

# Using business process analysis to facilitate buy-in and effective assessment information flow



**Framingham**  

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**State University**

**Advancing a Massachusetts Culture of Assessment (AMCOA) Conference**

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**Worcester State University**

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# Introductions

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**Dr. Ellen Zimmerman**

*Associate Vice President for Academic Affairs*

**Ms. Ann Caso**

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**Dr. Susan Chang**

*Director of Assessment*

**Ms. Cindi Glickman**

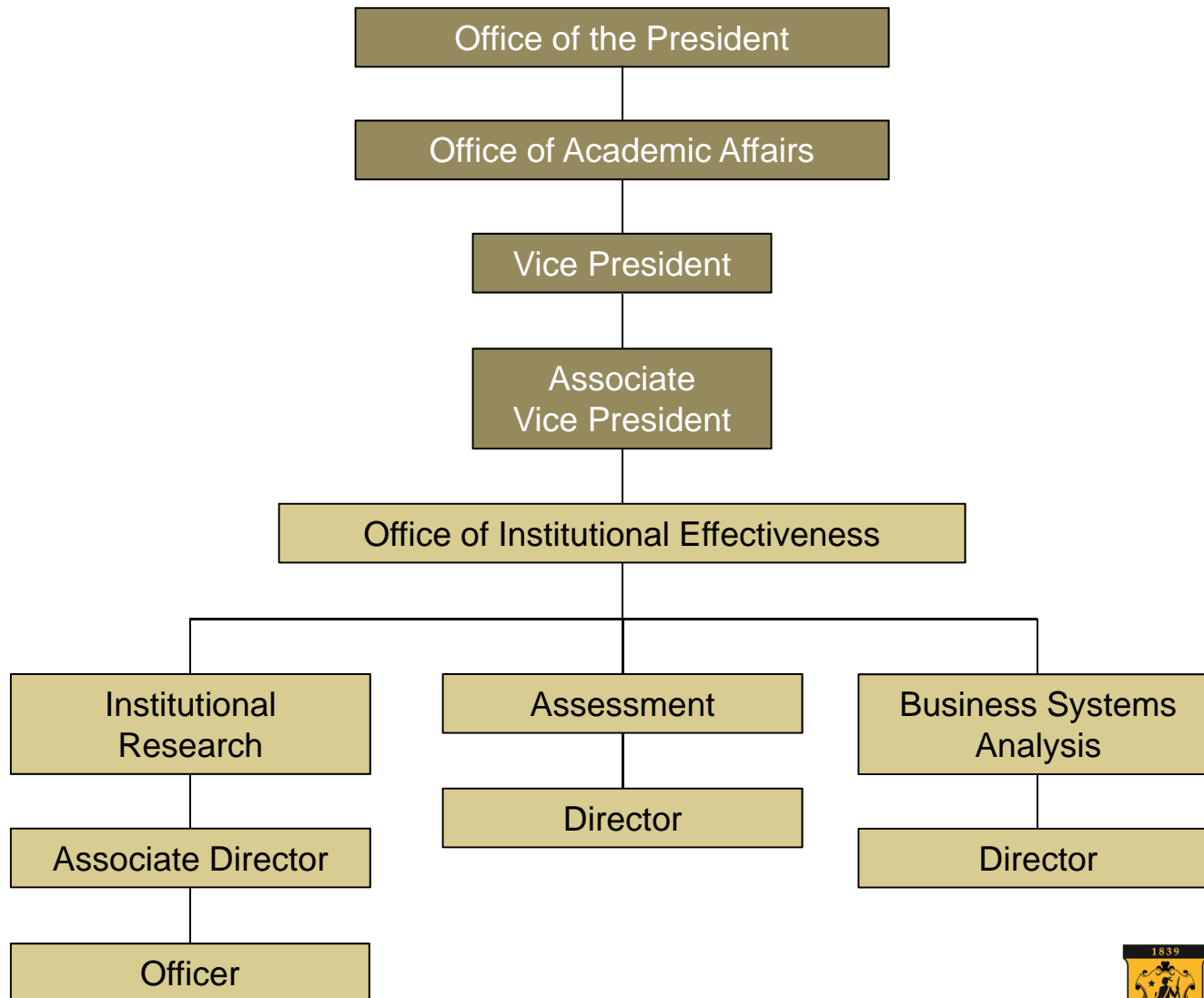
*Business Systems Analyst*

**Dr. Patricia Lynne**

*Associate Professor and Assessment Liaison, English Department*

# Office of Institutional Effectiveness

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# Institutional Research

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- What it is:
  - “... information gathered within an institution of higher education in order to provide information which supports planning, policy formation, and decision making.”
- What we do:
  - Provide data to help facilitate effective campus planning and decision making for institutional success
