

# Program Assessment & Student Satisfaction: Is There an Empirical Connection?

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Assessment Institute  
October 29, 2024



**WRIGHT STATE**  
**UNIVERSITY**

# Today's Agenda

- Identify empirical connections among faculty motivation, assessment best practices, and student satisfaction
  - Review the theoretical framework used in the study
  - Define the variables
  - Explore results
- Explore opportunities to increase faculty involvement

# About Wright State University

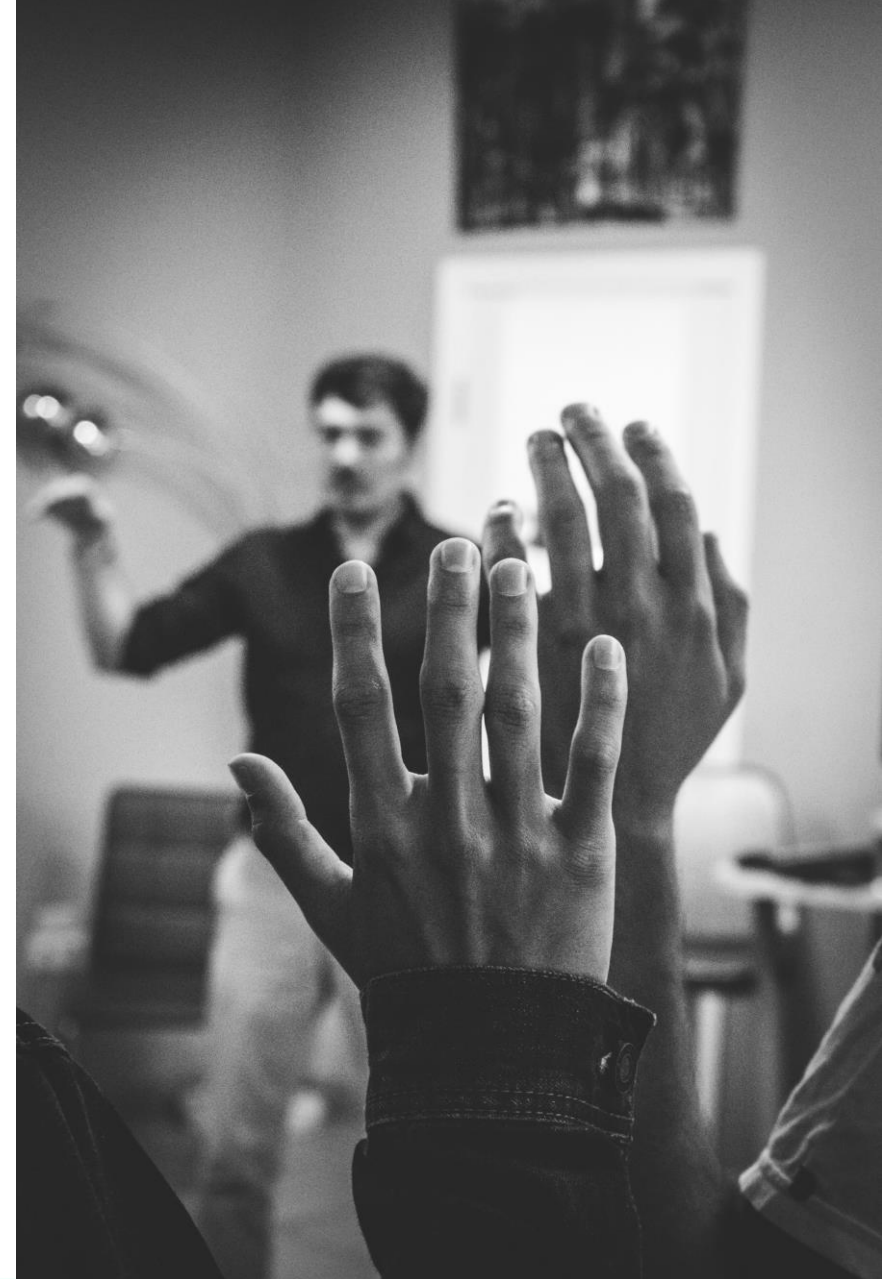
- 170 degree programs, 11,000 students
  - Nursing, Engineering, Business, Performing Arts, Education
  - Boonshoft School of Medicine
- Work with 15 programmatic accreditors
- Founded in 1967 near Dayton, Ohio
- Adjacent to Wright Patterson AFB
- Regional Campus on Grand Lake St. Marys



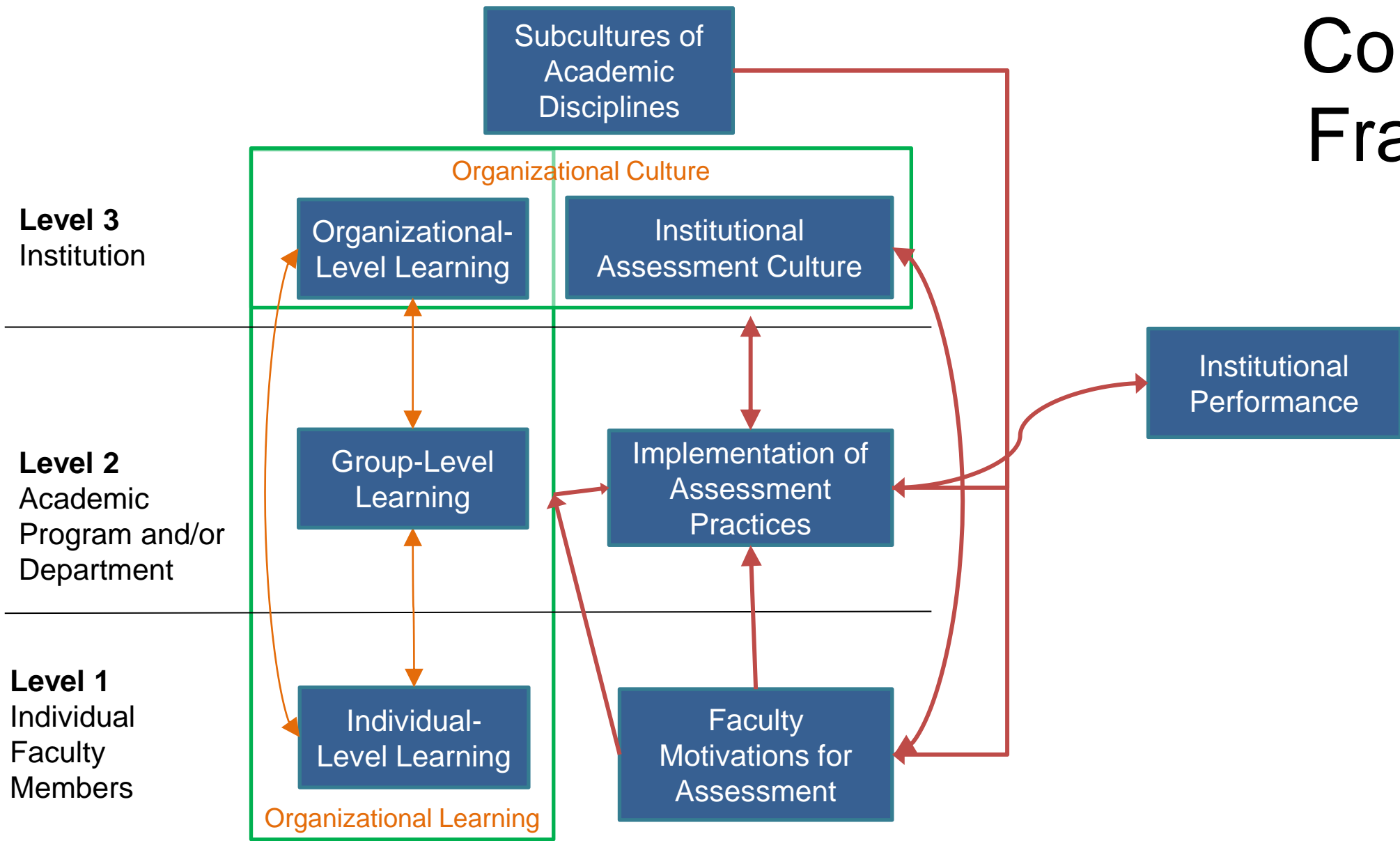
# Why Study the Connection?

