

Linking System, Campus, College, and Department Assessment Processes

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Linking System, Campus, College, and Department Assessment Processes

This session examines

- **North Carolina State University
College of Management
Assessment processes**
- **In the context of**
 - **Characteristics of assessment**
 - **Campus- and system-wide assessment**
 - **Accreditation requirements**

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Assessment involves...

“...making our expectations explicit and public; setting appropriate criteria and high expectations for learning quality; systematically gathering, analyzing, and interpreting evidence to determine how well performance matches those expectations and standards; and using the resulting information to document, explain, and improve performance...” (Angelo, 1995)

- Explicit goals
- Monitor progress toward goals
- Use the information to improve the program

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Assessment requires...

- Program-level buy-in
- “Draw from the top”
 - The 10th principle of good practice for assessing student learning (Banta et al., 1996)
 - See AAHE’s “9 Principles of good practice for assessing student learning”
 - <http://www.aahe.org/assessment/principi.htm>
- Effort at all levels

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Assessment is for...

- Program improvement
- Telling the story
- *Put program improvement first*

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NC State College of Management

- **Program effectiveness processes...**
 - **...fit both AACSB and campus requirements**
 - **...use information from**
 - **campus-wide,**
 - **college-wide, and**
 - **program-specific**
- assessments**

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The University of North Carolina system

- **16 public senior institutions**
- **Total enrollment: 155,000 (800 -- 28,000)**
 - **120,000 Undergraduate (700 -- 19, 500)**
- **~ 250 degree programs**

North Carolina State University

- **Research I land-grant**
- **Total enrollment: 28,000 (19,500 undergraduate)**
- **10 colleges**
- **65 degree-granting departments and programs**

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NC State's College of Management

- **4th largest NC State college**
- **Total enrollment: 2,500 (2,000 undergraduate)**
- **3 departments**
 - **Accounting, Business Management, Economics**
 - **Each has both undergraduate and graduate programs**
- **The next few slides focus on:**
 - **Department of Accounting**
 - **Total enrollment: 480 (430 undergraduate)**
 - **Degrees: B.S. in Accounting, Master of Accounting**

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Accreditation requirements

- **AACSB Accounting Program Standards**
 - **A-C.1.a: The accounting programs must satisfy the Business Curriculum Standards (C.1-2)**
 - *<http://www.aacsb.edu/Accred/Accounting/stand5.html>*
- **AACSB Business Administration Standards**
 - **C.2.2: Each degree program should be systematically monitored to assess its effectiveness and should be revised to reflect new objectives and to incorporate improvements based on contemporary theory and practice.**
 - *<http://www.aacsb.edu/stand5.html>*

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Accreditation requirements

- **American Accounting Association, Teaching & Curricular Section: Outcome Assessment Committee 1992-93 Report (Baker Report)**
 - “...measures of the outcomes of our educational processes should be integrated into the entirety of the objectives of an accounting program, including the teaching improvement system... One of the particular objectives of the teaching assessment model should be to **determine if the students are actually learning.**”
 - *http://www.csu.edu.au/anet/education/Baker_Rept.html*

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NC State College of Management Department of Accounting

- **Outcome goals & performance standards for each program**
- **Information from**
 - **Surveys of students, faculty, employers**
 - **CPA exam performance**
 - **Placement statistics**
 - **Etc.**
- **Institutional effectiveness committee**
 - **Reviews/summarizes data**
 - **Presents for faculty-meeting discussion**

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NC State College of Management Department of Accounting

- **For example:**

B.S. graduates are expected to know the concepts, procedures, and regulations applicable to managerial accounting

- **Identify relevant courses from periodic department survey of faculty with questions about each course's content**
- **End-of-term student evaluation of courses: students' assessment of whether relevant courses improved their understanding of the subject matter**

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NC State College of Management Department of Accounting

- **For example:**

Masters of Accounting graduates sitting for the CPA exam will have pass rates competitive with state and national averages

- **Pass rates provided by National Association of State Boards of Accountancy (NASBA)**

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NC State College of Management Department of Accounting

- For example:

Graduates at both levels are expected to be effective in written accounting & business communication

- Periodic college survey of alumni employers include questions about students' written communication skills
- *Committee summary:* Employers think students' skills are adequate but not outstanding. Students need additional help in this area. The department is using focus groups to assess employers' communication needs.

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NC State campus-wide assessment

- **Departments' institutional effectiveness plans**
- **Outcomes-based program review**
- **Compact Planning process**
- **Campus-wide IR data and surveys of students and alumni**

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NC State: institutional effectiveness plans

- **Assessment plans for all academic units**
 - **For SACS accreditation review, 1994**
 - **Made extensive use of exit, alumni, and employer surveys**
- **Potentially useable for outcomes-based professional accreditation such as AACSB, ABET 2000**
- **Current status**
 - **Some units continue to use these plans**
 - **Some discarded them and are starting again**

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Outcomes-based program review

- **New version of NC State's undergraduate program review process**
 - Faculty/administration planning committee
 - 2 1/2 year design / piloting process
 - The new process will phase in over the next 2-3 years
- **Program portfolios emphasize student outcomes**
 - What outcomes are associated with the program's goals?
 - How does the department determine whether students achieve these outcomes?
 - How is the resulting information used in program planning?

