Summer workshop

Welcome Liaisons, Department Heads and Deans
Outcomes

• Goals for the day
  • Professional development (assessment)
  • Tools for completing expectations
  • Understand reporting structure
  • Celebration of accomplishment
  • Multidisciplinary conversations
agenda

9:00- Welcome and overview
9:30- Program plan self-evaluation
10:15- Break
10:30- Rubrics and creative measures
12:00- Lunch
1:00- Collaborative assessment protocol
2:15- break
2:30- Reporting and facilitating
3:30- Adjourn
Overview

- Progress in academy
  - Where we are in the project
- Practices from conferences and literature
- Leadership going forward
  - How we came to have liaisons
  - More emphasis on individual programs (vs. system)
- Celebrate when we find what isn’t working
HLC Assessment Academy

- Fall 2010 will be the start of the third year of a four-year project: Design and Implementation of a comprehensive campus assessment system
  - Began with writing outcomes
  - Takes the campus through the feedback loop
  - Includes faculty and staff development leading to a culture of assessment for improvement of student learning
HLC Assessment Academy

- Mentor feedback has been positive
  - Much has been accomplished
  - Integration of academic and co-curricular programs
  - Caution – do not over-emphasize process and forms
  - Caution – do not over-emphasize dynamic aspect of assessment; give appropriate feedback to programs
Best Practices

- The system – multiple use of assessments
- Mapping shows alignment between program and institutional outcomes
- Allows course-embedded assessments across programs to contribute to assessment of institutional outcomes
- Requires thinking about assessment in terms of learning outcomes instead of grades
Key points from NILOA

- Gaining faculty involvement and support remains a major challenge.
  - Prefer authentic measures (vs. standardized tests)
  - Language is considered part of the management culture (accountability)
  - Not enough training
  - Not valued in reward systems
  - Haven’t seen sufficient evidence that assessment makes a difference
There is a tension between assessment for accountability vs. assessment for improvement of learning

Four guiding principles for responding to calls for external accountability that also preserve and develop institutional capacity for evidence-based continuous improvement
Guiding principles #1

- Respond visibly to domains of legitimate external concern
  - Look beyond retention and graduation rates
  - Look for direct evidence of student academic achievement—centered on broad skills like critical thinking, communication, program solving
  - VSA (comparable information across institutions) vs. satisfying our accrediting bodies
Guiding Principle #2

• Show action on the results of assessment
  • Sincere efforts to improve student learning...but also proof that students are achieving at adequate levels in the first place
  • For assessment-based improvement to work effectively, learning objectives must be inescapable: They are in catalogues, on syllabi, and visible in the criteria faculty use to assign grades.
  • Faculty must be involved -
Guiding Principles #3 and #4

- Emphasize assessment at the major transition points in a college career
  - Post-assessments from developmental programs
  - Criteria for admission to a major
  - Capstone on completion of a program
- Embed assessment in the regular curriculum
  - Assessment activities integrated with everyday practices of teaching and learning.
Electronic Portfolios

- Require students to take active role in selecting work
- Guided reflection – students gain understanding of their own learning processes
- Shifts focus from the teacher to the learner
- Emphasis on outcomes—what students know and are able to do
- Authentic, performance-based forms of evaluation and accountability
  - ePortfolio has summative assessment capabilities that can be used for accountability.
Going forward

- Program liaisons
  - CASL noted that “leaders” were emerging from within the programs and that messages to the entire faculty/staff were considered too generic.

- Jackie, Shannon, Mary
  - Jackie – system – Assessment Academy
  - Shannon – consultant to academic programs
  - Mary – consultant to co-curricular programs

- Assessment Grants

- Scholarship of Teaching and Learning
Going Forward

- **CASL**
  - Review collective data from all programs that contribute to each of the UMD outcomes; synthesize and report to Administration

- **General Education**
  - Decision to be made: Who is the “liaison” for general education? Who will synthesize and report on this program?
  - The new Lib Ed isn’t that much different from the current package. It would be good to collect some benchmark data in Fall of 2011.
Celebrate

- Each step accomplished
- Learning outcomes met
  - Spiral upward
- Learning outcomes NOT met
  - If your assessments identify where a student learning outcomes has not been met, CELEBRATE – your assessment worked. Now feed the information back for program improvement.
Program Plan Self-Evaluation

- Domains represent essential aspects of an effective assessment plan designed to support improved student learning
- Articulates UMD student learning assessment expectations
- Useful in guiding conversations and decisions about your program’s plan
## Domain and standard

### Professional standards and student outcomes

- Outcomes match program values and mission
- Faculty/staff involvement

### Guiding questions

- Can all program faculty/staff describe the outcomes?

