additional feedback from students.**

- We are adding three faculty training courses on Moodle (Learning Management System). We also developed a Online Policies and Procedures Manual. We will role out these trainings and the policies within the next few weeks and provide certificates for completing these courses. These trainings also include topics on: Adult Learning Styles, Online Teaching and Learning, Best Practices in Teaching, and LiveText and Assessment. **We are rolling out our trainings by program to be more manageable. More than 1/2 our faculty are now trained in our Online Policies.**
- We are revamping our AGS website and working with the developer to add a page dedicated to assessment. **We hired someone to assist us in developing our assessment site on our webpage. We are building out our LiveText Assessment page that will be used to import information to our assessment page.**
- Continue to add key assessments by term and collect data. Adding at least 1 class per term. Use the assessment template and update with courses. **Yes, we are currently on track.**
- Begin to start following our evaluation plan. **We reworked our evaluation plan to be more congruent with our institutional goals. We have also adopted an Evaluation Worksheet to assist with the feedback loop (worksheet adopted from University of Manoa, Hawaii)**

Link 1: [Curriculum Map and Signature Assessments](https://www.livetext.com/doc/10409067/46608542)
<https://www.livetext.com/doc/10409067/46608542>

Q:

How did you incorporate the feedback from the Mentor Consultation and previous postings?

A: Our mentors have been extremely helpful with their feedback and resources. The resources from the Assessment Academy is what helped us in understanding where we needed to be. To visually see other universities, assessment websites, support materials, etc...was instrumental in our own development.

Our last Mentor Consultation helped to ignite our next steps in our assessment process. We were developing a lot of new systems, but were not fully putting them in place - done on paper, and not applied. We were seeing burnout and faculty starting to disengage. Our mentor helped us get through the rut of this phase to our application phase. We were working hard but not seeing results, we are now working smarter, being more intentional, and seeing the results of our hard work. I think that it was only at this point the faculty were able to understand the resources provided to them (training video's, websites, literature, etc). We are now a team who is working together simultaneously on our continued assessment planning. We are creating systems for sustainability and making our foundation much stronger from the institution level to the program level.

Our mentor also assisted us in reviewing our new Professional Portfolio for students. Her feedback was very useful. This portfolio replaces the old Master Level Thesis students used to write. The portfolio helps to collect data throughout a student's program and captures their learning process from beginning to end. A link to our Professional Portfolio example student shell is attached. The Professional Portfolio Manual is attached in the link.

Link 1: [Professional Portfolio Link](https://www.livetext.com/doc/11223940)
<https://www.livetext.com/doc/11223940>

Q:

What tasks do you plan to accomplish in the next six months?

- A:**
1. Our biggest goal is to complete our Program Evaluation Plan. We spent a lot of time identifying our guiding questions and the artifacts we can evaluate to answer our questions. Our Program Evaluation Plan consists of:
 1. Assessments are made throughout the program allowing faculty members to evaluate data and make appropriate decisions about the curriculum, program, and teaching methods. Additionally, we evaluate institutional data, external data, and feedback from all stakeholders. Evaluating all aspects of the program impacts student learning on a micro and macro level. Attached is our current Assessment Plan
 2. Our **Program Evaluation** is driven by our institutional goals. Please see attachment: Our plan includes the following elements:
 1. methods and procedures that are clear
 2. data that we can use for evaluation
 3. a specific time frame for action planning
 4. a feedback loop to inform decisions
 5. action plans
 6. benchmark dates and responsible persons
 2. Our second goal is to ensure our evaluations are timely and we are collecting the data we need by the new evaluation forms we created. These consist of exit survey data, faculty evaluations, writing/student work, student dispositions, etc (these forms are in the attached link).
 3. Our third goal is to ensure that we are using the **Action Planning Form** when evaluating our data. This form is in the attached link. It provides the structure to create a full feedback loop when evaluating our data. We adopted this form from the University of Manoa, Hawaii.

If we continue to focus on our systems, student learning outcomes, and ensure we are using all the tools we have worked so hard on - then we will have a solid foundation to sustain our assessment improvement efforts.

Link 1: [Program Evaluation Plan](https://www.livetext.com/doc/10409067/49633119#10409067_49633119_1)

https://www.livetext.com/doc/10409067/49633119#10409067_49633119_1

Q:

What additional guidance is needed to see your project through to the end of the program?

- A:** The guidance we would like includes feedback on our Assessment Portfolio. We are taking this portfolio and creating our Assessment Webpage from this information. This would be an exciting concluding activity to close out the Assessment Academy. Our work will continue, but having feedback on our Portfolio before we launch to a website would be helpful. Link below:

Link 1: [Adler Graduate School Assessment Portfolio](https://www.livetext.com/doc/10409067/46608540)

<https://www.livetext.com/doc/10409067/46608540>

Q:

Now, in your final year, your team should begin to think about how your institution will continue to support and sustain improvement efforts without the structure of the Academy. What are some of your initial thoughts that your team has for continuing your momentum post-Academy?

(Note: Formal sustainability planning will be facilitated at the Results Forum).

- A:** My initial thoughts about sustainability: If we continue to focus on our systems, student learning outcomes, and ensure we are using all the tools we have worked so hard on - then we will have a solid foundation to sustain our assessment improvement efforts. We have a supportive board, stakeholders, students, alumni, and faculty. We continue to

create strong (intentional) systems and I'm happy to say our team is committed to this project.

Version 7.0 - Response

Q:

Please give your name and contact information (email address and/or phone number).

A: Primary Mentor:

Julie Frese, Ph.D.

Email: jfrese99@gmail.com

Phone: 262-909-2374

Feel free to contact me at any time.

It has been an honor to work with your team.

HLC Scholar:

Jan Smith

jsmith@pittstate.edu

Q:

What are some strengths of this project/Academy work? Why are these strengths?

A: Reviewed by Julie Frese (Primary Mentor):

- Continuing to make progress on all goals. It takes a strong commitment on everyone's part to engage in continuous quality improvement.
- Utilizing all available resources and creating new ones to meet existing needs. (Example: Developed a new course and system to allow student to gain access to LiveText and begin their Professional Portfolio in their first course). This is a strength since it entails a needs analysis (to identify existing needs) and then determine which resources most effectively meet specific need(s). Modifying existing resources can save time.
- Conducting a more formal assessment through IDEA Snapshot to provide timely data back to instructors. The Faculty also have the option of adding the CIQ to their course Moodle shells for additional feedback from students. Soliciting and acting upon data and other input from stakeholders (including students) has been an essential component and strength of this project. This demonstrates data-driven decision-making and indicates the value placed on stakeholder feedback.
- Organizing all assessment-related artifacts and other documents and making them easily accessible. Creation of this system is a strength of this project, as it provides an organized and efficient way to share these documents in a transparent manner.
- Hiring a new person dedicated to faculty training and professional development. This demonstrates alignment of resources with assessment efforts.
- Revamping your AGS website to add a page dedicated to assessment. This indicates your institutional focus on assessment and improved student learning.

Reviewed by **Jan Smith** (HLC Scholar):

Julie makes some great points. Our previous strengths noted continue to be relevant. I would also like to commend you on training your advisors to inform students, as this has the potential to facilitate student learning. Also, the use of the Action Planning Form will be critical to faculty to assist them in both improving their assessment efforts and also in taking assessment seriously, as they know their reports are valued and aren't simply going into the "black hole of assessment."

Q:

What remains unclear or what questions do you still have about this work to assess and improve student learning?

A: Reviewed by **Julie Frese** (Primary Mentor):

How are you utilizing data collected from student work uploaded into LiveText? *Yes, we have student learning data collected.*

How are you using data obtained from the Culture of Assessment Survey? Since this survey was administered in 12/2016, you may want to consider administering it again this year. A response comparison may indicate the impact of your assessment efforts.

Would you mind elaborating on this statement? "Our first roll out of assessment didn't seem to connect to how these concepts worked together."

Reviewed by **Jan Smith** (HLC Scholar):

These are some great questions. On the last bullet point, I am especially curious how you are doing things differently next time around. What, specifically, did you learn and how have you used this information. Faculty and staff tend to be reasonably forgiving if we don't connect everything initially, but at some point you risk losing engagement if people don't understand the bigger picture.

Q:

What are some critical things to which the institution should pay attention as it plans its work for the next six months?

A: Reviewed by **Julie Frese** (Primary Mentor):

Continue to maintain momentum and engagement in this process as you continue to meet your goals, celebrating successes and focusing on the learning that results.

Regarding your Adler Graduate School Assessment Portfolio: The portfolio structure is well thought-out and important information is included in each section. What essential information do you want to communicate through the portfolio and how can you engage those who will view and/or use the portfolio contents (e.g. students, faculty, parents, administrators, etc.)? For example, if you want to emphasize the reflective process, consider including some anonymous reflective quotes from Adler students. A variety of visuals can enhance the portfolio content. Think of ways to bring the portfolio to life!

Reviewed by **Jan Smith** (HLC Scholar):

I think you have a good sense of what you need to pay attention to in the next six months. As I reviewed your Portfolio, I had the same reaction as Julie. Everything is very well-organized and easy to follow. Rather than simply direct your various audiences to a series of links to reports, what would you like to highlight in these sections with just a few words, or even better, some visuals as Julie suggests. It may be as simple as removing the links to pdf files and embedding the information on the actual relevant webpage. You've done some great work, so take the opportunity to showcase it rather than risk people not clicking on an extra link. The only other suggestion I have is to think about relabeling Culture of Assessment to Culture of Student Learning or Improvement of Student Learning, as assessment is the vehicle rather than the end goal. Nice job, though.

Q:

What are some other possibilities or resources that might contribute to the success of this project? For instance, can you suggest resources such as books, benchmarks, instruments, models, and processes?

A: Reviewed by **Julie Frese** (Primary Mentor):

The results of the journal article (first link listed below) indicate that analyses of e-portfolios revealed the students adopted nine reflective strategies in knowledge building, and that reflective metadiscourse strategies involving metacognitive and collective processes were related with deeper conceptual understanding.

Reviewed by **Jan Smith** (HLC Scholar):

I think Julie's resources are not only helpful, but also represent quite a compliment. These are not your very basic assessment resources and speak to the amount of progress you have already made in your Academy project.

Link 1: [Developing Metadiscourse Through Reflective Assessment in Knowledge Building Environments](https://www.sciencedirect.com/science/article/pii/S0360131518301817)

<https://www.sciencedirect.com/science/article/pii/S0360131518301817>

Link 2: [Handbook of Quality Assurance for University Teaching](https://www.taylorfrancis.com/books/e/9781351740333)

<https://www.taylorfrancis.com/books/e/9781351740333>

Scholar(s): Jan Smith

Primary Mentor(s): Julie Frese

Project: AGS's Assessment Project

Version 6.0 - Project

Q:

What projects have you been following on the Collaboration Network? What have you learned from the experiences of other schools that is useful to your project?

To learn more about the progress and development of other projects, get alerts by following other projects

A: Adler Graduate School has been consistently following the below Universities as they are most closely aligned with our values and goals for our project:

Bemidji State University: Following this University helped us to come up with a common language to use for our rubric creation: Advanced; Proficient; Developing; Beginner. We are using these to create uniformity with our rubrics.

Logan University: This University has been very helpful in several ways. Not only did we mirror our development of our Cycle of Assessment we are now looking at how they are developing their action plans for analyzing the data from their courses. Their system has key course data being analyzed at certain times within their benchmark calendar. This is a good model for us to review and adopt when we have all our courses collecting data.

We continue to visit the following:

Although they are not in the Collaboration Network, the University of Hawaii at Manoa Assessment website, is amazing and has been a great model of what we would like to have. We are using this model to conceptualize our project and create future goals. (Thanks to our mentors who linked this to the recommended resources) .

Another University website that I like to refer to is Kansas State University. They have a lot of great resources for training and laying out the assessment process. Their webpage on Assessment is something that I'd like to implement at Adler.

Version 6.0 - Update

Q:

What were the most significant results from the Third Year Consultation?

A: Our third year consultation provided a more one on one mentoring approach that allowed us to evaluate our current project through another lens. We were able to use feedback to inform some of our projects including: Creating a Portfolio (**ATTACHED**) to replace Master Thesis Projects; how to include students in our assessment work; how to focus on faculty training and understanding of assessment of student learning. Our mentor was able to help

us with our challenges and walk us through some options to help us meet the needs of our faculty as we move forward with our assessment project.

