

Making a World
Of Difference



CREATING A CLIMATE OF CARING ABOUT CONSEQUENCES



A QUESTION

- How would you answer these questions:
 - What would be distinctive about the way a student thought, feel and behaved if they had an education consistent with biblical truth?
 - What should be distinctive about the “Cedarville experience” for a student (or staff or faculty) who interacted with our office?
 - Do we have any “objective” evidence that our program/service has met real needs in real ways?



THE OPPORTUNITY (Regarding students)

1. **Determining** what we want our students to know, do and be (knowledge, skills, and attitudes)
2. **Designing** approaches to effectively encourage students to achieve these outcomes
3. **Developing** the standards by which we will benchmark student achievement
4. **Discovering** how well (or poorly) students are achieving
5. **Dedicating** our energy and time to create more effective approaches to helping students achieve



THE OPPORTUNITY (Regarding non-students)

1. **Determining** what we value we are providing for those we serve
2. **Designing** approaches to more consistently and progressively provide that value
3. **Developing** the standards by which we will benchmark targets for value satisfaction
4. **Discovering** how well (or poorly) we are achieving our value targets
5. **Dedicating** our energy and time to create more effective approaches to delivering value



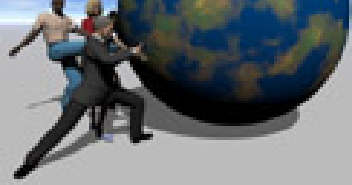
THE OPPORTUNITY

- Systematic assessment of student knowledge, skills and attitudes outcomes offers educators the opportunity to reflect on and refine the curricular, extracurricular and interpersonal efforts that we design and deliver to help students grow and mature.
- Systematic assessment of client needs and satisfaction offers service providers the opportunity to reflect on and refine the process and practice of helping our clients.
- Simply put: **I**nformed **D**ecisions lead to **E**ffective **A**ctions (**ID**⇒**EA**) Outcome Assessment



THE PRINCIPLE(D) THING

- Assessment is not about **compliance**; it is, rather, about **conversation** – talking about what impact we hope to have on
 - the ways students think, act and feel. and what is helping or hindering us in making that impact
 - Or, the needs of our clients and what is helping or hindering us in delivering the value we intend.
- Assessment is not about **reporting** to others; it is, rather, about **resolving** that we will devote ourselves to systematically and creatively reflecting on and refining the ways we hope will affect the ways students think, act and feel or the service we provide to our clients.



THE STRUCTURE

- While assessment ought to be a regular expectation at every level of Cedarville University, we are focusing attention (presently) at the program or department level.
- Some 83 assessment units have been targeted at [Cedarville](#).



THE STRUCTURE

- All assessment is being coordinated through representatives on the University Assessment Committee.
- The University Assessment Committee has one representative from each operating division AND
 - one representative from each of the four Academic Schools
 - representatives from
 - the Library
 - Computer Services
 - the General Education Committee
 - and Special Academic Units.



THE MANDATE

- Each assessment will to complete the following tasks within the next calendar year:

Fall, 2004	Mission + 5 objectives
Spring, 2005	Assessment processes and benchmarks
Fall, 2005	Measurement and response to results

- It would be great for assessments unit to accelerate this process. Some units are already measuring results and documenting changes in response to those results.



THE METHOD

- All work by assessment units must be coordinated and reported through their respective University Assessment Committee members.
- Beginning in Spring, 2005 I will issue a report documenting all assessment activities and results for all assessment units. This document will be distributed across campus, and will become a crucial part of the NCA Self Study.



AN EXAMPLE OF THE DEVELOPMENT OF A MISSION STATEMENT and FIVE OBJECTIVES

- Imagine that we were creating a mission statement and a set of assessable objectives for a new on-campus organization: the Cedarville University Credit Union.
- Assume that we begin with this initial mission statement: **“The Cedarville Credit Union seeks to provide financial services to the Cedarville University community in ways consistent with Biblical truth.”**



CRITIQUE AND EVOLUTION OF A MISSION STATEMENT and OBJECTIVES

What values will our services offer: individuality, confidentiality? Will we offer high returns, low costs?

Does consistent mean only with regard to Biblical truth – or will we also operate within other financial guidelines?

“The Cedarville Credit Union seeks to provide financial services to the Cedarville University community in ways consistent with Biblical truth.”

What kinds of financial services: full range including checking, or just savings and loans?

What parts of the Cedarville University community: faculty, staff, students, family? Part-time as well as full-time? Retired as well as active?

Consistent with what key Biblical truths: stewardship, frugality, wealth creation, charity?



CRITIQUE AND EVOLUTION OF A MISSION STATEMENT and OBJECTIVES

“The Cedarville Credit Union seeks to provide financial services to the Cedarville University community in ways consistent with Biblical truth.”

