

PRESENTATION OF THE
INSTITUTIONAL ASSESSMENT
RESULTS
2008-2010



CADI
Tijuana, B.C. March 2, 2011

- ⊙ Why are we here?
- ⊙ Assessment principles
- ⊙ Assessment cycle and process
- ⊙ Presentation of the Assessment Results from 2008 to 2010
 - ⊙ Population that participated
 - ⊙ Data from the Assessment process
- ⊙ Use of the results obtained in the CADI
- ⊙ Recomendations
- ⊙ Tasks to carry out

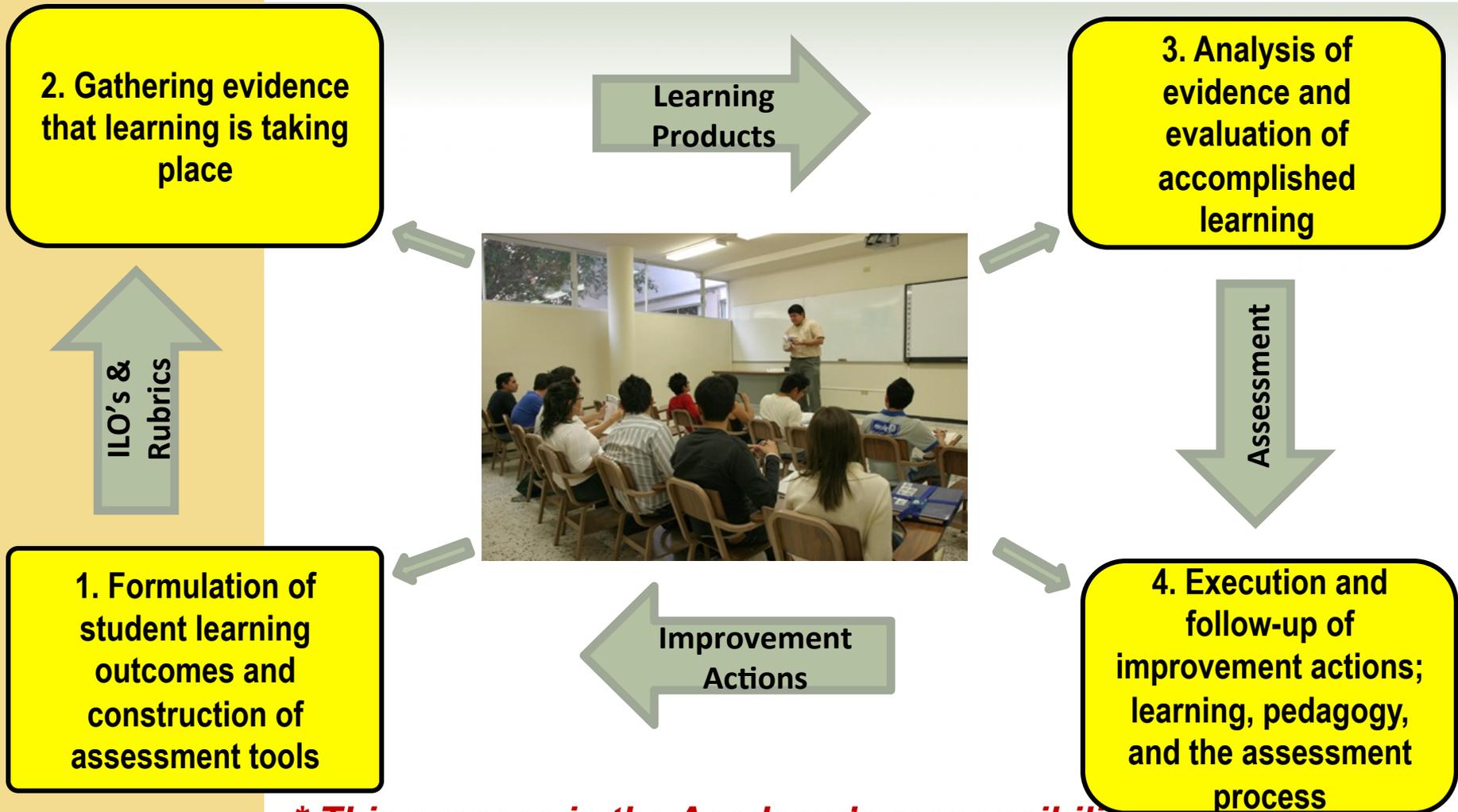
WHY ARE WE HERE?

- ⊙ Verify the Institutional Assessment results in the 2008-2010 cycle.
- ⊙ What are we going to do with the Institutional results obtained from the previous cycle? (2008-2010)
- ⊙ Establish an Assessment Cycle
 - ⊙ For how many years?
 - ⊙ What will be evaluated: at an Institutional level, in the academic programs, at a co-curricular level?
 - ⊙ How do competencies fit in Assessment?
- ⊙ Who will be the responsible ones to manage the Assessment processes in each level?
 - ⊙ Who will communicate the results reached? To what audiences?

ASSESSMENT PRINCIPLES

- ⊙ It is a process that involves an independent and random sampling.
- ⊙ You cannot evaluate everything to everybody.
- ⊙ We should not overwhelm faculty.
- ⊙ The results must be used to improve the success and learning of the students.
- ⊙ Assessment can be direct (rubrics, standardized tests, portfolios), and indirect (surveys, focus groups).