Julie met with us via phone and Zoom several times, giving us excellent feedback and mentorship with our projects. We are grateful of her time and expertise that she gave us. She even took time to read through our Portfolio Manual and gave us feedback.

Link 1: [Portfolio Manual](#)

<https://drive.google.com/file/d/1osFzyMpOf5UZie5TFDOuQyRs4nuO5lMn/view?usp=sharing>

Q:

Looking back at the tasks that you had outlined for your project following the Midpoint Roundtable, what progress has been made and what tasks remain? What is your plan to address the remaining tasks in the next six months?

A: We identified the following tasks - Bold is update.

- We are working with all Program Directors to get our 6 Foundational Courses up and running with assessment of student learning. For each course we will work together to create the assignments and measurements (rubrics). We are going to implement these measurements incrementally. We are in the process of finishing 2 currently. **We identified work teams to redesign our curriculum, courses by course, using our new curriculum map (ATTACHED). Dividing this task into teams helped to include more faculty in the process, thus having them more invested and taking the top down structure to a more horizontal level.**
- After data for each of the Foundational course is collected we are going to create a schedule for analyzing and making action planning based on results. We are already seeing some changes that need to be implemented based on using the rubrics. It is exciting to see a clearer understanding of assessment of student learning in this process. Instructors are seeing the weaknesses in their assessments before they are even evaluated. These steps are important because we get to have the conversation about making changes based on data. In addition, faculty are viewing their teaching and assessment of student learning through a new lens. **Data is being collected in a variety of courses, not just Foundational courses. We are implementing rubrics that are consistent and have developed a Key Assessment Form that faculty fill out with the key assessment for each course (ATTACHED). This form also has the rubric template. We created an assessment plan with the direction of our mentor - we will evaluate student data on a rotating basis so we can make our evaluation manageable.**
- Programs now have benchmark goals to reach individual goals on assessment cycle. **DONE**

Current Plan:

- Creating our signature assessments for all of our classes in a sequential manner according to our curriculum map.
- Adding all new incoming students into LiveText.
- Updated all our syllabi (**ATTACHED**) to incorporate assessment and to ensure that they are consistent throughout the programs.
- Collecting data from student work that is uploaded into LiveText.
- Adding more students to our Portfolio project. We ran a pilot study to collect information on the portfolio. We are now opening it up with the changes that we made due to feedback from students in the pilot study.

Link 1: [Curriculum Map](#)

https://drive.google.com/file/d/1MJU0c7fwAUvTdluEUyTEItEV3yph_hTQ/view?usp=sharing

Link 2: [Assessment Template](#)

<https://drive.google.com/file/d/1sVn-C4Hp2QILXKG8scmbrCNAhsilyGkD/view?usp=sharing>

Link 3: [On campus Syllabus](#)

https://drive.google.com/file/d/1hYbvHkgepvJaV-NLZbNFf4fu2TfE2eC_/view?usp=sharing

Q:

How is the Academy project contributing to creating a culture of learning? How is the team engaging institutional stakeholders in the Academy work?

A: Our Academy Project has changed the entire culture at AGS. Having the mentor feedback has been instrumental to our continued growth. We now ask faculty for feedback in all that we do. We always had soft policies that were often not referred to. We now have some solid polices (**ATTACHED**) that help drive consistency for our faculty, especially with our faculty who teach online. They have often felt not connected. They have said that they feel more connected and their feedback was heard.

We have become more intentional on how we teach and assess student learning. We broke up our student learning in I, R, A to ensure we are introducing information before we expect student to apply and practice for competence. We are asking students to demonstrate their learning in a Professional Portfolio. This provides us and them feedback on their learning based on core competencies of the profession.

- We are presenting our assessment at each AGS Board Meeting.
- We have included students in pilot studies.
- We are implementing new evaluations (CIQ) that students can do to provide faculty feedback in their courses.
- SLOs guide our curriculum by program and across programs thus leading to better sequencing of courses and less redundancy.
- We revised our Vision, Mission, Values and Goals with feedback from all stakeholders.
- As far as improving student learning, we feel that we are in the collection stage. We hope to analyze data and make decisions to improve student learning. We do feel we have improved our instruction. We are more intentional in our teaching and designing assignments that measure competence in subject areas.
- Strategic planning, metrics development, and institutional assessment are being unified to inform the other processes.
- We used the Value Rubrics to help us design some universal rubrics for our school. For example, by using the writing VALUE rubric we created a universal writing rubric with faculty and student feedback.

Link 1: [Online Polices and Procedures](https://drive.google.com/file/d/13GJ_WNJosMVi16xEe3iadXRELDat0GkL/view?usp=sharing)

https://drive.google.com/file/d/13GJ_WNJosMVi16xEe3iadXRELDat0GkL/view?usp=sharing

Q:

What are your plans and goals for the next six months? What challenges do you anticipate?

A: Next 6-months:

- Train our advisors in working with students to inform them of assessment, portfolio, and LiveText. **Challenge: Keeping track of needs of advisors and any challenges they may have. Advising is new at Adler. We designated a faculty member to be a leader of the advising group. Having consistent information and training from this faculty member will help the advisors and give them a voice when there are concerns.**
- We hired a new dedicated person for faculty training and professional development. We are creating a yearly plan and have started with training on the Brookfield adult learning model. **Challenge: Integrating our assessment within all our trainings - since this is becoming a culture of assessment this task really has not been challenging as we have a dedicated faculty to our larger initiative.**
- We will implement the CIQ (Brookfield; assessment) in all courses so faculty can get feedback throughout their course rather than just at the end of the course through the IDEA. This will allow students will have more opportunity to give feedback. **Challenge: Self-driven by faculty. We will**

need to continue to capitalize on their enthusiasm of the Brookfield training and maybe ask them to bring some results to our trainings.

- We are adding three faculty training courses on Moodle (Learning Management System). We also developed a Online Policies and Procedures Manual. We will role out these trainings and the polices within the next few weeks and provide certificates for completing these courses. These trainings also include topics on: Adult Learning Styles, Online Teaching and Learning, Best Practices in Teaching, and LiveText and Assessment. **Challenge: tracking faculty. Adding Certificates will help with engagement and finish rate.**
- We are revamping our AGS website and working with the developer to add a page dedicated to assessment. **Challenge: A lot of up front work for developing a meaningful site that can be useful for faculty, staff, students, and stakeholders.**
- Continue to add key assessments by term and collect data. Adding at least 1 class per term. Use the assessment template and update with courses.
- Begin to start following our evaluation plan (ATTACHED). **Challenge: We will need to create a structure at the top level and then implement horizontally like we did the work groups. Creating it top down first helps to model what we need, but also has same challenges that we encountered when redesigning our courses.**
- Work toward helping AGS meet the needs of the future of the counseling profession. We just wrote a report on the future of counseling and how AGS is going to meet the needs of the industry trends and generational needs of our students. Report was given to our Board of Directors. **Challenge:** Need to follow the trends with the assistance of the board; hopefully get some grants to help us implement some of our ideas.

Link 1: [Program Assessment Plan: Draft](#)

https://drive.google.com/file/d/1ZBxCAUKmadWuunCs2HPW_nB9x1Y5fx7Q/view?usp=sharing

Version 6.0 - Response

Q:

Please give your name and contact information (email address and/or phone number).

A: Primary Mentor:

Julie Frese, PhD

jfrese99@gmail.com

262-909-2374

My goal is to provide timely assistance and support for your team. Please contact me at any time with questions or comments.

HIC Scholar:

Jan Smith

jsmith@pittstate.edu

Q:

What are some strengths of this project/Academy work? Why are these strengths?

A: Reviewed by Julie Frese (Primary Mentor):

Strengths of this project/Academy work include:

- Continuing to draw upon assessment projects developed by institutions inside and outside the Higher Learning Commission Collaboration Network. Applying ideas from these projects may save your team time and energy, and spark additional ideas.
- Listening to and acting on mentor feedback. This demonstrates your commitment to and excitement about improving student learning at your institution.
- Moving forward to make steady progress on identified areas of need. It is critical to keep momentum in this process.
- Taking major steps to improve assessment of student learning. Example: Creating a Portfolio System to replace Master Thesis Projects. This demonstrates your team has laid the groundwork and is ready to make confident, well-informed decisions to improve student learning.
- Revising the Adler Graduate School website to communicate information about efforts to improve student learning to a wide audience (e.g. current and prospective students and faculty, alumni, employers, Board members).
- Applying feedback gained from the portfolio pilot study emphasizes your focus on quality and demonstrates your value input from others.
- Seeking grant opportunities to assist with funding projects. Securing additional funds will facilitate progress in meeting goals.

Reviewed by **Jan Smith** (HLC Scholar):

Julie does a very nice job of outlining some great strengths of your project. I would also like to highlight the sense of alignment of efforts which was noticeable as I read through your posting. This will position you well to sustain efforts in a meaningful way. Well done.

Q:

What remains unclear or what questions do you still have about this work to assess and improve student learning?

A: Reviewed by **Julie Frese** (Primary Mentor):

Has an action plan been created for addressing professional development needs? How can you personalize professional development to meet the diverse needs of faculty and others in the area of assessment of student learning?

What is/are the difference(s) between a signature and key assessment? A searchable FAQ containing these types of questions could be embedded in a faculty resource section of your courses and/or on a SharePoint site.

Reviewed by **Jan Smith** (HLC Scholar):

It is clear you have identified professional development as an area to address. If you haven't already given thought to the questions Julie poses, this might be helpful as you plan out your activities in this area.

I'm curious about your comment regarding your use of a top down model and the challenges encountered last time you used this approach. How can you use these lessons to your advantage to ensure things go more smoothly when you use this model again?

Q:

What are some critical things to which the institution should pay attention as it plans its work for the next six months?

A: Reviewed by **Julie Frese** (Primary Mentor):

Remember to communicate and celebrate your accomplishments.

Think about starting small in the process of analyzing course data. Could Assessment Team members briefly review course data (and what they learned from it) as a part of each meeting? For example, they could review rubric scores from one assignment over a period of time.

Consider creating and implementing asynchronous and/or self-guided professional development sessions.

There are opportunities to integrate information about assessment of student learning into the templates you developed. For example, you may want to include a section on assessing student learning in the online policies and procedures document.

Reviewed by **Jan Smith** (HLC Scholar):

I think you have a good sense of where you are headed. You are accomplishing a great deal and it appears you have good momentum, but don't be afraid to stop and make adjustments as you implement these key activities, if needed. It looks like you are developing some very effective infrastructure, so the critical aspect will be actually making use of data to inform student learning so that all of your efforts pay off.

Q:

What are some other possibilities or resources that might contribute to the success of this project? For instance, can you suggest resources such as books, benchmarks, instruments, models, and processes?

A: Reviewed by **Julie Frese** (Primary Mentor):

Could teams of faculty conduct action research projects around some of your efforts? (Students could be included on these teams). They could report results in a format of their choice (e.g. PowerPoint or Prezi presentation) during a professional development session, Assessment Team meeting, poster session, etc.

Reviewed by **Jan Smith** (HLC Scholar):

Julie includes some good links to resources.

Link 1: [A Learning Journey I: Curriculum Mapping as a Tool to Assess and Integrate Community Psychology Practice Competencies in Graduate Education Programs](https://www.gjcpp.org/pdfs/2012-008CCSI-20131018.pdf)

<https://www.gjcpp.org/pdfs/2012-008CCSI-20131018.pdf>

Link 2: [Curriculum Mapping in Program Assessment and Evaluation](https://www.ajpe.org/doi/full/10.5688/aj710220)

<https://www.ajpe.org/doi/full/10.5688/aj710220>

Link 3: [Using Curriculum Mapping & Assessment Data to Improve Learning](#)

Scholar(s): Jan Smith

Primary Mentor(s): Julie Frese

Project: AGS's Assessment Project

Version 5.0 - Project

Q:

What projects have you been following on the Collaboration Network? What have you learned from the experiences of other schools that is useful to your project?

To learn more about the progress and development of other projects, get alerts by following other projects.

A: Bemidji State University: Following this University helped us to come up with a common language to use for our rubric creation. Since our last report we conducted a survey regarding our common language and came up with our 4 guiding points of assessment: Advanced; Proficient; Developing; Beginner. We are now developing all our rubrics with this language for uniformity.