# The Statement of the Problem

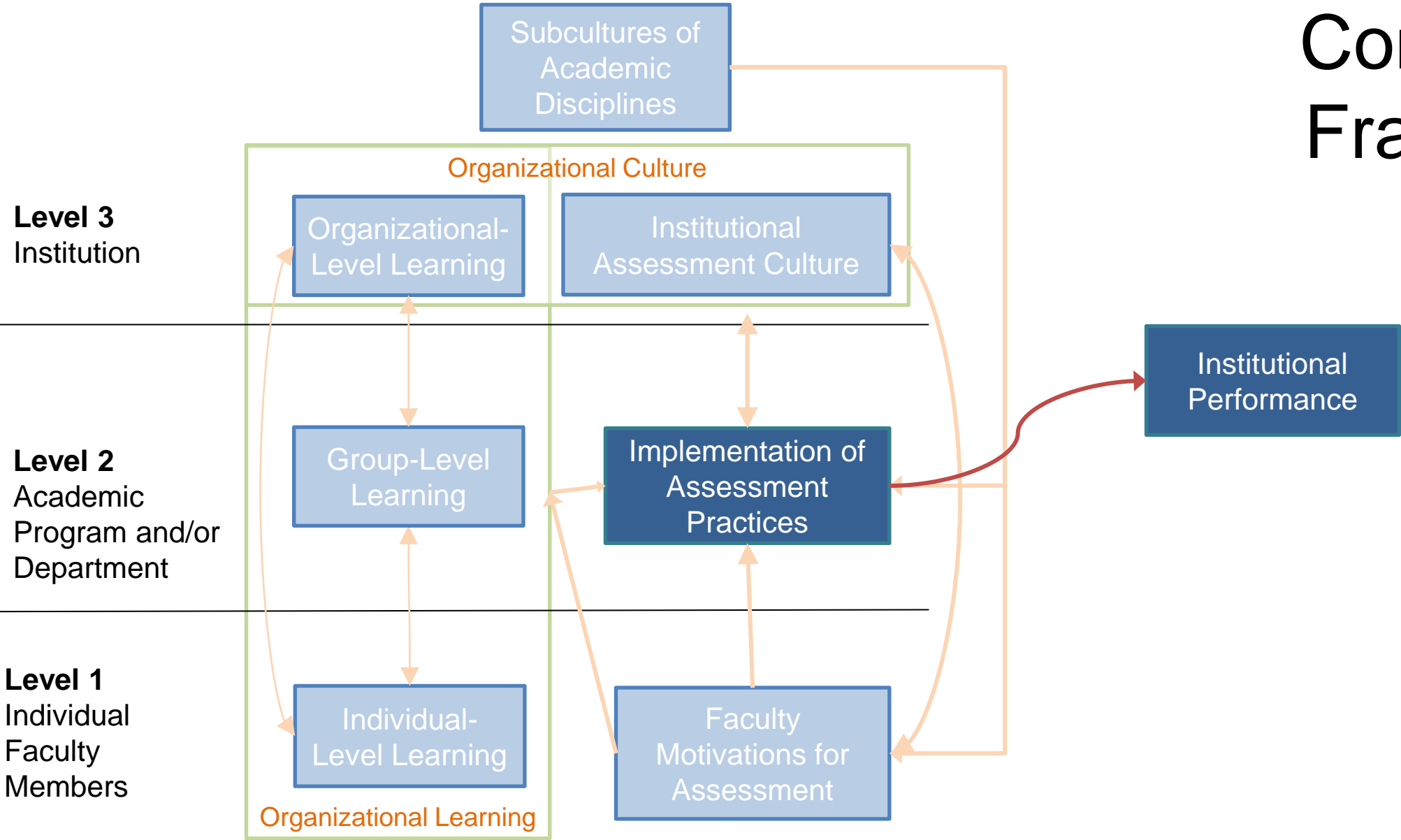
Is there a relationship between the implementation of assessment practices and institutional performance in US higher education institutions?