  - Support university-wide Institutional Effectiveness processes
  - Direct and indirect measures

# In Relationship to Assessment

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## Academic Profiles

- Academic Indicator Report
- Retention and Graduation Rates

## Alumni

- Post Graduation Placement Survey
- Alumni Survey – Bachelor Degrees Three Years Out

## Ad Hoc Requests

- English and Mathematics Accuplacer Test Information

## Student Opinion Surveys

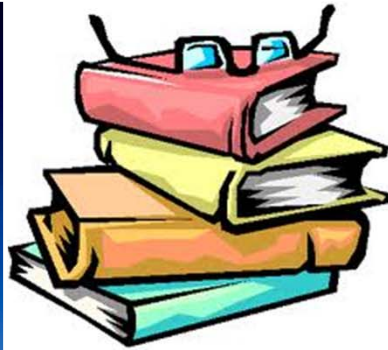
- National Survey of Student Engagement (NSSE)
- Student Satisfaction with transactional Areas

## Discover and Develop

- Diversity of Ethnicity and Race



# Office of Assessment



# Definitions

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- Assessment
  - The process of determining the extent to which students have mastered some instructional objective or competency.
- Evaluation
  - A *value judgment* based on defensible criteria.
  - Using the same information and other criteria not only to determine the extent to which a performance measure has been met, but also to *compare it with other criteria* to make a decision.

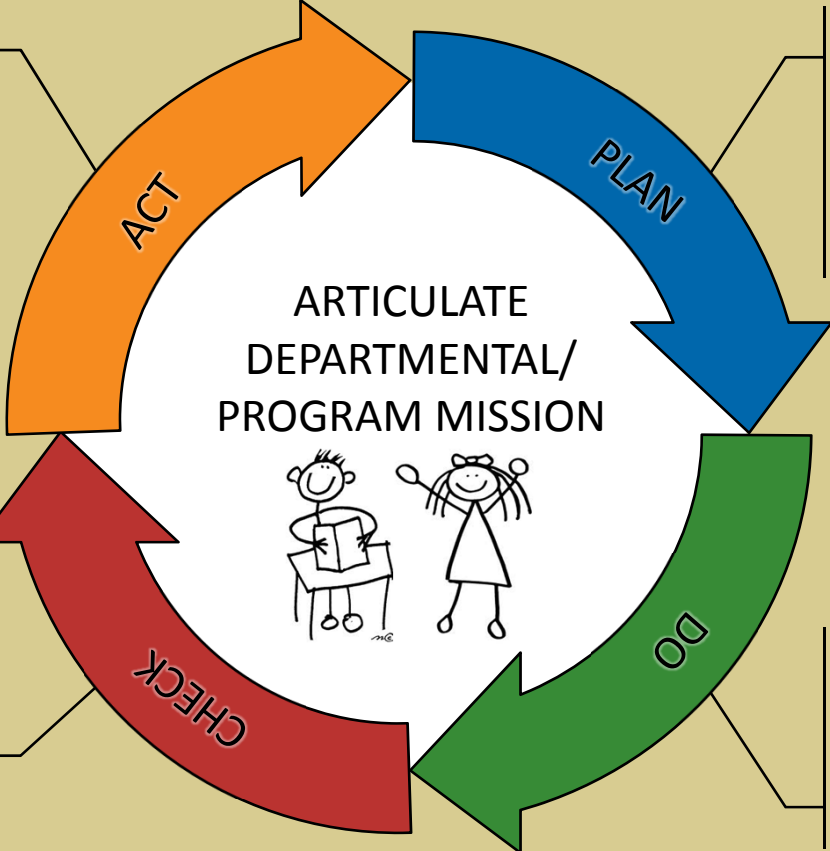
What administrators think should happen at the institution...



