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A "Two for One" Institutional Strategy: Enhancing Student Learning & Faculty Development while Satisfying External Assessment Mandates

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Presentation at the 2006 SACS-COC Annual Meeting
Handouts at <http://ie.kennesaw.edu/>
(See Recent Professional Presentations)

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New Directions in the Land of Assessment



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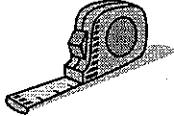
Opportunities for Collaboration



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KSU's Dual Focus on Assessment

- Comprehensive Program Review (CPR)
- Assurance of Learning (AOL)



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Challenges

- What are some common challenges in engaging faculty in assessment?
 - ✦ Lack of ownership
 - ✦ Unrelated to job
 - ✦ Lack of expertise
 - ✦ Perception of no rewards
 - ✦ Perception of busy work
 - ✦ Job of single individual with low status
 - ✦ Lack of good exemplars

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KSU's Strategies for Building a Culture of Commitment to Assessment

- CPR and AOL Councils
 - ✦ Broad-Based Membership with "External Perspective"
 - ✦ Sharing of Perspectives
 - ✦ Impact on Department Budgets and Programs
 - ✦ Establishment of an AOL Consulting Team



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KSU's Strategies for Building a Culture of Commitment to Assessment (con't)

- Focus on Faculty Development
 - Workshops
 - Emphasis on SoTL
 - CETL Fellow & New Associate Director
 - Variety of Assessment Resources
 - Examples of Good Practice



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Strategies

- What are some additional strategies that you have used at your institutions for in engaging faculty in assessment?

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Applying Lessons Learned to KSU's QEP on "Global Learning for Engaged Citizenship"

- Broad-Based QEP Committee Membership
- Faculty and Staff Development
- Assessment of Program Outcomes and Learning Outcomes
- Direct and Indirect Assessment Methods
- Focus on SoTL



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○ **Comments and Questions**

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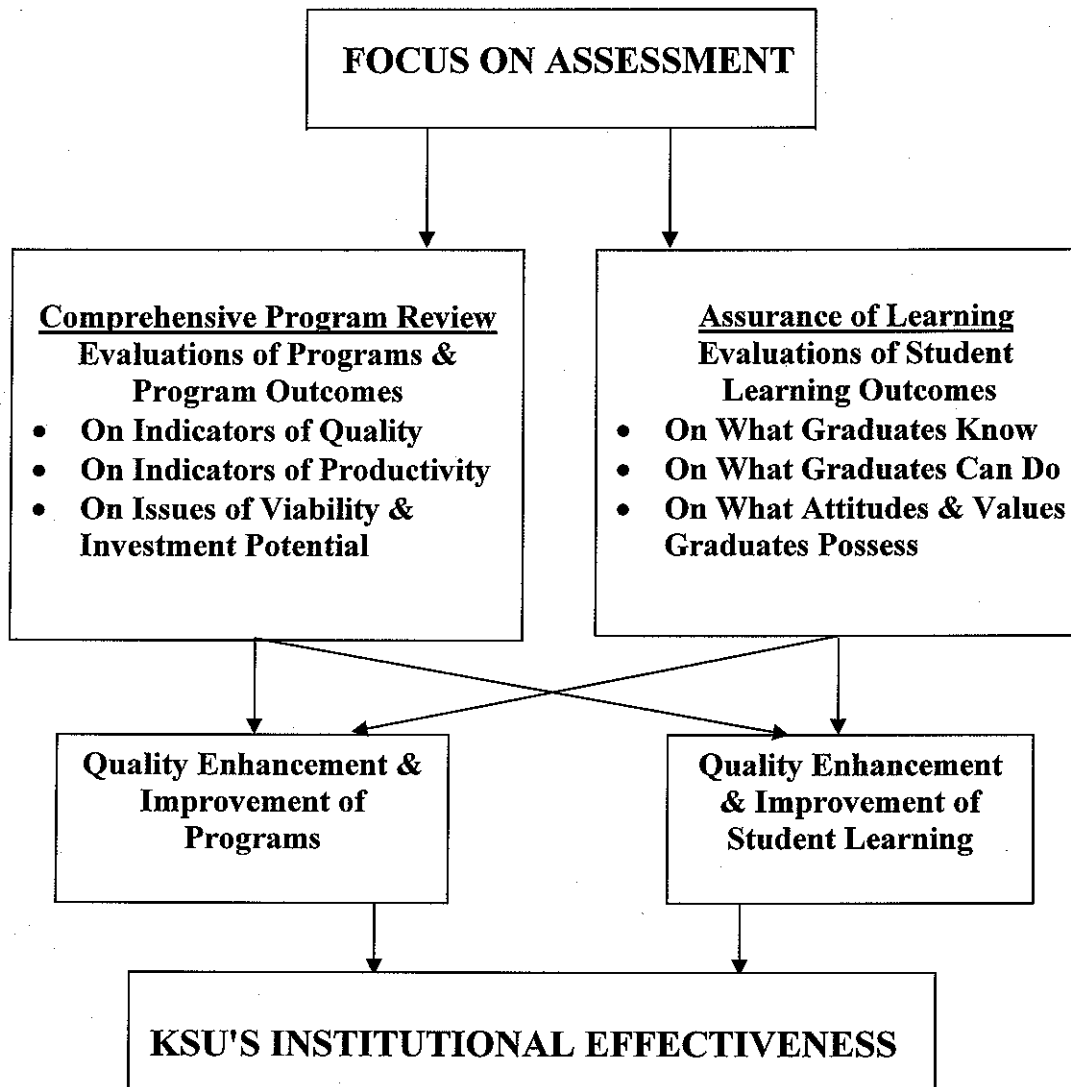
Additional Information

