#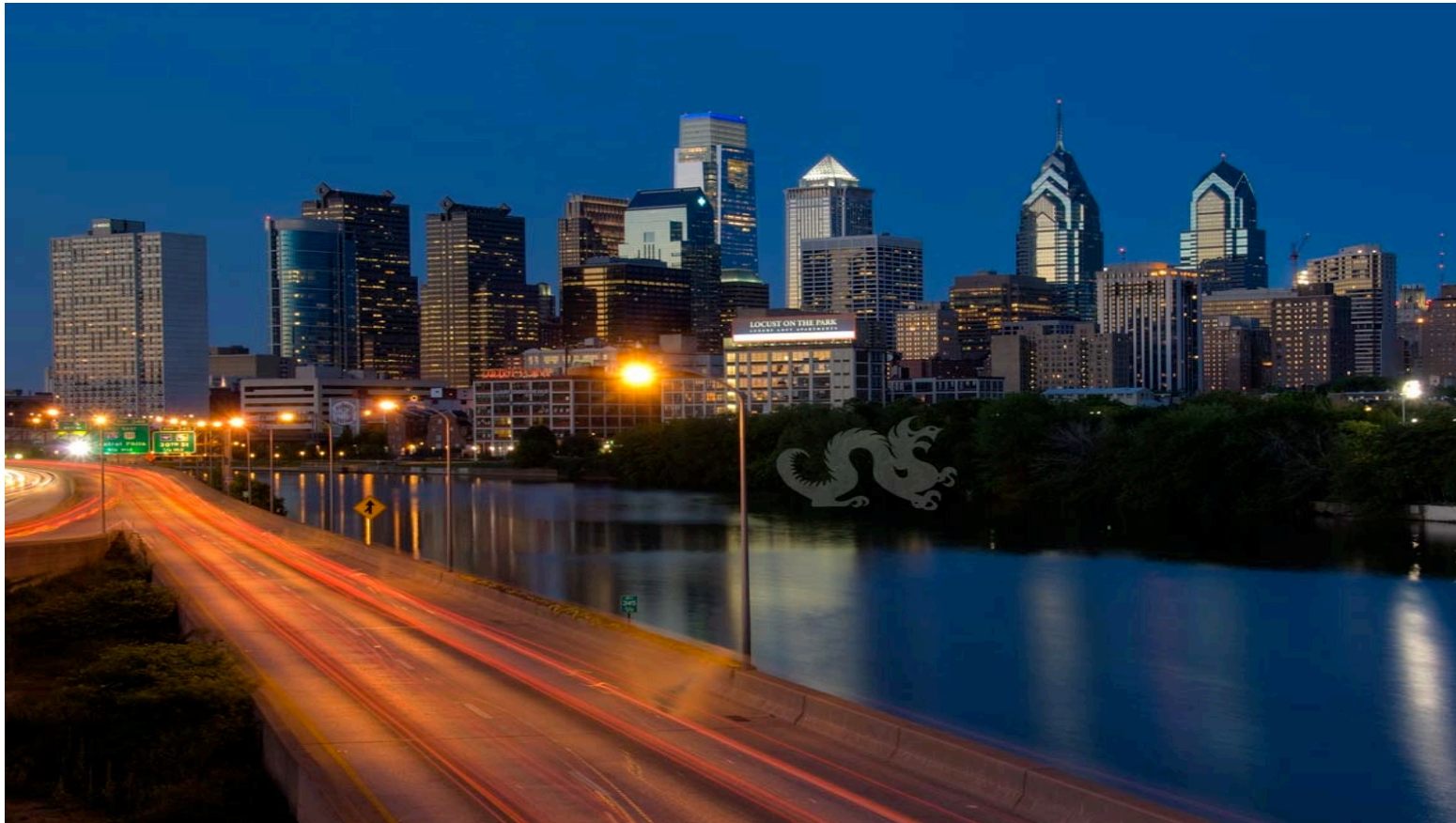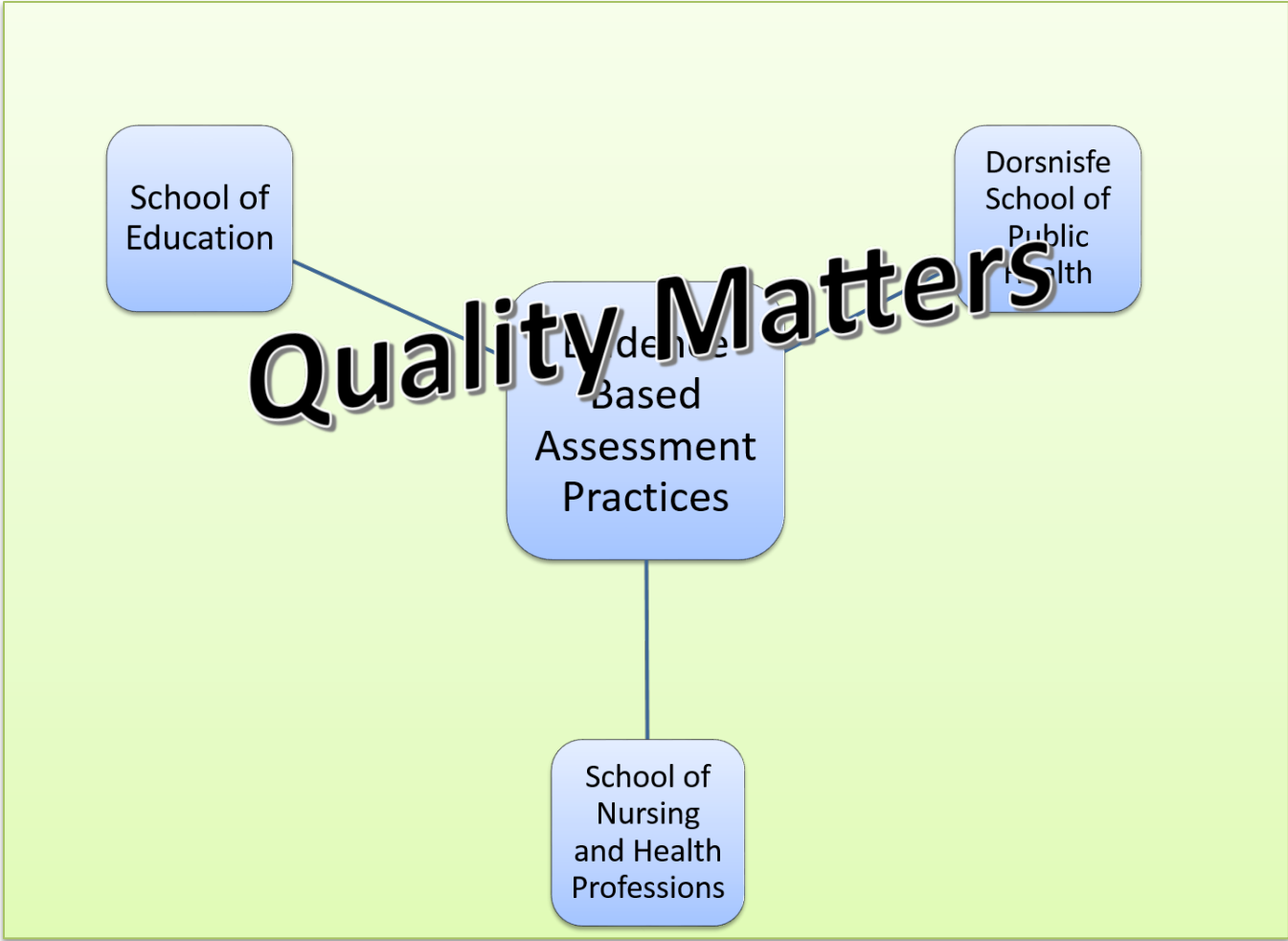 ASSURING QUALITY THROUGH DEVELOPMENT OF EVIDENCE BASED ASSESSMENT PRACTICES: CASE STUDY ON THE VALUE OF APPLYING ASSESSMENT DATA THROUGH QUALITY MATTERS STANDARDS