# UNIVERSITY MISSION

Identify (potential) gaps between desired outcomes and actual results  
Develop strategy for closing any identified gaps

Identify and/or (re)write outcomes  
Develop and/or evaluate assessment strategy that includes direct and indirect measures

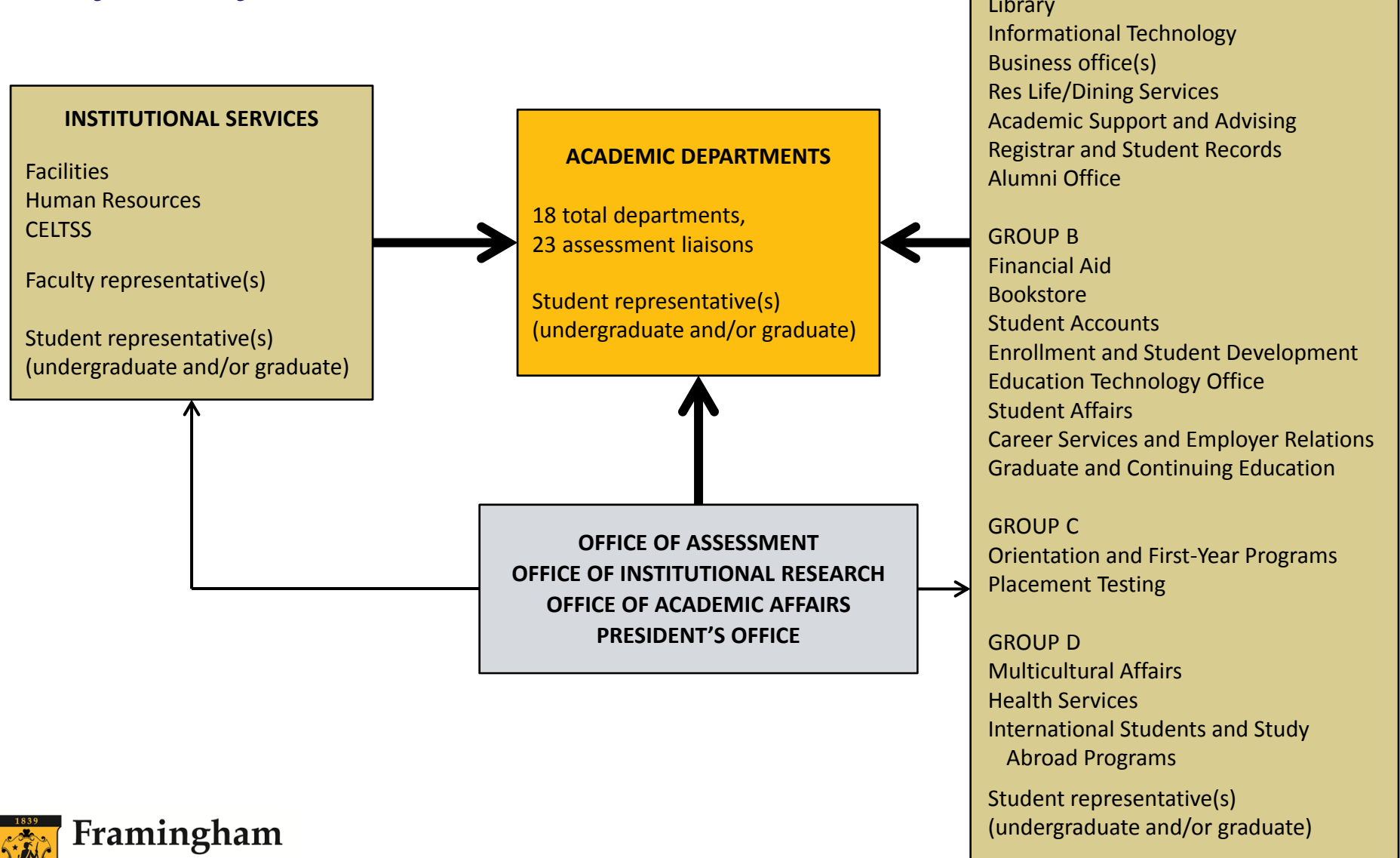


Analyze evidence and data  
Reflect upon results

Report written and made public  
Implement assessment strategy  
Gather documented evidence and data

Office of Academic Affairs  
Office of Assessment  
Office of Institutional Research

# Assessment Task Force: Key Players



# Technology

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- Internal
  - Automated data request forms
  - Assessment software
  - Blackboard
- External
  - Website

# It's *Not* About You

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It is ***not*** up to the administrators to make these decisions.

It's up to the **FACULTY** and **STAFF**.

To get there...

*meet, listen, meet, listen, meet, listen...*

# Faculty Perspective

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# Faculty Resistance

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Faculty resistance to assessment occurs for very real reasons:

- Been there, done that.
- Assessment hasn't often served us well.
- Assessment hasn't often served our students well.

# Addressing Faculty Resistance

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Assessment results have to be available to faculty, in a form that faculty can understand and use.

Which means that the results need to derive from assessment instruments that faculty can use and find valuable.

Which means that faculty need to be integrally involved in developing the assessments and the instruments.