ASSESSMENT CYCLE & PROCESS



** This process is the Academy's responsibility*

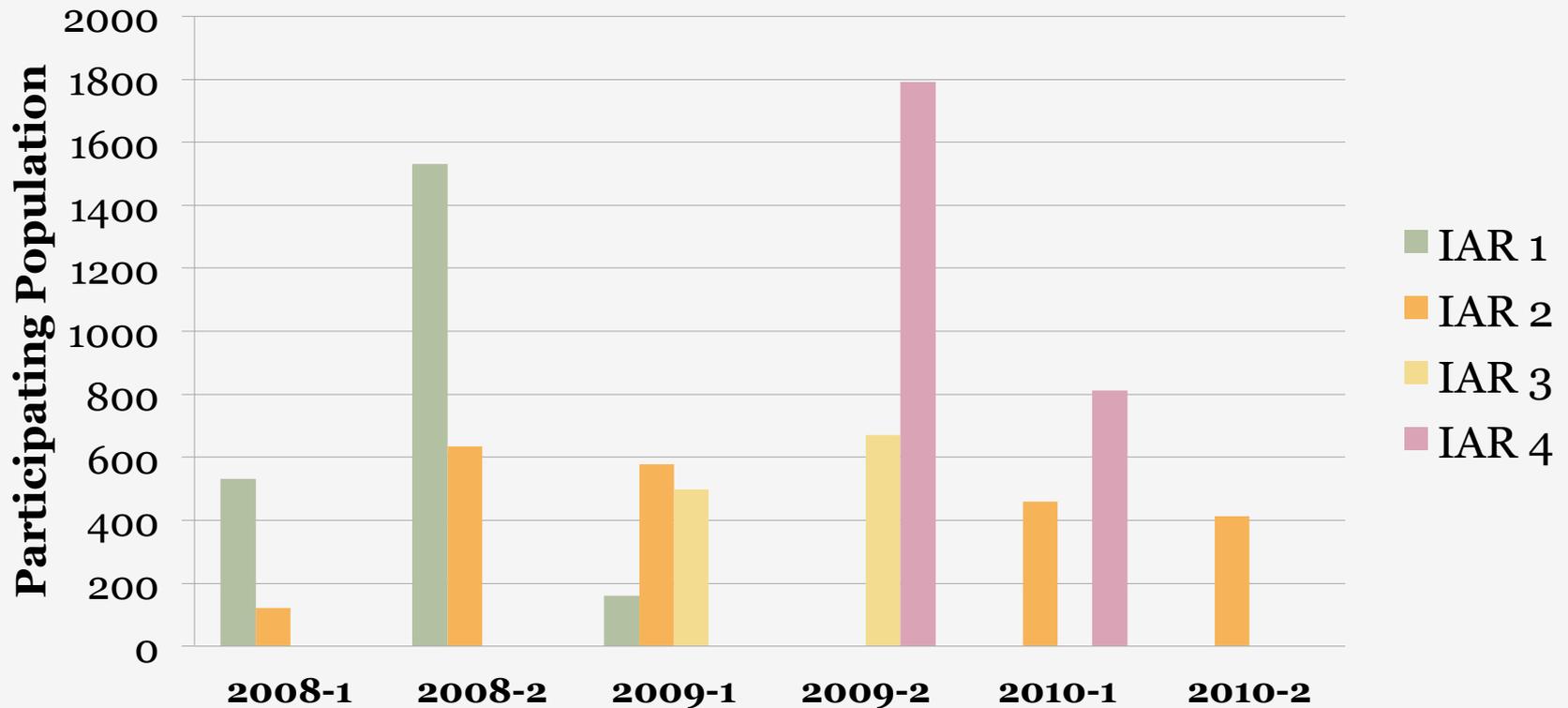
ASSESSMENT CYCLE & PROCESS

Step	What is generated?	Who participates?
1. Preparation of Learning Outcomes	a) Institutional Learning Outcomes b) Evaluation tools (rubrics & survey)	<ul style="list-style-type: none"> ▪ ILRA (Institutional Learning Results Academy) ▪ Directors of College and their academies
2. Gather evidence of the learning achieved	Product of learning	<ul style="list-style-type: none"> ▪ Faculty ▪ IT (as technical support of the IEP)
3. Interpret evidence of the learning achieved	Evaluation of learning	<ul style="list-style-type: none"> ▪ Faculty evaluate students' learning ▪ IT and the CADI generate the reports from the information at the IEP
4. Orchestrate the necessary changes to improve learning and the process	Improvement actions integrated to the Work Plans	<ul style="list-style-type: none"> ▪ Directors of School and College prepare plans, policies, and coordinate efforts ▪ CADI as a facilitator and advisor of the Assessment process

2008-2010 RESULTS' PRESENTATION

POPULATION THAT PARTICIPATED IN THE INSTITUTIONAL ASSESSMENT

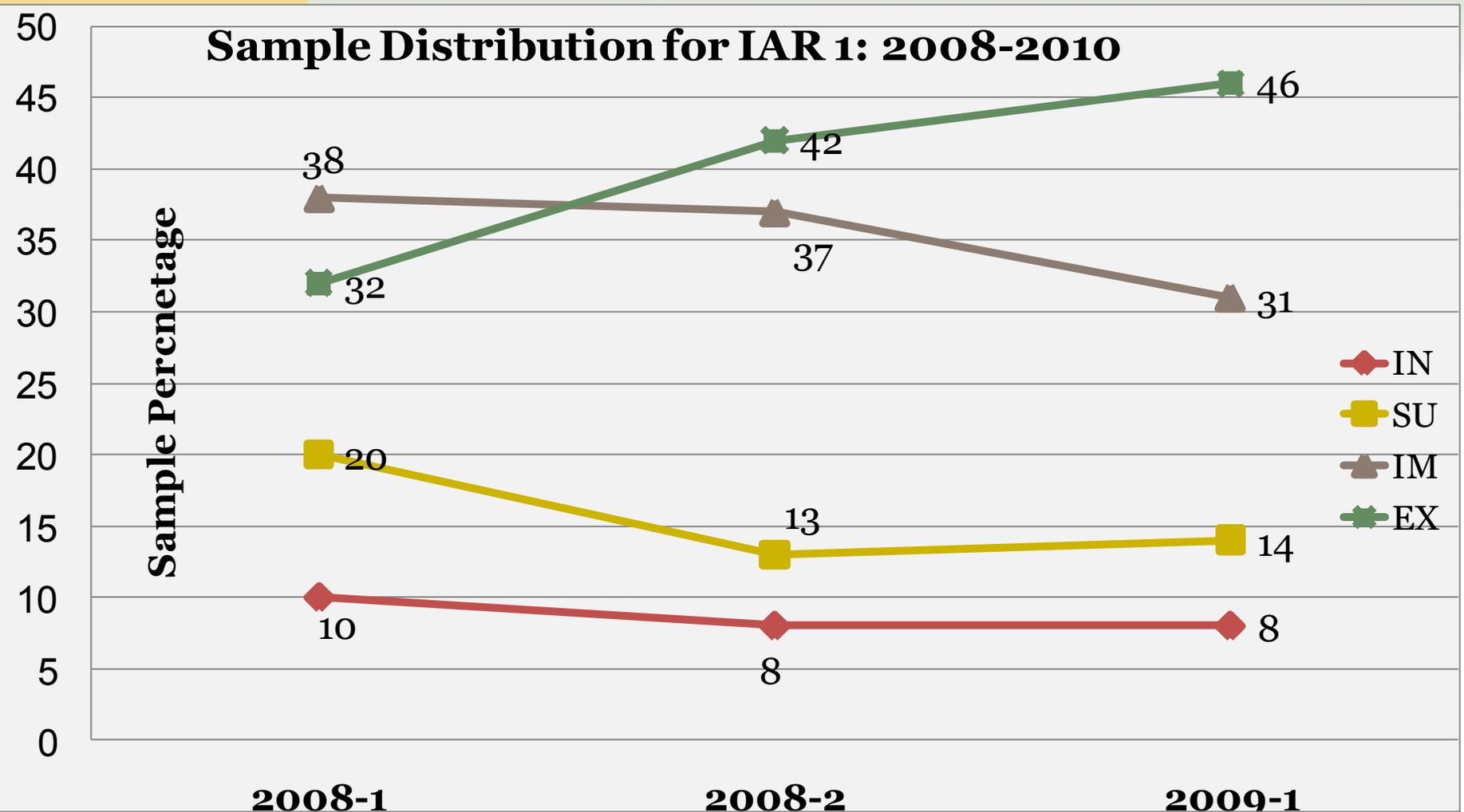
Participating Population in the Institutional Assessment 2008-2010: **8,196**



