



Effective Assessment Practices

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Developing a Process Model

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- **Focus on assessment of learning outcomes**
- **Analyze the challenges and constraints**
- **Describe the steps used to develop the model**
- **Introduce the model**
- **Look for new ideas from you about ways to achieve the objective**

Challenges

Getting started – questions to be answered:

- **Why would *anyone* want to be involved?**
- **How can we design the *right* approach?**
- **Who's *supposed* to do it?**
- **Once you have data, *what* do you do with it?**
- **How do you make it a *living* process?**
- **Others?**

The Resource Issue

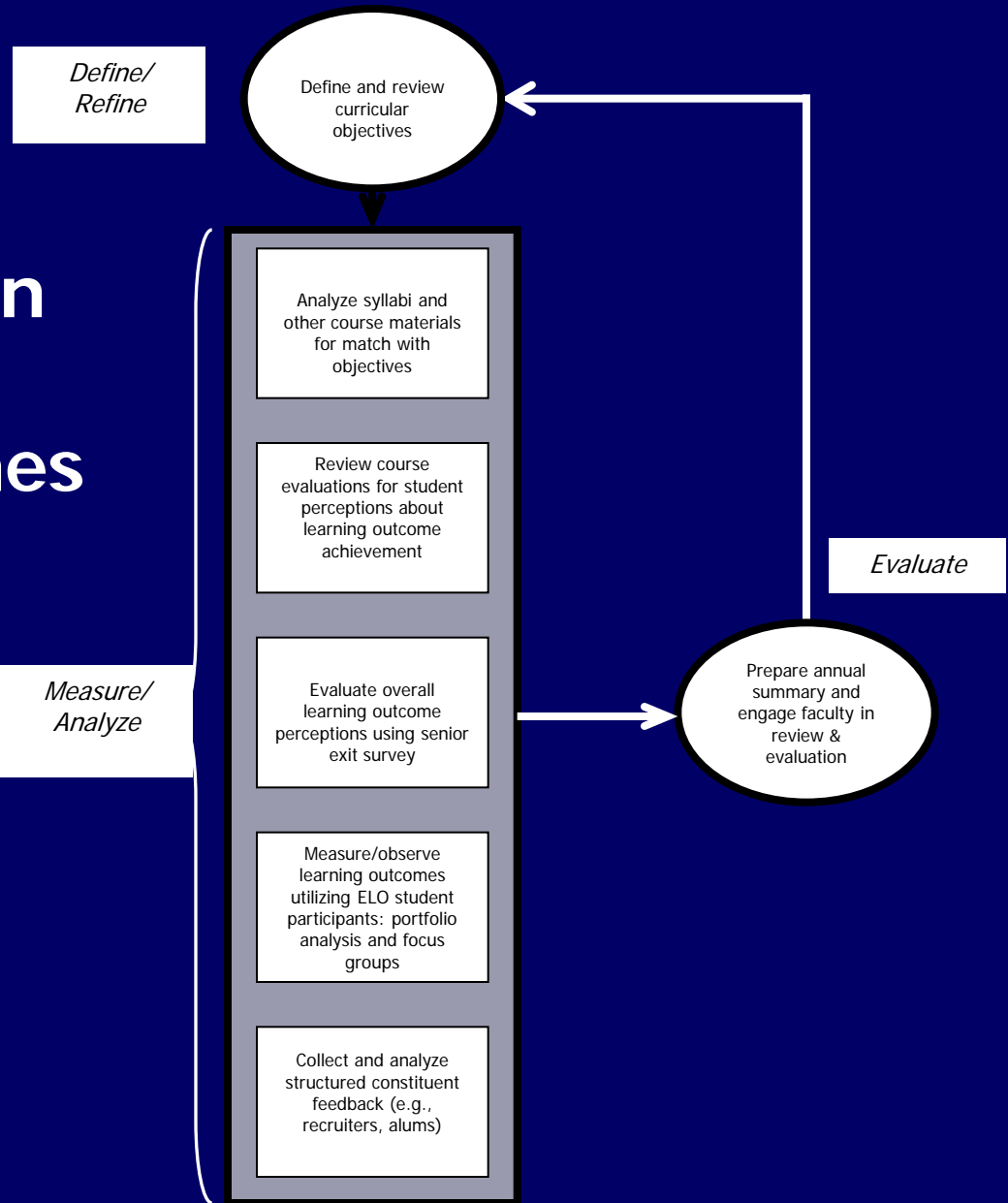
It's not going to go away! Deal with it.

- Time is money, but not all time has the same value.
- Analyze and leverage the value added.
- Compare the alternatives.
- Many hands make for light work.
- Spread the burden – know your constituents.

