Excellence in Assessment Designees Reflect on Growth

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Overview

- Learning Outcomes
- Introduction
- EIA Awardee Presentations
  - Background
  - Process
  - Growth
  - Challenges
- Questions

Learning Outcomes

- Develop ideas about practices and processes that can be modeled on your campus
- Identify strategies to engage campus stakeholders in the campus-level assessment

Planning for Improvement

- EIA Growth Plan Guiding Questions

  1. What are some of your largest or most important challenges?

  2. How are you planning to grow or improve your institutional use or integration of campus assessment results or data use?

  3. What concrete steps will your campus engage in to accomplish your plans?

  4. What resources will you use to help you achieve your plans?

Institutional Progress

- Building Assessment Capacity (Bowie State University)
- Engaging Faculty in the Assessment Process (UNC Charlotte)
- Engaging External Stakeholders in the Assessment Process (James Madison University)
- Engaging Internal Stakeholders in the Assessment Process (Bowling Green State University)

BOWIE
STATE UNIVERSITY
1865

Building Assessment Capacity

2011-2018 PAST

- Regional Accreditation
- Leadership
- CAPA Positions
- Title III Funding
- Committees
- Faculty assessment coordinators
- Training & Resources
- Website & newsletters
- Standardized national assessments
- EIA Designation