Logan University: This University has been very helpful in several ways. Not only did we mirror our development of our Cycle of Assessment we are now looking at how they are developing their action plans for analyzing the data from their courses. Their system has key course data being analyzed at certain times within their benchmark calendar. This is a good model for us to review and adopt when we have all our courses collecting data. Like Logan, we are working to develop training in assessment so that all stakeholders are on the same page moving forward. Since the last roundtable we developed a strong data-informed training for our January Faculty Development day.

Labette Community College: Just recently I reviewed some of the work Labette Community College was doing. Faculty submitted their student writing assignments and intended interventions for evaluation into an assignment/intervention database. After reading this I created a database for our Foundational Courses. This database (link in our LiveText Portfolio) will house all our interventions and evaluations for the foundational courses that all students are required to take.

I continue to visit the following:

Although they are not in the Collaboration Network, the University of Hawaii at Manoa Assessment website, is amazing and has been a great model of what we would like to have. We are using this model to conceptualize our project and create future goals. (Thanks to our mentors who linked this to the recommended resources) .

Another University website that I like to refer to is Kansas State University. They have a lot of great resources for training and laying out the assessment process. Their webpage on Assessment is something that I'd like to implement at Adler.

Link 1: [Foundational Courses: Database](https://www.livetext.com/doc/10806635?preview=1)
<https://www.livetext.com/doc/10806635?preview=1>

Version 5.0 - Update

Q:

Identify and explain any specific changes to your project scope and design since the last Project Update.

A: We continue to stay on track with our implementation plan since our last report. Reviewing other schools in the database and continuing to learn about assessment drives our goal of becoming more efficient in what we are doing. We haven't changed anything, but I believe we are getting better at our management of our project. For example, after the last roundtable we created benchmark dates for some of our activities. It was always a goal to complete these tasks, but did not have the benchmark dates to help organize our efforts. We continue to update our Assessment Portfolio to document our progress.

Q:

Describe your short term plan for measuring student learning. What specific tasks do you plan to accomplish in the next six months?

A: Short Term Plan:

- We are launching our assessment of student learning in 2 of our foundational courses, Developmental Psychology and Multicultural Counseling. These courses are shared courses between the programs that all students must take. As faculty, we had to 1) develop key assignments based on our student learning outcomes, 2) develop the evaluation of student learning, and 3) get feedback from all the programs. This task is an accomplishment because it adds 40 more students in our LiveText database that we will be able to collect learning outcome data on. We were also able to use feedback from key stakeholders regarding assignments and rubrics.

Next 6-months:

- We are working with all Program Directors to get our 6 Foundational Courses up and running with assessment of student learning. For each course we will work together to create the assignments and measurements (rubrics). We are going to implement these measurements incrementally. We are in the process of finishing 2 currently.
- After data for each of the Foundational course is collected we are going to create a schedule for analyzing and making action planning based on results. We are already seeing some changes that need to be implemented based on using the rubrics. It is exciting to see a clearer understanding of assessment of student learning in this process. Instructors are seeing the weaknesses in their assessments before they are even evaluated. These steps are important because we get to have the conversation about making changes based on data. In addition, faculty are viewing their teaching and assessment of student learning through a new lens.
- Programs now have benchmark goals to reach individual goals on assessment cycle.
- Updated Assessment Portfolio link attached.

Link 1: [AGS Assessment portfolio](https://www.livetext.com/doc/10409067?preview=1)
<https://www.livetext.com/doc/10409067?preview=1>

Q:

How well are you positioned to complete the project in the final two years of the Academy? What additional tools, resources, and engagement do you need?

A:

- After the last roundtable we feel we are in a great position to complete our project in the final 2 years. The faculty we sent to the roundtable came back energized. Each Program Director has made a plan

with benchmark dates to hit assessment cycle tasks. We have adopted the assessment cycle as goal versus a vision.

- Our needs/resources: We are still weak in the area of institutional goals and outcomes. We have identified our goals; however, commitment has been wavering from administration and program indicators have not been set. We are currently concentrating on our education programs since we have more control over progress at this level.
- We need more engagement from our administration to create clear institutional goals and performance indicators (drafts in portfolio). The team believes this is the foundation of our work and will drive all other efforts.

Q:

What changes do you anticipate as you move into the second half of the Academy term? What have you learned from the first two years of the Academy to mitigate these challenges?

A: Changes:

- The anticipated changes include using data to make decisions for our institution and our courses. For example, at our roundtable we analyzed the survey data from our Culture of Assessment Survey and made a plan for our January training. This is the first time we have used data to inform our training.
- Things we've learned is that we need to do better to engage adjunct faculty. We are developing online trainings/activities to bridge the time between face-to-face trainings.
- We also learned the power of celebration and recognizing our accomplishments. The last roundtable helped us to see our accomplishments and understand the importance of this recognition.

Learned:

- As a starting point of the Mid-Point Roundtable, we went back to the actual documents we created when we met for the initial assessment academy gathering. We realized we were not as far along as we had hoped we would be by the two year mark. We used the "Five Whys" process to drill down into what may have gotten in the way of this. First, and it is quite substantial to note, we attempted the first year of our efforts without a dedicated assessment leader. For the last 15 months, however, the academic programs have enjoyed great leadership and made substantial progress (see "Program Progress on Assessment Cycle). This role will most certainly continue through the remainder of the program and the future of the school,
- Also in our discussions at the Mid-Point Roundtable, we collected anecdotal information as to why we have yet to train as many faculty as we had originally planned. Among the barriers to reaching our initial goal was lack of clarity of our goals and not using data to make decisions.
- We learned the importance of making data driven decisions. We learned the importance of collection, analysis, and action planning. Having clear goals and a solid assessment collection system (LiveText) has helped to inform our progress.

Q:

How have you used what you have learned about student learning to improve your educational strategies (curricular and co-curricular)? What evidence do you have that your work thus far has improved student learning? What more do you need to know?

A: Notes:

- We have become more intentional on how we teach our students. We broke up our student learning in I, R, A to ensure we are introducing information before we expect student to apply and practice for competence. In our CMHC program we are measuring the competencies 3x throughout the curriculum to ensure we are scaffolding our teaching. Map in our portfolio.

- Based on our new system we saw the need to redevelop our course syllabi. We are currently in the process of ensuring our syllabi are congruent with each other AND our student learning is scaffolded.
- We are also trying to develop systems to share results.
- SLOs guide our curriculum by program and across programs thus leading to better sequencing of courses and less redundancy.
- We are developing new Faculty Learning Outcomes that articulate what faculty members should know and be able to do at certain benchmark points. This will help provide faculty feedback and guide our professional training and development. These outcomes will provide faculty with clear goals pertaining to desired performance.
- Revised Vision, Mission, Values are designed with assessment practices in mind so that we are clear what students should know and be able to do by the time they earn their degree.
- As far as improving student learning, we feel that we are in the benchmark collection stage. We hope to analyze data and make decisions to improve student learning. We do feel we have improved our instruction. We are more intentional in our teaching and designing assignments that measure competence in subject areas.
- Strategic planning, metrics development, and institutional assessment are being unified to inform the other processes.

Version 5.0 - Response

Q:

Please give your name and contact information (email address and/or phone number).

A: Primary Mentor:

Julie Frese, PhD

jfrese99@gmail.com

262-909-2374

HLC Scholar:

Jan Smith

jsmith@pittstate.edu

Q:

What are some strengths of this project/Academy work? Why are these strengths?

A: Reviewed by Julie Frese (Primary Mentor):

There are numerous strengths of your project/Academy work, only some of which are listed below:

- Revising the vision, mission, and values for improved clarity and alignment.
- Developing and utilizing a common language for rubric creation. This allows for improved communications and consistency across the university.
- Creating Faculty Learning Outcomes and planning the Faculty Development Day to address faculty training and professional development needs.
- Analyzing and using data from the Culture of Assessment Survey to inform the Faculty Development Day outcomes.
- Revising syllabi to ensure consistency will minimize or eliminate confusion on the part of faculty,

- students, administrators and staff.
- Utilizing varied data sources for decision-making demonstrates an emphasis on objectively identifying and meeting institutional learning needs.
 - Collaborating with Program Directors to create assignments and rubrics for six foundational courses.
 - Creating an assignment/intervention database to house interventions and evaluations for foundational courses. This is essential information to have in a centralized location. Focusing on foundational courses will allow you to proactively intervene and evaluate student progress early in their program to improve retention and completion.
 - Identifying benchmark dates for more efficient project management may help maintain momentum and increase stakeholder engagement for this initiative.
 - Updating the Assessment Portfolio documenting the entire process since participating in the HLC Assessment Academy. Documenting all aspects of the process, including assessment plans, meeting notes, responses from HLC mentors, and other critical artifacts allows stakeholders to more easily see progress made over time. This historical record can ensure sustainability of the assessment-related efforts. Potential gaps or weaknesses may also be identified and addressed.
 - Utilizing Live-Text as the Assessment Collection System allows all aspects of the assessment process to be housed in one location for ease of use.

Reviewed by **Jan Smith** (HLC Scholar):

Julie does a thorough job of identifying strengths of this project and I fully agree with her observations.

Q:

What remains unclear or what questions do you still have about this work to assess and improve student learning?

A: Reviewed by **Julie Frese** (Primary Mentor):

You shared an increased focus on instruction at your institution. How have instructors become more intentional about their teaching? Specifically, what are they doing differently? What aspects of instruction have improved? Is there data to support these changes have been made, and are directly related to improved student learning?

In addition to Moodle, what other tools are available to address training and professional development needs? Do you have a web conferencing tool? Is there a peer review or mentoring process that could be utilized for this purpose?

I am interested in hearing about the forums your team instituted with academic leaders, mentioned in a previous response. Have these forums been successful in gaining administrator commitment?

Reviewed by **Jan Smith** (HLC Scholar):

Building on Julie's question, I am interested in knowing more about the institutional goals you have identified and obstacles to moving forward. Have the goals been adopted by the institution or do you still need to have the institution react to goals identified by the team? What are the key obstacles to implementation of the goals and what underlies reluctance of administration to pursue assessment of these goals? Is this not viewed as a worthwhile endeavor for the institution or are there currently competing priorities? It can be quite a daunting task to agree upon and assess institutional level outcomes, and this will difficult if not impossible to accomplish without support from senior administration.

Q:

What are some critical things to which the institution should pay attention as it plans its work for the next six months?

A: Reviewed by **Julie Frese** (Primary Mentor):

When planning meetings and professional development sessions, think about how you can engage your colleagues in a meaningful dialogue about student learning.

Focus on continuing to develop systems to share results of your efforts. In the meantime, utilize all available communication methods until these systems are in place.

Identify clear, focused, and measurable objectives aligned with engaging activities for faculty development sessions. The outcomes listed for the Professional Development Day are quite broad and varied. You may want to select a theme and/or guiding questions for upcoming sessions. How can you make these sessions engaging? How are you getting the word out about these sessions? It is a great idea to use Moodle to continue the conversation.

It was indicated in your response that instructors at your institution are viewing their teaching and assessment of student learning through a new lens, and are even seeing weaknesses in their assessments before they are evaluated. This indicates faculty have most likely internalized best instructional and assessment practices and are self-evaluating their own work. Document and share these powerful examples of faculty learning.

Your team has made significant progress as indicated by your Assessment Project responses. It is clear your efforts have positively influenced thinking, actions, and results related to improved student learning.

Reviewed by **Jan Smith** (HLC Scholar):

In addition to Julie's comments, I encourage you to reflect on lessons learned with the two foundational courses you are already addressing. What worked well and can be applied to the remaining courses? What needs to be different? I think at this stage in your project, the most critical thing to pay attention to, is how you are using data to actually make improvements in student learning. You have done a great job putting foundational pieces in place and it will be important to show this hard work is beginning to pay off.

Q:

What are some other possibilities or resources that might contribute to the success of this project? For instance, can you suggest resources such as books, benchmarks, instruments, models, and processes?

A: Reviewed by **Julie Frese** (Primary Mentor):

Consider following the seven design principles included in this presentation when planning future professional development sessions:

Faculty Engagement through the World Cafe by Janice Denton (Shared in our Version 4 response)

http://download.hlcommission.org/academies/FacultyEngagementWorldCafe_AA_2017-06.pdf

How are you sharing resources with your colleagues that your team has found helpful? These include books, websites, journal articles, blogs, archived webinars, conferences, etc. If your budget allows, consider purchasing a hard-cover or e-book for faculty development session participants. This information could serve as a way to increase foundational knowledge among participants about assessment for student learning, so you can build on a common language.