Building a Model

- **Start from square one – define (refine) the objectives and goals.**
- **Involve key constituents from the start.**
- **Look at the data already collected.**
- **Establish a realistic timeline.**
- **Market your efforts – discuss, discuss, discuss!**
- **Revisit each step in the process often.**

The Outcome: An Evaluation of Learning Outcomes Process



Using the Model

- **The Curriculum Committee maintains ownership.**
- **Process resulted in developing creative ways of collecting and analyzing data.**
- **The form of feedback has to focus on courses and curricula – not performance.**
- **Let the experts do the work.**
- **It's becoming part of the culture.**

Some Good Resources

- ***Designing Assessing Courses & Curricula*** by Robert Diamond (Jossey-Bass Publishers, 1998).
- ***Program-Based Review and Assessment: Tools and Techniques for Program Improvement*** by the UMassAmherst Office of Academic Planning & Assessment (www.umass.edu/oapa).

The Bottom Line

The process used to develop an assessment model is perhaps as important as the model itself. It sets the tone for the entire initiative and can yield new ideas and new resources that will help to ensure success. And just as the model should be iterative, the process of developing (and refining) the model itself should be ongoing and iterative.



A Balanced Scorecard Approach

Taylor Ellis, Univ. of Central Florida

Perspective Areas

- **Stakeholders**
- **Internal Business**
- **Learning and Growth**
- **Academic Management**

Stakeholder Perspective

- **Relevant orientation experience**
- **Relevant parent orientation**
- **Expedite student graduation**
- **Provision of accurate information**

Internal Business Perspective

- **Efficient use of peer advisors**
- **Facilitate student registration**
- **Employee reward system**
- **Meet internal benchmarks**

Learning & Growth Perspective

- **Improve quality of advising**
- **Improve quality of service**
- **Employee development**

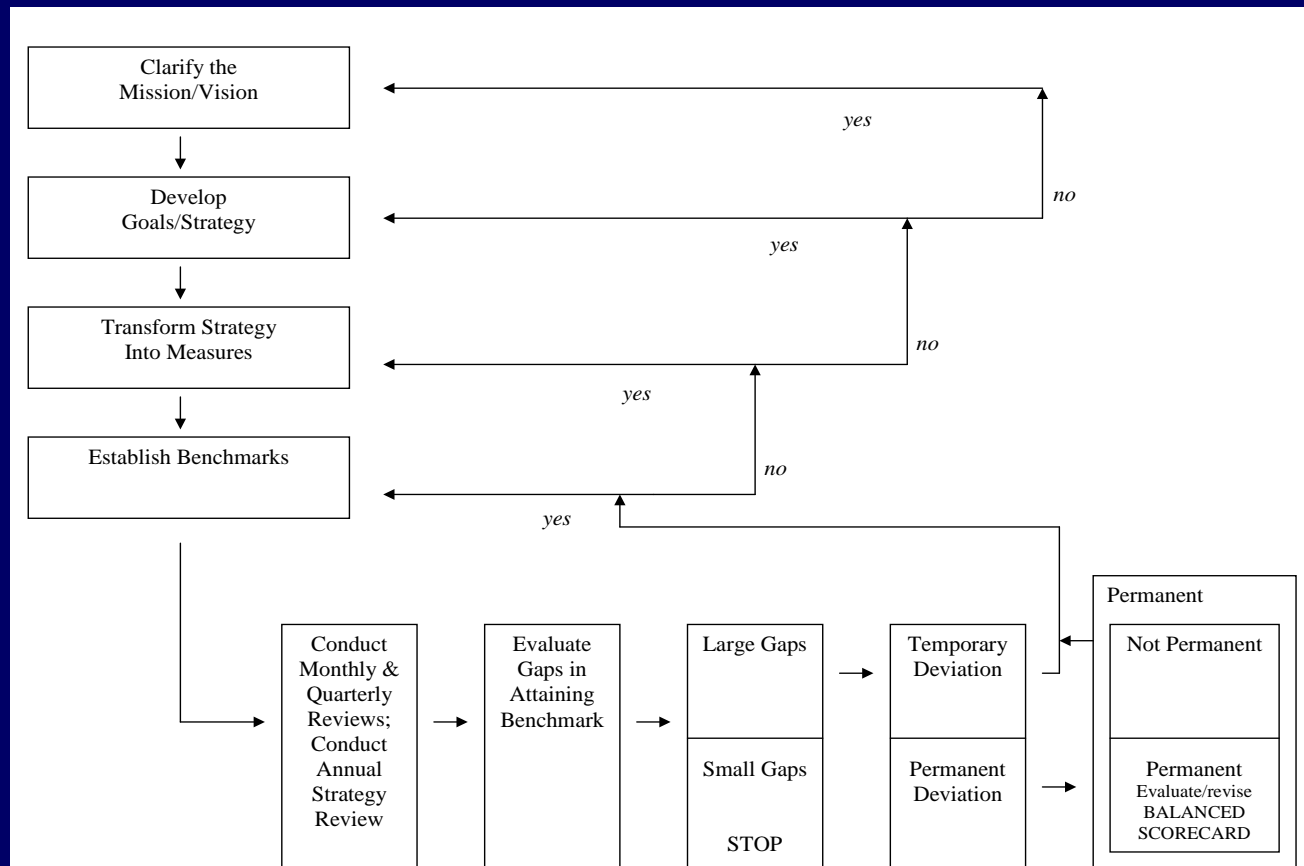
Academic Management Perspective

- **Monitor and facilitate correction of PeopleSoft errors**
- **Demonstrate effective use of budget**