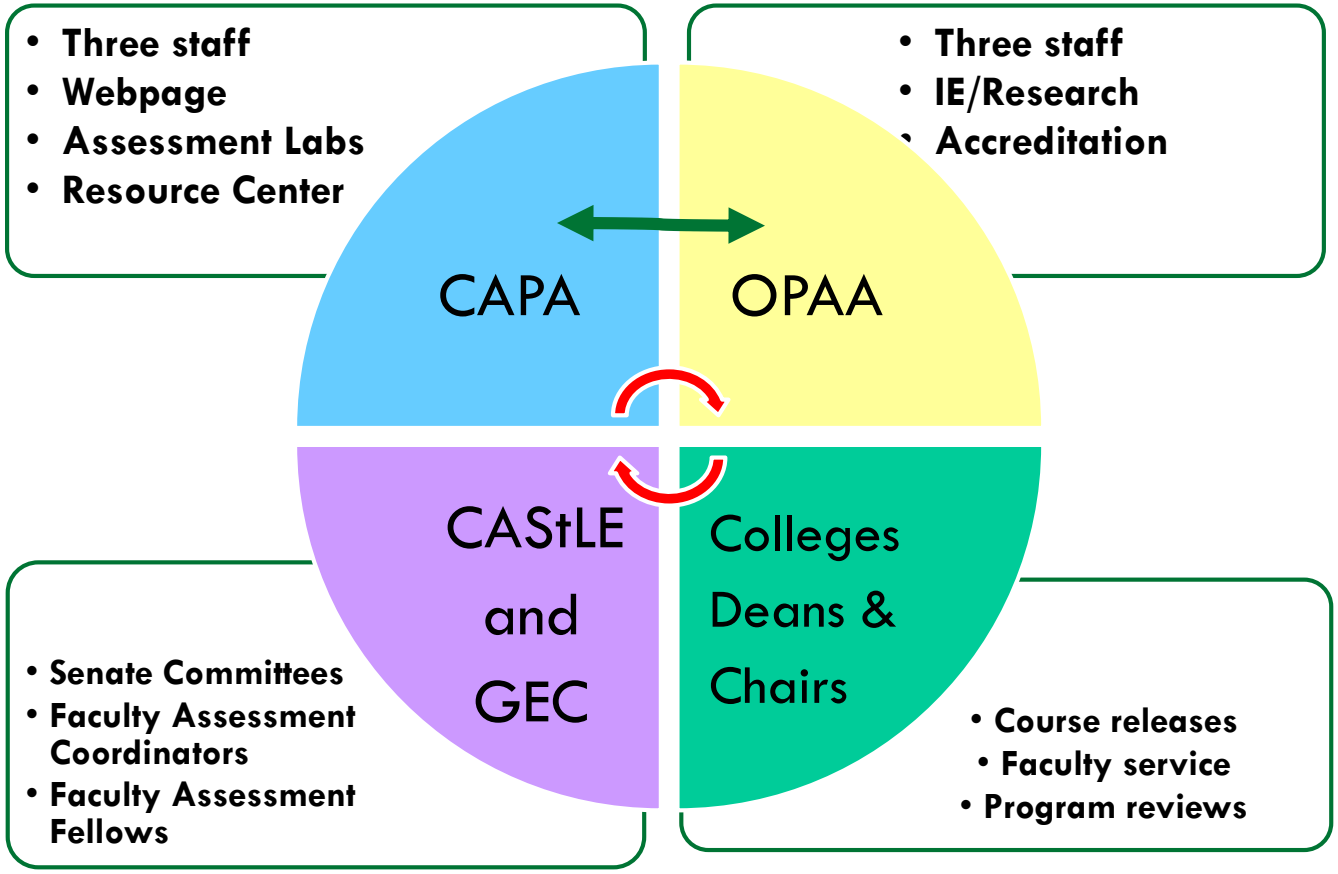
2019-2020 PRESENT

- Resource Center
- Professional development funding
- Computer Labs
- MSCHE Self-Study
- Faculty Assessment Fellow
- CAPA Advisory Board
- Annual August Training
- Mobile Assessment Lab

2021-2026 FUTURE

- Technology for campus-wide data collection
- Training/technology position
- MSCHE Site visit
- Self-study action plan and implementation

Building Assessment Capacity



UNC CHARLOTTE

Engaging Faculty in the Assessment Process

- New Faculty Orientation
- New Faculty Learning Community
- Scholarship of Assessment
- Faculty Showcase
- Assessment Faculty Fellows

Engaging Faculty in the Assessment Process

Growth

- Office structure
- Shifting the "Culture of Assessment"

Challenges

- Distinguishing between Changes and Improvements
- Funding for faculty fellows
- Not a part of the tenure process

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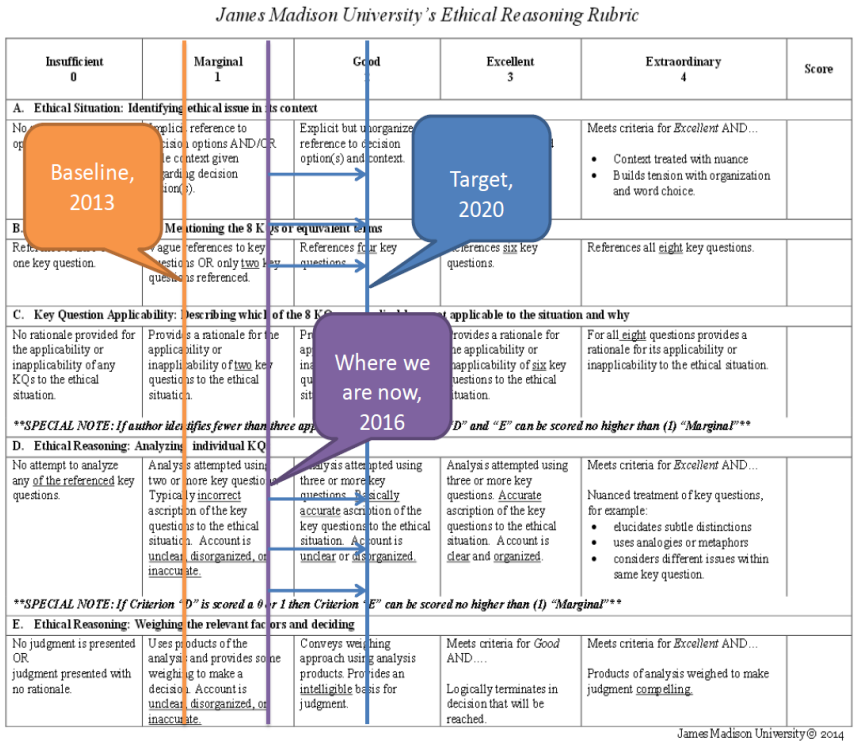
Engaging External Stakeholders in the Assessment Process