# Case Study: English Major at FSU

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## Our English major has six goals:

1. To demonstrate an aesthetic appreciation of language and literature.
2. Interpret a range of texts in American, British, and world literature, providing those texts with appropriate historical and cultural contexts.
3. Demonstrate advanced analytical reading skills.
4. Understand a variety of critical theories, approaches, and methodologies and apply them to the interpretation of texts.
5. Demonstrate substantial communication skills, including the ability to write lucid prose for specific rhetorical situations.
6. Demonstrate advanced ability to conduct and use academic research, from locating and evaluating print and electronic sources to integrating research materials into substantial critical essays.



# Rubric Development

## Research Rubric for Senior Seminar Papers

### Research Rub

### Research Rub

### Research Rubric for Senior Sem

NOTE: In this rubric, we assume that students in Seminar in Literature will be learning to use source material in ways appropriate to the field, and that they will be doing so at an advanced level. As such, we intend words such as "satisfactory" and "strong" to apply to advanced level work.

NOTE: In this rubric, we assume that students in Seminar in Literature will be learning to use source material in ways appropriate to the field, and that they will be doing so at an advanced level. As such, we intend words such as "satisfactory" and "strong" to apply to advanced level work.

NOTE: In this rubric, we assume that students in Seminar in Literature will be learning to use source material in ways appropriate to the field, and that they will be doing so at an advanced level. As such, we intend words such as "satisfactory" and "strong" to apply to advanced level work.