→ “The Cedarville Credit Union seeks to provide a full range of savings, investment and loan services to all Cedarville University faculty and staff in accord with sound financial practices and consistent with Biblical truth.”

Could we identify the most important Biblical values we will emphasize? For example will we be compassionate in our loans (emphasizing need) or prudent in our loans (emphasizing capacity to payback the loan)

Will this mean offering investment advice? Will we provide loans for cars, houses, non-secured personal loans?



CRITIQUE AND EVOLUTION OF A MISSION STATEMENT and OBJECTIVES

“The Cedarville Credit Union seeks to provide financial services to the Cedarville University community in ways consistent with Biblical truth.”

“The Cedarville Credit Union seeks to provide a full range of savings, investment and loan services to all Cedarville University faculty and staff in accord with sound financial practices and consistent with Biblical truth.”

“The mission of the Cedarville University Credit Union is to provide to all CU faculty and staff (and their spouses/children) competitive loans and conservatively-oriented savings and investment opportunities in an environment that assures personal service and financial integrity and that supports and encourages Biblical principles of financial responsibility.”



CHARACTERISTICS OF AN EFFECTIVE MISSION STATEMENT

Answers three
key questions:

- WHO we serve
- WHAT we offer
- HOW we offer it

Suggests actionable
service objectives such
as:

- Competitiveness of
loan rates and
investment returns
- Customer satisfaction
with personalization of
service
- Outreach
effectiveness in
teaching Biblical
financial principles

“The mission of the Cedarville
University Credit Union is to provide to
all CU faculty and staff (and their
spouses/children) competitive loans
and investment opportunities in an
environment that assures personal
service and supports Biblical principles
of financial responsibility.”

In addition to
service objectives
this department
would have
operational and
strategic objectives.

Sticks to the 5C's:

- Concise
- Concrete
- Clear
- Communicable
- Compelling

The statement is
narrow enough to be
specific but broad
enough to allow new
initiatives.

If this department were under the
Business Division we would want this
statement to be linked in significant
ways to the Division mission
statement – which, in turn, would be
linked to the University mission
statement.



EXAMPLES OF EFFECTIVE OBJECTIVES

“The mission of the Cedarville University Credit Union is to provide to CU faculty and staff (and their spouses/children) competitive loans and investment opportunities in an environment that assures personal service and supports Biblical principles of financial responsibility.”

Objective 1: To provide service to our clients that meets or exceeds their expectations regarding:

- speed of service
- ease of service
- personalization of service
- perceived value of service

Objective 2: To provide financial management of resources that meet or exceed fiscal standards established by the National Credit Union Association

Objective 3: To expand services wherever such services can be added in ways that provide quality service to clients and a satisfactory return on the CU resources and CU investors

Objective 4: To provide additional valued-added services to CU clients through partnering agreements with external companies or organizations

Objective 5: To provide sponsorship of a variety of workshops teaching and encouraging a Biblical perspective on budgeting, investment, etc. for CU clients

EXAMPLES OF OUTCOMES AND BENCHMARKS

“The mission of the Cedarville University Credit Union is to provide to CU faculty and staff (and their spouses/children) competitive loans and investment opportunities in an environment that assures personal service and supports Biblical principles of financial responsibility.”

Objective 1: To provide service to our clients that meets or exceeds their expectations regarding:

- speed of service
- ease of service
- personalization of service
- perceived value of service

Possible **outcomes**

- Results on annual client satisfaction survey
- Results from client focus group interviews
- Phone survey of all clients two weeks after issuing loans
- Review of services by outside experts

Possible **benchmarks**

- Norms from national surveys
- Comparison of results of surveys over time
- Comparison of results with other selected Credit Unions



OBSERVATIONS

- Mission statements, objectives, measures and benchmarks **focus attention on results** rather than activities, on **outputs** rather than inputs, and on external **client satisfaction** rather than internal operational functioning.
- Clear, shared, implementable goals are the cornerstone for assessment that is **focused and useful**.



ASSESSMENT TOOLS

1. **Written surveys and questionnaires** (asking individuals to share their perceptions about the study target - e.g., their own or others skills/attitudes/behavior, or program/course qualities and attributes)
2. Exit and other **interviews** (asking individuals to share their perceptions about the target of study—e.g., their own skills/attitudes, skills and attitudes of others, or program qualities—in a face-to-face dialog with an interviewer).
3. **Commercial, norm-referenced, standardized examinations** (commercially developed examinations, generally group administered, mostly multiple choice, "objective" tests, usually purchased from a private vendor.