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Compact Planning Process

- **Formal planning agreements about units' key initiatives**
- **Budget implications**
- **Assessment is part of each plan**
 - **What is each initiative intended to accomplish?**
 - **How will you know it has accomplished this?**
- ***<http://www2.acs.ncsu.edu/UPA/compact/>***

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Campus-wide effectiveness data include

- **Student experience & satisfaction (*survey-based*)**
 - **Retention and graduation rates, degrees awarded**
 - **Grants awarded**
 - **National faculty awards and program quality rankings**
 - **Etc.**
-
- **The rest of this presentation uses surveys to illustrate assessment-process links**

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Campus-wide surveys of students and alumni

- **New freshmen and transfers**
- **Sophomores**
- **Graduating seniors**
- **Alumni 1-3 years after graduation**
- **Employers**

- **Optional college/department inserts with senior and alumni surveys, data returned directly to departments**

- *<http://www2.acs.ncsu.edu/UPA/survey/survey.htm>*

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Campus-wide surveys

- **Designed for longitudinal studies**
 - **Key items repeat across surveys**
 - **Trends across years within surveys**
- **Focus on**
 - **Quality of instruction**
 - **Satisfaction with services**
 - **Self-reported skill/ability gains**

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Campus-wide surveys

- **Regular reports to campus community and public**
 - **Summaries and topical “chapters” available on Web and in hardcopy**
 - **Detailed tables available on Web for college/department use**
 - **Individual survey items for each topic**
 - **Gender, race/ethnicity, college breakouts**
 - **Comparisons of colleges, departments within colleges**

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Colleges / departments use campus survey reports

- **Spring 1998 survey of associate deans, department heads, and administrative unit directors**
- **Do campus-wide student surveys**
 - **Help units to assess their own performance?**
 - **Lead to identifiable changes in performance?**
- **Respondents**
 - **Use survey data for program planning and improvement**
 - **Have made specific changes as a result**
 - **Need**
 - **Department-level data**
 - **Trends over time**
- ***http://www2.acs.ncsu.edu/UPA/assmt/impact/asmt_imp.htm***

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System-wide surveys

- **UNC General Administration (GA) surveys of**
 - **New freshmen**
 - **Sophomores**
 - **Graduating seniors**
 - **Alumni 1 year after graduation**
 - **Employers (piloted summer 1999)**

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Other GA accountability data

- **Access:** enrollment, persistence/graduation data
- **Research:** faculty products (books etc), proposals submitted/awarded
- **Service:** non-degree-credit offerings/enrollments, functioning of public service centers/institutes, cultural offerings

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Linking system and campus survey processes

- **GA items are embedded in NC State surveys**
 - NC State worked closely with GA to include local items
 - http://www2.acs.ncsu.edu/UPA/assmt/aahe99/ga_ncsu2.pdf compares system and campus
 - Items
 - Populations and schedules
- **Benchmarking against other UNC campuses**
 - Results provoke intense campus discussion and some curricular change

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System-wide use of survey data

- **Summary reports to UNC Board of Governors -- e.g.:**
 - Teaching effectiveness and quality of education
 - Student gains and educational aspirations
 - *<http://www.ga.unc.edu/UNCGA/assessment/uncsurveys/>*
- **Campus visits for assessment review**
 - Overall picture
 - High points / problem areas
 - Campus response
 - Details / elaboration
 - Action / results in problem areas

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System-wide use of assessment data

- In *Performance/Program Budgeting*
 - Purpose: to inform state budgeting
 - UNC P/PB process
 - Developed by campus and GA representatives
 - Approved by State Office of Planning
 - Topics
 - UNC system access
 - Instruction (*some survey-based measures*)
 - Academic support and student services (*survey-based*)
 - Research
 - Public service

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Why duplicate efforts?

- **The same information can be used for**
 - **Department and college program planning**
 - **Campus program review**
 - **System-wide assessment/accountability studies**
 - **Accreditation self-studies**

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Accreditation standards

- **Stress the *process* of assessment**
 - **Explicit goals**
 - **Monitor progress toward goals**
 - **Use the information to improve the program**
- **Section 3 of the Baker Report is a good overview of how regional and professional associations incorporate assessment into their accreditation processes.**
 - ***<http://www.csu.edu.au/anet/education/baker-report/baker.section3.html>***

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For more information about assessment at...

- **The UNC system**
 - Dr. Larry Mayes, Assistant Vice President for Program Assessment
 - *lmayes@ga.unc.edu*, (919) 962-3881
 - *http://www.ga.unc.edu/UNCGA/assessment/*
- **The NC State campus**
 - Dr. Ephraim Schechter, Associate Director, University Planning & analysis
 - *Ephraim_Schechter@ncsu.edu*, (919) 515-6209
 - *http://www2.acs.ncsu.edu/UPA/asmt.htm*
- **The NC State College of Management**
 - Dr. Jon Bartley, Dean
 - *jon_bartley@ncsu.edu*, (919) 515-5560
- **The NC State Department of Accounting**
 - Dr. Carl Messere, Department Head
 - *messere@comfs1.com.ncsu.edu*, (919) 515-2256

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Additional References

- Angelo, T. A., Reassessing (and defining) assessment. *AAHE Bulletin*, 48(2), November 1995, pp. 7-9.
- Banta, T. W., Lund, J. P., Black, K. E., & Oblander, F. W. *Assessment in Practice: Putting Principles to Work on College Campuses*. Jossey-Bass Publishers, 1996.
- Internet Resources for Higher Education Outcomes Assessment
 - <http://www2.acs.ncsu.edu/UPA/survey/resource.htm>
- Assessment Literature References for Accounting
 - Administrators of Accounting Programs Group
 - <http://www.usu.edu/~account/assessment/aacsb/assess.html>