Source Selection	Sources satisfy research/information needs	Severely (most in literature)	Source Selection	Source selection as appropriate for assignment	Unbalanced in literature	Source Selection	Literary source selection appropriate for assignment	Unbalanced selection; most important literature missing	Adequate selection	Instructor provided sources: <input type="checkbox"/> None <input type="checkbox"/> Some <input type="checkbox"/> Most <input type="checkbox"/> All									
Use of Sources in Body of Paper	Authority/Reliability of sources	All inappropriate	Source Selection	Reliability and authority of sources	Sources authoritative/reliable	Use of Sources in Body of Paper	Nonliterary source selection appropriate for assignment <input type="checkbox"/> Not applicable	Inadequate selection or no use of nonliterary sources	Adequate selection	Use of Sources in Body of Paper	Comprehension of sources	Significant misreading or distortion of sources	Some understanding of sources, but some limited readings or misreadings	Satisfactory selection	Strong selection; exceeds the expectations of the assignment				
	Reading/understanding of source material	Misread/distorted		Comprehension of sources	Significant misreading or distortion of sources		Significant misreading or distortion of sources	Purposeful use of references and/or quotations that demonstrates engagement in a critical conversation	No references or quotations or references don't seem to be serving any purpose		Purposes unclear and/or inappropriate	Purposeful use of references and/or quotations that demonstrates engagement in a critical conversation	No references or quotations or references don't seem to be serving any purpose	Purposes unclear and/or inappropriate	Purposeful use of references and/or quotations that demonstrates engagement in a critical conversation	No references or quotations or references don't seem to be serving any purpose	Purposes unclear and/or inappropriate		
	Use of reference(s) to evaluate or illustrate specific point	Doesn't OR refer to be set purpose in"	Use of Sources in Body of Paper	Purposeful use of references and/or quotations: • for contextual information • to support student's thesis • as support for a specific point	No references or quotations or references don't seem to be serving any purpose	Purposes unclear and/or inappropriate	Use of Sources in Body of Paper	Range of purposes for referenced material (leave row blank if inappropriate for the particular paper)	Context	Omitted	Weak use	Adequate use	Satisfactory use	Strong use					
	Maintenance of writer's voice and argument	Sources overshadow writer's and/or a		Maintenance of writer's voice and argument	Sources overshadow writer's and/or a	Support for thesis		Omitted	Weak use	Adequate use	Satisfactory use	Strong use							
	Integration of quotations (style: block quotes, signal phrases, etc.)	Not integrated		Integration of quotations (e.g., introduction, explanation, grammatical integration)	Limited integration OR no	Support for specific point		Omitted	Weak use	Adequate use	Satisfactory use	Strong use							
	Citation of materials in text	Many errors to cite s	Works Cited List	Citation of materials in text	Many errors (or inaccuracies)	Concession/Rebuttal	Omitted	Weak use	Adequate use	Satisfactory use	Strong use	Synthesis of sources	Sources treated as entirely independent of one another	Sources occasionally placed in proximity but not synthesized	Sources satisfactorily synthesized	Sources strongly synthesized			
	Evidence of plagiarism	Through		Evidence of plagiarism	Through	Counterpoint	Omitted	Weak use	Adequate use	Satisfactory use	Strong use	Analysis of language of quotations from primary source(s)	No analysis of specific language	Limited analysis of specific language	Some good analysis of specific language	Strong analysis of specific language			
Works Cited List	Use of MLA Style	Many errors	Works Cited List	Use of MLA Style in Works Cited list	Many errors (or inaccuracies)	Works Cited List	Maintenance of writer's voice and argument	Sources frequently overshadow the writer's own voice and/or argument.	Sources occasionally overshadow the writer's own voice and/or argument.	Voice overshadowed	Integration of quotations (e.g., introduction, explanation, grammatical integration)	Limited or poor integration throughout OR no quotations	Some integration effective	Analysis of language of quotations from secondary source(s)	No analysis of specific language	Limited analysis of specific language	Some good analysis of specific language	Strong analysis of specific language	
	Complete information in entries	Incomplete		Complete information in Works Cited list entries	All incomplete		Integration of quotations (e.g., introduction, explanation, grammatical integration)	Limited or poor integration throughout OR no quotations	Some integration effective	Maintenance of writer's voice and argument	Sources frequently overshadow the writer's own voice and/or argument.	Sources occasionally overshadow the writer's own voice and/or argument.	Voice overshadowed	Argument overshadowed	Integration of quotations (e.g., introduction, explanation, grammatical integration)	Limited or poor integration throughout OR no quotations	Some integration effective	Most integration effective	Effective integration throughout
	Complete Works Cited list	Source		Sources in Works Cited list appear in paper	None		Use of MLA Citation	In-text citation	Many significant errors (inaccurate transcription, failure to cite, inaccurate citation)	A few significant errors either in individual entries or globally	MLA version: <input type="checkbox"/> Old <input type="checkbox"/> New <input type="checkbox"/> Either accepted	Works Cited list	Many significant errors (failure to cite or inaccurate citation)	A few significant errors either in individual entries or globally	Use of MLA Citation	In-text citation	Many significant errors (inaccurate transcription, failure to cite, inaccurate citation)	A few significant errors either in individual entries or globally	No significant errors; but numerous minor errors
Overall Rating	Does this student know how to use outside sources as evidenced in this paper?	Poor use	Overall Rating	Does this student know how to use outside sources as evidenced in this paper?	Poor use	Overall Rating	Does this student use outside sources well as evidenced in this paper?	Poor use of sources	Some ability	Overall Rating	Does this student use outside sources well as evidenced in this paper?	Poor use of sources	Some ability shown	Satisfactory use	Excellent use				