INFORMATION FROM THE INSTITUTIONAL ASSESSMENT

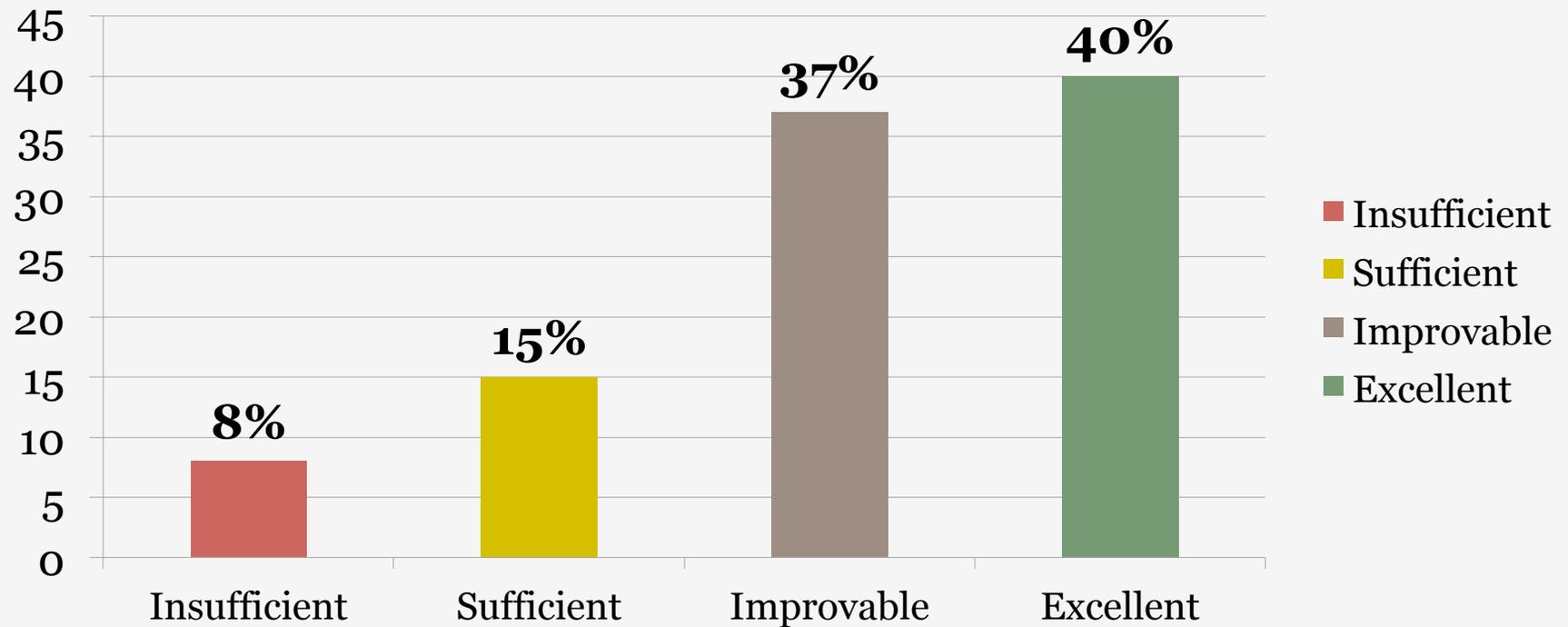
- ◎ Assessment was carried out in more than **380 groups**
- ◎ More than **7,800 students** participated (not including IA 4 participating employees).
- ◎ More than **350 faculty** were trained.
- ◎ More than **2,600 persons** participated in assessment IA 4 (Students, faculty, and employees)
- ◎ More than **30 instruments** were verified and five instruments were prepared and modified.