From: https://www.forbes.com/sites/kalevleetaru/2017/12/18/why-was-2017-the-year-of-the-filter-bubble/#5d146df7746b

Engaging External Stakeholders in the Assessment Process

BOV Meeting

External Content Experts



James Madison University's Ethical Reasoning Rubric

Insufficient 0	Marginal 1	Good	Excellent 3	Extraordinary 4	Score
A. Ethical Situation: Identifying ethical issue in its context					
No [illegible] options.	[illegible] reference to decision options AND/OR the context given regarding decision option(s).	Explicit but unorganized reference to decision option(s) and context.	[illegible]	Meets criteria for *Excellent* AND… • Context treated with nuance • Builds tension with organization and word choice.	
B. [illegible] Mentioning the 8 KQs or equivalent terms					
[illegible] one key question.	Vague references to key questions OR only two key questions referenced.	References four key questions.	References six key questions.	References all eight key questions.	
C. Key Question Applicability: Describing which [illegible] of the 8 KQs [illegible] applicable to the situation and why					
No rationale provided for the applicability or inapplicability of any KQs to the ethical situation.	Provides a rationale for the applicability or inapplicability of two key questions to the ethical situation.	Provides a rationale for the applicability or inapplicability of four key questions to the ethical situation.	Provides a rationale for the applicability or inapplicability of six key questions to the ethical situation.	For all eight questions provides a rationale for its applicability or inapplicability to the ethical situation.	
SPECIAL NOTE: If author identifies fewer than three [illegible] "D" and "E" can be scored no higher than (1) "Marginal"					
D. Ethical Reasoning: Analyzing individual KQ					
No attempt to analyze any of the referenced key questions.	Analysis attempted using two or more key questions. Typically incorrect ascription of the key questions to the ethical situation. Account is unclear, disorganized, or inaccurate.	Analysis attempted using three or more key questions. Typically accurate ascription of the key questions to the ethical situation. Account is unclear or disorganized.	Analysis attempted using three or more key questions. Accurate ascription of the key questions to the ethical situation. Account is clear and organized.	Meets criteria for *Excellent* AND… Nuanced treatment of key questions, for example: • elucidates subtle distinctions • uses analogies or metaphors • considers different issues within same key question.	
SPECIAL NOTE: If Criterion "D" is scored a 0 or 1 then Criterion "E" can be scored no higher than (1) "Marginal"					
E. Ethical Reasoning: Weighing the relevant factors and deciding					
No judgment is presented OR judgment presented with no rationale.	Uses products of the analysis and provides some weighing to make a decision. Account is unclear, disorganized, or inaccurate.	Conveys weighing approach using analysis products. Provides an intelligible basis for judgment.	Meets criteria for *Good* AND…. Logically terminates in decision that will be reached.	Meets criteria for *Excellent* AND… Products of analysis weighed to make judgment compelling.	

James Madison University© 2014

Baseline, 2013

Target, 2020

Where we are now, 2016

Feedback on Assessment Instruments

Engaging External Stakeholders in the Assessment Process

- Growth
  - Presenting to more outside groups.
  - Attending conferences to assessment-adjacent fields.
  - Receiving honest feedback about presentations from educated, but non-academic friends.
- Challenges
  - Easy to get in the weeds, then realize audience does not understand distinction between SLO assessment and other program evaluation.
  - Distinction between assessment and improvement, a challenge.
  - Access and cost of college get more attention.

