Moving toward assessments that are beneficial

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• 2,750 Undergraduates, graduate and professional students
• Located in University City in Philadelphia
• 35 acre campus
• Began as Philadelphia College of Pharmacy in 1821
• Became a university about 20 years ago
• Most popular academic programs:
  • Pharmacy
  • Physical Therapy
  • Biological Sciences
Objectives
We will describe our assessment so that you can:

• Avoid common mistakes in student learning and program assessment

• Determine you can use our rubrics with your assessment process

• Reflect on your assessment process and take steps to make it more beneficial
Key elements of our old assessment process:

1. Every unit required to do annual assessment reports. But they were not effective.

- Viewed as administrative busy work
- Feedback to units was inconsistent
- Assessment reports did not inform planning

University Assessment Council reviewed and revised process
Key elements of our old assessment process:

2. Student learning goals were not well measured

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<th>Solution:</th>
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<td>Educate faculty why grades are not a good measure of student learning</td>
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Key elements of our old assessment process:
3. People chose outcomes that were easy to measure and to make unit look good

Suggested solutions

- Assess broad questions with important implications
- Assess larger goals which may not be met in one year
- Create environment that is acceptable to admit that outcomes are not yet met.
Develop measurable goals

GOAL SETTING

S - Specific
M - Measurable
A - Attainable
R - Relevant
T - Time-bound
Develop appropriate assessment methods

Direct measures are preferred

Indirect measures like surveys also provide information
Rubrics reflect Suskie’s Assessment Cycle

1. Determine goals and criteria for success
2. Develop and implement program consistent with goals
3. Collect data to determine if met the goals
4. Use data to plan further programs, improve
5. Report to stakeholders

Use data to plan further programs, improve
Streamlined the annual assessment reports

- Outcomes are reported on a rotating basis with only 1/3 of the outcomes described each year.
- Accredited programs can now submit the same report for our internal reporting requirements as they do for their own accreditation.
- Reduced the total number of outcomes that programs or units should consider to 6
Sought feedback and buy in from stakeholders . . .

Presented plan to each stakeholder group

Changed due dates as result of feedback from administrators

Taking a step back this year and asking units to rethink their goals and how they want to measure if goals were met
Inspect rubrics for student learning outcomes and programmatic outcomes

- Any questions about rubrics?
- Any feedback to us?
- Can you use them at your institution?
Reflect on your assessment process and take steps to make it more beneficial

What common mistakes have you made? How can they be corrected?

How can we all make assessment more beneficial?
Questions, Comments

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