IAR1 COMPARATIVE AT AN INSTITUTIONAL LEVEL

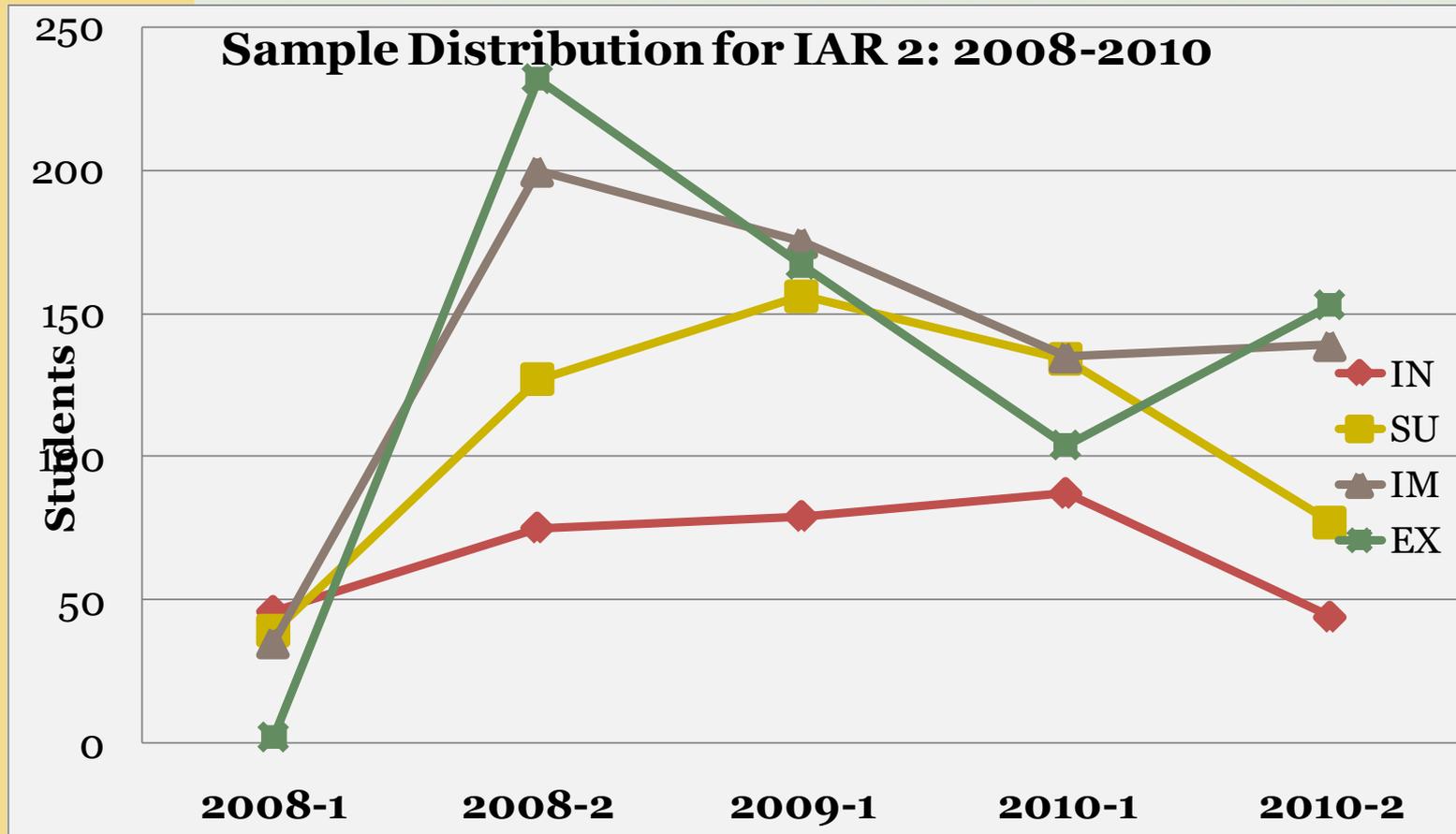


IAR1 COMPARATIVE AT AN INSTITUTIONAL LEVEL

IAR 1 from 2008-2010

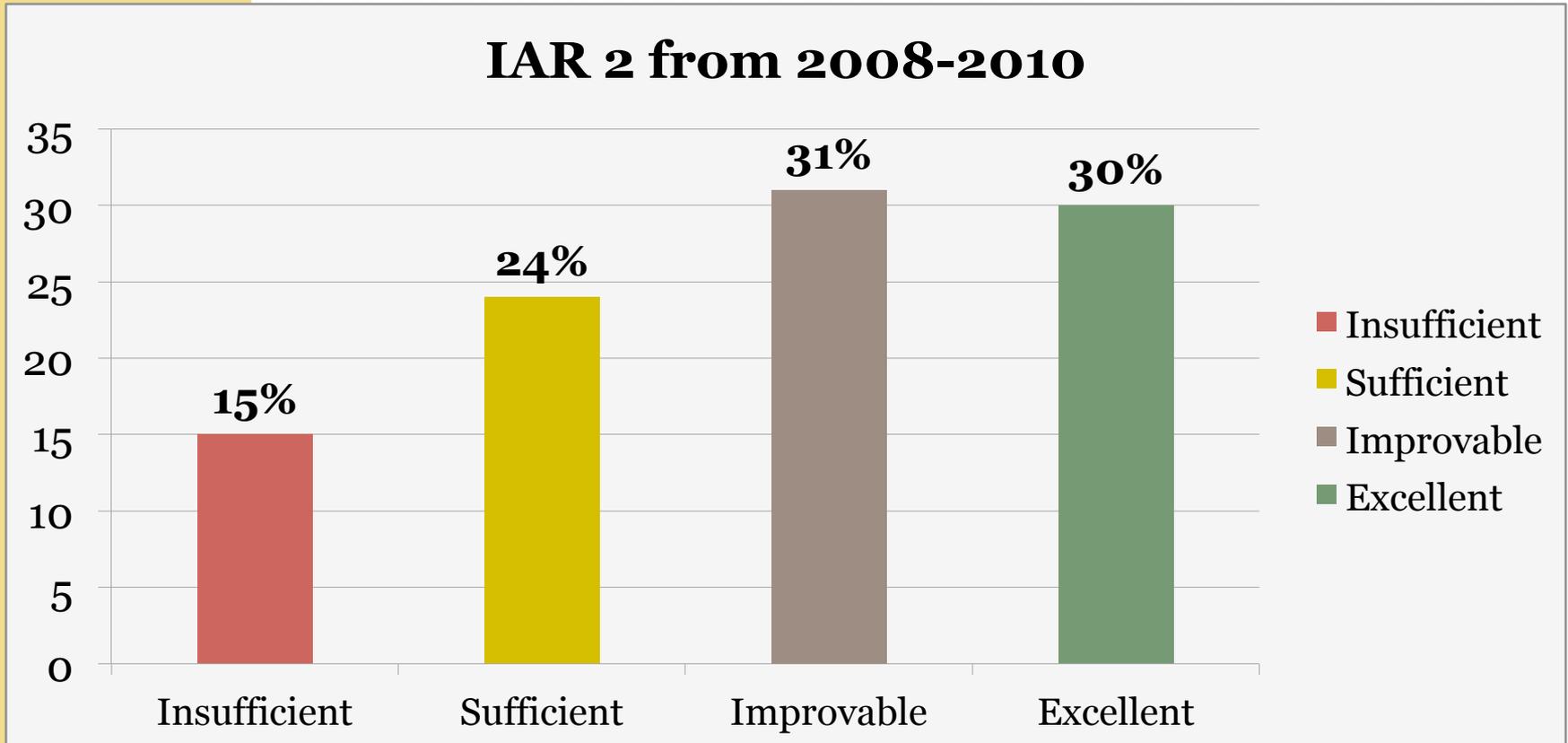


IAR2 COMPARATIVE AT AN INSTITUTIONAL LEVEL