by
Allen Grant, PhD, Ray Lum, MPhil, MS, Fran Cornelius, PhD
Drexel University Online Learning Council Fellows

Impetus for Development of Quality Assessment

- Improve the student learning experience
- Fundamental aspect of Quality Matters
- Cornerstone of Middle States Accreditation
- Necessary for Program accreditation
- Preparation for Program Alignment and Review

Summary of Institutional Efforts

- Office of Institutional Research, Assessment and Effectiveness
    - DSLP/Learner Centered Syllabus/Consortium/ Conference
- Online Learning Council
    - Quality Matters and DUCDEC
- AEFIS
- TABLEAU
- MyCR

Methods

- Exploratory Case Study
- Purpose is to examine the means by which three schools and colleges at Drexel University have started the process of high quality academic assessment at Drexel University
- Preliminary Gap Analysis

Unit	Background	Challenges	Progress
Nursing	Goal: have all programs fully aligned with university and program outcomes, course objectives and assessments. Seeking a micro and macro examination of the college's and individual programs' ability to meet desired outcomes and identify areas for improvement	Must align assessment with Commission on Collegiate Nursing Education (CCNE) Accreditation site visit in 2018. Considerable variance among the divisions/departments in regards to progress towards full alignment	Mapping of DSLP, Professional Competencies and Program Outcomes completed. Mapping of Indirect and Direct Assessment, and Course Objectives in process.
DSPH	Goal: have all programs fully aligned with university and program outcomes, course objectives and assessments. Focus on development of direct assessment of competencies for accreditation	Challenges in culture, resources, time and professional development Change requires a culture shift in thinking about the course and learning activity in the context of the program. Faculty are normally comfortable with indirect assessment results. However, the use of indirect assessment in combination with direct assessment to drive change at the program level is relatively new.	90% implementation of QM-based Master Template PD on QM-based template to faculty/ staff More department staff allocated Program mapping in all departments. AEFIS providing direct assessment of core courses Indirect assessments from the AEFIS EOT Course Surveys and Tableau Graduate Survey are being evaluated to meet request by CEPH for accreditation.
Education	Goal: have all programs fully aligned with university and program outcomes, course objectives and assessments. Currently seeking CAEP accreditation	Challenges in culture, resources, time and professional development. School completing organizational transition. No clear directive from the school leadership. Rapid development of online courses led to major issues of quality. Insufficient quality control and a lack of master courses has led to eventual drifts in courses.	Dean has created a CAEP accreditation committee which is comprised of faculty charged with spearheading the initiative. Hiring of Data Specialist Each program has begun program outcome mapping across both departments, with an emphasis on alignment of program outcomes to the Drexel Student Learning priorities and course level outcomes

Gap Analysis

- Each School/College has begun to hold internal critical conversations in order to meet the assessment challenges, focusing on consolidating their discrete processes and infrastructures

- Purposeful sharing and dialogue among the schools/colleges has been equally important, providing an opportunity to bring together several university initiatives.

- Each school has enacted broad QM initiatives through the OLC fellows program, resulting in the start of a culture shift towards high quality assessment.

Gap Analysis

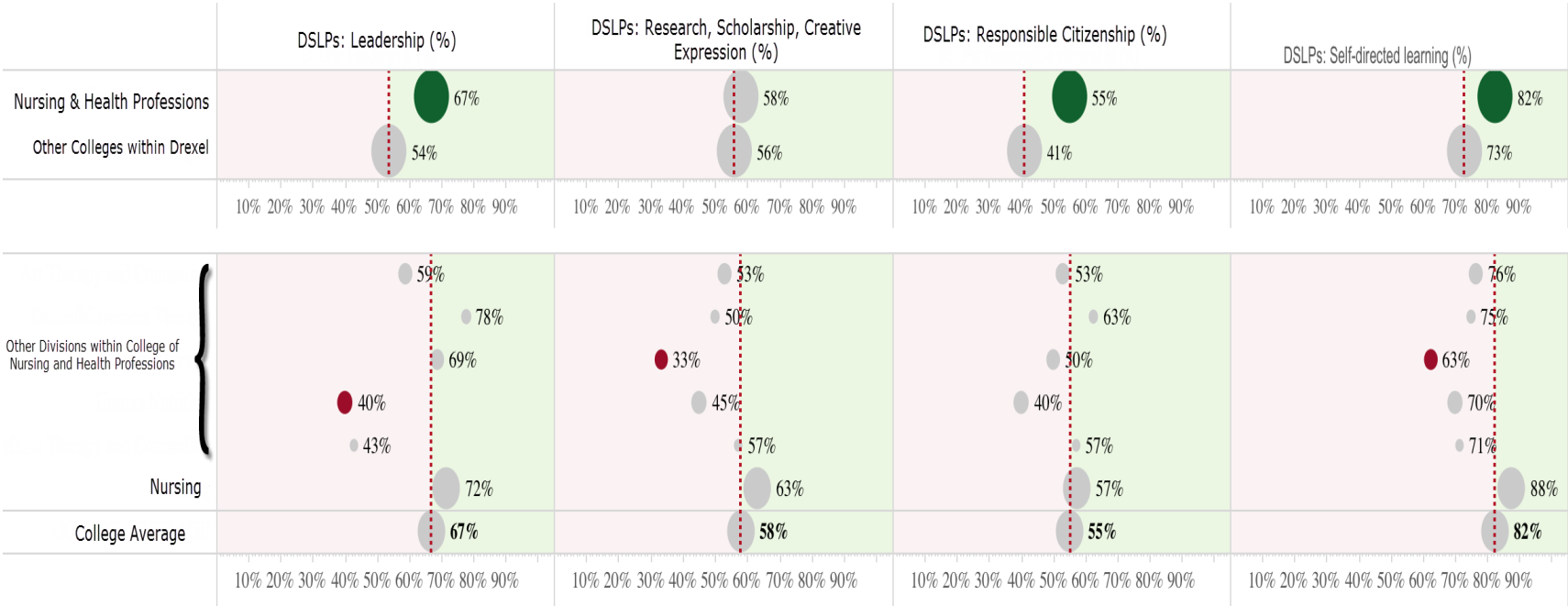| School/College	DSLP Mapping	Mapping to Professional Competencies	Alignment of Course Objectives	Program Outcomes Mapping	Direct Assessment
SOE	Completed	In Progress	In Progress	Completed	In Progress
CNHP	Completed	Completed	In Progress	Completed	In Progress
DSPH	In Progress	Completed for Core MPH Courses	Completed for Core MPH Courses	Completed for Core MPH Courses	In Progress for Core MPH Courses