ASSESSMENT TOOLS

- 4. Locally developed examinations** (objective or subjective designed by local staff/faculty);
- 5. Archival Records** (biographical, academic, operations, or other file data available from college or other agencies and institutions).
- 6. Focus groups** (guided discussion of a group of people who share certain characteristics related to the research or evaluation question, conducted by trained moderator) -



ASSESSMENT TOOLS

7. **Portfolios** (collections of work samples, usually compiled over time and rated using rubrics).
8. **Simulations** (a competency based measure where a person's abilities are measured in a situation that approximates a "real world" setting. Simulation is primarily used when it is impractical to observe a person performing a task in a real world situation (e.g., on the job).
9. **Performance appraisals** (systematic measurement of avert demonstration of acquired skills, generally through direct observation in a "real world" situation—e.g., while student is working on internship or on project for client)



ASSESSMENT TOOLS

- 10. External examiner(s)** (using an expert, or group of experts, in the field from outside your program - usually from a similar program at another institution - to conduct, evaluate, or supplement the assessment of your students).
- 11. Oral examinations** (evaluation of student knowledge levels through a face-to-face dialogue between the student and the examiner—usually faculty).
- 12. Behavioral observations** (measuring the frequency, duration and context of subject's actions, usually in a natural setting with non-interactive methods).



OBSERVATIONS

- Mission statements, objectives, measures and benchmarks are only tools: they **change nothing**. Only people who know and care about what they are doing can change things.
- Mission statements, objectives, measures and benchmarks are **selective**: they identify the most important or most valued elements for all that a unit is held responsible.



OBSERVATIONS

- Mission statements, objectives, measures and benchmarks must be **used by everyone all the time in the assessment unit**. “Trotting” these out only at “assessment time” will guarantee that they are mere words, and we will have wasted our time.
- The “language of assessment” should become a normal part of the daily “conversation” among educators and support personnel.



OBSERVATIONS

- Mission statements, objectives, measures and benchmarks can (and often should) **change over time** to reflect the growth and maturity of a unit as well as changes in the internal and external challenges it faces.
- The assessment that comes from a focus on mission statements, objectives, measures and benchmarks should become an integral part of a variety of activities of a unit: budgeting, hiring, training, promoting, etc. **Assessment and operational and strategic planning should be intimately related.**



OBSERVATIONS ABOUT ASSESSING STUDENT LEARNING

- Assessment is most effective when it reflects an understanding of **learning as multidimensional, integrated, and revealed in performance over time**. It entails:
 - What students know AND what they can do with what they know
 - It involves knowledge AND values, attitudes and habits of mind
 - It involves both academic performance AND how that performance is connected with success outside the classroom and beyond the college environment itself
- Therefore assessment should employ a **diverse array of methods** employed over a **variety of** concurrent (formative) and historic (summative) **time frames** involving a **broad sample of students and alumni**.



OBSERVATIONS

- Assessment requires attention to both **outcomes AND the processes or experiences that lead to those outcomes**. Assessment leads us to determine not only what happened (or did not) and why (or why not) those results occurred. Effective assessment will lead to reassessment and redesign of curricula, teaching and student activity assignments.



THE BOTTOM LINE

- We should assess because we have a **passion for the kind of education/service that makes a measurable difference in the heads, hearts and hands of our students and clients.** That passion should drive us to (1) know what we are intending to achieve, (2) analyze the degree to which we are achieving what we intended to and (3) continually refine our approaches to close the keep between idealized intention and actual achievement.



THE BOTTOM LINE

- **Assessment is not something that others do to us – it is what we do for ourselves** ... and, really, what we finally do for students and all the people who support them and, in turn, all the people they will affect in their lifetime.
- Assessment is a deliberate process designed to encourage and enable us to translate our educational and service intentions into multiple, varied and frequent opportunities for students to become deeper, broader and more passionate learners and clients to discover satisfying solutions to their needs.



A LOOK AHEAD

- The assessment process **WILL** be linked to the strategic planning process.
- The ability of an assessment unit to make a convincing case for continued and increased resources **WILL** increasingly depend on their ability to document through assessment both results and needs.



HOW THE OFFICE OF INSTITUTIONAL RESEARCH AND EFFECTIVENESS CAN HELP

- Survey support
 - Data from past and current campus-wide surveys
 - Student Satisfaction Inventory (and the Faculty/Staff counterpart of this survey)
 - Freshman Student Survey (both beginning and end of the first year)
 - Survey of Student Engagement (and the faculty counterpart of this survey)
 - Designing and delivering new surveys



HOW THE OFFICE OF INSTITUTIONAL RESEARCH AND EFFECTIVENESS CAN HELP

- Assessment support
 - Office of Institutional Research and Effectiveness website
 - Factbook
 - Reports
 - Other support material
 - Department/divisional presentations
 - Department/divisional consultations
 - Articles/websites/books