These resources were included in our Version 1 response:

Assessing Student Learning: A Common Sense Guide (2nd Edition) by Linda Suskie (Author), Trudy W. Banta (Foreword)

Assessment Clear and Simple: A Practical Guide for Institutions, Departments, and General Education (2nd Edition) by Barbara E. Walvoord (Author), Trudy W. Banta (Foreword)

Introduction to Rubrics: An Assessment Tool to Save Grading Time, Convey Effective Feedback, and Promote Student Learning by Dannelle D. Stevens (Author), Antonia J. Levi (Author), Barbara E. Walvoord (Foreword)

Reviewed by **Jan Smith** (HLC Scholar):

All of the above are great resources. It seems that you already have many of the tools you need, so focusing on resources related to faculty development may be the best use of your time.

Link 1: [Educational Assessment](#)

<https://www.facultyfocus.com/topic/articles/educational-assessment/>

Link 2: [Faculty Development](#)

<https://www.facultyfocus.com/topic/articles/faculty-development/>

Scholar(s): Jan Smith

Primary Mentor(s): Julie Frese

Project: AGS's Assessment Project

Version 4.0 - Project

Q:

What projects have you been following on the Collaboration Network? What have you learned from the experiences of other schools that is useful to your project?

To learn more about the progress and development of other projects, get alerts by following other projects.

A: Bemidji State University: Bemidji State University a "common language" around assessment rubrics. We are still working to create this common language. Although we are very close, the needed training has not happened at the Program Director level in order to make this Universal. This, in part, is due to changing what is existing in some programs to meet the needs of other programs.

Park University: After creating their Office of Assessment, in which we mirrored, Park's goal was to create relationships between Offices to ensure seamless creation and implementation of courses, assessment, and collection. We are currently creating this type of organizational/duties chart to assist in working with the Office of Technology and Program Directors.

Logan University: This University has been very helpful to follow. We got the idea of creating a Cycle of Assessment from them in past versions of our project. We now feel that we are in the same spot there were in their 4th Version - Creating a "universal understanding about assessment". We need to create a "consistent use of terminology". Like Logan, we are working to develop training in assessment so that all stakeholders are on the same page moving forward. This will happen in January 2018 at an all Faculty Training day.

I still continue to visit the following:

Although they are not in the Collaboration Network, the **University of Hawaii at Manoa** Assessment website, is amazing and has been a great model of what we would like to have. We are using this model to conceptualize our project and create future goals. (Thanks to our mentors who linked this to the recommended resources)

Another University website that I like to refer back to is **Kansas State University**. They have a lot of great resources for training and laying out the assessment process. Their webpage on Assessment is something that I'd like to implement at Adler.

Link 1: [AGS Assessment Portfolio](https://www.livetext.com/doc/10409067?preview=1)
<https://www.livetext.com/doc/10409067?preview=1>

Version 4.0 - Update

Q:

How have you incorporated the feedback from the Consolidated Response to your previous Project Update?

A: Feedback we received have helped us to target specific areas:

Sustainability?

We are working very intentionally on implementing student learning assessment, we continue to add courses, work on mapping in programs, and create new assignments and rubrics. This forward movement is encouraging as we have not stopped or put off assessment efforts. Our implementation plan provides us an opportunity to continue to sustain our past efforts by providing follow up, accountability checks, and communication.

Our newly redesigned institutional mission, values, and goals are measurable and demonstrate the innovation and intentionality of our institution. Co-created with our Governing Board, these much improved documents have become our guide to sustainability and quality assurance.

Communication with Program Leaders?

Program Directors meet 2x a month. We are adding the Director of Assessment into these meetings to keep assessment and student learning ongoing agenda items. We were only adding the Director of Assessment as needed in the past, so this is a positive change that I hope will target the "universal language" concern. We are also creating new systems for communication (for assessment) between other departments, such as IT, Registration, Admissions, and Student Services.

Making and Communicating Data-driven Results and Decisions?

Program example: The School Counseling Program collected data in several of their courses. They collected the data with through the LiveText system, created a storage system in LiveText, and brought the data to their faculty meeting to make an Action Plan. This Action Plan was then implemented and stored in LiveText. We were able to work together to create this system.

The feedback was useful as we are now looking at other Live Text applications to make this more efficient. We will be piloting using the AIS side of LT to help store data results, make action plans, and communicate with faculty regarding course data.

We are looking at every aspect of students' experience at AGS. From intake through exit, we are creating systems to collect data, analyze the data, and make decisions. We have created a chart to help us organize this information for each program. The chart includes timelines for data analysis, who is doing the analysis, and what the end report/result looks like.

***The link (attached) is an example of how we can map our curriculum, assignments, and artifacts in one convenient place in order to collect data and make action plans. This report shows how the system can store artifacts and allow for documenting changes to the curriculum, teaching method, etc. Once on the page, click on the attachment:*

- [CMHC KPI Map.docx](#)

AGS Institutional Culture of Assessment Survey Results

Results of this survey will be driving our upcoming training in January. The results will also be shared with the Program Directors before January to help get feedback and coordinate training efforts.

Link 1: [CMHC LiveText Document](#)

https://www.livetext.com/doc/10409067?preview=1&review=#section-46608542_139611874

Q:

Your team has reached the midpoint in the Academy. Summarize your team's accomplishments thus far.

A: We have completed several steps toward the development of a comprehensive and systematic approach to measure student learning to inform decisions/changes at the program and institutional level. Below are our accomplishments:

- We hired a Director of Assessment to oversee the processes.
- Our newly redesigned institutional mission, values, and goals are measurable and demonstrate the innovation and intentionality of our institution. Co-created with our Governing Board, these much improved documents have become our guide to sustainability and quality assurance.
- We created a chart at the 1st Roundtable to help us understand the process from an institutional level down to the program level, and up again. We continued to revise this chart throughout this process. We ended up with a flowchart (in portfolio) that encompasses our vision of assessment at AGS.
- We created an Assessment Cycle (in portfolio) with steps to follow for each part of the assessment process. This has helped to drive our assessment efforts in all our programs. Each program began this cycle with creating a Mission statement. Each program continues to move through the cycle.
- Measuring Student Learning: The school now has a platform to be able to collect, analyze, and interpret the evidence they have collected from courses through the LiveText system.
- Completed student learning outcomes for 2/6 programs. This process also allowed us to review textbooks, create new assignments, and learn how to create better rubrics for measurement.
- We did a full pilot with 1 program: School Counseling.
- We successfully mapped out and created several signature assessments for the Clinical Mental Health Program (CMHC). We just started collecting data Summer 2017.
- We collected Indirect Assessment Data (interviews, surveys, and several other benchmark assessments) from our School Counseling Program. This also proved to be a model for the other programs.
- We began collecting Indirect Assessment Data from our CMHC program
- We created short targeted PPTs for the first few steps in the assessment process and posted them in our LMS and LiveText system.
- We administered an AGS Institutional Culture of Assessment Survey (in portfolio) to the faculty and staff. This survey collected data on Purpose of Assessment, Uses and Perceptions, and Training Needs. We are in the process of reviewing the data to make future training plans. This data will also be invaluable as we roll out assessment. Per the survey, the faculty are supportive of this initiative and would like to see more assessment being done.
- We created an Assessment Portfolio (attached link) in LiveText to help organize our project.
- We began having meetings with a sub committee of the AGS Board of Directors to review mission, core values, and goals. We updated strategic planning goals to include measurable language and capture what we really do at Adler. This is also attached in our portfolio. The updated version has measurable language vs our old version.

Q:

Describe the most significant challenges and opportunities encountered in the development and initial implementation of your Academy project.

A:

- Our biggest challenge is our that faculty are primarily adjunct. Getting people trained, keeping a constant meeting schedule, and celebrating our successes has been challenging. This does provide the

opportunity to create more intentional trainings, develop more web-based communication, and roll out our assessment process slowly and deliberately. The entire staff and faculty will be meeting in January for assessment training, to celebrate our successes, and elicit involvement and feedback about the process.

- We have 8 start sessions for students each year. In addition, we do not have cohorts. This has been a challenge in getting these students LiveText memberships. These memberships drive our data collection. The implementation has been slow, but we will eventually work in getting all students membership cards as they enter in the school.
- Divergent perspectives and disparate understanding about assessment has hindered our efforts in some small areas. We continue to work on developing better systems to communicate more effectively about assessment.
- We have just finished creating our Institutional Strategic Goals. Our next step is to develop a structured data collection system for this data. This poses new challenges as far as understanding data collection at the institutional level and creating a way to collect and analyze this data.

Q:

To this point, who has been engaged in the Academy process. Are there additional stakeholders who need to be included in the Academy process? How can they be engaged?

A: We are a small college. We have reached out to all appropriate stakeholders that we need to at our current stage. There will be more stakeholders to reach out to as we grow our assessment program. We can engage all stakeholders more effectively if we:

- Include assessment in our newsletters.
- Include an assessment page on our college web pages.
- Create presentations to faculty on results and decisions that have been made due to the data we've collected.

Q:

The Midpoint Roundtable will offer an opportunity to review, refocus, and recharge the Academy team's efforts. What particular goals does your team have for the Midpoint Roundtable?

A: We are very excited about our next Roundtable. We are sending a committee of 5 Program Directors to participate in the activities. This committee has several goals, 1) learn more about implementing assessment for student learning, 2) how the assessment process positively impacts each of their programs, 3) create program specific goals for assessment, and 4) come back with ideas about how to change the culture of our college to include assessment language and activities throughout their program and the school.

Version 4.0 - Response

Q: Please give your name and contact information (email address and/or phone number).

A: Primary Mentor:

Julie Frese

Email: jfrese99@gmail.com

Work Phone: 262-909-2374

You are continuing to make significant progress in many areas of this important initiative to

improve student learning.

Please contact me if you have any questions and/or comments related to my responses.

HLC Scholar:

Jan Smith

jsmith@pittstate.edu

Q: What are some strengths of this project/Academy work? Why are these strengths?

A: Reviewed by **Julie Frese** (Primary Mentor):

Strengths:

- Continuing to follow similar projects and refer to resources on the HLC Assessment Academy Collaboration Network. This will help sustain momentum on the initiative and serve as a reminder that you are not alone in your efforts.
- Creating an Assessment Portfolio in LiveText to organize the project. Obtaining LiveText involved significant effort, including coordination with budgetary personnel and processes.
- Continuing to meet goals and follow assessment plan. This ensures consistency of implementation. Stakeholders know what to expect over time.
- Creating two training modules that address curriculum mapping and student learning outcomes. The content of these modules will increase staff and faculty understandings of assessment processes and how they translate to student learning.
- Emphasizing the importance of communication and training. Ongoing communication (using multiple methods) ensures stakeholders are informed about assessment efforts. Also, they are supported through training to meet institutional and program goals in order to meet individual student needs.
- Focusing on quality assurance and sustainability. This ensures initiative efforts are supported by research (e.g. best practices) and will withstand changes.
- Following-up and accountability checks. This ensures all stakeholders are fulfilling their roles and responsibilities in order to stay on schedule to meet goals.
- Attending Program Director meetings. Including the Director of Assessment in these meetings will ensure assessment/student learning issues are addressed, allowing for continuous progress.
- Communicating with IT, Registration, Admissions, and Student Services will allow assessment/student learning to impact all aspects of the student experience.
- Disseminating the Institutional Culture of Assessment Survey to obtain results from stakeholders about the current state of assessment. These results will allow you to determine if progress is being made in various aspects of the initiative.
- Planning to meet in January to discuss how Institutional Culture of Assessment Survey results can be used for training opportunities.
- Mapping of Clinical Mental Health Program, including key performance indicators and signature assessments. Using this program as a model will be very helpful for other Program Directors and faculty as they engage in mapping efforts. This pilot exemplifies the collaborative nature of effective assessment efforts.
- Understanding that a single approach to assessment may not work for all programs. A flexible approach allows for freedom and creativity to meet various institutional, programmatic and learning needs.
- Creating a systematic approach to assessment underscores the value of the initiative and involves and empowers multiple stakeholders, thereby increasing ownership.

Reviewed by **Jan Smith** (HLC Scholar):

As Julie rightly identifies, your project has numerous strengths and you are doing a great job. I especially commend you for taking stock of where you are at to tailor training to campus needs. I would also point out that your team is a major strength. It is clear from your postings that the team is highly engaged and active. Well done.

Q: What remains unclear or what questions do you still have about this work to assess and improve student learning?