Mapping Example

Course Objective based on AEFIS Syllabus Document	ASPPH 2006 Competency Ver 2.3 Code	ASPPH 2006 Competency Ver 2.3 Code	DSLP	Class Coverage	Homework or Graded Assignment	Final Competency Assessment Total Points (30 pts)	Assessment Measure Total Points per Competency Outcome	% Met/Met with Commentary *	%Partially Met **	% Not Met ***
PBHL 600-C001 - Assess strategic management tools.	EXT-OUT-051 ASPH-HMP D.06 : Apply principles of strategic planning and marketing to public health.	EXT-OUT-088 ASPH-INT-LEAD H.03: Articulate an achievable mission set of core values and vision.	INST-OUT-004 Possess the skills and knowledge to access, evaluate and use information effectively competently and creatively	W2 –Leadership W3 – Strategic Planning W4 -Negotiation	HBR Online Assessment – Leadership (5) Negotiation (5) Strategic Planning (5) Salud Digna (10)	14	39	Demonstrates exceptional or outstanding applications of strategic planning and marketing. Greater than and equal to 36	Demonstrates good, but unbalance application of strategic planning and marketing. 34<X<36	Lacks good application of strategic planning and marketing. Less than 34
PBHL 600-C002 - Analyze health economic principles.	EXT-OUT-053 ASPH-HMP D.08 Apply "systems thinking" for resolving organizational problems.	EXT-OUT-134 ASPH-INT-SYS L.09 Analyze the effects of political, social and economic policies on public health systems at the local, state national and international levels.	INST-OUT-002 quantitative/ qualitative analysis scientific reasoning) to generate novel and relevant ideas strategies approaches or products	W5- Economics	HBR Online Assessment – Economics (5)	4	9	Demonstrates exceptional or outstanding analysis of economic principles in the context of political, social and economic policies. Greater than and equal to 8	Demonstrates good, but unbalance analysis of economic principles in the context of political, social and economic policies. 7	Lacks good analysis of economic principles in the context of political, social and economic policies. Less than 7

DSLP Mapping Sample

Course level Outcome Mapping

Knowledge Domains	Core Skills	Life-Long Learning Abilities
*1.1 Breadth and Depth **of Higher Education** Knowledge: Demonstrate understanding of the higher education environment from core domain perspectives: history, governance, campus operations, political, legal, student development, administration, leadership, planning, and assessment, with additional specialized knowledge within an area of concentration within higher education.*	*2.1 Communication: Understand the audience, purpose and context in order to communicate effectively in writing and orally, demonstrating scholarly writing and the use of appropriate media.*	*3.1 Leadership: Develop a vision, translate that vision into shared goals and effectively work with others as a leader or follower to achieve these goals, demonstrating an appreciation of diversity, multi-cultural and global perspectives in higher education.*
1.2 Global Competence: Have an appreciation of the diversity, multiculturalism, and the global context for critical issues in higher education.	*2.2 Creative and Critical Thinking: Use creative thinking and data-based decision-making skills to generate new ideas and solutions to higher education problems, working independently and collaboratively with others.*	*3.2 Research, Scholarship and Creative Expression: Make meaningful professional contributions by presenting at professional conferences or publishing a paper from a course or Co-op experience.*
1.3 Ethical Reasoning: Be a reflective learner by using critical self-reflection skills to assess ethics and values;	*2.3 Information Literacy: Use prior research and current information effectively to address issues and challenges in higher education.*	*3.3 Responsible Citizenship: Create and sustain a healthy, engaged, public life by understanding and addressing the most critical societal issues in higher education and our communities.*
1.4 Experiential Learning and Professional Practice: Understand the value of integrating work and learning with reflection, using the Co-op experience, e-portfolio and capstone activities. Develop an understanding of higher education career paths and how to develop oneself and others in these careers.	*2.4 Use of Technology: Understand the appropriate application of technology for learning, communication and productivity in the higher education.*	*3.4 Self-Directed Learning: Develop the ability to take responsibility for one's learning and to become a life-long learner.*