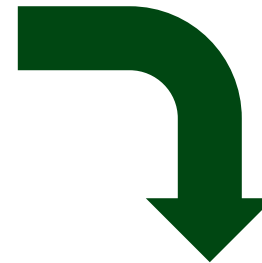
<sup>1</sup> This rubric is based on the Association of College (http://openedpractices.org/files/Rubric%20for%20specific%20to%20Literary%20Seminar%20and%20to%20incorporate%20the%20weaknesses%20in%20senior%20English%20major%20writing.

<sup>1</sup> This rubric is based on the Association of College and R (http://openedpractices.org/files/Rubric%20for%20research%20Literary%20Seminar%20and%20to%20incorporate%20the%20results%20of%20our%20in-formation%20major%20writing.

# Working with this Rubric...

Caused changes to the rubric itself

	Integration of quotations (style: block quotes, signal phrases, etc.)	Not integrated well	Some quotes effectively integrated (some not)	Most quotes effectively integrated	Sophisticated use of quotes
	Citation of materials in text	Many errors (does not cite accurately or fails to cite source)	Most are correct but minor errors are numerous	All entries conform to required style with few punctuation errors	
	Evidence of plagiarism	Throughout paper	Occasional	None	
<b>Works Cited List</b>	Use of MLA Style	Many errors	Most entries conform to style; minor errors are numerous	All entries conform to required style with few punctuation errors	
	Complete information in entries	Incomplete	Most are complete; some missing info	Information is complete	
	Complete Works Cited list	Source list is incomplete		Source list is complete	
	Sources in Works Cited list appear in paper	None	Some	Most	All
<b>Overall Rating</b>	Does this student know	Poor use of sources	Some ability shown	Good use	Sophisticated use



	Integration of quotations (e.g., introduction, explanation, grammatical integration)	Limited or poor integration throughout OR no quotations	Some integration effective	Most integration effective	Effective integration throughout
<b>Use of MLA Citation</b>  MLA version: <input type="checkbox"/> Old <input type="checkbox"/> New <input type="checkbox"/> Either accepted	In-text citation	Many significant errors (inaccurate transcription, failure to cite, inaccurate citation)	A few significant errors either in individual entries or globally	No significant errors; but numerous minor errors	Few or no errors
	Works Cited list	Many significant errors (failure to cite or inaccurate citation)	A few significant errors either in individual entries or globally	No significant errors; but numerous minor errors	Few or no errors

