Agenda

8:15-8:30	Check-in	PIR/UAA	SU 104
8:30-8:45	Welcome	President Cady Short-Thompson	SU 104
8:45-9:00	Charge for Institutional Assessment	Exec Dir. Holly Chason/ Dir. Gen Ed. Emily Detmer-Goebel	SU 104
9:00-10:30	Building a Culture of Effectiveness: Becoming a Learning Organization	Dr. Tisha Paredes	SU 104
10:30-10:40	Break		
10:40-11:40	Breakout Sessions	UAA/PIR	SU104/105
11:45-1:00	Lunch and Closing Remarks	Provost Diana McGill	SU104

REAL AMBITION. REAL SUCCESS.

WELCOME!

Cady Short-Thompson, Ph.D.

NKU President

NKU Assessment

In alignment with Northern Kentucky University's mission to deliver innovative, student-centered education and foster regional impact, **we commit to maintaining a program of assessment** that drives **continuous improvement** and excellence. Rooted in our core values of integrity, inclusiveness, and innovation, this program will **ensure that all institutional efforts**—academic, administrative, and support services—**are focused on measurable outcomes** that enhance student success, promote equity, and empower our diverse learners to thrive. **Through open communication and shared responsibility**, we will use **data-driven insights** to uphold our commitment to excellence and ensure that NKU remains a nationally recognized, student-ready institution.

Administrative & Support Services

Unlocking Success Through Insight

Academic Programs

Empowering Faculty

KEYNOTE SPEAKER

Tisha Paredes, Ph.D.