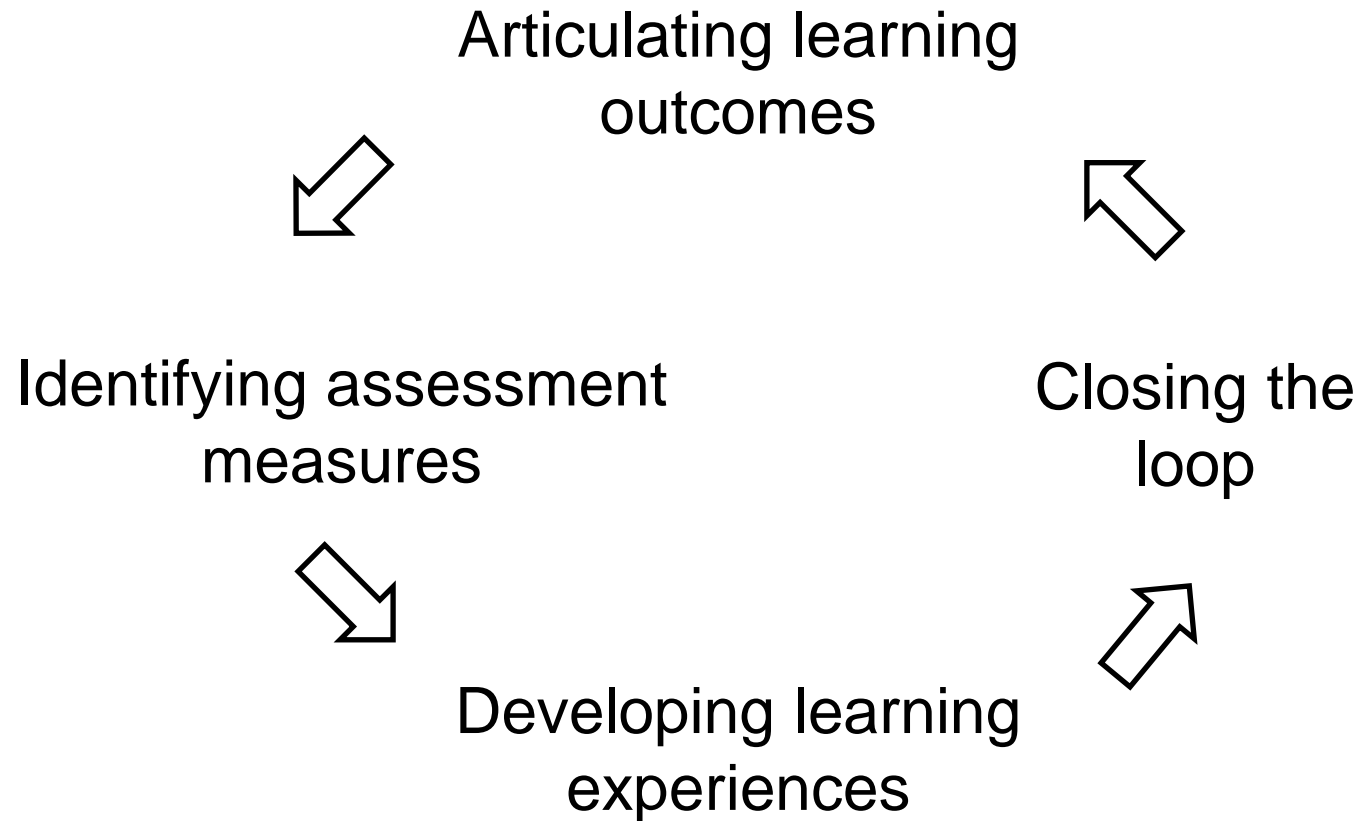
# Conceptual Framework



# Conceptual Framework



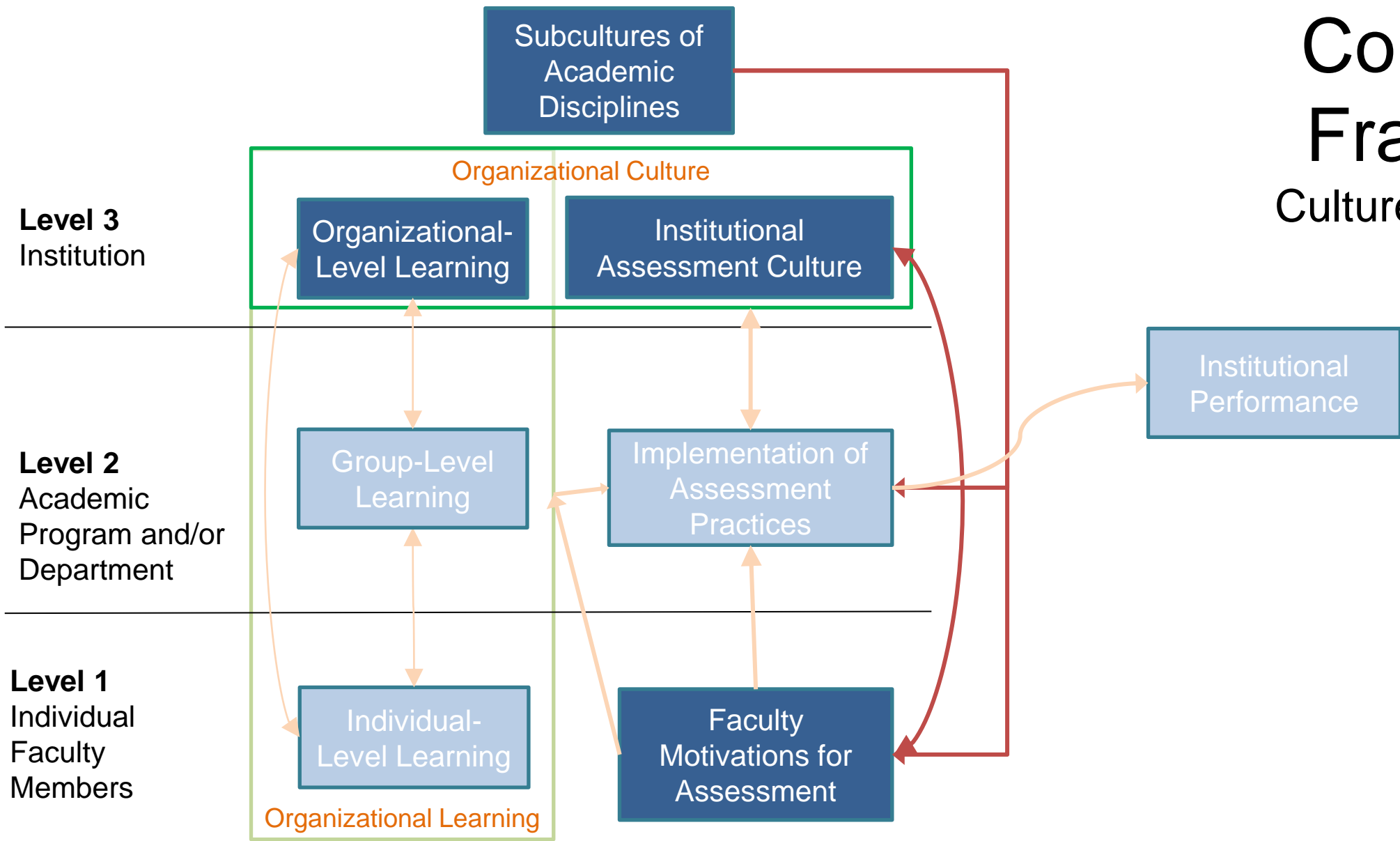
# Maki's (2010) Assessment Loop



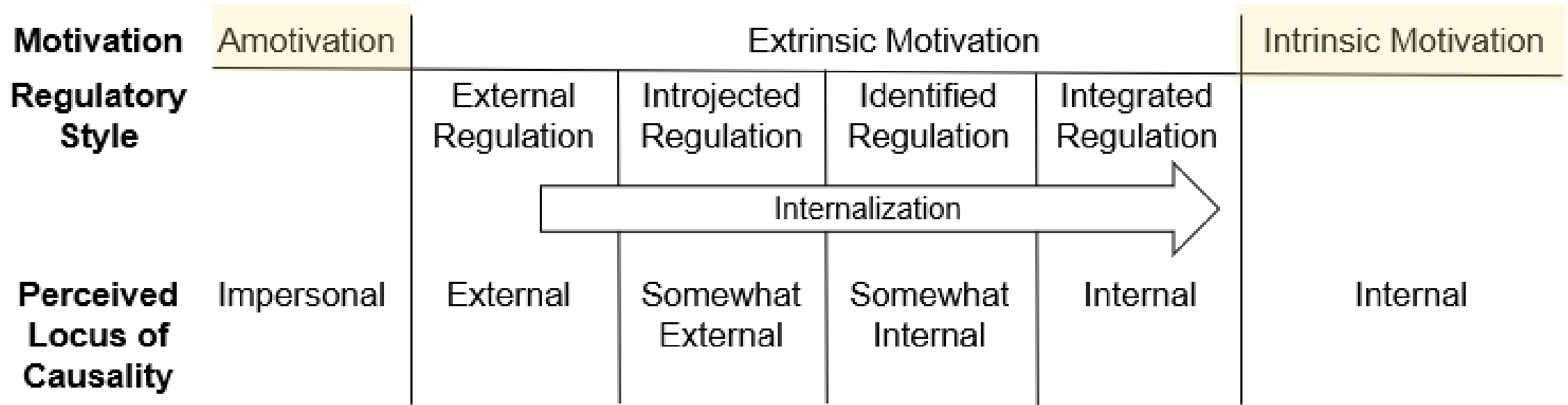


# Conceptual Framework

## Culture & Motivation

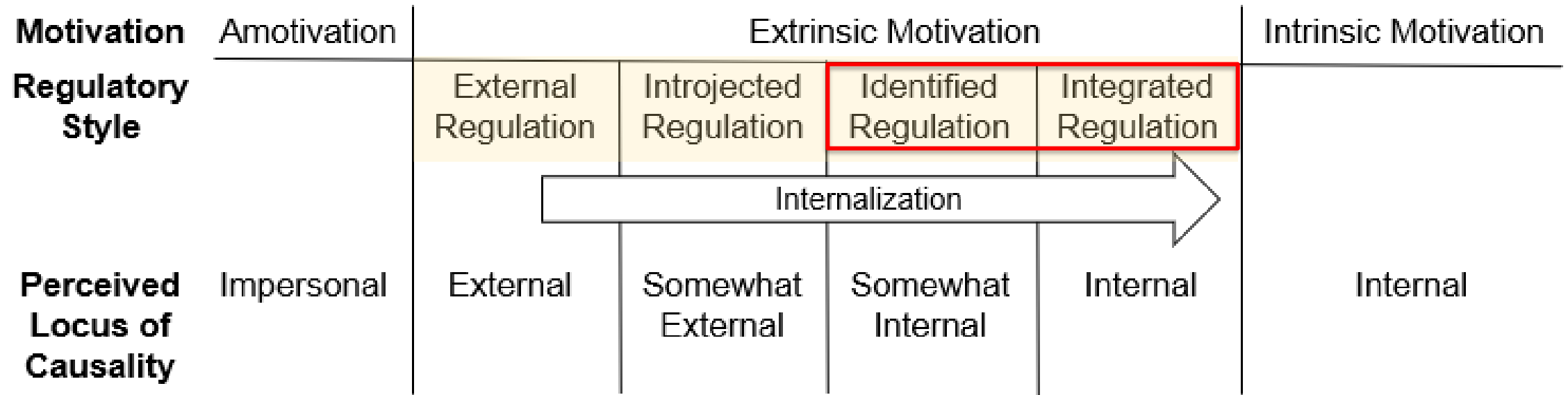


# Self-Determination Theory & Faculty Motivation



Adapted from Deci & Ryan (2020)