# Working with this Rubric... (con't)

Caused changes to the rubric itself

Use of reference(s) to evaluate or illustrate specific point	Doesn't use references OR quotes or references don't seem to be serving any purpose-are just "stuck in"	Quotes or references serve a purpose but are generally not well used	Uses references or quotes effectively: <ul style="list-style-type: none"> <li>• for background information</li> <li>• to support student's thesis</li> <li>• as support for a specific point</li> </ul>
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Purposeful use of references and/or quotations that demonstrates engagement in a critical conversation	No references or quotations or references don't seem to be serving any purpose	Purposes unclear and/or inappropriate	Purposeful but limited or incomplete use	Purposeful use, but use not clearly articulated or signposted in argument	Purposeful and well-articulated use
Range of purposes for referenced material	Context	Omitted	Weak use	Adequate use	Strong use
	Support for thesis	Omitted	Weak use	Adequate use	Strong use
	Support for specific point	Omitted	Weak use	Adequate use	Strong use
	Concession/ Rebuttal	Omitted	Weak use	Adequate use	Strong use
	Counterpoint	Omitted	Weak use	Adequate use	Strong use
Synthesis of sources	Sources treated as entirely independent of one another	Sources occasionally placed in proximity but not synthesized	Sources juxtaposed but not effectively synthesized	Sources satisfactorily synthesized	Sources strongly synthesized
Analysis of language of quotations from primary source(s)	No analysis of specific language	Limited analysis of specific language	Some good analysis of specific language	Strong analysis of specific language	
Analysis of language of quotations from secondary source(s)	No analysis of specific language	Limited analysis of specific language	Some good analysis of specific language	Strong analysis of specific language	

# Working with this Rubric... *(con't)*

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Caused changes to our program and pedagogy:

- Conversations among capstone faculty
  - Pedagogy Sharing
  - Course Guidelines in Process
- Conversations among our Literary Study faculty
  - Pedagogy Sharing
  - Course Guidelines in Place
- Conversations amongst our 300-level course faculty
  - Pedagogy Sharing
  - Program-level Discussions about Intermediate Source Engagement Instruction

# How's It Working?

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- Still some resistance – but less – and particularly less resistance to efforts on other goals.
- More buy-in from more faculty, including a desire to see the results.
- More frequent conversations about pedagogy and the program.

# Why Is It Working?

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- It's about us and our students.
- We are driving the process. We are doing the prioritizing.
- We are highly aware of the other commitments our faculty have, so we respect their time and efforts.
- We are applying the results to our program and our students, and the changes are obvious to those who teach these courses.

# Always Remember and Remind...

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The purpose of assessment is not to gather data and return “results,” but to illuminate ways to **strengthen** *curriculum, instruction, and student learning.*

*(Parsons, 2006)*

# Business Process Analysis

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A journey where we  
as individuals...



# Business Process Analysis

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... work together to build a more cohesive and effective process to meet the overall goals and objectives of the given process.

# Business Process Analysis

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- Bringing the key players together to:
  - Clearly state/communicate the overall goal
  - Identify all the process activities and their dependencies
  - Develop a detailed process flow diagram with clearly defined boundaries
  - Identify the obstacles and their impact on the process
  - Identify the opportunities

# Business Process Analysis

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- Result:
  - Clearly defined and documented process showing all activities and dependencies
  - Consistent understanding of the process and overall goal
  - Responsible individuals identified
  - Comprehensive project plan developed with deadlines and responsible individuals assigned
  - Checkpoints identified with relevant measures of success

# Business Process Analysis

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How did Framingham State University apply this practice to the assessment process for General Education goals?

# Business Process Analysis

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- Developed an Assessment Advisory Group
  - Director of Assessment
  - Associate Vice President of Academic Affairs
  - Assessment Liaison (faculty) from each academic department

# Business Process Analysis

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- Established General Education small groups
  - Critical Thinking
  - Written Communication
  - Quantitative Literacy

# Business Process Analysis

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- Small groups tested modified Association of American Colleges and Universities (AAC&U) rubrics
- Results reviewed by small groups and Director of Assessment

# Business Process Analysis

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- Assessment Advisory Group
  - Reviewed small group testing results
  - Identified commonalities, obstacles and opportunities