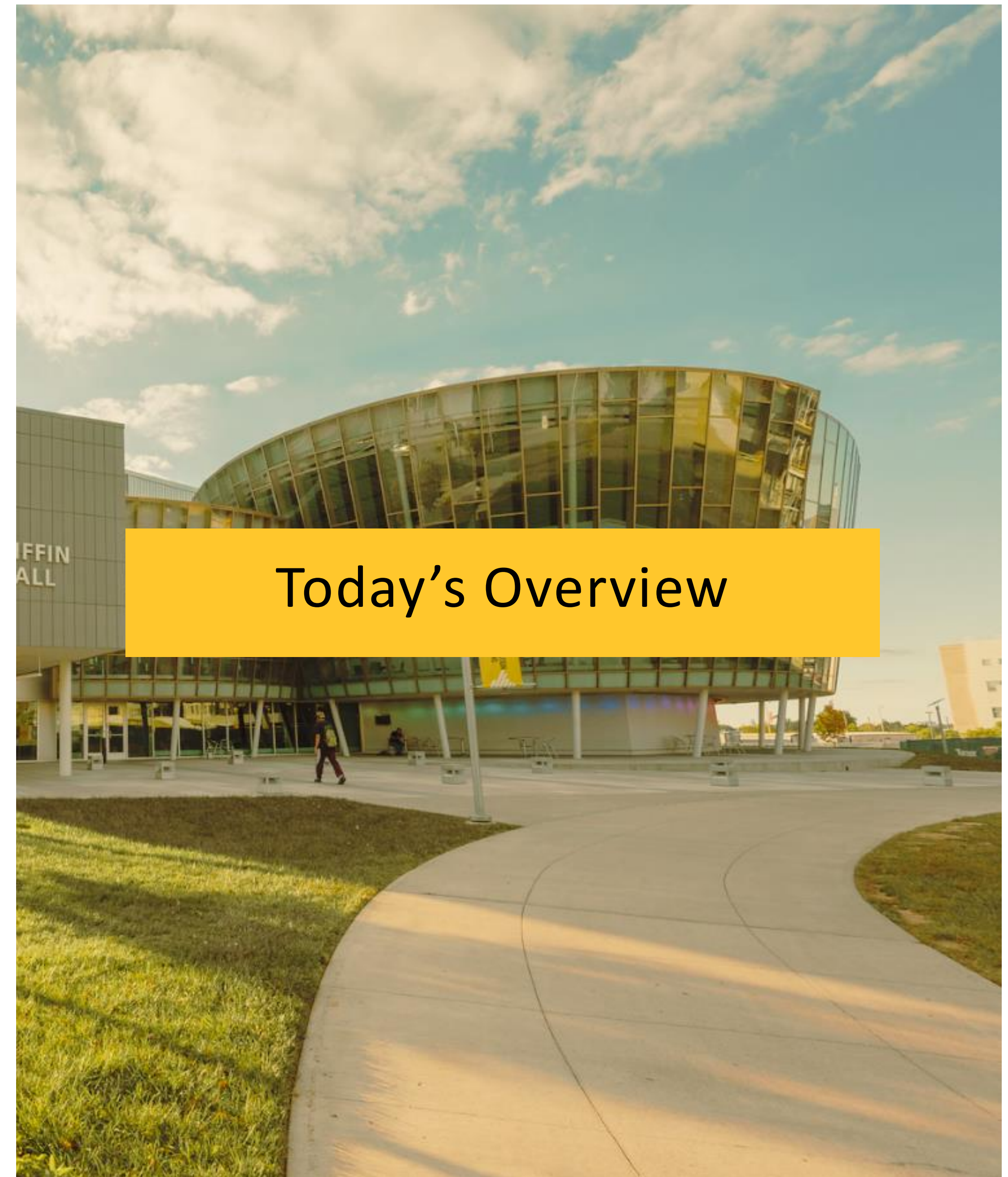BUILDING A CULTURE OF EFFECTIVENESS

Becoming a Learning Organization

Tisha M. Paredes, Ph.D.

NKU NORTHERN KENTUCKY UNIVERSITY

- Culture of Effectiveness

- Learning Organization

- Continuous Improvement

- Involving Others

- Diagnosing Your Reports

Today's Overview

It is primarily about culture and people - not data and technology.