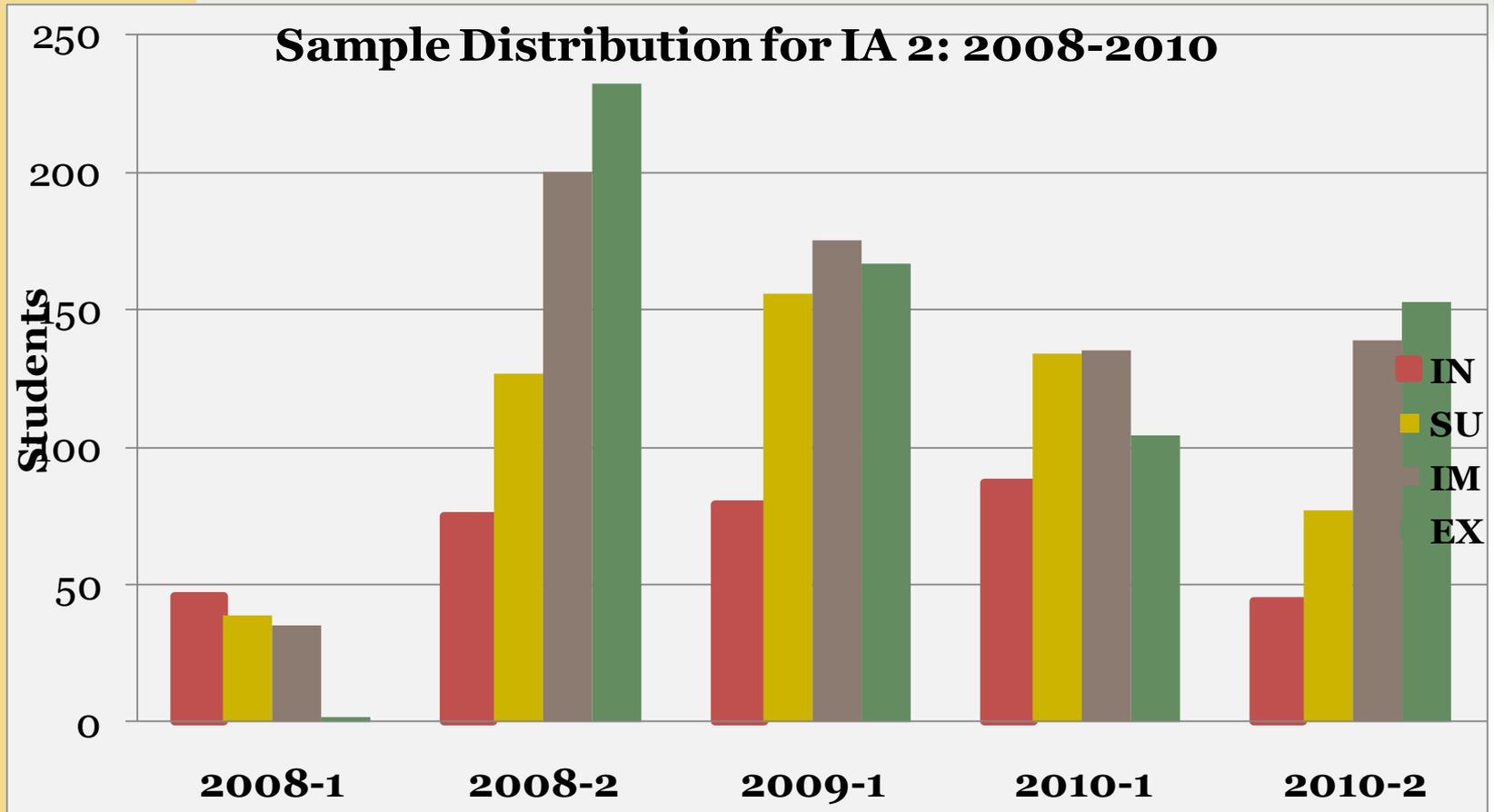


IAR2 Comparative at an Institutional Level

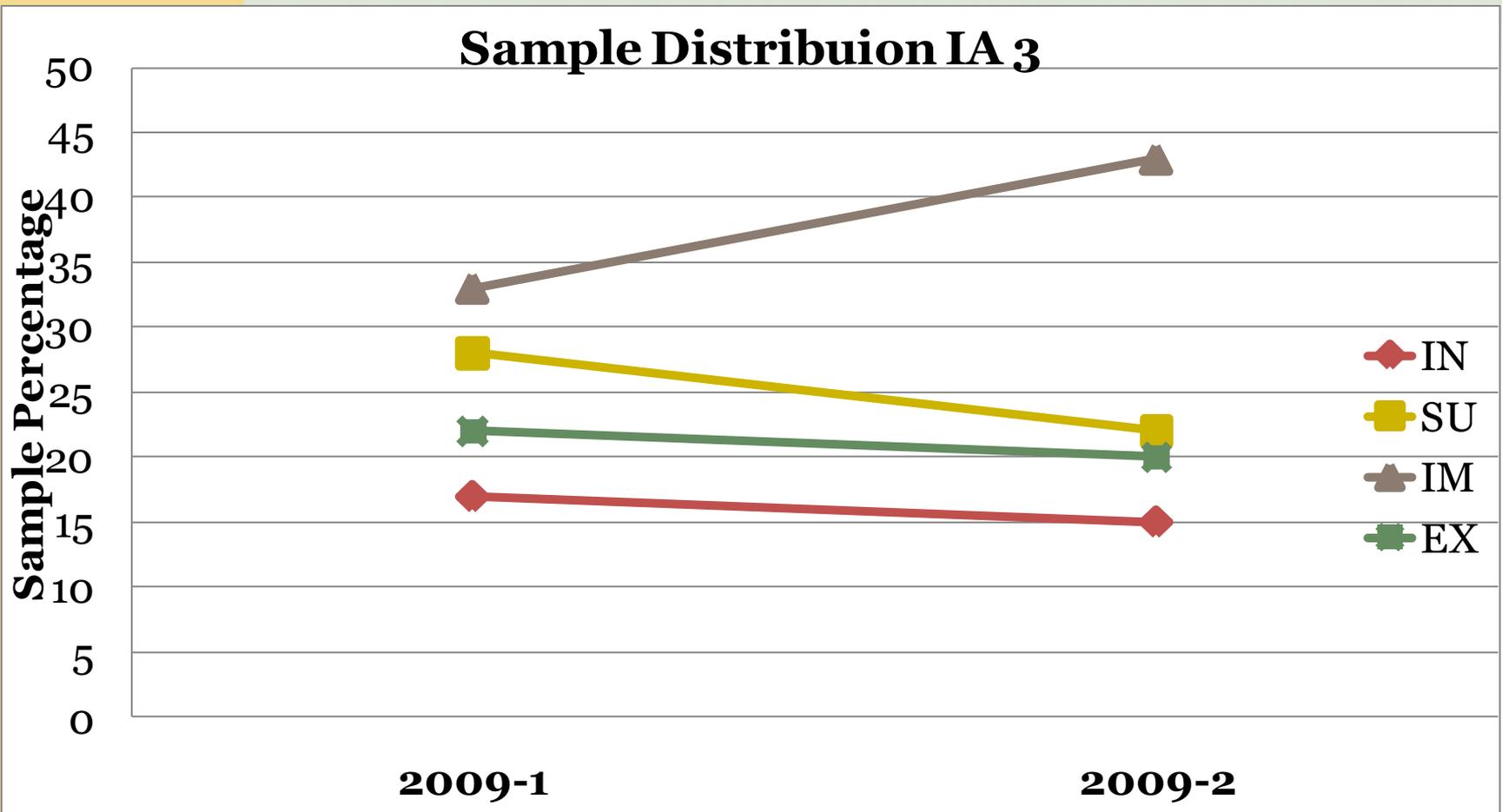
- ⊙ In the 2008-2010 horizon, the IA 2 has behaved in the following way:



IAR2 Comparative at an Institutional Level

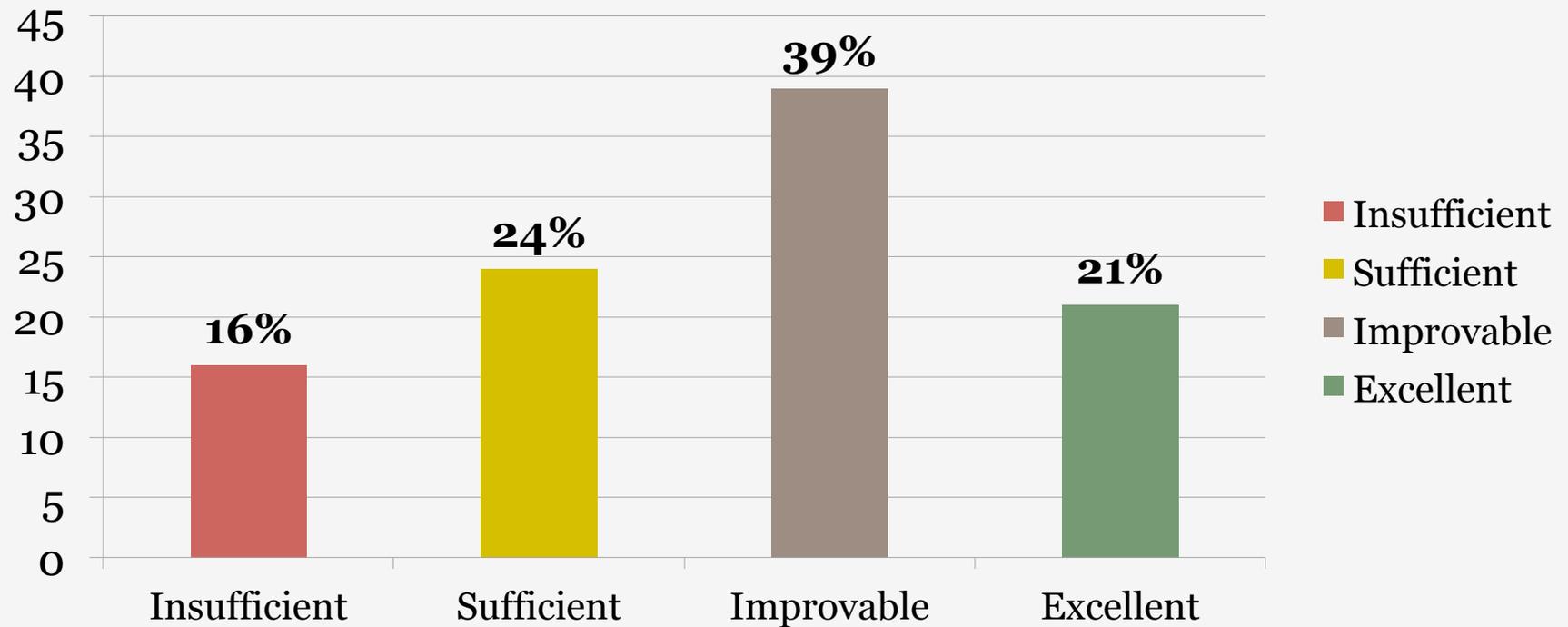


IAR₃ Comparative at an Institutional Level

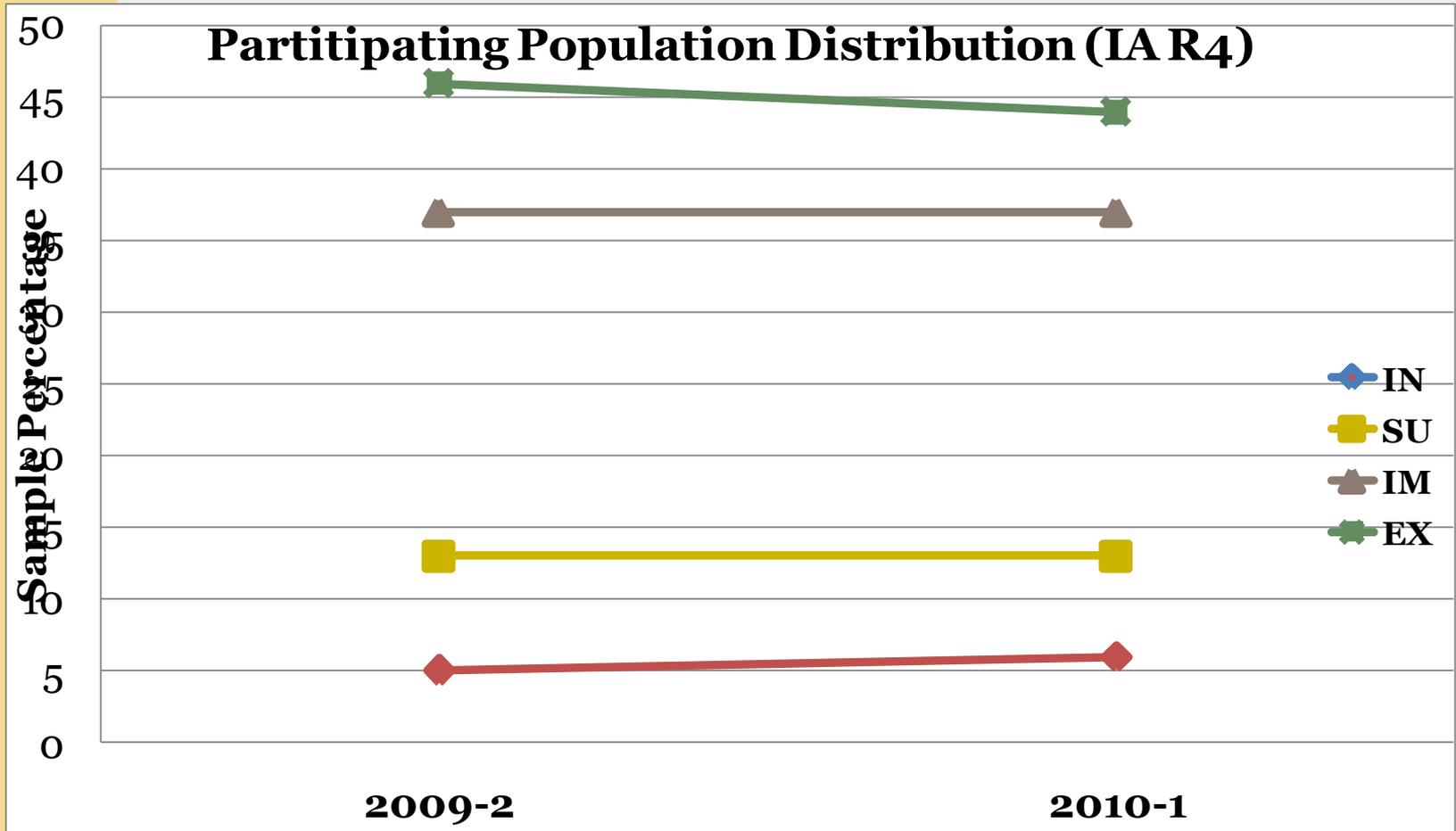


IAR3 Comparative at an Institutional Level

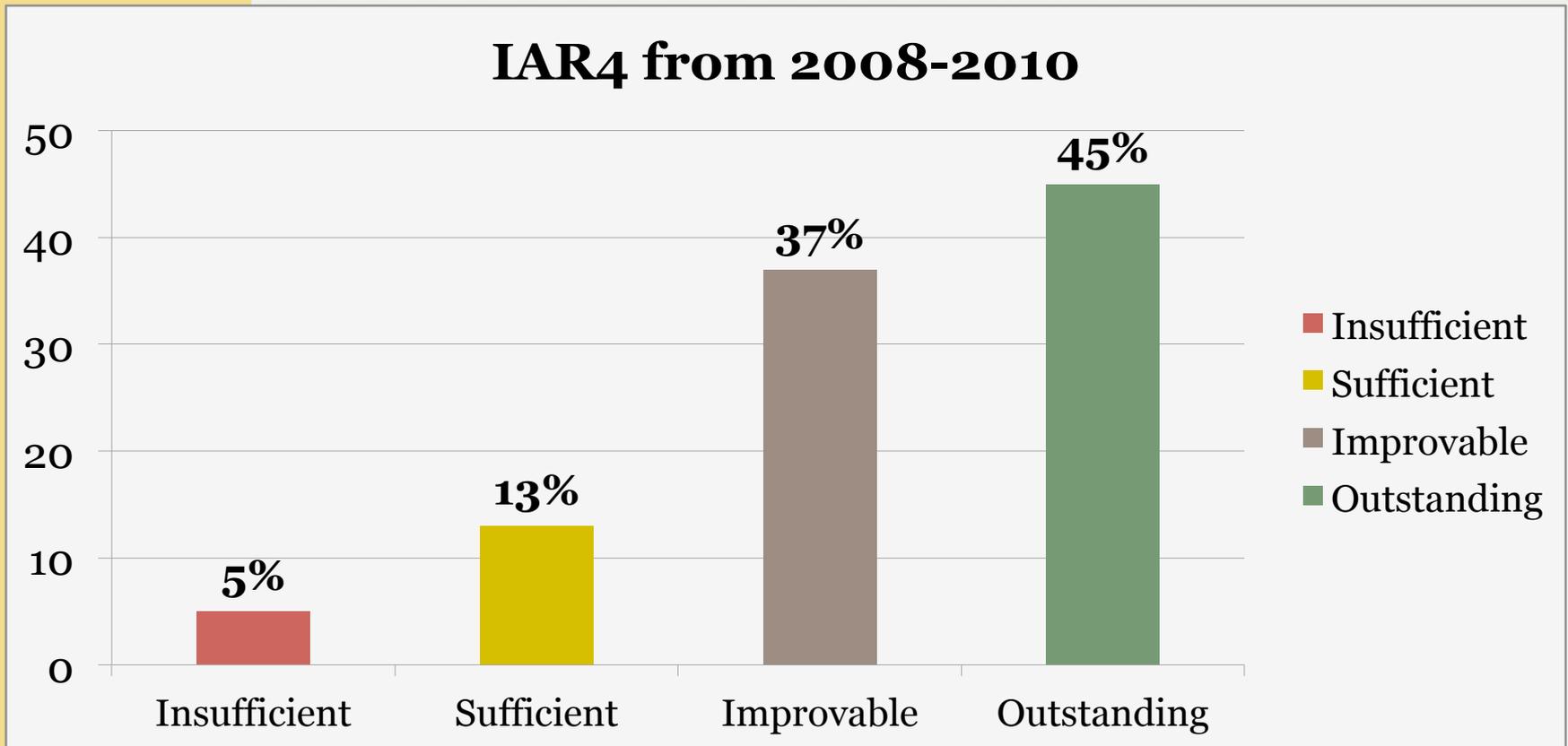
IAR 3 from 2008-2010



IAR4 Comparative at an Institutional Level



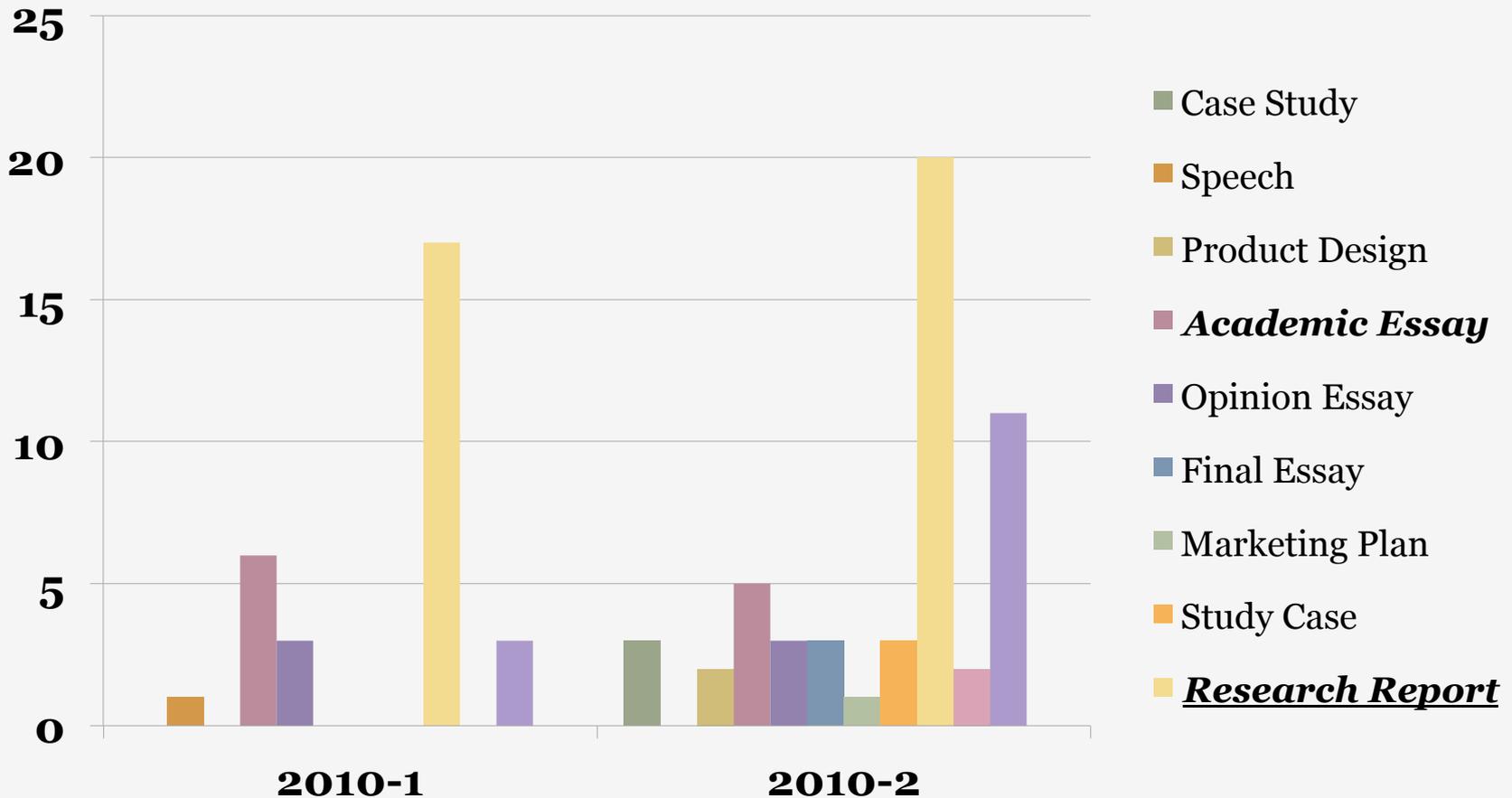
IAR4 Comparative at an Institutional Level



IAR 4: OPENING TO CULTURAL DIVERSITY

- ⊙ This IAR was measured through a perception diagnosis to find out the CETYS' students and employees opinion. The survey was adapted from the instrument designed by the Central Michigan University to measure "Cultural Diversity."
- ⊙ The surveyed population was categorized in three large groups: (1) undergraduate program students, (2) graduate program students, and (3) employees.
- ⊙ For the interpretation of the score, the previously established performance levels were taken as a basis for the other IAR's : Insufficient, Sufficient, Improvable, and Excellent. Given that the questionnaire has a Likert scale of five points (1 the lowest and 5 the highest), the two lowest levels were brought together (1 & 2) to even the scales being used.