A: Reviewed by **Julie Frese** (Primary Mentor):

Is there a schedule or time line that specifies when programs will produce a curriculum map? Is there an individual or team that reviews these maps for accuracy and other quality indicators?

It sounds like there is a need and desire to include adjunct faculty in assessment efforts. Do faculty have the opportunity to serve on an assessment committee or participate in related focus groups?

Are adjunct faculty involved in the curriculum mapping process? Could this be a training opportunity?

Is the challenge related to understanding the importance of data collection at the institutional level and/or how to collect and analyze the data? One of the upcoming training sessions could involve reviewing and analyzing course data. A Program Director and Data Analyst could co-facilitate this session.

How did you arrive at the decision to use 95% as the performance indicator threshold? Did you consider cognitive level and complexity of application in this decision? Information about setting thresholds can be found in this resource:

What to Do with Data by Gloria Rogers

http://download.hlcommission.org/academies/WhatToDoWithData_AA_2017-06.pdf

I am unclear how the Institutional Culture of Assessment Survey items will translate into training.

Reviewed by **Jan Smith** (HLC Scholar):

Thank you for a detailed posting. Again, very helpful. Given you mention your high reliance on adjunct faculty and this creating a challenge, I am curious how adjunct faculty are involved in the assessment process currently. If you would like to provide more information regarding use of adjunct faculty in the assessment process, we would be glad to provide specific suggestions in this area.

Q: What are some critical things to which the institution should pay attention as it plans its work for the next six months?

A: Reviewed by **Julie Frese** (Primary Mentor):

Maintain momentum in continuing assessment initiative efforts.

Continue to take action on the data/information you have gathered to date.

It is essential to share results of the Institutional Culture of Assessment Survey with all stakeholders in multiple ways, including how results will be used for training and other purposes, emphasizing how these translate to student learning. Communicating this information in a timely manner will most likely increase response rates to upcoming assessment-related surveys, polls, etc. as well as increase participation in training sessions.

Create an engaging staff and faculty training session in January. Consider inviting a guest speaker, having faculty share rubrics, activities, and/or assessments they have designed, celebrate successes (however small), assess student work samples, analyze assessment data, create action plans, etc. Check out this resource for additional ideas:

Faculty Engagement through the World Cafe by Janice Denton

http://download.hlcommission.org/academies/FacultyEngagementWorldCafe_AA_2017-06.pdf

Reviewed by **Jan Smith** (HLC Scholar):

I agree with Julie's observations. The resource Julie mentions here is on target, as I think it will be critical to frame your upcoming training and conversations in terms of student learning and not just assessment, in order to get people engaged in a meaningful way.

Q: What are some other possibilities or resources that might contribute to the success of this project? For instance, can you suggest resources such as books, benchmarks, instruments, models, and processes?

A: Reviewed by **Julie Frese** (Primary Mentor):

Infographics can be an effective way to communicate assessment information.

Assessing Climate Cultures by Susan Hatfield

http://download.hlcommission.org/academies/AssessmentClimatesCultures_AA_2017-06.pdf

Faculty Engagement through the World Cafe by Janice Denton

http://download.hlcommission.org/academies/FacultyEngagementWorldCafe_AA_2017-06.pdf

Meaningful Assessment by Susan Hatfield

http://download.hlcommission.org/academies/MeaningfulAssessment_AA_2017-06.pdf

Tripping Points & Best Practices by Gloria Rogers

http://download.hlcommission.org/academies/TrippingPointsBestPractices_AA_2017-06.pdf

What to Do with Data by Gloria Rogers

http://download.hlcommission.org/academies/WhatToDoWithData_AA_2017-06.pdf

Reviewed by **Jan Smith** (HLC Scholar): Julie has mentioned a number of Pp resources here that you may find to be useful.

Link 1: [Collecting and Analyzing Evaluation Data](https://nmlm.gov/neo/guides/bookletThree508)

<https://nmlm.gov/neo/guides/bookletThree508>

Link 2: [Learning & Evaluation Logic Models](https://meta.wikimedia.org/wiki/Learning_and_Evaluation/Logic_models#Blank_logic_model_template)

https://meta.wikimedia.org/wiki/Learning_and_Evaluation/Logic_models#Blank_logic_model_template

Scholar(s): Jan Smith

Primary Mentor(s): Julie Frese

Project: AGS's Assessment Project

Version 3.0 - Project

Q:

What projects have you been following on the Collaboration Network? What have you learned from the experiences of other schools that is useful to your project?

To learn more about the progress and development of other projects, get alerts by following other projects.

A: In version 2.0 of our project I referenced several projects that were inspiring. We continue seek out their progress as we move through our project. Each step I learn something new from them:

Mercy College of Health and Sciences: Key takeaways: In their last edition to the development of their project they discuss the idea of "quality improvement". They also spoke to the individual accomplishments and successes that we should probably be looking at.

Bemidji State University: What I took from their 4.0 version is the idea of creating common measurements to use across programs. I also like the idea of taking data results sharing this. I can see us being successful in sharing our assessment findings to show other programs the end result. This might help with buy in.

Park University: In their last report they discussed the importance of having an Office of Assessment. We have just created this "virtual" office and hired a Director of Assessment. This has been helping to streamline our project and sustain our current and future accomplishments.

Logan University: Reviewing their project helped to identify the need for a Cycle of Assessment. We implemented this cycle and it helped us to organize our assessment cycle steps.

Although they are not in the Collaboration Network, the **University of Hawaii at Manoa** Assessment website, is amazing and has been a great model of what we would like to have. We are using this model to conceptualize our project and create future goals. (Thanks to our mentors who linked this to the recommended resources)

Another University website that I like to refer back to is **Kansas State University**. They have a lot of great resources for training and laying out the assessment process.

Version 3.0 - Update

Q:

Describe your team's initial implementation of the project you have designed.

- A:**
1. Initial Implementation of project:
 1. Our initial plan included assessment across all programs. We couldn't get started, so we scaled down and started a pilot with only 1 program with plans to implement the other programs when we learned the process.
 2. We purchased LiveText and launched our School Counseling courses "live" in Fall 2016 to begin to collect data through this system.
 1. We did trainings and worked with students to get them set up in LiveText.
 2. In addition, we had to work closely with our Tech department to ensure LT was fully functioning and updated. This is not something that I had on my list to do, but was a crucial part of our program start-up.
 3. We collected our Indirect Assessment Data from our School Counseling Program in dropbox and put these artifacts in LiveText. This proved to be helpful as programs have artifacts stored in many different areas. Other programs are still slow to get this started. They are either still collecting what they are using or are developing assessments.
 4. Clarify student learning outcomes for each program.
 1. Each of our Program Directors were tasked to gather and submit the specific LO's for their respective program.
 2. It was assumed that just because the accrediting bodies for our programs had the competencies already done that the SLOs were also done. We learned fast that the SLOs had to be created based on the competencies. Several programs that we initially thought were done are still in the process of completing this step.
 5. Complete/ clarify curriculum mapping across all programs
 1. Only 3 programs are in this phase as the SLOs are being developed they are also mapping them in the curriculum.
 6. Identify or develop rubrics for all signature assessments.
 1. We learned that an assessment rubric was very different than the current grading rubrics that were being used. We needed to learn this process and are still involved in creating assessment rubrics for some of our programs (SC, MFT, CMHC).
 7. Pilot the above, plus data collection, with the School Counseling program, which has a State of MN review due by April 1, 2016.
 1. We are happy to say that we accomplished this task! Data was collected by April 1, 2016, and was implemented in an action plan to improve student learning. With the implementation of LiveText, the SC program had a data collection system to help them collect and evaluate, analyze, and interpret the evidence they have collected.
 2. Our year one goals included:
 1. Inventory what we have: Student Learning Outcomes (SLOs), key assessments, rubrics
 1. This proved difficult to do. We started with 1 program and the other programs are still collecting their information.
 2. Forums with academic leaders
 1. We were able to make assessment part of our bi-weekly meetings. This helped to keep it on the agenda, but at this point we did not have benchmark dates. Without these dates we had a lot of conversations, but no movement.
 3. Train faculty members
 1. This has been done on a 1:1 basis. It is going slower than anticipated, but it is happening.
 4. Pilot with the School Counseling and Marriage and Family Therapy Program
 1. Successfully did our pilot with SC. We learned a lot through this process and will take what we've learned to make our next implementation stronger.
 2. MFT Program is moving slowly as the collaboration of efforts has been difficult to implement.
 5. Pilot Field Experience module
 1. We had this as a goal, but did not happen. Goals changed to focus on what we currently needed to do within the programs. This is more of a program specific goal.
 3. We did not include a step for faculty communication in our initial plan.
 1. Since the Roundtable, we have had several leadership meetings to review our plan. We have also had several faculty meetings to discuss the plan and our goal of measuring student learning.
 2. Training is still on the agenda and will be influenced by our Assessment Survey that was conducted.

Q:

How has your project developed and changed since the last posting?

A: In our last posting we said we were going to accomplish the below goals within the last 6 months.

1. Begin reviewing Direct Assessment Data from LiveText
 - Our School Counseling program will have data in our LiveText system that can be evaluated, analyzed, and interpreted. Our SC program will then be able to make decisions based on this evidence to create an action plan for program improvement. **COMPLETE**
2. Continue to collect Indirect Assessment Data
 - Outside of our specific course outcome data, we have interviews, surveys, and several other benchmark assessments that we will start to evaluate. Our goal is to have our SC program pilot this process first. **COMPLETE**
3. Continue Implementation across other programs
 - We will start to add direct assessments into LiveText from our other programs: Rubrics, Signature Assignments, Curriculum Map for improvement planning, etc. **IN PROGRESS**
 - **UPDATE:** MFT program is next on our list to add into LiveText. We will collect data from 1 course in the summer and 1 course in the fall.
4. Continued faculty training
 - Create a plan to involve faculty, staff, and students **IN PROGRESS**
 - Our quarterly meetings were broad and only introduced our plan.
 - We will be including several targeted modules for faculty, glossary of terms, faculty assignments, and faculty surveys. **IN PROGRESS**
 - Develop a measurable faculty goal for assessment based on survey results.
 - **UPDATE:** We administered an AGS Institutional Culture of Assessment Survey (link attached) to the faculty and staff. This survey collected data on Purpose of Assessment, Uses and Perceptions, and Training Needs. We are in the process of reviewing the data to make future training plans. This data will also be invaluable as we roll out assessment. Per the survey, the faculty are supportive of this initiative and would like to see more assessment being done.
5. **NEW DEVELOPMENTS:**
 1. We created an Assessment Portfolio (attached link) in LiveText to help organize our project.
 2. We created an Assessment Cycle (in portfolio) with steps to follow for each part of the assessment process.
 1. Each program completed step 1 in the cycle.
 2. We created a few training modules for the Program Directors (link in portfolio). These training modules will help with the different steps in the Assessment Cycle. These were distributed to the Program Directors. They are also located in the AGS Assessment Portfolio.
 3. This Assessment Cycle is helping us to organize our program assessment efforts; we've created benchmark dates for the steps and continue to meet on the steps.
 3. The AGS Board of Directors decided to look at the institutional mission, vision, and core values at the same time we were developing the specific program mission statements. We are currently working together to develop a new mission and vision for the institution. We are almost done with process. It aligns our efforts and captures what we really do at Adler.

Link 1: [AGS Institutional Culture of Assessment Survey](https://www.surveymonkey.com/r/Z5WTHN2)

<https://www.surveymonkey.com/r/Z5WTHN2>

Link 2: [Assessment Portfolio](https://www.livetext.com/doc/10409067)

<https://www.livetext.com/doc/10409067>

Q:

How have you incorporated the feedback from the Consolidated Response to your previous Project Update?