A CULTURE OF EFFECTIVENESS

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When I say
"**culture of effectiveness**"
what word or phrase
comes to mind?

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**When I say
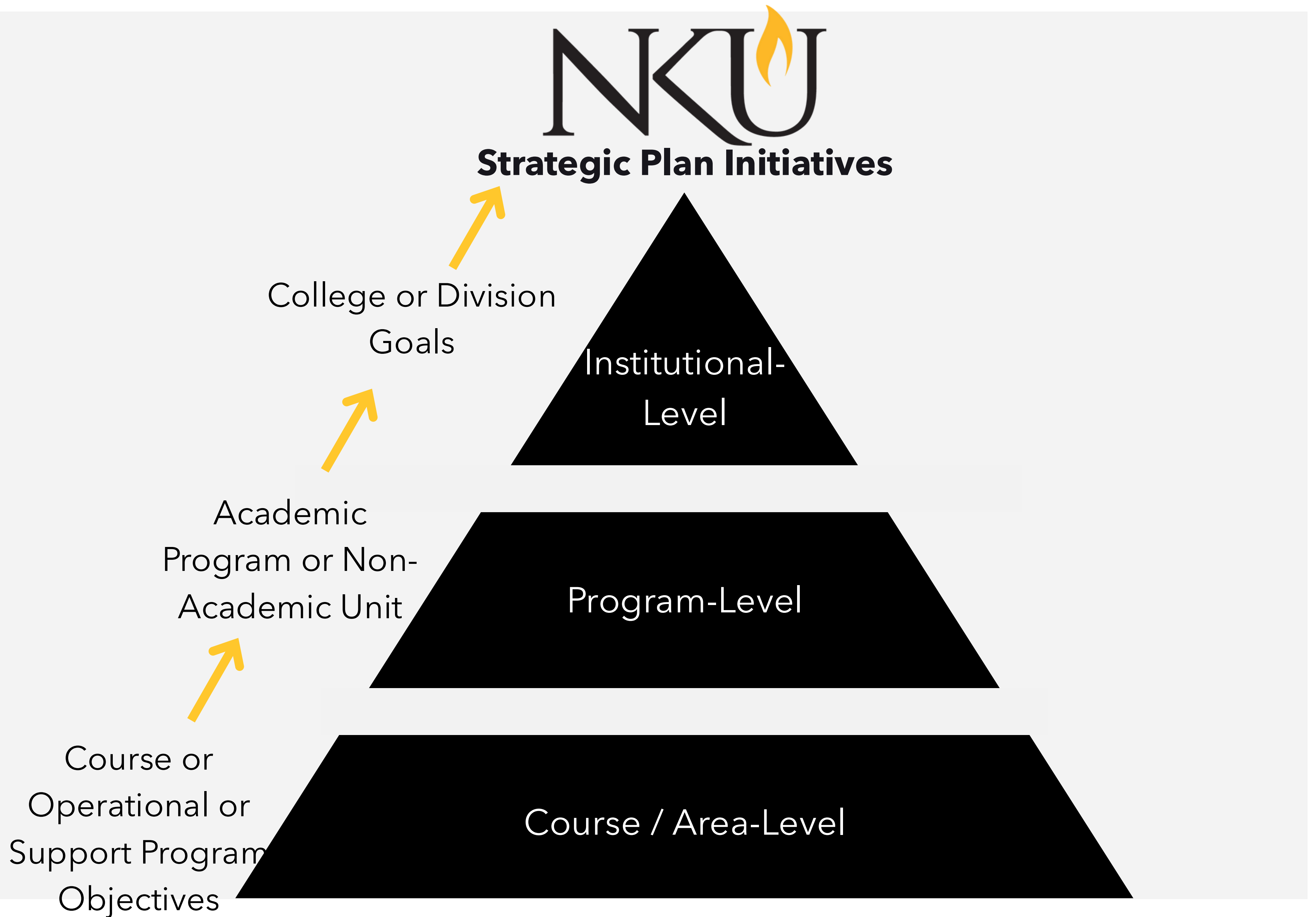"culture of effectiveness" what word or phrase comes to mind?**