- ⊙ On the two instances that the questionnaire was applied, the population was concentrated in Improvable and Excellent which shows an opening to cultural diversity.
- ⊙ This first stage of the IAR 4 Assessment was at a knowledge level- to know what we perceive (as an Institution) about Cultural Diversity. What is next for this Assessment?

TYPES OF ASSIGNED ARTEFACTS IN 2010



USE OF THE RESULTS REACHED FROM 2008-2010

- ⊙ Revision and modification of Assessment instruments.
- ⊙ Improvement to programming and the cycle of Assessment.
- ⊙ Training workshops in the use of IEP and rubrics.
- ⊙ Preparation and functioning of the Institutional Electronic Portfolio (IEP) as repository of evidences.
 - ⊙ Improvements to the IEP reporting system
 - ⊙ Modifications to IEP (files, artefacts, IAR's Assignment) thanks to the use of Faculty
- ⊙ Faculty Holistic Program
 - ⊙ Information Literacy Program for Faculty ILPF
 - ⊙ CETYS Faculty Certification Program (CFCP)
- ⊙ Training workshops with external experts (Dr. Mary Allen, Dr. Marilee Bresciani)

RECOMMENDATIONS

- ⊙ Coordination & homologation among the parties (Colleges, Schools, & CADI) so faculty is not overwhelmed, and to use the available resources in an effective way.
- ⊙ To preserve the IEP evidence for further analysis.
- ⊙ To prepare a master plan Assessment cycle that is known by everybody.
- ⊙ To establish follow-up mechanisms and authority figures in order to carry out improvement follow-up.
- ⊙ To prepare and communicate the advancement process reports.
- ⊙ The critical resource is the professor; what can we do so his/her participation can be optimal, assimilates, and develops an Assessment Culture?

TASKS TO CARRY OUT

- ⊙ What will be evaluated? (SLO's / Competencies)
 - ⊙ What's left at an Institutional level? Academic Program? ¿Co-curricular? We have:
 - ⊙ Competencies
 - ⊙ Nuances
 - ⊙ Institutional Learning Outcomes
- ⊙ Define the duration of the Assessment cycle within the Academic Program or Educational Level.
 - ⊙ Prepare an Assessment Master Plan in a specific time frame horizon. For how many years and with which resources (budget)?
- ⊙ Who manages each one of these three processes?
- ⊙ Where, how, and when do we communicate the results of the processes?