- A:**
1. Q. Sustainability?
 1. Based on this feedback, the Academic Council Team developed benchmark dates for steps 1, 2, and 3 in the Assessment Cycle. Programs that have met the benchmarks ahead of schedule are working independently with the Assessment Director on the next steps. This ensures that faculty efforts are supported and movement can continue.
 2. Celebrations occur through encouragement and praise for a job well done. Since we are adjunct and each program is working at a different pace, it is difficult to celebrate together. Adding a bigger celebration or mention in the AGS newsletter would be a good goal to add.
 2. Q. Implementation Approach?
 1. We started our assessment initiative with the SC program and have a plan to stagger LiveText

- implementation with the various programs. Next implementation will be the MFT Program, then CMHC, AT, AS, and then COD.
2. Even though the LiveText implementation is staggered, this doesn't necessarily mean that the other programs have to wait to implement assessment. They will continue working within the cycle and focus on developing the materials to collect program data as well as student learning data.
 3. Q. Measuring Progress and Culture?
 1. Due to this feedback we developed benchmarks dates for each step in the Assessment Cycle, the team is motivated to meet these goals. They are progressing and this is evident in their meeting each step in the assessment cycle.
 2. The Assessment of Culture Survey only captured less than 50% of the faculty and staff; however, the results are being shared and used for training purposes.
 3. Survey data: Included in our portfolio (link attached).
 4. Q. Accomplishing "Quick Wins"?
 1. Training modules were created and shared with Program Directors. They appreciated the trainings as they were set up to support their efforts rather than produce more work for them.
 2. I've conducted several 1:1 LT trainings with faculty. We've used these sessions to troubleshoot future trainings.
 3. Sharing our accomplishments with our SC Program has been motivating to the other Program Directors. They see how the process works and can see the end result in the data that was collected.

Q:

Thus far, what have you discovered about student learning at your institution.

- A:**
1. We've collected assessment data from several School Counseling courses within the last 6 months.
 1. We've learned a lot about creating assessment rubrics and using measurements to capture in specific SLOs.
 2. We are in the process of reporting some of this data to the MN Board of Teaching for the SC Program.
 3. We've learned that we need to be flexible with our teaching methods. If our data shows our students not meeting the SLOs, we have to make an action plan to focus on the teaching of these differently.
 2. Involving students in the process
 1. We started involving students in the process as we were creating the program mission statements. We learned that they were willing to be involved and were committed to being part of a larger team and project.
 3. Students are committed to their education
 1. Students give very little feedback on course surveys. I've been reaching out to students in courses asking them about their learning styles and what they liked most about their assignments/courses/projects in order to make changes. It seems that when they are asked to give feedback to make changes they are more involved. I've received more feedback this way than on surveys. We do, however, still provide these surveys.

Q:

How will you continue to advance your project in the next six months?

A: We would like to focus on the following in the next 6 months:

1. Continue reviewing Direct Assessment Data from LiveText
 - Our SC program will continue to use LiveText for assessment. Our MFT program will be using LT in Summer and Fall 2017.
2. Collect Program Data
 - Ongoing efforts need to be made to collect and analyze data. The SC program has an assessment chart that they are using to capture this information.
 - Goal: Work with the other programs to complete their Program Assessment Chart. This would include: Intake data, benchmark data, exit data, and other program evaluation data. A good example of this chart can be found on the SC Portfolio page (link attached).
3. Continue Implementation across other programs

- Goal 1: completed curriculum map for CMHC and the Art Therapy Program.
 - Goal 2: start creating key assessments with measurements to collect data.
4. Analyze Assessment Survey Results
 - This data will also be invaluable as we roll out assessment. Per the survey, the faculty are supportive of this initiative and would like to see more assessment being done.
 - The Training section on the survey will help drive our future trainings.
 5. Create Goal dates:
 1. We have been successful in creating benchmark dates (and meeting them) for our assessment cycle steps 1 and 2. I would like to make a longer term goal plan with the institution to help motivate our future efforts on this project. This would also help with accountability across the institution.
 6. Begin developing a plan to organize our institutional data.
 1. Goal 1: Take inventory of what we have and how we are currently collecting it.
 2. Goal 2: Work with each department to create a system in LiveText to collect this data for unified storage. Initial thoughts is to create LiveText forms and send them out on key dates. These forms can then be used to collect their documents and analysis of the data. Still working through this one.
 7. Continue to create training modules for each step of the assessment cycle.

Link 1: [School Counseling Data Portfolio](https://www.livetext.com/doc/10356939)
<https://www.livetext.com/doc/10356939>

Q:

What challenges do you anticipate? How will you address them?

- A:**
1. Our faculty is primarily adjunct. Getting everyone on the same page is difficult. Due to this we did not get the response rate desired on the Assessment Survey.
 1. **Action Plan:** Would like to do another survey when faculty are all together at a training.
 2. Getting the right people in the right place, doing the right task. Seeking out faculty who are willing to participate in assessment has been difficult.
 1. **Action Plan:** Make specific tasks like developing a shared rubric.
 2. **Action Plan:** 1st create module trainings. Then interested faculty can assist in their desired area of interest as they learn more about assessment.
 3. Doing intentional training for faculty in Assessment based on survey answers; however, each program is at a different stage.
 1. **Action Plan:** Pilot with one program first and train a few staff at a time in LiveText and in Moodle.
 2. **Action Plan:** Do break-out training sessions
 4. Involving students in our assessment initiatives.
 1. **Action Plan:** Work with administration to elicit feedback on what type of student groups (e.g., student association) we have that can help in this initiative.
 2. **Action Plan:** Programs work with students to assist in creating mission statement to drive
 5. Some faculty are struggling with wanting to move too fast and skip steps in the assessment cycle
 1. **Action Plan:** Use the PPT training modules to try and slow faculty down. Stress through my communications that the process is slow and needs to be done in order.
 2. **Action Plan:** Stress the timelines/benchmark dates for each section. Moving too fast through the rest will only hinder their future efforts.
 6. Institutional Data: We have not focused on this yet.
 1. **Action Plan:** Our next 6 months will add benchmark dates and program goals for collecting this data via LiveText.

Version 3.0 - Response

Q: Please give your name and contact information (email address and/or phone number).

A: Julie Frese (Primary Mentor)

Email: Julie.Frese@rockies.edu

Work Phone: 866-621.0124 x30210

You are continuing to make significant progress on this project.

Please contact me if you have any questions and/or comments related to my responses.

Jan Smith (HLC Scholar)

jsmith@pittstate.edu

Q: What are some strengths of this project/Academy work? Why are these strengths?

A: Reviewed by **Julie Frese** (Primary Mentor):

1. Employing the use of LiveText (including an Assessment Portfolio) to store artifacts, organize projects, and collect assessment data. Through this process and use of this tool you will be able to see what assessment data exists and identify gaps and redundancies. Congratulations on collecting, analyzing, evaluating, and interpreting data for the State of Minnesota review!
2. Utilizing an assessment cycle can help organize processes and steps, allowing you to stay on track.
3. Piloting one program before assessing all programs providing you with the ability to focus and to evaluate and modify the process before implementing it on a broader scale.
4. Creating common measurements to use across programs will allow you to compare results among and between programs.
5. Curriculum mapping across all programs will ensure alignment and quality.
6. Inspiring buy-in and motivation for this project are critical and will help sustain the assessment efforts.
7. Creating rubrics for signature assessments versus grading rubrics. These two rubrics serve different purposes, so this distinction is very important.
8. Developing a plan for continued faculty, staff, and student training to provide ongoing support. Student involvement is essential, but is often overlooked or is not considered a priority.
9. Continuing to review and learn from other projects shared in the Assessment Academy Network will provide you with new ideas that can inspire and motivate your team to continue striving to meet your goals.

Reviewed by **Jan Smith** (HLC Scholar):

I fully agree with Julie. This project has a number of strengths, as Julie has outlined above. I especially commend you for development of a fairly specific plan with an assessment cycle, as well as use of pilots. I am also impressed with your use of the Collaboration Network to learn from your peers. Well done. You have accomplished a great deal in this update cycle.

Q: What remains unclear or what questions do you still have about this work to assess and improve student learning?

A: Reviewed by **Julie Frese** (Primary Mentor):

How will you sustain current accomplishments, while continuing to move forward with your plan?

What is the plan and structure for the forums with academic leaders? How do these forums fit with your overall assessment plan?

What data-driven decisions have been made based on assessment results? Have you shared these results?

How do you plan to use the results of the AGS Institutional Culture of Assessment survey?

What challenges did you encounter in your attempt to pilot the field experience module?

Reviewed by **Jan Smith** (HLC Scholar):

Thank you for another detailed update. Very helpful. Julie has some good questions. In addition, I am curious about faculty wanting to move too fast, as this is not a typical problem we encounter. What are the steps they are missing?

Q: What are some critical things to which the institution should pay attention as it plans its work for the next six months?

A: Reviewed by **Julie Frese** (Primary Mentor)

Given the numerous components of your project, consider mapping the purpose and/or outcomes of each component to determine if there is overlap or gaps.

Continue to celebrate successes to keep the motivation and momentum alive. If there are some who prefer faster progress, meet with them to discuss options for moving this process along, while still following the assessment cycle.

A new institutional vision and mission may require some curricular realignment.

Reviewed by **Jan Smith** (HLC Scholar):

Again, Julie makes some good points. In addition, think about how you are going to use data to improve student learning. Julie alluded to use of data in her previous comments in terms of your survey data. I would also make sure you are building into your plans exactly how you will use results of student learning assessments to improve student learning. You may have already developed processes for data *use* and your update simply reflects where you are at in the implementation of your plan. But there is currently a lot of focus on data collection and you want to make sure you don't end up with plenty of great data and then not have a mechanism for making use of it. In addition, I go back to my previous question about faculty moving too fast. Think about how can you harness this momentum while at the same time assisting faculty in engaging in good assessment practices. Often the best assessment practices are those that develop somewhat organically.

Q: What are some other possibilities or resources that might contribute to the success of this project? For instance, can you suggest resources such as books, benchmarks, instruments, models, and processes?

A: Reviewed by **Julie Frese** (Primary Mentor):

Utilize the school website, newsletters, etc. to communicate the assessment project, related activities, and successes.

In Barbara Walvoord's book *Assessment Clear and Simple* (2nd ed.), there is a section on pages 6-8 entitled, *Concerns About Assessment* which contains information in response to the question: *Aren't Grades Assessment?* This information may be helpful as you work with faculty to differentiate between signature and grading rubrics.

Given the time-intensive nature of training faculty or others on a one-on-one basis, you may want to consider other methods (e.g. virtual training fair or conference, webinars). Targeted modules (as mentioned) or self-paced tutorials could also be helpful in efficiently reaching more stakeholders. The Response to Intervention (RTI) model could assist your team in utilizing and organizing "Just-in-time" and personalized approaches or interventions to providing training. This article might be beneficial as you seek to identify the types of support and training you might provide faculty, staff and students:

<http://search.proquest.com/openview/a5b8973647453eea133a11faf87e969c/1?pq-origsite=g>

[scholar&cbl=48217](#)

We can talk more about how to utilize the RTI model (taking into account the level of effort needed and its potential impact for each type/form of training) during our meeting at the HLC Conference.

I look forward to meeting with your team!

Reviewed by **Jan Smith** (HLC Scholar):

Julie mentions some good resources that will fit well for where you are at in your project. Susan Hatfield has put together a great website on rubrics if you are looking for ideas.

Link 1: [Rubric Website](#)

<http://course1.winona.edu/shatfield/air/rubrics.htm>

Scholar(s): Jan Smith

Primary Mentor(s): Julie Frese

Project: AGS's Assessment Project

Version 2.0 - Project

Q:

What projects have you been following on the Collaboration Network? What have you learned from the experiences of other schools that is useful to your project?

To learn more about the progress and development of other projects, get alerts by following other projects.

A: Following the **Mercy College of Health and Sciences** helped to conceptualize our project in a number of ways:

- 1) **Setting goals:** The team found out that setting goals was a fluid exercise. As the project started, Mercy changed their focus and used the current data to restructure their project and goals. We've also had to make some adjustments and seeing them go through this process was helpful.
- 2) **Anticipated Challenges:** Our anticipated challenges are very similar to Mercy College. It was interesting to see the challenges at every level within their process. This showed how our challenges could become areas of further growth for the program. This perspective will help in being more intentional with identifying our challenges. This is a great opportunity to turn them into areas of growth.
- 3) **Project Management:** Mercy College noted in their 2.0 Version that making the project manageable was their goal. In version 1.0, similar to ours, putting down the vision was most important. When putting Assessment in practice we began to see the large scope and how many moving parts it had. I like how they gave faculty assignments, added internal audits, and did a self-assessment. Faculty communication was not listed on our steps to meet our goals, but this is something that we are going to add.

Following the **Bemidji State University** helped us look at the goal of sustainability. They had very fast results, but the reviewer asked about sustainability. When looking at our project it will help to look at our work through this lens. “Is what we are doing going to sustain over time?, Is our plan to change the culture of assessment or just to collect assessment data for accreditation purposes?, and How do we have ongoing forward movement with faculty/new hires buy in?”