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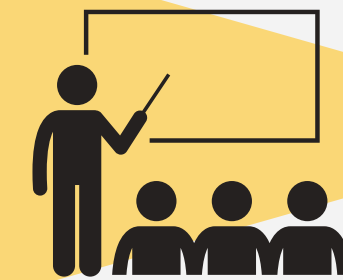
A Culture of Effectiveness

🔥 Using info to improve at all

🔥 levels

Involves analysis, design,

🔥 implementation, and

evaluation

Integrated

Strategic Initiatives

College or Division Level Goals

Program Outcomes or Unit Objectives

Course or Operational or Support Program Objectives
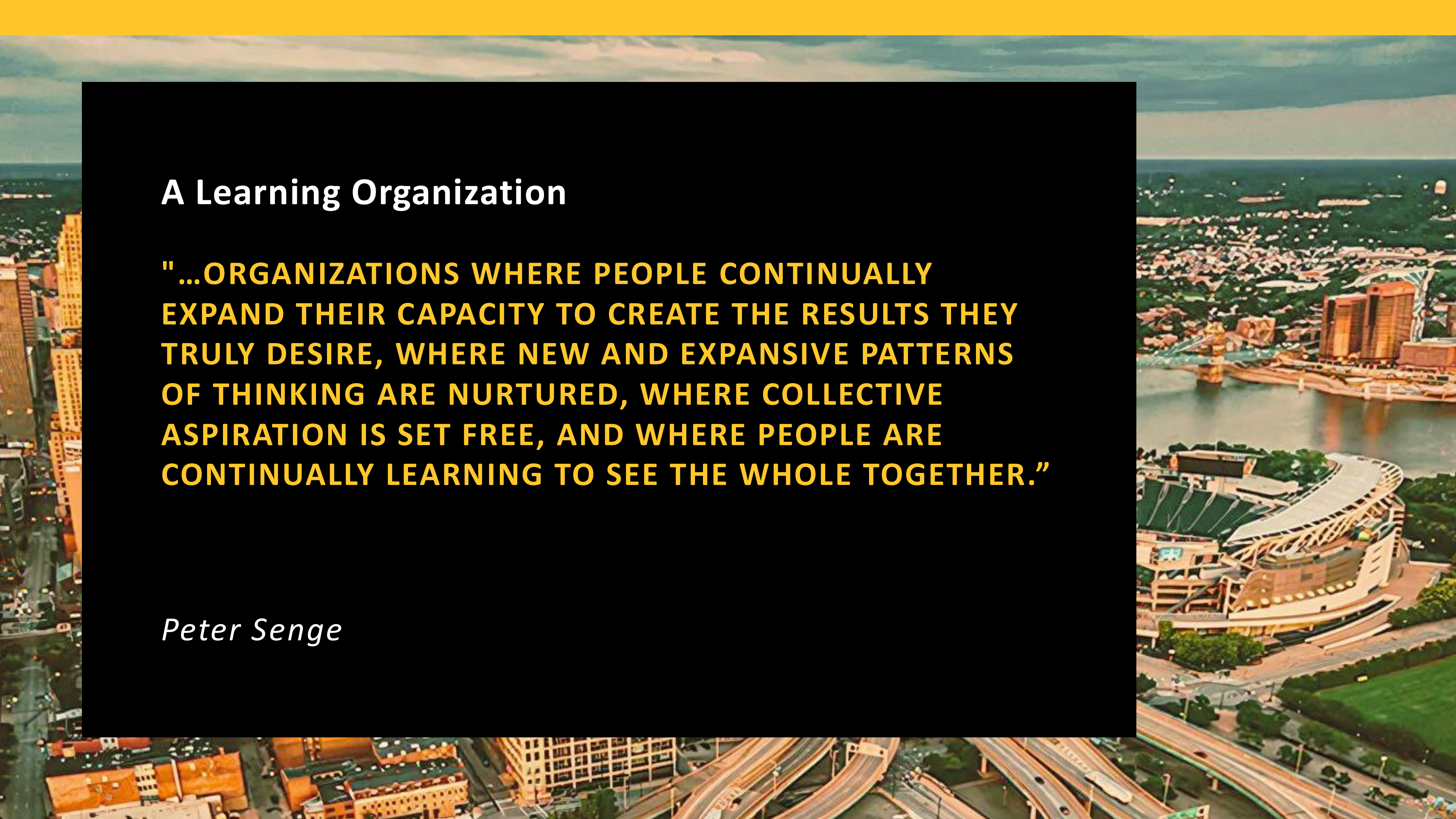
Assignment or Session Objectives

A Culture of Effectiveness

A Culture of Effectiveness

- Are students learning or developing?

- How is effective are we?

- How is the Institution performing?

- How do we use this information?

Becoming a learning organization

A Learning Organization

"…ORGANIZATIONS WHERE PEOPLE CONTINUALLY EXPAND THEIR CAPACITY TO CREATE THE RESULTS THEY TRULY DESIRE, WHERE NEW AND EXPANSIVE PATTERNS OF THINKING ARE NURTURED, WHERE COLLECTIVE ASPIRATION IS SET FREE, AND WHERE PEOPLE ARE CONTINUALLY LEARNING TO SEE THE WHOLE TOGETHER."

Peter Senge

Learning Organization Characteristics

Open Culture

Transparency, trust, and sharing of ideas

Feedback Loops

Regularly collecting and using information to make adjustments

Personal Development

Supports individuals' pursuit of learning and improving

LEARNING ORGANIZATION CHARACTERISTICS

Fails

Allows mistakes and encourages reflection to improve

Best Practices

If it works for them, why not for us?

Common Vision

Focuses on shared goals and promotes long-term success

How can you promote one of these concepts in your area?

Brainstorm real-world examples

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Open Culture

Feedback Loops

Fails

Learning Organization

Best Practices

Common Vision

Personal Development

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How can you promote one of these concepts in your area?

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Becoming a Learning Organization

Open Culture

In meetings all ideas are heard and not dismissed. Constructive feedback is sought and received.

Personal Development

On-campus workshops are offered and attendance is encouraged. Conference support is available.

Feedback Loops

Regular review and discussion of assessment information is conducted as a unit.