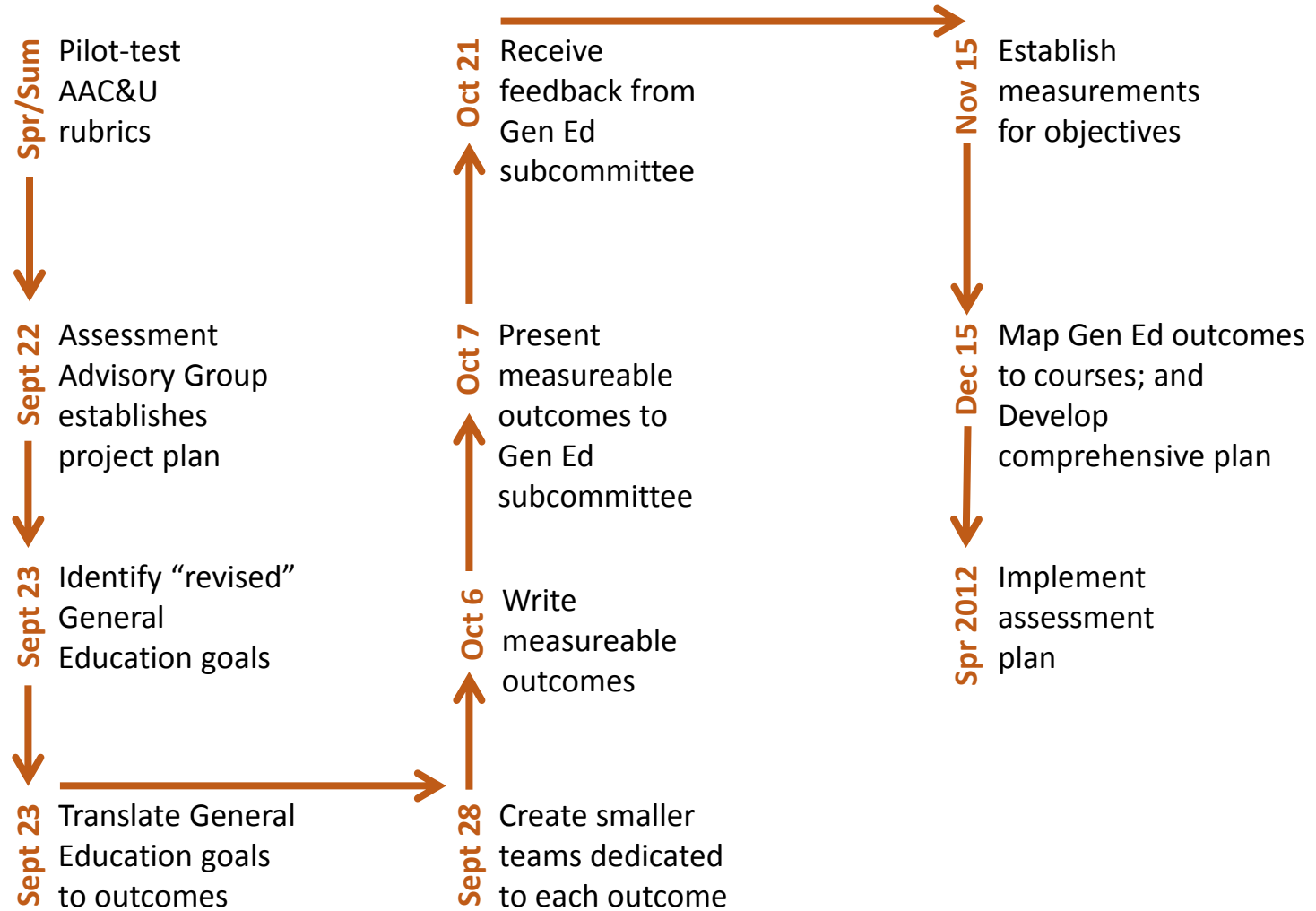
# Business Process Analysis

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- Assessment Advisory Group
  - Clearly restated the overall goal
  - Identified short-term goals
  - Diagrammed the process flow with input from the Liaisons
  - Identified responsible individuals and groups
  - Documented obstacles and their impact on the process
  - Established deadlines
  - Established a measure of achievement
  - Developed, documented and shared overall project plan

# Assessment Plan, Fall 2011

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# Framingham

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