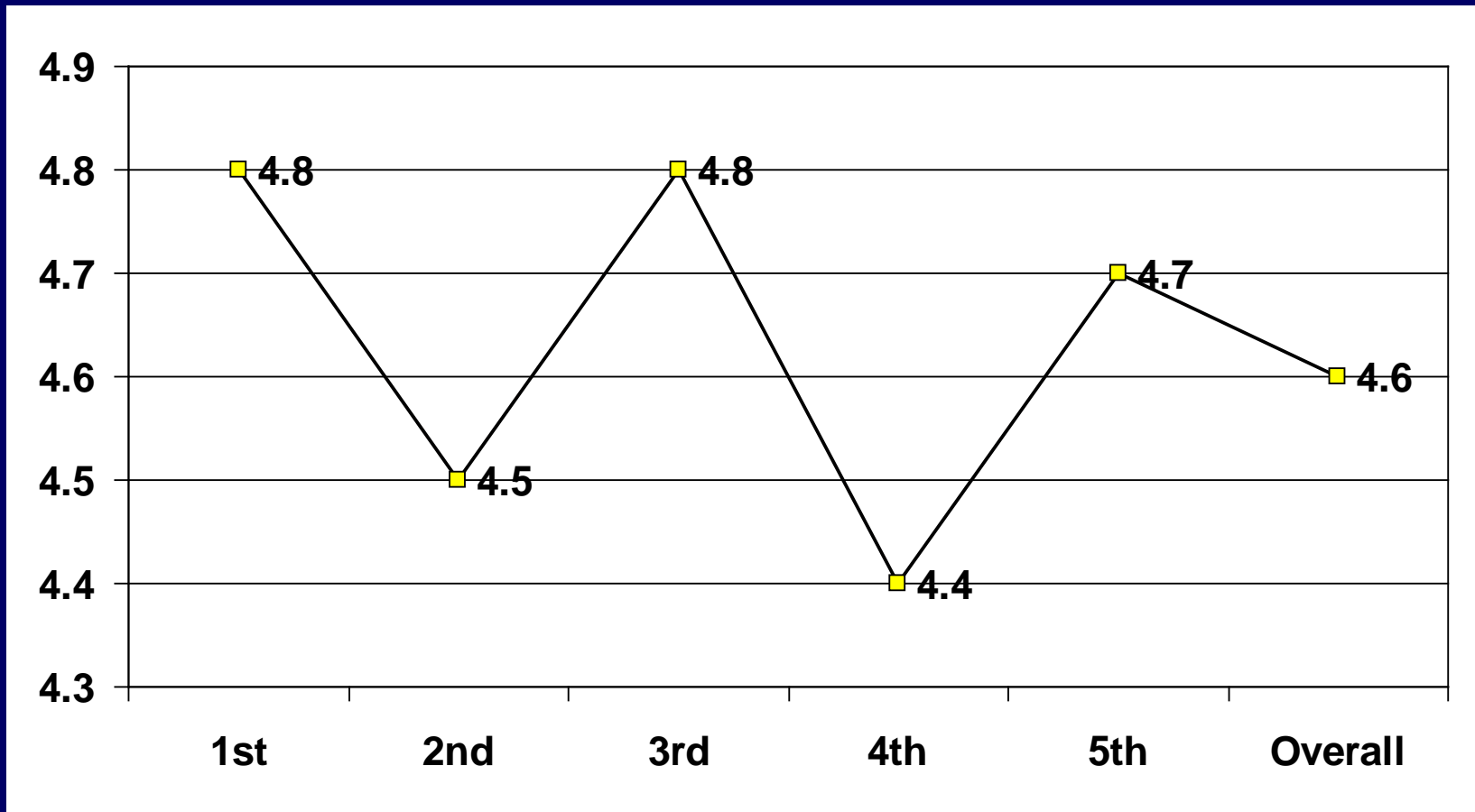
Keys to Success

- **Involve everyone in the process**
- **Remove fears of job**
- **Use self as example**
- **Stress Measurement not punitive**
- **Develop method of evaluating & revising benchmarks**

Benchmark Flowchart



Assoc Dean Presentation



Example Matrix

Staff	Goals	Measures	Benchmarks
Peer Advisor	I1: Increase efficient use of Peer Advisors	Number of students seen by Peer Advisors	Ratio of students seen by Peer Advisors should be 25% of Professional Advisors
Automate	I2: Facilitate and streamline student registration	Number of students in line during registration. Average student wait time	Peak 50 Non-peak 10 Peak 1:30 Non-peak :30
Director	I3: Reward employees that demonstrate commitment to Mission & objectives	Direct Observation Reward system implementation	Director on leave
Director	Meet the USS benchmarks set in plan	Number of benchmarks achieved	Meet 50% of benchmarks set monthly.



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Your comments, questions and ideas