Excellence in Assessment Designees Reflect on Growth

Christine Robinson & Harriet Hobbs, University of North Carolina at Charlotte
Keston Fulcher, James Madison University
Jessica Turos, Bowling Green State University
Becky Verzinski, Bowie State University

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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
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)
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

- Course releases
- Faculty service
- Program reviews
- Senate Committees
- Faculty Assessment Coordinators
- Faculty Assessment Fellows
- Three staff
- Webpage
- Assessment Labs
- Resource Center
- Three staff
- IE/Research
- Accreditation
- CAPA
- OPAA
- CASTLE and GEC
- Colleges Deans & Chairs
- Course releases
- Faculty service
- Program reviews
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
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**

**Feedback on Assessment Instruments**

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**James Madison University’s Ethical Reasoning Rubric**

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<tr>
<th>Insufficient</th>
<th>Marginal</th>
<th>Good</th>
<th>Excellent</th>
<th>Extraordinary</th>
<th>Score</th>
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**A. Ethical Situation:** Identifying ethical issues (1 criteria)
- Describe the ethical situation (2 criteria)
- Describe the relevant ethical principles (2 criteria)

**B. Moral Reasoning:** Synthesizing the ethical issue (3 criteria)
- Provide a moral analysis (2 criteria)
- Develop a moral argument (4 criteria)

**C. Moral Decision:** Selecting a moral action (5 criteria)
- Provide a rationale (2 criteria)
- Provide an ethical justification (3 criteria)

**D. Reflective Practice:** Reflecting on the ethical decision (4 criteria)
- Provide a self-reflection (2 criteria)
- Provide a self-improvement plan (2 criteria)

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**Baseline, 2013**

**Target, 2020**

**Where we are now, 2016**

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Janice Madison University © 2014
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.
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
Contact Information

University of North Carolina at Charlotte
Christine Robinson, crobi112@uncc.edu
Harriet Hobbs, hhobbs2@uncc.edu

James Madison University
Keston Fulcher, fulchekh@jmu.edu

Bowling Green State University
Jessica Turos, jmturos@bgsu.edu

Bowie State University
Becky Verzinski, bverzinski@bowiestate.edu