In Version 2.0 of Bemidji’s plan they identified specific and broad measure (evidence) that would help them identify if their plan was on target or not. Because we are just starting, it was helpful to see these broad range measures. I feel that we are still in this broad area, but just now slowly moving toward more specific indicators of success.

We also liked the RFT that Bemidji put out to faculty to develop assessments. This is an ongoing conversation that we are having at Adler. Some compensation to be part of the creation of some of the assessment tools might help with buy in and lighten the

responsibilities of the current Program Directors. We currently compensate for course development, so this idea would not be out of reach.

We learned and implemented several ideas from following the progression of **Park University**. They are very similar to us in that they are just starting to use an online data collection system. We just added a centralized system, LiveText, to coordinate our efforts to define, measure, report, and use assessment outcomes. We have implemented a few ideas from them in our overall project plan:

- 1) We developed a dropbox to help gather our random data from various programs.
- 2) We are going to add a measurable faculty goal for assessment. Park University listed theirs as, “By the end of the four-year period, we would like to have 90% of all faculty members (133 FT and 1200 Adjunct) doing some sort of course-level assessment—at the very least.”
- 3) Like Park, we hired a Director of Assessment to help lead the project.

Although they are not in the Collaboration Network, the **University of Hawaii at Manoa** Assessment website, is amazing and has been a great model of what we would like to have. We are using this model to conceptualize our project and create future goals. (Thanks to our mentors who linked this to the recommended resources)

Version 2.0 - Update

Q:

How has your project developed and changed in the months since the Roundtable?

A: During year one we planned on accomplishing several foundational steps that would allow us to develop a comprehensive and systematic approach to making sense and making good use of the many pieces of random data that exist across the school.

In order to help us accomplish this goal we hired a Director of Assessment. This position is currently providing oversight to the project and is in the initial stages of working with each program to develop individual assessment plans. Another change we made was to the timeline. Our initial LiveText training was put on hold until the Director of Assessment was hired.

Project Development:

Following the *Basic Steps of Assessment* by the University of Hawaii at Manoa we first needed to link our program goals back to the mission of our Institution. We created a chart at the Roundtable, but after further review, we decided that we needed to update the chart with our Core Values. We now have a working model (attached) that provides us with a systematic approach to the assessment process.

Goals:

After review and feedback from our mentors, we decided that our project needed to be scaled down to become more manageable. Instead of focusing on all 6 of our programs we decided to do a full pilot with just 1 program: School Counseling. Two other programs, Clinical Mental Health Counseling and Marriage and Family Therapy, are also moving

forward to complete the below goals. They are making good progress and are almost complete in their curriculum mapping.

In year one (**Oct 2015- June 2016**) we were hoping to:

- Inventory what we have RE: Student Learning Outcomes (SLOs), key assessments, rubrics
- Forums with academic leaders
- Train faculty members
- Pilot with School Counseling, MFT (?)
- Pilot Field Experience module

Below are our initial steps that we identified we needed to do to meet our goals.

1. Implement LiveText's Assessment Insight System (AIS) as an organizing system that will help us to inventory the pieces of assessment that exist across the various programs.
 1. **In Progress:** We purchased LiveText and are currently going through training for both the AIS system and the CI (data collection) system. We are only focusing on implementing this in 1 program versus across all programs. We are launching our School Counseling courses "live" in Fall 2016 to begin to collect data through this system. The data that we were collecting was random and saved in many different areas.
 2. We collected our Indirect Assessment Data from our School Counseling Program and are currently putting this in LiveText.
 1. We first set up a dropbox to assist in collecting all Direct and Indirect data in one area before uploading into LiveText.
2. Clarify student learning outcomes for each program.
 1. Each of our Program Directors were tasked to gather and submit the specific LO's for their respective program. For the School Counseling, Clinical Mental Health, Marriage and Family, and Art Therapy programs, the respective accreditation boards define the learning outcomes. The Co-occurring program and Adlerian Studies program will be creating specific outcomes for their programs.
 1. School Counseling (SC): **complete**
 2. Clinical Mental Health: **complete**
 3. Marriage and Family Therapy (MFT): **complete**
 4. Art Therapy(AT): **complete**
 5. Co-Occuring (COD): **in progress**
 6. Adlerian Studies (AS): **in progress**
3. Complete/ clarify curriculum mapping across all programs
 1. The full curriculum mapping for the SC program is **complete**. We still need to enter this into LiveText.
 2. **In Progress:** CMHC and MFT completed mapping the LO's for each of their courses. They still need to assign signature assessments with each course.
 3. The comprehensive, institution-wide curriculum map is still in development.
4. Identify or develop rubrics for all signature assessments.
 1. The SC program is **complete**. We are currently adding these to LiveText to begin to collect data.
 2. **In Progress:** All other programs are still developing their signature assignments and rubrics.
5. Pilot the above, plus data collection, with the School Counseling program, which has a State of MN review due by April 1, 2016.
 1. **In Progress:** Data was collected by April 1, 2016, but has not been implemented in an action plan to improve student learning. With the implementation of LiveText, the SC program will have a platform to be able to evaluate, analyze, and interpret the evidence they have collected.

We did not include a step for faculty communication in our initial plan. Since the Roundtable, we have had several leadership meetings to review our plan. We have also had several faculty meetings to discuss the plan and our goal of measuring student learning. We created a link to our Academy work in our Learning Management System (LMS) that all faculty have access to. Following the model from the University of Hawaii at Manoa, we would like to create short targeted PPTs for each step in the assessment process and post them in our LMS.

We are not going to move forward with a Pilot Field Experience Module. This is a specific program initiative that will be addressed at the program level.

Link 1: [AGS Assessment Flowchart](https://www.draw.io/#DIInstitutional%20OutcomesUpdated.html)
<https://www.draw.io/#DIInstitutional%20OutcomesUpdated.html>

Q:

How did you incorporate the feedback that you received on your previous posting?

A: The feedback we received was very helpful in planning out our next steps in our project.

Q: What are your plans for involving faculty, staff, and students in learning about the language of student learning?

- We initially thought that having quarterly meetings and discussing assessment was going to do the trick. We found out quickly that we are going to need more targeted training in smaller groups.
- Creating an action plan to involve faculty, staff, and students will be our next goal.
- Adding a glossary of terms to our overall project is a good idea and we will implement for our trainings.
- We have also shared our plan and assessment initiatives with the AGS Board of Directors and have full support.

Q: Will you distribute surveys to determine what stakeholders know about assessment?

- This is a great idea to add to our plan. We have not done this yet.

Q: What types/forms of data already exist and how do you plan to use this existing data to improve student learning? For example, is rubric data available that can be analyzed and shared?

- We are starting our data collection with 1 program. We developed a dropbox to help us collect any measurement tools we have used in that one program.
- Our School Counseling Program is starting to use their data to make decisions; however, we do not have a culture of assessment yet that will allow us to use our data to make decisions to improve student learning across all programs. This is what we are hoping to obtain by using LiveText and hiring a Director of Assessment to help us coordinate our efforts.

Q: Who will be involved in identifying or developing rubrics for signature assignments? What qualifications are required for this task? Are there personnel available who have the knowledge and skills to develop these rubrics? How will we include students?

- These are great questions that helped us to determine that we need to add a training module for faculty on creating rubrics. This will be part of our next 6 month goals. We have mainly adjunct faculty and will need to be creative in our training efforts.
- We also determined that the rubrics will have the same levels of measurement (e.g., 1-4) for each program. This will provide clean data that can be compared in a consistent way across programs.
- We have not addressed how we will include students yet in our planning.

Q: Are your signature assessments to be used at the program level or if they were to be mapped to the mission and vision for institutional-level outcome review.

- Based on this question, we developed our assessment flowchart so that it is clear how our SLOs relate back to the overall mission of the school. Attachment above.

Q: I wonder if it would be helpful to consider building in some sort of pilot project that would help you try out and develop effective long-term processes, especially given your comment about limited resources. Many institutions find it more manageable to start with one or two outcomes and/or begin with a limited group before expanding to the remainder

of their outcomes and the rest of campus.

- Yes! We thought this was excellent feedback. Our ambitions were large and we needed to scale our project back to include small scale feedback from targeted courses and only fully map out one program's competencies.
- We believe that doing this on a smaller scale to start will help us to develop our culture of assessment and sustain our results in the future.

Q:

What are the plans for the next six months? How will this work advance your project?

A: There are 4 goals that we would like to accomplish in the next 6 months.

1. Begin reviewing Direct Assessment Data from LiveText
 - Our School Counseling program will have data in our LiveText system that can be evaluated, analyzed, and interpreted. Our SC program will then be able to make decisions based on this evidence to create an action plan for program improvement.
2. Continue to collect Indirect Assessment Data
 - Outside of our specific course outcome data, we have interviews, surveys, and several other benchmark assessments that we will start to evaluate. Our goal is to have our SC program pilot this process first.
3. Continue Implementation across other programs
 - We will start to add Direct assessments into LiveText from our other programs: Rubrics, Signature Assignments, Curriculum Map for improvement planning, etc.
4. Continued faculty training
 - Create a plan to involve faculty, staff, and students
 - Our quarterly meetings were broad and only introduced our plan.
 - We will be including several targeted modules for faculty, glossary of terms, faculty assignments, and faculty surveys.
 - Develop a measurable faculty goal for assessment based on survey results.

Q:

What challenges do you anticipate? How will you address them?

A: Our challenges (identified as learning opportunities for growth) and responses to these challenges include:

1. Gaining at least 60% feedback on a self-assessment survey regarding current awareness, knowledge, and skills of assessment practices.
 - Sending out a survey link will not guarantee responses.
 - We will try to address this by creating a short multiple choice survey, eliciting qualitative information that is voluntary, and sending reminders.
2. Getting the right people in the right place, doing the right task (that fits their expertise).
 - One initial idea that we have is to first create module trainings. The modules in the trainings should be informed by the faculty survey, educational, short, and valuable. For example, creating a rubric with specific components; Learning the language of assessment; gathering Indirect assessment data, how to implement Direct vs Indirect assessment in coursework.
 - Elicit feedback on the modules and seek out faculty who want to work on specific tasks to help with measuring student learning. Having them choose the task might help with matching up their expertise with what we need done.
 - Seek out faculty who are willing to participate in developing and pilot-testing a shared rubric. We can do this across programs and share results.
3. Training faculty to interface with LiveText to collect data from signature assignments.
 - Since we are starting with one program, we can possibly have live training with a few faculty at a time.
4. Involving students in our assessment initiatives.
 - Work with administration to elicit feedback on what type of student groups (e.g., student association) we have that can help in this initiative.

Version 2.0 - Response

Q: Please give your name and contact information (email address and/or phone number).

A: Primary Mentor:

Email: Julie.Frese@rockies.edu

Work Phone: 866-621.0124 x30210

I admire your continued efforts on this important project.

Please contact me if you have any questions and/or comments related to my responses.

HLC Scholar:

Jan Smith

jsmith@pittstate.edu

Q: What are some strengths of this project/Academy work? Why are these strengths?

A: Reviewed by Julie Frese (Primary Mentor)

Strengths of this project/Academy work:

- Creating a detailed and manageable plan for involving faculty, staff, and students
- Sharing your plan and assessment initiatives with the AGS Board of Directors
- Recognizing the need for more targeted training in smaller groups
- Securing LiveText to assist with organizing data
- Hiring a director to oversee the assessment process
- Creating an assessment flowchart so it is clear how your student learning outcomes align with the overall mission of the school
- Creating and utilizing rubrics that have the same levels of measurement for each program to provide clean data that can be consistently compared across programs
- Seeking faculty who are interested in working on specific tasks
- Matching the right people with the right tasks

These strengths indicate an in-depth understanding of the importance and need for an organized, coordinated, and proactive approach and plan for ongoing communication and training in the area of assessment. There is also an understanding of the need for ownership and support in many forms.

Reviewed by **Jan Smith** (HLC Scholar):

Julie makes some great observations. In addition, I would note your flexibility to make adjustments to the scale of your plan as well as your willingness to consider mentor feedback are also significant strengths and position you well to proceed to the next stages of your project. I also commend you for piloting processes with one program before you implement efforts on a large scale.

Q: What remains unclear or what questions do you still have about this work to assess and improve student learning?

A: Reviewed by Julie Frese (Primary Mentor):

Given what you learned from Bemidji State University, how will you be able to sustain your efforts?

Are there milestones or benchmarks included in your plan?

It is clear you are very focused on meeting project goals. Are you celebrating successes throughout the project?