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Engaging Internal Stakeholders in the Assessment Process

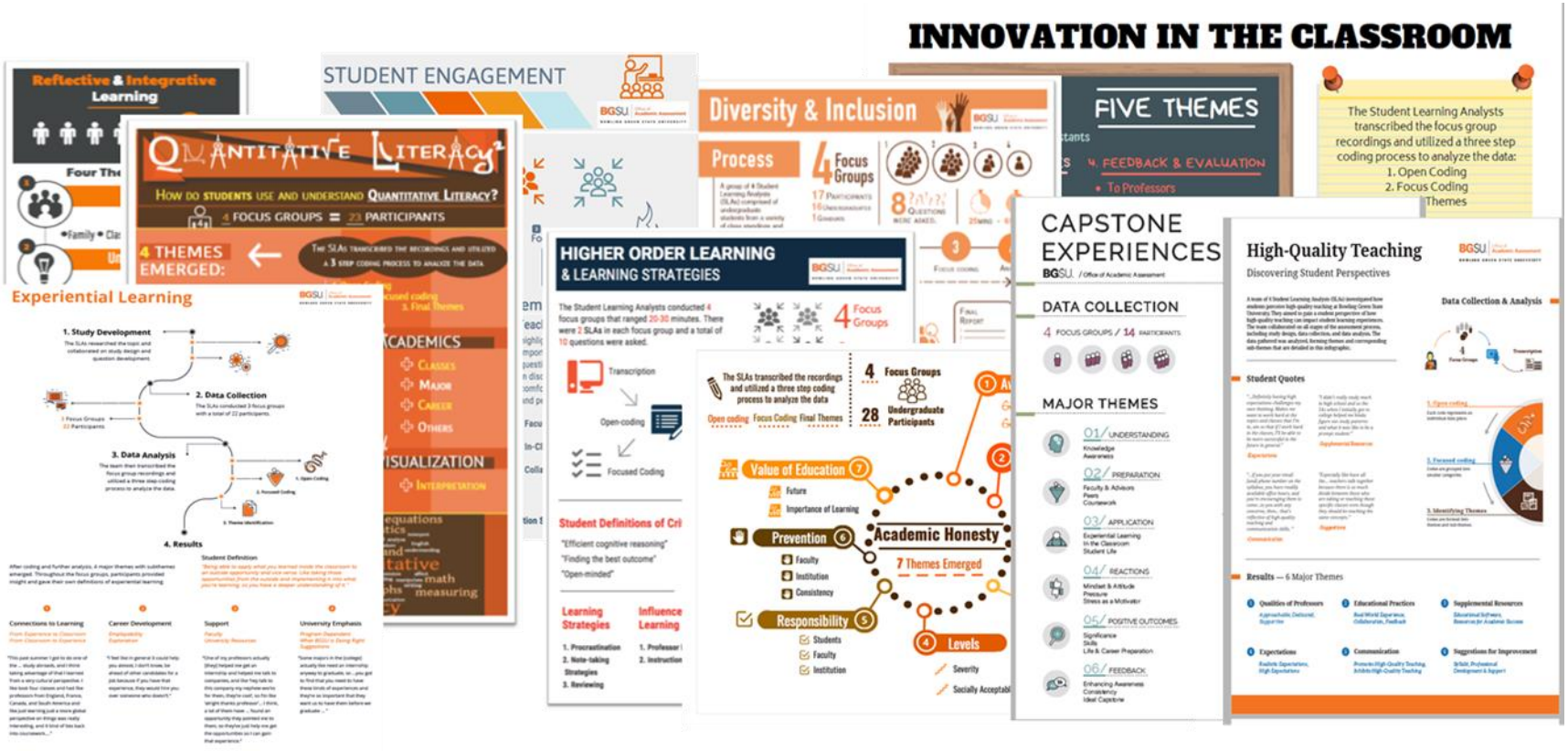
Using Canvas to gather faculty-led assessments

- GenEd Program Learning Outcomes Assessment
- Program Learning Outcomes Assessment

Student Learning Analysts (SLAs)

- Institutional goal of involving undergraduate students in the assessment process
- Started as a Pilot in AY 2016-2017; SLA program continues through ongoing support
- Empowered students with developing and implementing assessment projects

Engaging Internal Stakeholders in the Assessment Process



Engaging Internal Stakeholders in the Assessment Process

- Growth
  - Student Learning Analysts – 4th year; 14 assessment projects
  - GenEd Program – Canvas assessment templates for all courses
  - Program Learning Outcomes Assessment with Canvas in process
- Challenges
  - Student Learning Analysts – continual training and hiring
  - Using Canvas – gaining buy-in from departments

Questions

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