Common Vision

The unit is unites around a common goal or vision, like improving student learning or development.
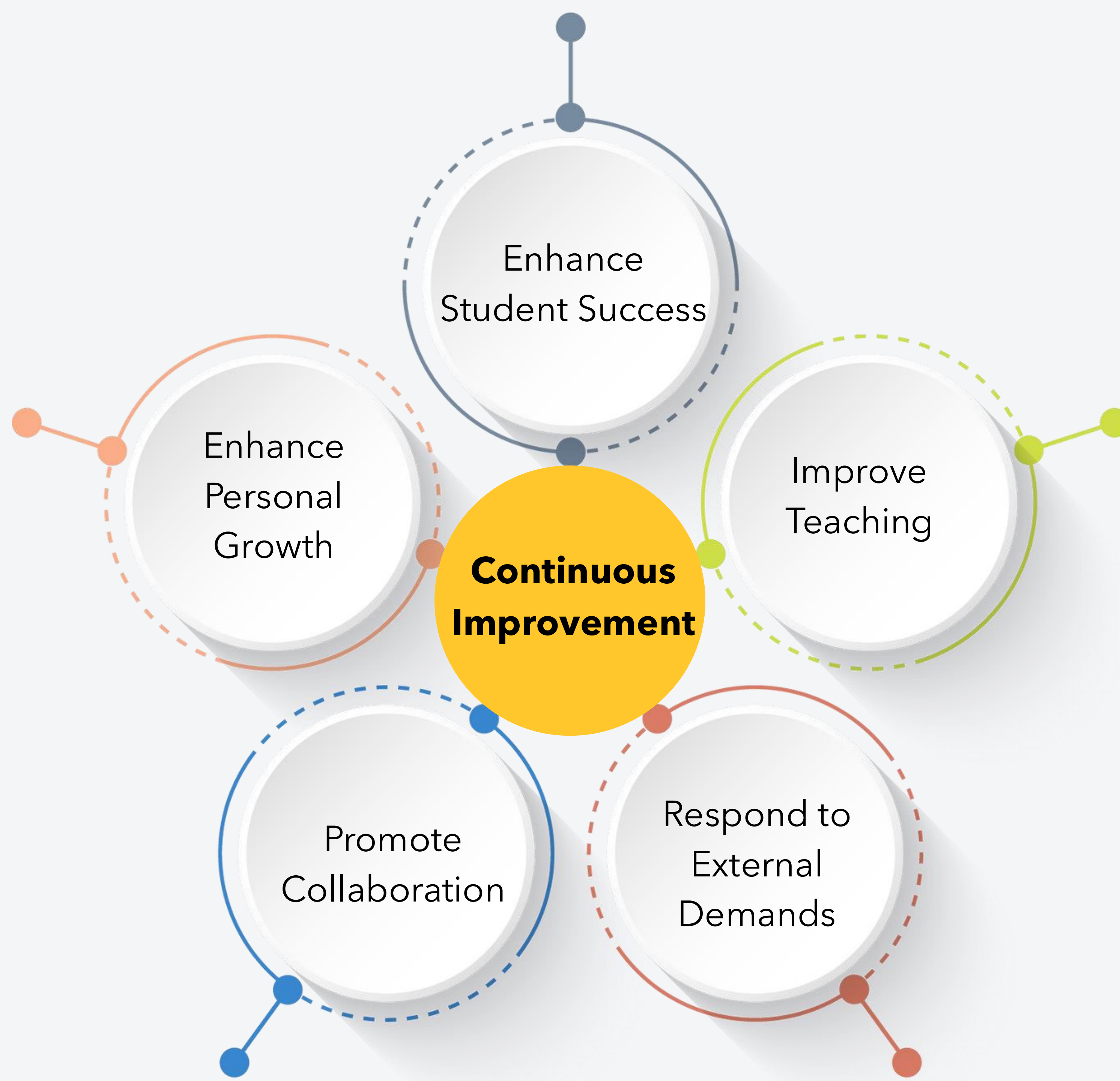
More Ideas

Why Does It Matter?

🔥 Enhance Student Success

🔥 Improve Satisfaction

🔥 Respond to External Demands

🔥 Promote Collaboration

🔥 Enhance Personal Growth

CONTINUOUS IMPROVEMENT

Not about" just good enough"

Process of asking questions and saying "what can we do to improve"

Program Assessment

- Measures the culmination of learning
- Aligns course objectives with student learning outcomes at program-level
- Uses course-level data to revise program
- Are students learning what we want them to?