# Self-Determination Theory & Faculty Motivation



Adapted from Deci & Ryan (2020)

# Self-Determination Theory & Faculty Motivation

Motivation	Amotivation	Extrinsic Motivation				Intrinsic Motivation
<b>Regulatory Style</b>		External Regulation	Introjected Regulation	Identified Regulation	Integrated Regulation	
<b>Perceived Locus of Causality</b>	Impersonal	External	Somewhat External	Somewhat Internal	Internal	Internal
<b>Skidmore et al.'s (2018) Typologies</b>		Fear	Compliance	Evolving Student Learning	Student Learning	

Adapted from Deci & Ryan (2020)

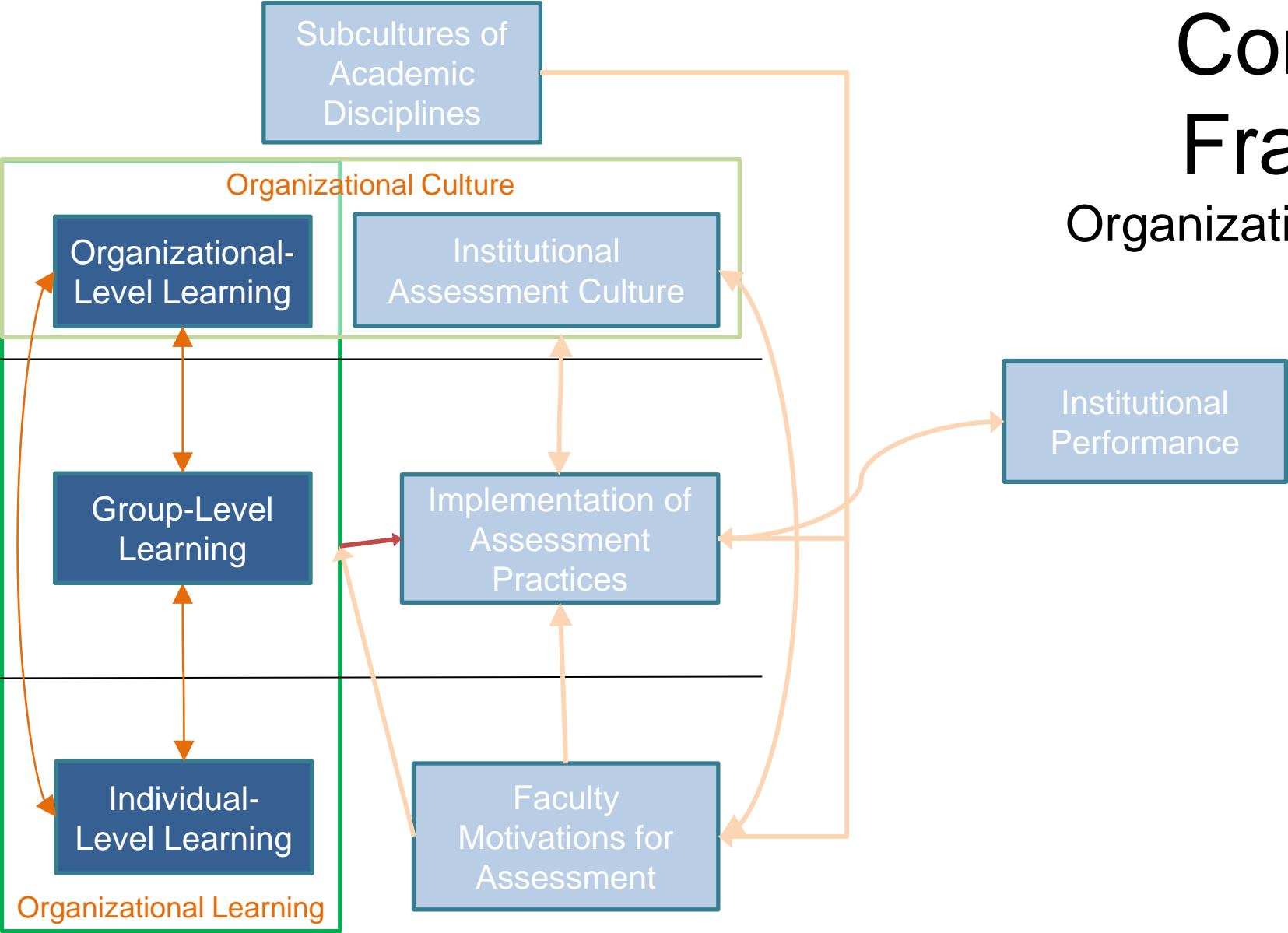
# Conceptual Framework

## Organizational Learning

**Level 3**  
Institution

**Level 2**  
Academic Program and/or Department

**Level 1**  
Individual Faculty Members



# Organizational Learning

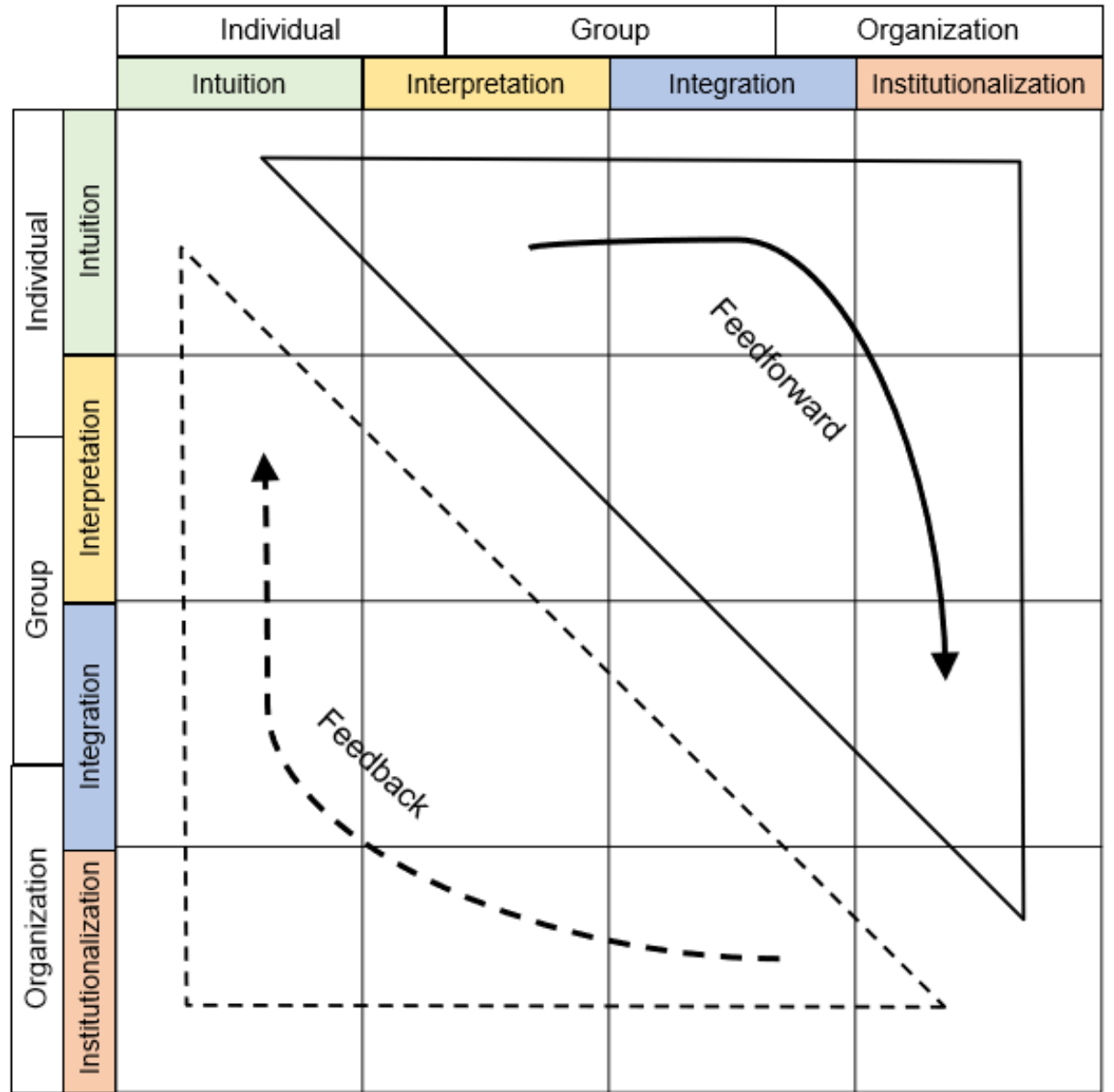
4i Framework by Crossan et al., 1999  
SLAM Instrument by Bontis et al., 2002

