



NKU

NORTHERN  
KENTUCKY  
UNIVERSITY



# Assessment Planning: Expanding Our Culture of Assessment

Administrative and Support Services  
Assessment

Planning and Institutional Research

# Agenda

- Define Administrative and Support Services Assessment
- Culture of Assessment at NKU
- Assessment Expectations
- Content Requirements
- Components of Assessment (*Terminology Recap*)
- Closing the Loop
- Assessment Cycle (Loop)
- Important Assessment Dates
- Small Group Discussions

# Administrative and Support Services Assessment

## Divisions

- Division of Administration & Finance
- Division of Intercollegiate Athletics
- Division of Legal Affairs & General Counsel
- Division of University Advancement

## Sub-divisions

- Student Affairs
- Student Success & Strategic Enrollment Planning
- Center for Global Engagement & International Affairs
- Graduate Education, Research, & Outreach
- Institute for Health Innovation
- Enrollment Management
- Planning and Institutional Research

## Strategic Planning Assessment

# What is the purpose of assessment?

*Answer: to demonstrate Institutional Effectiveness*

- Institutional effectiveness is **the systematic and ongoing process of collecting, analyzing and acting on data** and information relating to the goals and outcomes developed to support the University's mission and purpose. Thus, institutional effectiveness is oriented towards measuring results and using those results to **aid in decision-making and foster improvement**.
- Institutional effectiveness is a **cyclical process** in which **continuous improvements and refinements** on goals and methods are undertaken on an ongoing basis.
- Furthermore, institutional effectiveness, like the University itself, is an **ever-changing and evolving process**. Thus, it needs to be revisited continuously.

# Building a Culture of Assessment Starts at the Top with Administrative Leadership

- Building a culture of assessment **begins with administrative leadership**
- Administrators are expected to be engaged in the assessment process:
  - Establishing division mission and goals
  - **Providing support** in implementing action plans
- All plans are **reviewed and approved** by the division VP

## Assessment Is Collaborative

- Assessment at NKU is not a one-person job but rather a process that aims to promote dialogue and conversations among appropriate constituents in order to sustain a shared culture of continuous improvement and to foster NKU's mission.

# Holistic Approach to Assessment

## Best practices:

1. Check biases and ask reflective questions (reduces assumptions)
2. Use multiple sources of evidence
3. Include student/client perspectives and take action based on perspectives
4. Increase transparency in assessment results and actions taken
5. Meaningful disaggregation of data collected
6. Make evidence-based changes that address issues of equity

(Derived from National Institute for Learning Outcomes Assessment, 2020)

# Administrative and Support Services Assessment Expectations

- Assessment plans are **evaluated annually at the division/sub-division level**
- Assessment plans should **comprehensively represent all of the units** within the division or sub-division
- Assessment milestones and **deadlines should be met according to the assessment schedule**
- Division and sub-division assessment plans should be **maintained within the WEAVE** platform
- **Assessment Is Collaborative** – Conversations around assessment should be occurring throughout the entire assessment cycle



# Content Requirements

Mid-Cycle  
Review  
Jan 15

- Mission Statement
- Goals (minimum 1)
- Objectives (minimum 3 per Plan)
- Supported Initiatives (minimum 1 per Plan)
- Measures (minimum 1 per Objective)
- Targets (minimum 1 per Measure )

- Findings (minimum 1 per Target)
- Analysis of Findings (minimum 1 per Target)
- Action Plan (where applicable)

End-of-Cycle  
Review  
Sept 15

# Components of Assessment

- **Mission**

- Succinctly communicates the **division's overall purpose**
- Clearly **aligns** with the **university's mission**

**Level Up:** Think long term to make mission statement inclusive to NKU's future

- **Goal(s)**

- **Broad statements** describing the **overarching long-term priorities** of the division and can **extend to multiple units**.
- **Derived** from the **division's mission**

**Level Up:** Having more than one Objective associated with a Goal

# Components of Assessment

- **Objectives**

- A **specific statement of intention**, describing a **task to be accomplished** or a point to be reached
- **Aligns with a goal**, specifying **how the goal will be accomplished**
- **SMART** objectives (Doran, 1981)

Specific, **M**easurable (verifiable), **A**ctionable/**A**chievable, **R**ealistic/**R**elevant, **T**ime-bound

**Level Up**: Collaborate with other units

- **Supported Initiatives**

- **Demonstrates alignment to the University's strategic plan** or other institutional priorities
- **Linked to Objectives**

**Level Up**: All Objectives align with some kind of Strategic Initiative

# Components of Assessment

- **Measures**

- A **Measure is a method** used to gauge the **achievement of the Objective**.
- Direct Measures: Tangible, visible, self-explanatory evidence (exams scores, participation data, volume of activity)
- Indirect Measures: Perceptions of performance, efficiency, or satisfaction (surveys, evaluations, focus groups)

**Level Up:** Utilizes benchmark data as comparison

- **Targets**

- The overall level for **satisfactory performance** within a reporting period
- **Quantifiable**
- Expressed in terms of **percentages, ratios, or actual numbers**
- **Appropriately challenging and attainable** in the given timeframe

**Level Up:** Use a regional or national benchmark

# Components of Assessment

- **Findings**

- The **reporting of the data collected** from the **Measure**
- Reported in **comparison to the Target**
- \* Not Reported This Period \* Met \* Partially Met \* Not Met \* Exceeded \*

**Level Up**: Distribute findings within the NKU community as relevant

- **Analysis of Findings**

- **Summarizes the takeaways** and **reflects on what has been learned**
- Why did your area achieve the results it did?
- What did you learn?
- **“So What”** does that mean for your unit or department **AND**  
**“Now What”** will you do as a result of those answers?
- Celebrate your wins!