Course Assessment

- Measures the attainment of learning
- Aligns course activities with course objectives
- Uses data to revise course
- Are students learning what I am teaching?

No one person is...It takes a...There is no "I" in...

Getting others involved

Cultivate a Common Vision

Build a sense of purpose (hint: it's probably going to be about getting students to learn something or improve operational effectiveness/efficiency)

Promote an Open Culture

Provide an open space to talk about how to support learning, development or effectiveness/efficiency (not complain about it)

Leverage Best Practices

Adopt or adapt something that is working

Use Feedback Loops
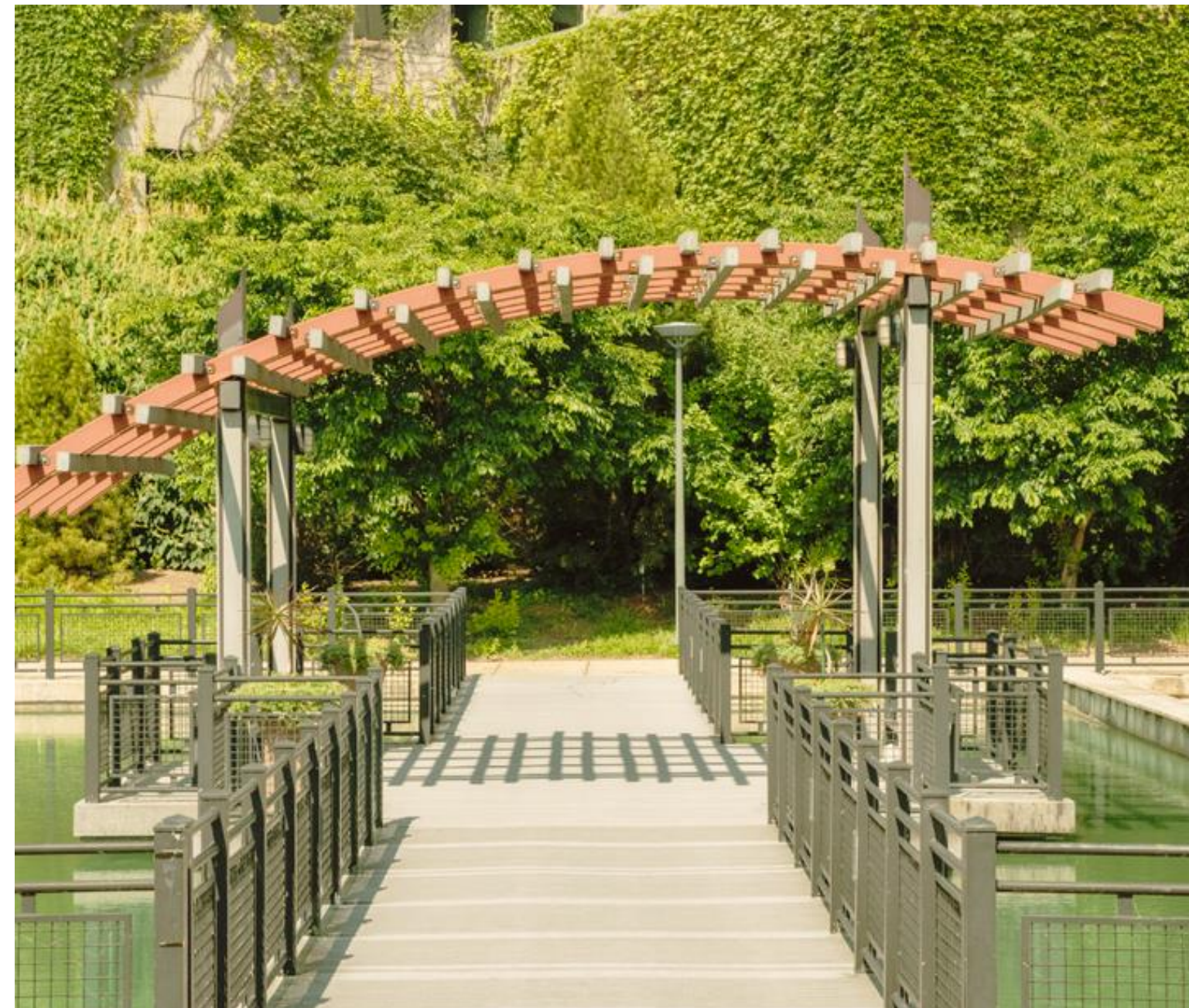
Start small and assess how well something is working

Enhance Personal Development

Share strategies, support attendance to conferences and workshops

Turn to Your Neighbor

What is 1 thing you can do this semester to involve others in assessment?