Intuition

Interpretation

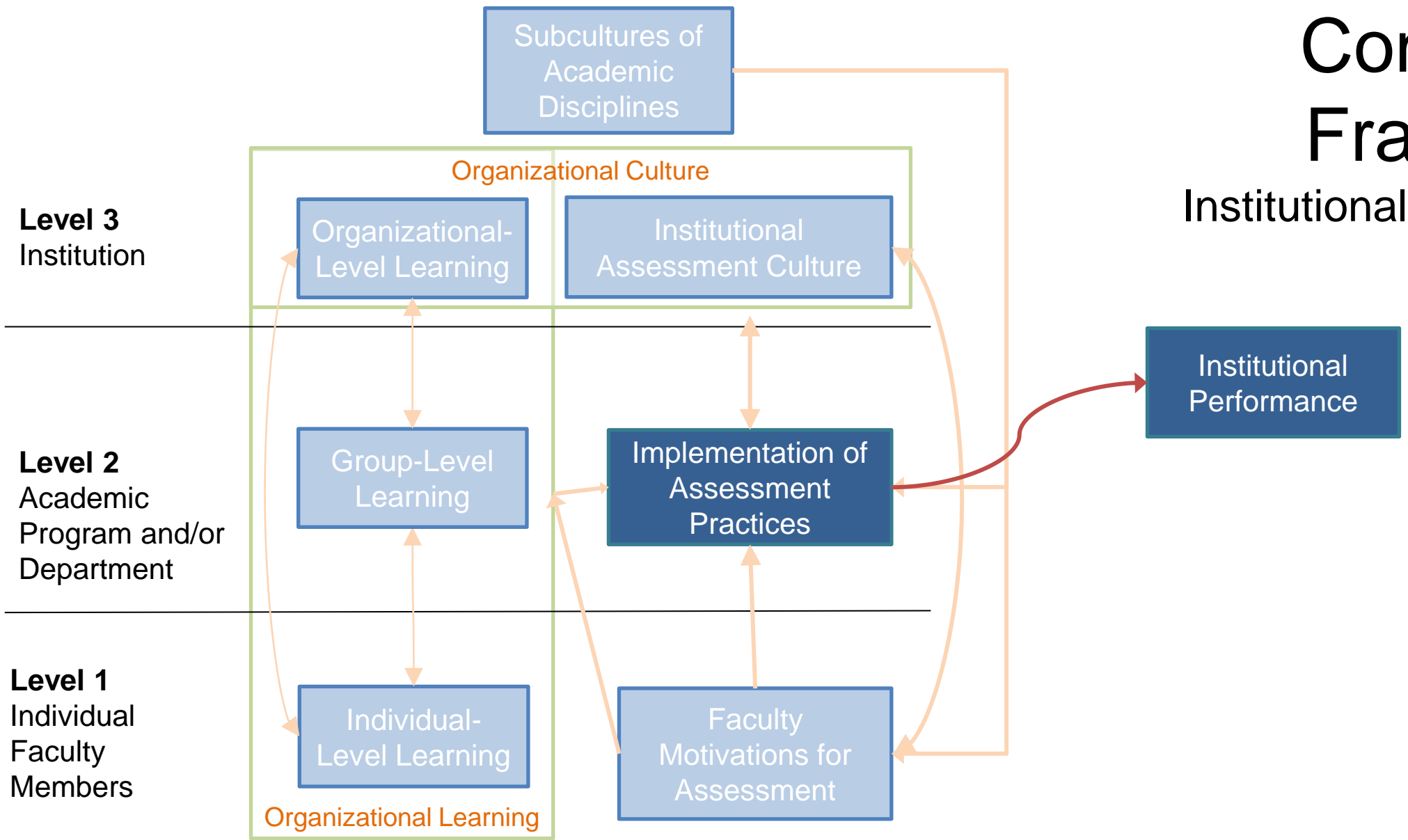
Integration

Institutionalization



# Conceptual Framework

## Institutional Performance



# Institutional Performance

Al Shraah et al., 2023; Cameron, 1978; Ewell, 1989

Student Educational Satisfaction

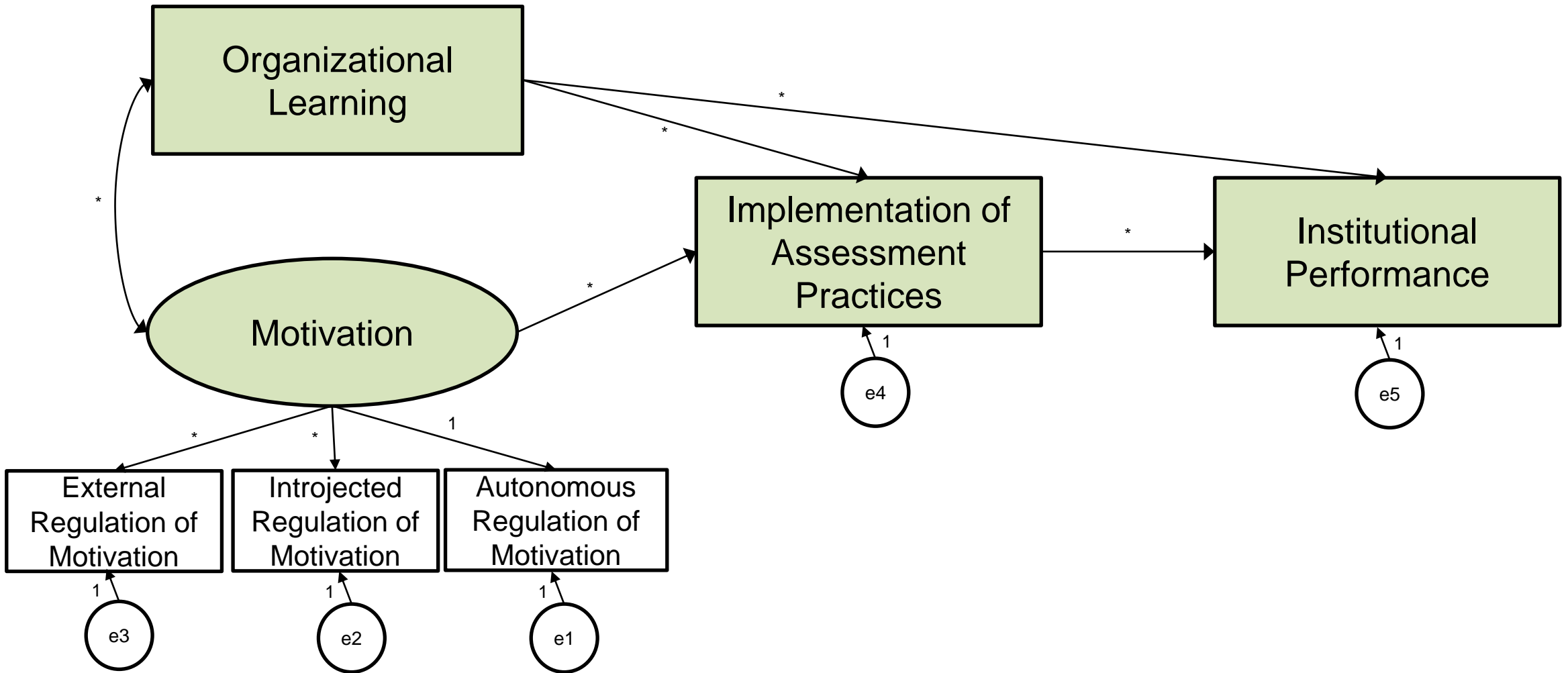
Student Career Development

Student Academic Development

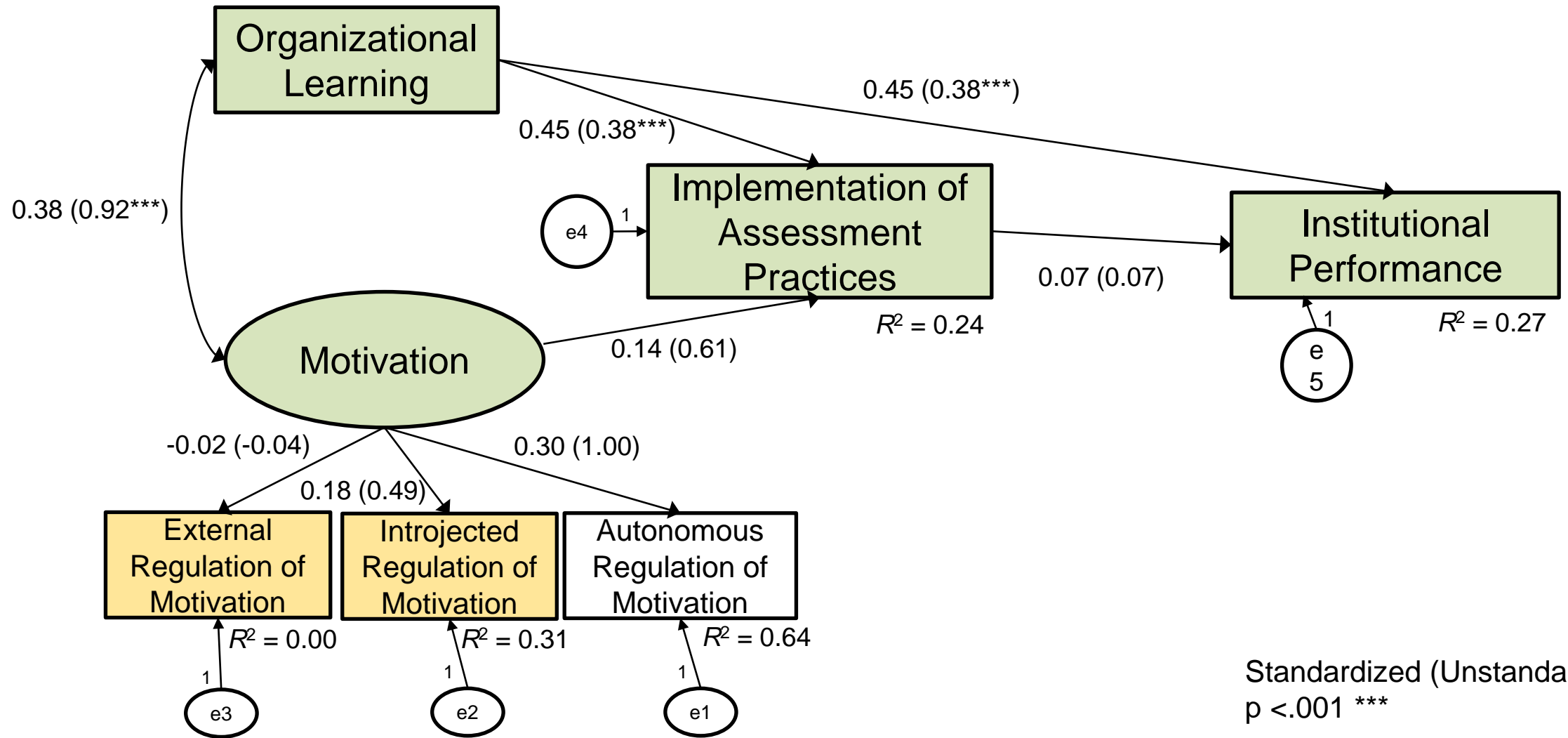