### Outcome statements

- Key knowledge skills and values
- Measureable
- Multiple levels of learning

- Are the outcomes written in measurable terms?
- Do the outcomes include high levels of cognitive development?
<table>
<thead>
<tr>
<th>Faculty/staff involvement</th>
<th>Guiding questions</th>
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<tbody>
<tr>
<td>- Implementation by a small core of faculty/staff</td>
<td>- Besides the assessment liaison, who else is involved?</td>
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<td>- Discussion is consistent and involves entire faculty/staff</td>
<td>- How can you communicate assessment requirements accurately to everyone?</td>
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<td>- Has your program scheduled an assessment in-service for this fall?</td>
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# Domain and standard

## Measure alignment
- Measures identified and mapped to learning outcomes

## Guiding questions
- Are the measures clearly aligned with the program’s stated outcomes? (Step 3)

## Assessment structure
- Multiple measures
- Regular use
- Comprehensive information

## Guiding questions
- In which courses and activities are outcomes already being addressed and assessed? (Step 2)
- Have multiple assessment points been identified within the structure of the program?
# Domain and Standard

## Data management
- Data management plan in place
- Collect and store student data over time

## Guiding questions
- Who is collecting the data?
- How is it collected and stored (e.g. Portfolio)?
### Domain and standard

#### Data collection points
- Systematic
- Strong rationale

#### Data collection sources
- Student, faculty/staff and graduates
- Institutional data, as appropriate

#### Guiding questions
- What is driving when and how data is collected?
- What opportunities exist to gather data from faculty/staff and graduates?
- Are you using institutional data effectively? (Do you know what data exists?)
## Domain and standard

<table>
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<th>Program improvement</th>
<th>Guiding questions</th>
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<tr>
<td>• Ongoing and systematic</td>
<td>• Based on the data collected, what are students learning? Are these the things you want them to learn?</td>
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<tr>
<td>• Objectives based</td>
<td>• When a weakness in learning is identified, how will your program address the problem?</td>
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<tr>
<td>• Data informs decisions and actions</td>
<td>• How will the effectiveness of improvements/changes be assessed?</td>
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Self-Evaluation

- Take a few minutes to complete self-evaluation for your department
- For discussion with the colleagues at your table...
  - What one or two domains would you like to focus on improving?
    Share, brainstorm and discuss strategies
  - Share an item that you evaluated “at standard” or above. How did your program achieve this?
  - In what ways can your department head, associate dean, and dean support this endeavor?
Rubrics

- 15 minute break before we begin.
Collaborative Assessment Protocol

- Discuss student work- notice integration and opportunities for growth
- Assess and support students
- Advance professional development
- Reflect about assignment design
- Streamline curriculum
- Encourage inter-disciplinary and intra-disciplinary discussion.

This process is not about judgment rather sharing and describing insights on learning and teaching.
CAP: Introduce the work

- Course level: minimal or advanced
- Syllabus
- Describe assignment and relevant learning outcomes
- Provide copies of assignment
- Explain how it fits in curriculum
CAP: Look at the work

- Take time to look through the materials.
  - Assignments from earlier in the semester
  - Student work examples
  - Rubric

What kind of learning does this assignment reveal?
Describe to your group what you see as disciplinary insights, modes of thinking or areas that inform work.

What evidence is available?
CAP: Integration

- Evidence of learning from other courses?
- Types of learning? (verb handout)
  - Complex explanation?
  - Synthesis?
  - Pragmatic solution?

What would deepen the student’s experience/knowledge?

What is the value and/or purpose of the work?
CAP: Presenting Teacher Response

- Add perspective
- What might you change?
- What was effective?
- Other ideas?
CAP: Implications

- Any best practice ideas?
- Implications for keeping it the same/changing?
Collaborative Assessment Protocol: Steps

- Introduce the work
- Read/experience the work
- Disciplinary grounding (small group)
- Revealing integrations (large group)
- Hear from presenting teacher
- Implications for teaching and learning
Reporting and facilitating

- The template
- Facilitating the department conversations
  - Talk about plan-what is good, what can change
  - Talk about measures-
  - Define a narrow goal for the program
- Deadline for reports and changes to plans
  - 8 October 2010
- What happens to these reports?
- Celebrate when we find what isn’t working