Assessment Fellow Program

GOALS

- Goal # 1: Facilitate faculty to faculty awareness to the benefits of the assessment of teaching and learning and continuous improvement

- Goal # 2: Ground all presentations and workshops in the most current research on the assessment of teaching and learning.

- Goal # 2: Provide recognition across the community not only for the Fellows, but also for others involved in the assessment of teaching and learning

- Goal # 3: Equip and encourage the Fellows to present at regional and national conferences

- Goal # 4: The Fellows be be in a position to combat the perception that assessment is being thrust upon faculty by upper administration and accreditation bodies.

Online Pedagogy Training

Overview Start Here ⌄

Welcome to Drexel Learn Teaching Online-the Basics Course!

Over the next few weeks we will be learning different ways to engage online students and powerful practices for facilitating an online course. Through this pedagogical instruction you will also become familiar with different tools to engage your learners. Online courses offer instructors and students a great opportunity to actively engage in course materials regardless of one's discipline. By the end of this course, you will have the pedagogical and technical skills to facilitate an online course.
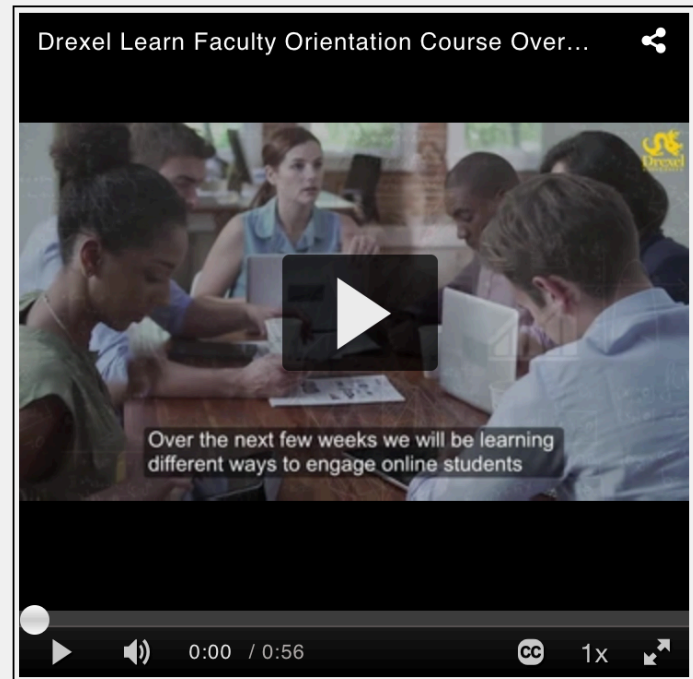
Sample of Alignment and Assessment in MyCR

Specific Standard	Description of Specific Standard	QM Points	# of Occurrences	% Not MET
2.1	2.1 The course learning objectives, or course/program competencies, describe outcomes that are measurable.	3	2	20%
2.2	2.2 The module/unit learning objectives or competencies describe outcomes that are measurable and consistent with the course-level objectives or competencies.	3	5	50%
2.3	2.3 All learning objectives or competencies are stated clearly and written from the learner's perspective.	3	4	40%
2.4	2.4 The relationship between learning objectives or competencies and course activities is clearly stated.	3	10	100%
2.5	2.5 The learning objectives or competencies are suited to the level of the course.	3	4	40%

Questions or Comments?

Allen C. Grant, Ph.D.

225-614-7510

acg48@drexel.edu

Drexel University Online Learning Council Fellows

Ray Lum, MPhil, MS

267-359-6024

rl27@drexel.edu