Effective Assessment Practices

Diagnosing Your Assessment Report

Diagnosing Goals

🔥 *Broad, abstract statements*

What is most important to the program or unit?

What will students gain during the program? Or What will the unit deliver?

🔥 *Examples*

The department expects graduates to possess quantitative and analytical skills.

The program prepares students to be…

The program seeks to…

The office will provide…

DIAGNOSING OUTCOMES / OBJECTIVES

1 Specific, observable behavior

Asking students to demonstrate...something?

Idenitying a service or process admin units will do?

2 Action verb

Expresses something students can do?

Admin units have the ability to achieve or do?

3 One level of performance

Does the outcome have multiple actions or levels?

Example

Students will collect and interpret data to produce an analytical report.

collect and interpret data --> interpret data

Diagnosing Measures and Targets

Do measures require students to demonstrate their skills, knowledge, or abilities?

Do measures focus on unit achievement?

Is the purpose of each measure clearly stated?

Do the measures produce information that is usable and lead to action?

Diagnosing Measures and Targets

80% of students earned *meets standard* on the analytical report rubric

🔥 Are you reporting a holistic (overall) rubric score or using analytical scoring?

🔥 Have the exam questions been mapped to outcomes?

Final Analytical Report	Exceeds	Meets	Approaches	Needs Attention
Gather and organize data	20%	60%	10%	10%
Identify relationships or patterns in the data	10%	20%	40%	30%
Draw conclusions from the data	20%	20%	35%	25%
Provide data-driven decisions	10%	10%	30%	50%

Diagnosing Measures and Targets

Are the targets aspirational or minimal (be honest)

Diagnosing Findings

- What are the strengths and weaknesses of student learning / operations in this area?

- For programs with both online and face-to-face degree options: how does the performance of these unique learning environments compare?

- How do the results compare to previous years?

- How do the results fit into the larger landscape of student learning in the program / overall operations?

- How were results shared within the program / unit?

DIAGNOSING ACTION PLANS

How is assessment information about the quality of learning used for program decision-making in areas such as curriculum, pedagogy, and other aspects that impact learning? Or efficiency and effectiveness?

What actions do the results suggest need to be implemented?

What concrete actions will the program / unit take to sustain or improve this outcome?

What is the timeframe for these actions? Who is responsible for implementation? When will the results be reported?

Thank You!

Questions & Thoughts?

1-minute Assessment
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1. What was most memorable idea or something that stands out in your mind about today's discussion?

2. What idea(s) struck you as things you could or should put into practice?

tisha@tishaparedes.com

slido

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THANK YOU

Northern Kentucky University

Breakout Sessions

Academic- Room 104	Administration- Room 105
Art & Design	Admin & Finance
Biological Sciences	Advancement Operations
Chase College of Law	Community Standards and Care
College of Arts & Sciences	Ctr Excellence in Teaching & Innovation
College of Education	Enrollment Management
College of Health and Human Services	First Year Student Success Hub
College of Informatics	Graduate Education, Research & Outreach
Computer Science & Software Engineering	Human Resources
Educational Leadership &Advanced Studies	Intercollegiate Athletics
English	IT - Information Technology Central
First Year Programs	Legal Affairs & General Counsel
Health Science	LGBTQA+ Student Initiatives
History	Planning & Institutional Research
Integrative Studies	Strategic Enrollment Planning
Master of Business Admin	
Nurse Anesthesia Programs	
Physics,Geology & Engineering Technology	
Psychological Science	
Radiation Therapy	
Respiratory Care	
School of Allied Health	
Sociology, Anthropology, Philosophy	
Steely Library	
World Languages & Literatures	

Closing Remarks

Diana McGill, Ph.D.

NKU Provost