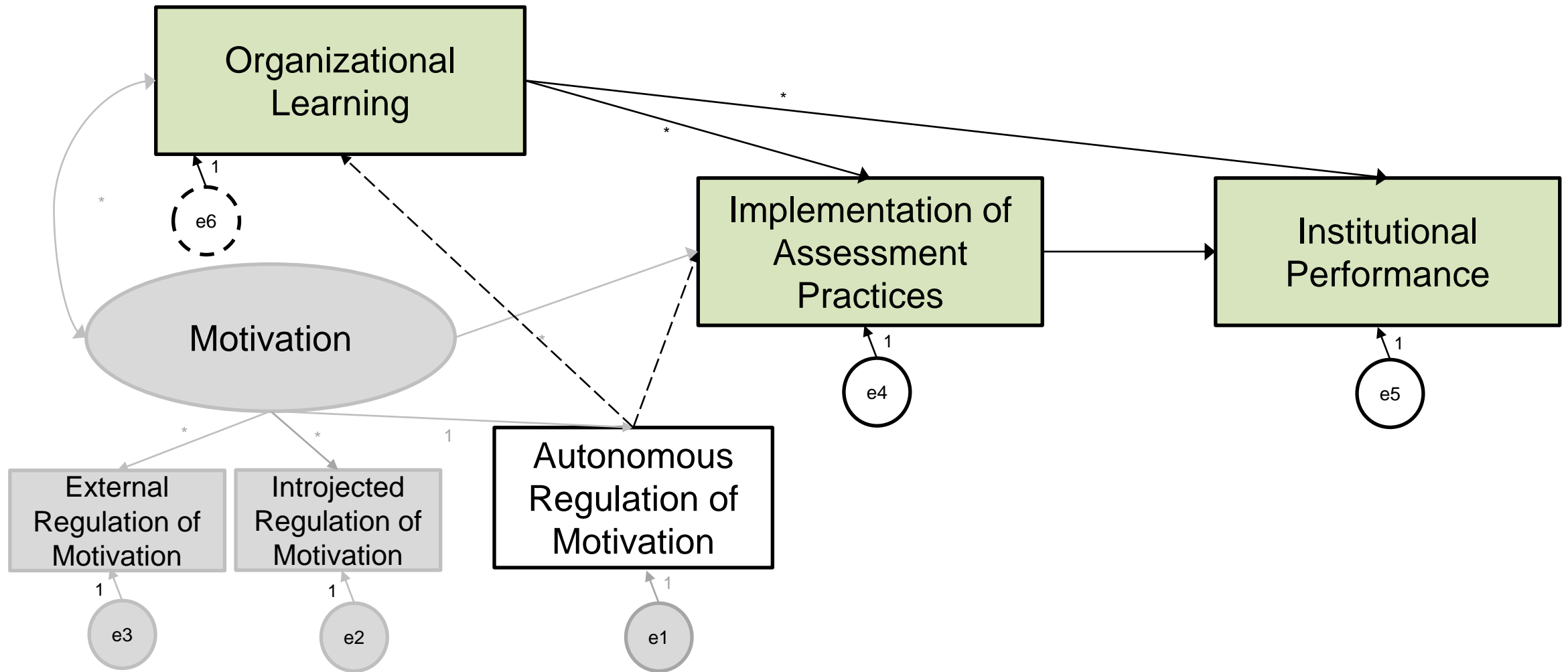
# Finalizing the Variables



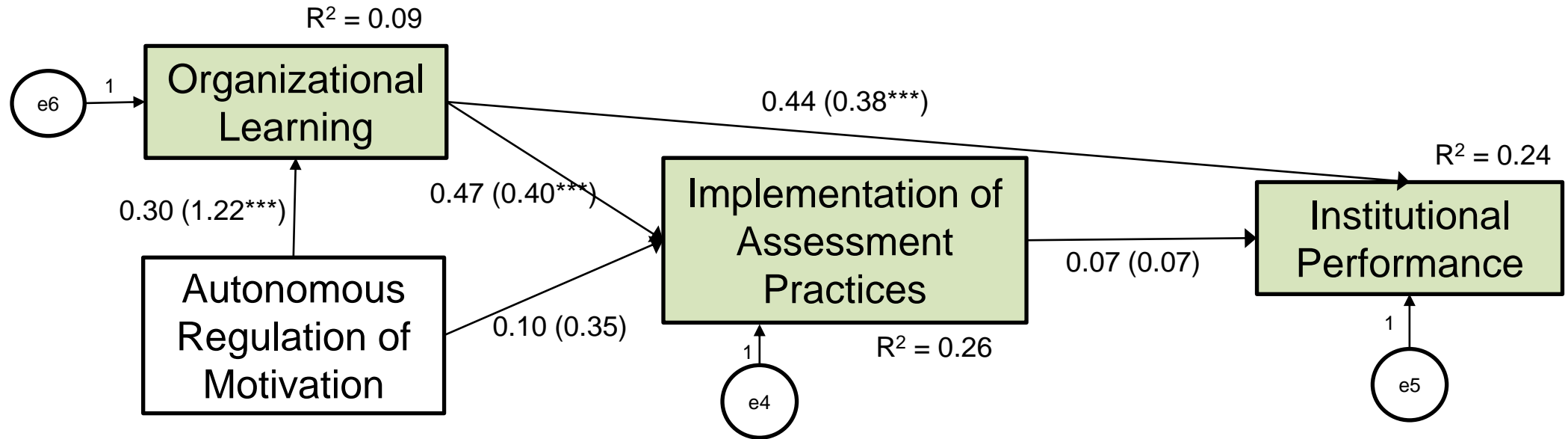
# Model 1 with Direct Effects and $R^2$



# Creating Alternate Model 1



# Retained Model



Standardized (Unstandardized)  
p < .001 \*\*\*

# Effects

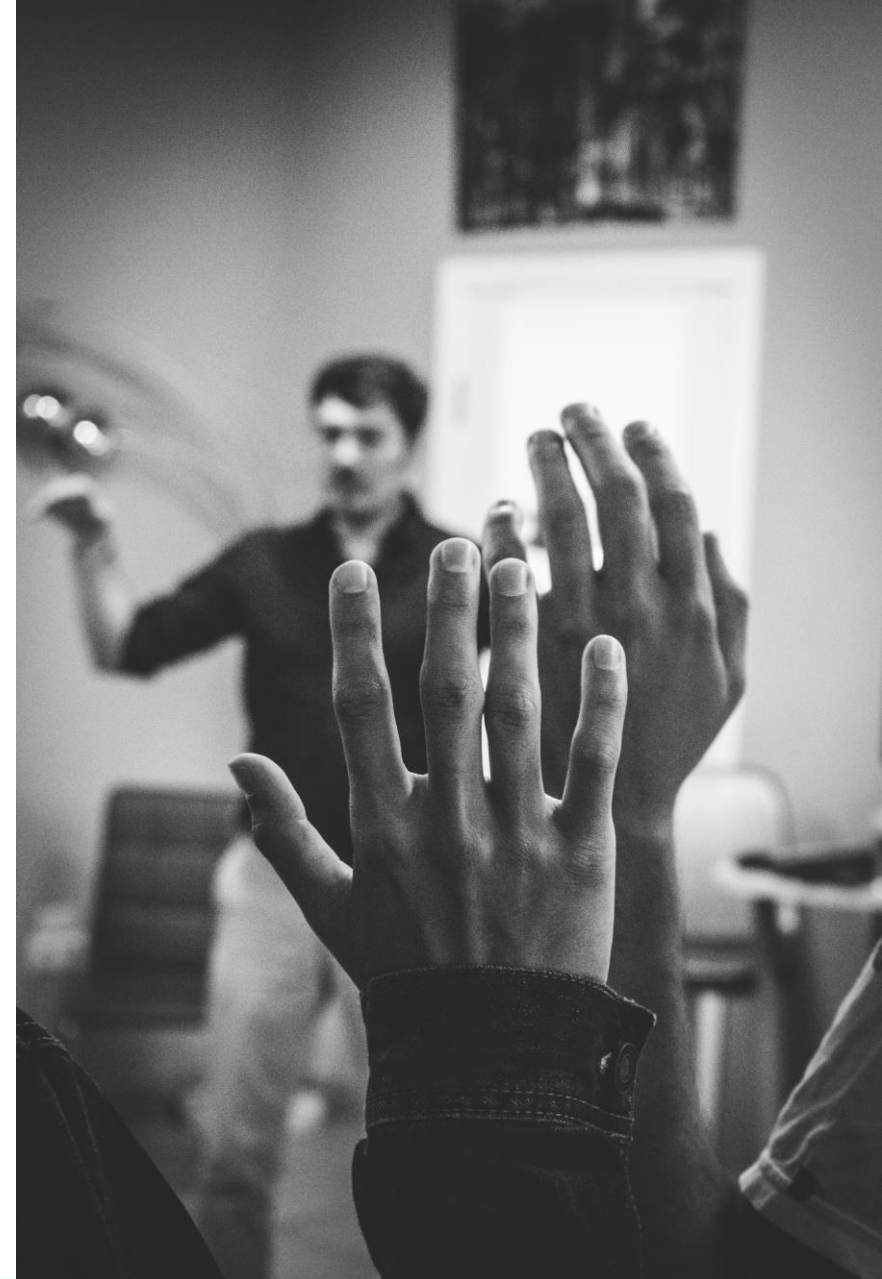
What are the direct effects, indirect effects, and total **effects among the variables?**

Endogenous Variable	Predictor Variable	Direct Effect	Indirect Effect	Total Effect
Comp_OL	Parc_Mot_Auto	0.304	--	0.304
Comp_IAP	Parc_Mot_Auto	0.103	0.144	0.247
Comp_IAP	Comp_OL	0.474	--	0.474
Comp_Perf	Parc_Mot_Auto	--	0.153	0.153
Comp_Perf	Comp_OL	0.445	0.035	0.479
Comp_Perf	Comp_IAP	0.073	--	0.073

# The Statement of the Problem

Is there a relationship between the implementation of assessment practices and institutional performance in US higher education institutions?