Center for Institutional
Effectiveness (CIE)
(<http://ie.kennesaw.edu/>)
See AOL and CPR

&

Center for Excellence in
Teaching & Learning (CETL)
(<http://www.kennesaw.edu/cetl/>)

**Kennesaw State University's
Dual Assessment Focus
in the Quest for Quality Enhancement**



Comprehensive Program Review

In accordance with Board of Regents' policy, KSU's system of Comprehensive Program Review (CPR) was developed and approved in 2000-2001 and is coordinated by the Director of the Center for Institutional Effectiveness. Under comprehensive program review, each degree program at KSU is the focus of periodic in-depth evaluation. This evaluation of the program attends to a series of nearly two dozen common indicators of the program's quality and productivity. It concludes with observations about the program's viability, future investment potential, and plans for improvement. All degree programs undergo a comprehensive program review every six years which entails completion of a detailed self-study at the program level, a subsequent independent evaluation of the program and self-study by "external evaluators" on the University's Program Review Council, a one-year follow-up report on "closing the loop" of program improvements, and a summary report to and evaluation by the System Office of the University System of Georgia. That entire two-year process of comprehensive program review was last begun in Fall 2001 and completed in Fall 2003 for all of KSU's undergraduate degree programs. It was last conducted for all graduate degree programs and research and public service centers from Fall 2002 to Fall 2004. Since nearly three-fourths of KSU's degree programs are nationally accredited, most programs, including all in professional education, undergo another form of comprehensive program review every five to ten years in the process of maintaining their accredited status.

Assurance of Learning

KSU's Assurance of Learning (AOL) initiative was launched in the Spring Semester of 2003 and was coordinated by the Assistant Vice President for Academic Affairs in collaboration with the Director of the Center for Institutional Effectiveness and the Director of the Center for Excellence in Teaching & Learning (CETL). In 2006, direction of the AOL initiative was assigned to a new Associate Director of CETL for the Scholarship of Teaching & Learning. This initiative replaced an eight-year-old system of annual assessment reporting by departments and refocused those efforts on strengthening program-level assessments of student learning outcomes. Under this Assurance of Learning initiative, general and specific student learning outcomes concerning the knowledge, skills, and attitudes that a student has acquired by the completion of his or her program of study at KSU are identified and assessed. A university-wide Assurance of Learning Council was established in 2003 to provide institutional guidelines, workshops, formative feedback and assistance in the completion of a comprehensive AOL report that addresses: articulating student learning outcomes; connecting outcomes to the curriculum; connecting outcomes to assessment methods; articulating hypothesized and expected results; articulating the research/assessment plan for gathering data; collecting and analyzing assessment data; comparing actual with expected results; and using results for quality enhancement.

More on CPR & AOL
<http://ie.kennesaw.edu>