

Walden University: Assessment Growth through HLC Assessment Academy Participation

Assessment Academy Projects & Accomplishments

In collaborative efforts by the University Assessment Council (of which the Assessment Academy Team is a part of), the Office of Institutional Research and Assessment, faculty, and University leadership, the following activities were accomplished:

Goal 1: Measurable learning outcomes that are clearly linked to program goals

University & program learning outcomes are clear & measurable

Program learning outcomes are worded in a consistent manner across different programs

Program learning outcomes are linked to the university mission

University & program learning outcomes are linked to the opportunities students have to learn at Walden

University & program learning outcomes are linked to accreditation standards as applicable

- Vision & mission statements from all schools & colleges were created or revised in a process that incorporated broad input from faculty and other stakeholders.
- Published a guide for revising program learning outcomes.
- Reviewed & revised learning outcomes in:
 - Masters of Public Health
 - M.S. Psychology
 - B.S. Business Administration
 - Ph.D. Education
 - Ph.D. PPA
 - Ph.D. Management
 - B.S. Information Technology
 - M.S. in Information Technologies
 - B.S. Nursing
 - Ph.D. Public Health
 - Ph.D. Psychology
 - Ph.D. Human Services
- Published a University assessment lexicon.
- Published a guide for the development of outcomes assessment plans for new programs.

78% of students are aware of their program's learning outcomes

- Of those, 80% understand their learning outcomes "clearly" or "very clearly"

2010 Student Satisfaction Survey

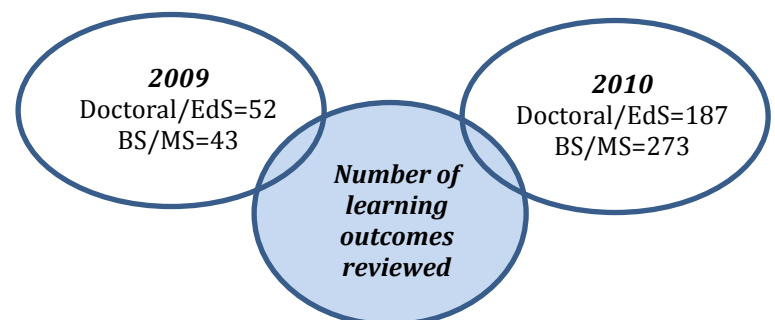
Goal 2: Better evidence of student learning

Each university & program learning outcome is assessed by data that:

- Has criterion validity
- Has content validity
- Shows changes (or lack of change) over time

Evidence of student learning is regularly presented to stakeholders in a manner that is focused & understandable

- Established criteria for learning outcomes assessment indicators.
- Revised the format & cycle of the Learning Outcome Reports (LORbooks) to allow for ease of use and more time for stakeholders to utilize.
- Developed, administered, & reported on employer and graduation surveys.
- Revised the Knowledge Area Module (KAM) (self-paced/mentor lead instruction) rubric & integrated it within a web-based tool to allow ease of use by faculty & students.
- Began ongoing pre- & post- administration of ETS Proficiency Profile in undergraduate general education curriculum.
- Introduced use of University Research Review data (review of dissertation) into Learning Outcome Reports.
- Developed & implemented the use of faculty review panels across all colleges.
- Published an Assessment Data Inventory.
- Realigned learning outcomes to assessment indicators
- Conducted a psychometric analysis of learning self-assessment items used in university surveys.
- Completed implementation of transition-point assessment system in Richard W. Riley College of Education and Leadership.
- Developed a recommendation of priority for additional groups to implement TaskStream.
- Worked with programs to revise residency learning outcome measures & support measurement activities.
- Introduced indirect indicators on graduate surveys specific to individual program outcomes.
- Piloted a demonstration of the Course Objectives Report (CORbook) which links course objectives learning indicators to program learning outcome indicators.



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Goal 3: More complete & effective system of using assessment data

Budget planning considers analyses of student learning

Operational partners:

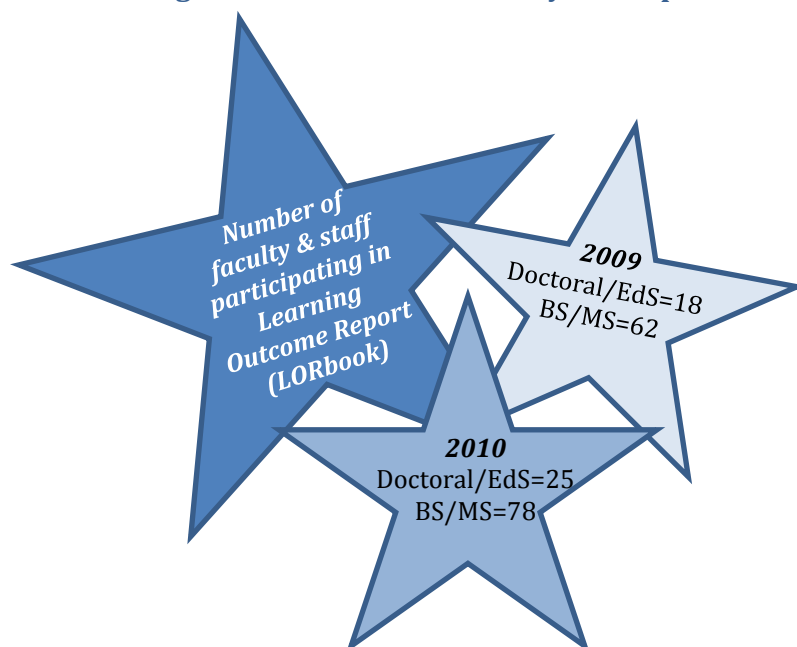
- Understand assessment of student learning at Walden (cognitive)
- Are engaged with assessment (affective)
- Use assessment of student learning in decision-making (behavioral)

Academic Units

- Understand assessment of student learning at Walden (cognitive)
- Are engaged with assessment (affective)
- Use assessment of student learning in decision-making (behavioral)

Documented changes in student learning occur as a result of program improvements based on assessment data

- Reorganized University Assessment Council to include representatives from academic service units.
- Reviewed distribution & use of assessment data within Walden and Laureate
- Published all program learning outcomes on public website.
- Began tracking follow-up by programs in learning outcomes reports.
- Conducted faculty outreach around NCATE assessment system in Richard W. Riley College of Education & Leadership.
- Prepared an assessment module for New Faculty Orientation.
- Conducted briefings, panels, & individual college assessment sessions during National Faculty meetings.
- Created & began distributing an assessment newsletter to all faculty.
- Updated the university assessment plan which was then approved by faculty governance.
- Created documentation for "closing the loop" on data use (Institutional Data Use Form for all colleges/schools to use).
- Implemented *Data Use Form* in Richard W. Riley College of Education & Leadership.
- Developed and implemented the Outcomes Assessment Designee (OAD) faculty role.
- Began tracking system of outcomes assessment designee (OAD) review for new program assessment plans.
- Developed & integrated measures of faculty understanding and involvement with outcomes assessment into annual faculty satisfaction survey since 2009.
- Implemented public communication about assessment on public website.



<i>Number of Programs</i>	2009	2011
Richard W. Riley College of Education & Leadership	11	17
College of Management & Technology	11	12
College of Undergraduate Studies	1	1
School of Nursing	2	3
School of Health Sciences	5	9
School of Counseling & Social Services	2	5
School of Psychology	4	6
School of Public Policy & Administration	4	8
Total	40	61



For more information:

Walden University Website: <http://www.waldenu.edu>

Demonstrating Accountability, Transparency, and Assessment (DATA) Website: www.waldenu.edu/data

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