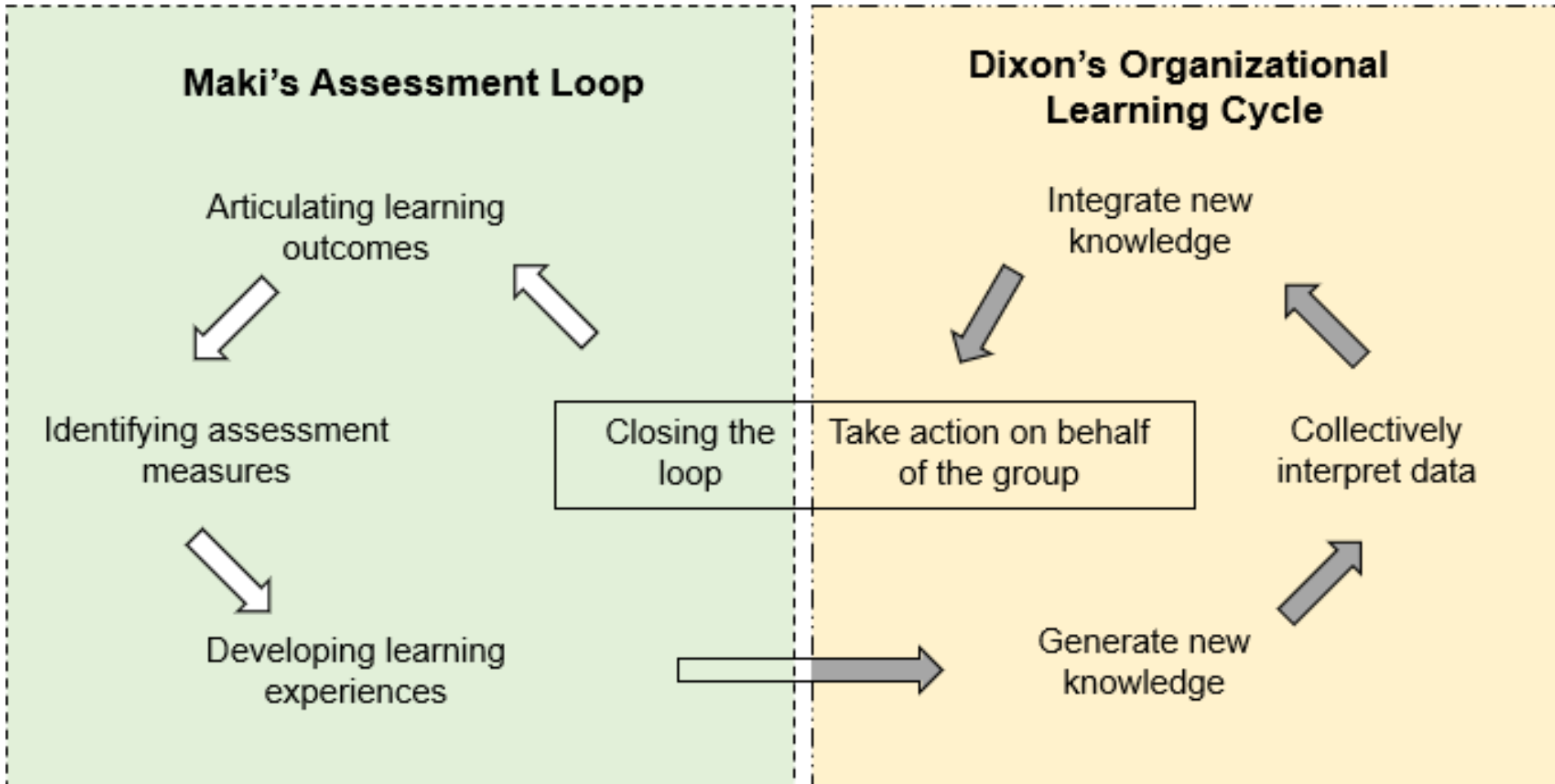
**YES!!**





WRIGHT STATE UNIVERSITY

# Encourage Deeper Analysis



Adapted from Dixon (1994) & Maki (2010)



# Assessment Cycle

1. Choose one course outcome to assess
2. Decide how you will measure student achievement of the outcome
3. Develop and deliver the course
4. Collect results of the assessment measurement
5. Analyze results
6. Make decisions about actions needed to improve the course
7. Implement those actions



# Actions taken at Wright State University

- Focus on student learning, not instruction
- 1:1 and group facilitation
- Workshops to help faculty consider data differently

**What has worked at your institution to encourage deeper analysis?**

# Motivating Faculty



iulianolariu.com

# Actions taken at Wright State University

- Autonomy
- Competence
- Relatedness

**What has worked at your institutions to increase faculty involvement?**

# Thank you!

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# Why is Assessment Important?







# Ensure Quality

- **Mission** alignment – We confirm that students are achieving what we say they will (integrity)
- **Vision** alignment – We transform the communities we serve by ensuring all students can succeed academically
- **Values** alignment – We are responsible stewards of the public trust by achieving our mission and vision



# Market

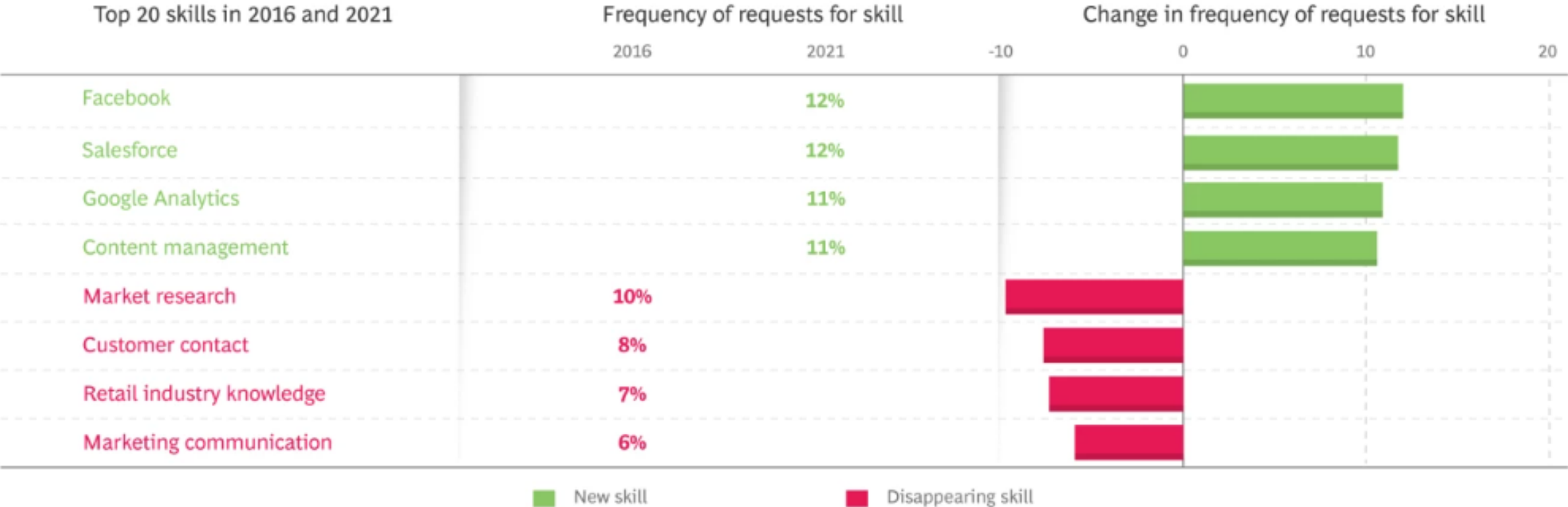
A comprehensive look at job listings from 2016 through 2021 reveals significant and accelerating changes in requested skills, with new skills appearing, some existing skills disappearing, and other existing skills shifting in importance.

Are our courses keeping pace by preparing students with the skills they will need to be competitive in the marketplace?

Burning Glass Institute (2022): <https://www.bcg.com/publications/2022/shifting-skills-moving-targets-remaking-workforce>

# How technology is influencing new and disappearing skills in the marketing specialist role

Top 20 new and disappearing skills of marketing specialists (2016 and 2021): How often the given skill is requested in a marketing specialist job posting (%)



Sources: Emsi Burning Glass job posting analytics; BCG.  
 Note: The analysis covered 2016 through the third quarter of 2021; n>15 million.



# Accountability – Responsible Stewards

HLC is an institutional accreditor recognized by the U.S. Department of Education and the Council for Higher Education Accreditation to accredit degree-granting colleges and universities. **Institutional accreditation validates the quality of an institution's academic programs** at all degree levels, whether delivered on-site, online or otherwise.

## 3.A. Educational Programs

The institution *maintains learning goals and outcomes* that reflect a level of rigor commensurate with college-level work, including by program level and the content of each of its educational programs.

## 3.E. Assessment of Student Learning

The institution *improves the quality* of educational programs based on its assessment of student learning.

## 3.F. Program Review

The institution *improves its curriculum* based on periodic program review.

## 3.G. Student Success Outcomes

The institution's student success outcomes *demonstrate continuous improvement*, taking into account the student populations it serves and benchmarks that reference peer institutions.

<https://www.hlcommission.org/Policies/2025-criteria.html>



# Accountability – Responsible Stewards

The Ohio Department of Higher Education works closely with faculty, staff and administrators from Ohio's institutions of higher education (IHE) to **ensure that students' academic needs are met**. ODHE provides guidance, coordination, oversight and accountability for a wide variety of academic programs delivered by IHEs throughout the state of Ohio. ODHE is also charged with developing, reviewing, and enacting policies that **ensure that the programs and courses taught at Ohio's colleges, universities and technical centers are of the highest quality**.

<https://highered.ohio.gov/educators/academic-programs-policies/intro>