**Level Up**: Reflect on the measures used. Is there something better?

# Components of Assessment

- **Action Plans**

- **Activities implemented** in response to the **Findings**
- Designed to **improve your findings** on the assessment measure for **the following year**
- Demonstrates “**Closing the Loop**” leading to continuous improvement
- The number of action plans should be **manageable**
- **Action Plan narrative goes in the Analysis of Findings section of WEAVE.**

**Level Up**: Discuss potential barriers

## Examples of Action Plans

- Target a certain objective for further study
- Revising surveys
- Adopting new technology
- Adding new programs or services
- Implementing additional support to stakeholders

# Action Plans and Closing the Loop

- We “close the loop” on assessment results by:
  - Implementing changes to improve outcomes of operations.
  - Then re-assess outcomes to determine any effect of actions implemented.
- Not all improvements can be implemented quickly
- It may take time to realize the impact of improvements

# Close the Loop Example

Assess		Intervene		Re-Assess
Objective	Findings (Pre)	Analysis of Findings	Action Plan	Findings (Post)
By the end of the fall term, Norse Student Leaders (NSL) will receive development on effective public speaking with a 5% increase in success rates.	Pre and Post public speaking webinar success rate increased from 72.1% to 74.1%. This is below the targeted 5% increase in success rates.	These results are trending in the right direction. What we are excited about is that the disaggregated data are showing higher than 5% gains in success rates when looking at specific demographics such as URM and Jr/Sr students.	We recognize the benefit to NSL participants who complete the public speaking webinar. We will expand the availability of the webinar to students to increase the success rate. The webinar will be provided in both fall and spring.	Overall pre and post success rate for NSL increased from 73.1% to 79.3%. This is above the targeted 5% increase in success rates.



# Assessment Cycle

- **Share and discuss results** with division and unit administrators
- **Closing the Loop** - Intentionally use assessment results to inform decision-making for improvements and resource allocation
- Begin planning process for next assessment cycle
- **End-of-Cycle Review** conducted by PIR begins **September 15**

## Phase 4: Improvement - Action Plans

Sept - October

## Phase 1: Planning Stage

August - October

- Attend Assessment Training/Refresher Session
- **Facilitate division/unit-level discussions**
- Review/revise **Mission** statement
- Set **Goals** & create **Objectives** with links to **Supported Initiatives**
- Define **Measures** and set **Targets**
- **Assessment Plan** in Weave with status '**In Progress**' by **October 15**

- Evaluate progress toward meeting **Objectives**
- Report **Findings** for each Target
- **Discuss findings with colleagues**
- Complete **Analysis of Findings** for each Findings, drawing conclusions and meanings from the analysis
- Include **Action Plans**
- **Add finalized content to WEAVE** and set status to '**Complete**' by **September 15**

## Phase 3: Analysis Stage

May - September

## Phase 2: Assessment Stage

November - April

- Implement plan
- Define assessment/performance criteria
- Continue division/unit level **assessment discussions** to maintain assessment focus
- **Collect data**
- **Mid-Cycle Review** conducted by PIR begins **January 15**

# Important Dates

- **October 15: 2024-25 Plan**
  - Review and adjust plan elements from last year
  - Mission, Goals, Objectives, Supported Initiatives, Measures, Targets
  - Please review the plan and set to “In Progress” Status
- **January 15: Mid-Cycle Review of 2024-25 Plan**
  - PIR will review new plans and provide feedback to all areas
  - Mission, Goals, Objectives, Supported Initiatives, Measures, Targets
- **September 15: 2024-25 Plan**
  - Add Findings
  - Complete Analysis of Finding
  - Action Plan (where applicable)
  - Set plan status to “Complete”
  - **End-of-Cycle Review of Plan Begins Sept 16 – All content**

# Resources

[PIR Planning Webpage](#)

2024-25 Review Rubric  
Assessment Terms and Definitions  
Assessment Content Examples  
Assessment Cycle and Schedule

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# Small Group Discussions

- **New to division/sub-division level assessment plans?**
  - What does this format look like for your area?
- **How can your division/sub-division Level Up its assessment plan?**
  - Which assessment components can be enhanced?
- **How can you use your plan to “Close the Loop”?**
  - What improvements can be implemented and re-assessed?
- **How can you keep your colleagues engaged in assessment during the Assessment Cycle?**
  - When and how often should assessment discussions occur?

Questions?