Reviewed by **Jan Smith** (HLC Scholar):

Thank you for a detailed update. Very helpful. One additional question I would note is I was unsure how you would proceed after you have completed the pilot with School Counseling. Will you then implement your plan campus-wide, or will you take a staggered approach to implementation, adding in programs over the next couple of years?

Q: What are some critical things to which the institution should pay attention as it plans its work for the next six months?

A: Reviewed by **Julie Frese** (Primary Mentor):

Continuous evaluation from multiple perspectives using a variety of methods is needed throughout the project and beyond. One method would be a quick poll to check the pulse of those involved in the project. Do they feel progress is being made in meeting project goals?

It is a definitely a challenge to obtain a 60% response rate on a survey. Keeping the survey short will help in this effort. You may also want to consider communicating to the respondents how the survey results will be used.

Reviewed by **Jan Smith** (HLC Scholar):

In addition to Julie's observations, for me, the most critical thing to attend to in the next six months is your institutional culture. You are the experts in your culture and I really like your idea of a survey to identify needs. As you develop the survey, think about how you can include questions to tap into institutional culture to inform methods for addressing the gaps you will inevitable identify. For example, training modules are a great idea. How will they work work on your campus? I.e. will faculty and staff take the time to watch online training modules or will you need to take the training to existing groups, such as academic departments, new faculty orientation, etc.? I also encourage you to use the survey to identify and capitalize on existing assessment practices. You mentioned in a previous posting that you already collect lots of data, just not in a systematic way. Think about how you can build upon those aspects of successful assessment practices already in existence rather than create additional and perhaps unnecessary workload.

Q: What are some other possibilities or resources that might contribute to the success of this project? For instance, can you suggest resources such as books, benchmarks, instruments,

models, and processes?

A: Reviewed by **Julie Frese** (Primary Mentor):

Consider how you can accomplish some quick "wins" at this point in your project. For example, is it possible to share some student learning outcome data and use it to inform a decision that addresses a current need, problem, etc.? Could you conduct a brief training session (face-to-face or in webinar format) in the area of assessment, and then share the highlights with the broader community? Some schools hold an "Assessment Fair" where instructors are asked to share an assessment they developed.

Farkas, M.G. (2013). Building and sustaining a culture of assessment: Best practices for change leadership, *Reference Services Review*, 41 (1), 13-31.

Ndoye, A. & Parker, M. (Jan-Mar 2010). Creating and sustaining a culture of assessment. *Planning for Higher Education*. 38 (2), 28-39.

Reviewed by **Jan Smith** (HLC Scholar):

In addition, the NILOA website (See link below) may have some good resources for this stage of your project.

Link 1: [Rethinking Assessment in Higher Education](#)

http://samples.sainsburysebooks.co.uk/9781134152155_sample_512072.pdf

Link 2: [NILOA](#)

<http://www.learningoutcomesassessment.org/>

Scholar(s): Jan Smith

Primary Mentor(s): Julie Frese

Project: AGS's Assessment Project

Version 1.0 - Project

Q: Describe the project you developed at the Roundtable. Focus particularly on the general strategies you developed. (500 words)

A: Our project involves developing a cure for RRAD (Random, Reactive Assessment Disorder). The Adler Graduate School has suffered with this affliction through many HLC, state, and national accreditation visits. However, we decided we need to find a healthier, more comprehensive and systematic approach to making sense and making good use of the many pieces of random data that exist across the school. This approach will present a good balance between process assessment and outcome assessment. It will involve a greater number of active, informed, and disciplined participants. It will serve diagnostic and prognostic purposes.

One of our main strengths is that we have a small campus with a connected cadre of adjunct faculty who are dedicated to the well-being of our students and school. Further, most of our programs lead to licensure or other credentials or future eligibility that have clearly defined student learning outcomes from the external accreditation bodies, both state and national. Built on these strengths, our main effort will be to systematize assessment tools, structures, and practices across the six master's-level programs at the Adler Graduate School.

Q: How will your project contribute to making assessment an activity that leads to the improvement of student learning?

A: Our project will make assessment a part of the fabric of our school. Faculty, staff, and students will all learn the language of student learning. Our efforts will be consistent, structured, and measurable by mapping curriculum and assessment in LiveText. We will be better able to know what students know and what they are able to do when they complete their respective program. We will know where we have room to improve learning outcomes and where we experience success.

Q: What are the desired outcomes of this project? How will you know that you have achieved each of these outcomes?

A: Our desired outcome is for all programs to have student learning outcomes tied to the school mission and vision, on one side, and mapped to specific courses/ program events and benchmarks, on another hand. Each outcome will have a key assessment that will be evaluated based on a specific rubric. Student learning outcome data will be used for regular program evaluation and curriculum refinement.

Q: What serious challenges do you expect to encounter? How will you deal with them?

A: The biggest challenge we expect to encounter is not having enough human resources and time to coordinate all of the activities and assist each program to fulfill their respective responsibilities.

Q: Describe the specific steps you will be taking in Year 1 to develop and implement the early stages of your project.

A: During year one, our plan is to

- 1) Implement LiveText's Assessment Insight System (AIS) as an organizing systems that will help us to inventory the pieces of assessment that exist across the various programs
 - 2) Clarify student learning outcomes for each program
 - 3) Complete/ clarify curriculum mapping across all programs
 - 4) Identify or develop rubrics for all signature assessments.
 - 5) Pilot the above plus data collection with the School Counseling program which has a State of MN review due by April 1, 2016.
-

Version 1.0 - Update

Q: Please confirm that this Activity is ready for review.

A: This project is ready for review.

Version 1.0 - Response

Q: Please give your name and contact information (email address and/or phone number).

A: Julie Frese (Primary Mentor)

I am honored to be the primary mentor for this project. Feel free to contact me with questions or comments.

Email: Julie.Frese@rockies.edu

Work Phone: 866-621.0124 x30210

Jan Smith (HLC Scholar)

e-mail: jsmith@pittstate.edu

Welcome! I am pleased to have the opportunity to be your HLC Scholar and I hope that you find your participation in the Academy to be both productive and enjoyable. Please don't hesitate to let either Julie or myself know if we can be of assistance in any way.

Q: What are some strengths of this project/Academy work? Why are these strengths?

A: Reviewed by **Julie Frese** (Primary Mentor)

There are numerous strengths of this project. These include: taking a comprehensive and systematic approach to assessment, developing a clear assessment plan, having defined learner outcomes, involving faculty, staff, and students in learning the language of assessment, and having a dedicated and connected cadre of faculty who are committed to the students and the school.

A comprehensive assessment plan will allow you to be proactive in your processes and approaches, and see progress made in its implementation.

Having created clearly defined learner outcomes, you can progress to the next steps of

alignment and mapping.

Involving faculty, staff and students in learning about assessment is essential to making assessment an integral component of your school, with a focus on improving student learning. Developing a comprehensive assessment plan requires dedication and commitment of faculty and staff, which can provide the motivation for creating, implementing, and communicating this plan.

Reviewed by **Jan Smith** (HLC Scholar)

I agree with Julie's observations. Your project has the potential to have meaningful impact on your students' learning. Some additional strengths that you bring to your Academy experience is that you already engage in considerable data collection and many of your programs are accredited, so that will provide you with a great starting point in terms of identifying student learning outcomes. In addition, as a fellow mental health practitioner (clinical psychologist), I love that you are on a quest to cure RRAD (Random, Reactive Assessment Disorder). Seriously, your opening comment in your project description indicates that you have a good appreciation of some of the challenges of your institutional culture and this awareness will set you up for greater likelihood of success as you can take those challenges into account in your initial planning.

Q: What remains unclear or what questions do you still have about this work to assess and improve student learning?

A: Reviewed by **Julie Frese** (Primary Mentor)

What are your plans for involving faculty, staff, and students in learning about the language of student learning? For example, will you hold town meetings to share information about assessment and what it means to various stakeholders? Will you distribute surveys to determine what stakeholders know about assessment?

What types/forms of data already exist and how do you plan to use this existing data to improve student learning? For example, is rubric data available that can be analyzed and shared?

How do you plan to share your assessment plan? With whom do you plan to share it?

Who will be involved in identifying or developing rubrics for signature assignments? What qualifications are required for this task? Are there personnel available who have the knowledge and skills to develop these rubrics?

Reviewed by **Jan Smith** (HLC Scholar)

Julie asks some great questions. Your overall plan is admirable, but the key to success will be in the details of the implementation so I encourage you to reflect on Julie's questions to guide you in developing the details of your plan. In addition, I think that your comment about limited resources is important to acknowledge up front and I echo Julie's question about what types of data already exist. I am a huge fan of rubrics, but I also encourage you to harness existing data whenever possible. Assessment most definitely takes effort and resources, but how can you capitalize on work that is already being done and will this give you what you need rather than development of additional measures such as rubrics? I wasn't clear if your signature assessments were to be used at the program level or if they were to be mapped to the mission and vision for institutional-level outcome review. The way in which you are using data will likely make a big difference in how you want to approach your assessments. For many of your programs, you need to make sure every student is competent

and assessed in all core competencies. At the institutional level, there is not the same issue of protection of the public good and it is acceptable to use a sampling approach and implement a schedule of assessment to keep things manageable.

Q: What are some critical things to which the institution should pay attention as it plans its work for the next six months?

A: Reviewed by **Julie Frese** (Primary Mentor)

Ensure there are sufficient resources available to support the assessment efforts.

Seek available assessment data from all possible sources. Determine the reliability and validity of this data, as well as how it can be used.

Monitor the creation of the assessment plan in order to provide necessary guidance and support. Make sure the plan is reasonable, doable, and manageable.

Clarify roles and responsibilities in the proposed assessment efforts.

Celebrate your successes!

Reviewed by **Jan Smith** (HLC Scholar)

Again, Julie's points are on target and indicate that time spent up front to establish clear expectations and effective infrastructure will be critical to the long-term success of your Academy project. Although your plan may appear fairly basic, it is actually quite ambitious and there are several aspects of the project that may need more reflection and planning before you take action across campus. (I fully appreciate that you may have already addressed many aspects and that your posting is simply an overview of your project). I wonder if it would be helpful to consider building in some sort of pilot project that would help you try out and develop effective long-term processes, especially given your comment about limited resources. Many institutions find it more manageable to start with one or two outcomes and/or begin with a limited group before expanding to the remainder of their outcomes and the rest of campus. Based on your culture and previous experience with assessment, would it be more manageable to start with a limited number of programs or is it reasonable to complete curriculum mapping for all programs in the first year?

Another critical aspect in the initial stages of your plan is how you will engage faculty, especially in the identification or development of rubrics. Will this be a collaborative process that involves campus? Do faculty have the needed skills to be successful or do you need to add in a training component? Even though we are well versed in assessment in mental health fields, assessment of student learning is quite a different type of assessment. Given your extensive use of adjuncts, how will you ensure this population is engaged in the process? How will you involve students?

No matter how you decide to proceed, don't be afraid to adjust your timeline as needed.

I realize that the points we have raised are quite general in nature and reflect your posting giving us a general overview of your plan. It would be great if you provide more details in future updates, as that will allow us to give you more specific input.

Q: What are some other possibilities or resources that might contribute to the success of this project? For instance, can you suggest resources such as books, benchmarks, instruments, models, and processes?

A: Reviewed by **Julie Frese** (Primary Mentor)

Assessing Student Learning: A Common Sense Guide (2nd Edition) by Linda Suskie (Author), Trudy W. Banta (Foreword)

Assessment Clear and Simple: A Practical Guide for Institutions, Departments, and General Education (2nd Edition) by Barbara E. Walvoord (Author), Trudy W. Banta (Foreword)

Introduction to Rubrics: An Assessment Tool to Save Grading Time, Convey Effective Feedback, and Promote Student Learning by Dannelle D. Stevens (Author), Antonia J. Levi (Author), Barbara E. Walvoord (Foreword)

Reviewed by **Jan Smith** (HLC Scholar)

In addition, the Collaboration Network has lots of practical information, with many schools working on projects that are of relevance to what you are doing. It might be helpful to take a look at other relevant projects to get some ideas that you can evaluate for your own institution rather than try to come up with everything yourself. If you click on "Browse the Network" in the left hand navigation pane, you will see a list with several topics you can select.

Link 1: [Assessment Planning](https://manoa.hawaii.edu/assessment/howto/plan.htm)
<https://manoa.hawaii.edu/assessment/howto/plan.htm>

Scholar(s): Jan Smith

Primary Mentor(s): Julie Frese