2/22/2023 AALHE Assessment Learning Exchange: Using Assessment Results for Continuous Improvement Meeting Notes Compilation

Inspiring Ideas to Share with the ALE Group

Room 1

Similar theme around engendering faculty engagement in understanding the process and its value, participating in assessment, connecting to curricular changes. In one context, we focused on addressing what is the why, can we document why we might be making a change, and being open to change if the why is not there.

From another group:
- Change from "culture" of assessment to a "community" of assessment (faculty engaged in conversation with one another).
- Use of inclusive language: participation vs. compliance, program inquiry vs. program assessment, data-informed vs. data-driven
- Use of learning improvement stories

Room 6

- Difference between culture of assessment and community of assessment
- Reverse engineering

Room 9

- OHSU built own in-house application that has been amazing but requires coding experience etc.

- Have programs reflect on learning improvement stories in closing the loop with data (tell us stories!)
- Using eportfolios for students to collate artifacts as they determine their career path, and also for faculty to show their growth as educators.
- Befriend IT, bake them cookies!

Room 11

- Celebrate achievements
- Include student voices; make students leaders for assessment

Room 13

- Co-curricular learning occurs in places we may not expect it. The key is to articulate the learning objectives, and find evidence to demonstrate them.

Accomplishment

Room 1

- At my last institution, I was able to walk faculty through a process of reducing their General Education SLOs from 20 plus down to 8.
- We worked to align all of our courses with our Institutional Learning Outcomes. It was an interesting and engaging activity. Our work was done through spreadsheets: [ILO Mapping to Courses](#)
- As I am new to this position, coming from an administrative position previously, my accomplishment is simply securing a position where I get to work within the data realm all day long while providing data to our faculty and committees as they need it.
- I just started my position on Jan 2nd (moved into Institutional Assessment from STEM education research). So, my accomplishment is starting a new job and beginning to review annual assessment reports from last academic year, which had been left untouched until this position was filled. I'm also super excited to find AALHE as a community and look forward to lots of collaboration in the future.
- I "borrowed" a report from New Mexico State and used it to display meta assessment data for our first year of Gen Ed assessment education. I am also participating in the AGLS (Association of Liberal Studies) organization to help improve Gen Ed assessment in our institution.
- Started from scratch in 2016 to build a system of college-wide assessment (there was nothing and the college received an accreditation Warning). After a few years, we had that Warning/Recommendation removed. We have a faculty team representing each general education area. They developed rubrics and have been assessing student work products for several years, with some (mixed!) success.

Room 2

- Joined A-B Tech 6 weeks before their 10yr On-Site SACSCOC Accreditation visit in 2013. The college was cited for the SLO standard but I wrote the follow up response, after A LOT of hard work finding out the reality of the situation, and we passed! Still OK for our 5th year interim report, I've been a regular SACSCOC Evaluator for SACSCOC since 2015, and we're now aiming for flying colors in our next 10yr reaffirmation in 2025.
- Starting the conversations about assessment and building a curated consultative process (attempting to change the culture/perception on University-wide assessment process) We centralized all assessment data to one dashboard and can pull institutional reports from that dashboard. We are also revamping the general education assessment infrastructure.
- I developed processes for tracking and documenting the quality of program-level assessment institution-wide.
- Building an assessment infrastructure. Lot of work to be done on processes. Committees are now set up, so now focusing on effective tools.
- Constructing and implementing a new framework for assessing the Core curriculum that is flexible and sustainable
- I successfully killed the current general education assessment process which had over 76 SLOs that were analyzed as part of assessment reporting. I've also completely changed how we collect data. We are in the process of implementing a new gen ed program and I am on the planning committee for creating the new assessment plan.
- Always excited when I'm able to explain assessment results in a way that they are actually used by faculty to improve student experience/achievement. Just presented on our process at AAC&U with our faculty coordinator.

Room 3

- break down the reports to the course assessments, score sample artifacts. Scored more than 3000. Course prefix level. Letting faculty know that whatever the data says, this is about finding out where the benchmark is.
- the focus initially was on compliance, six years ago. They were using AAC&U rubrics. **Reviewed and customized those rubrics.** Changed how faculty approached assessment.
- How do you identify a benchmark?
- Information literacy competency needs to be evaluated. Got the librarians together to build a lab assignment. English faculty had a hard time including it so it was put into another course. Based on ACRL framework.
- uses AAC&U rubrics and have worked to increase the data that was collected. Got department chairs on board. Created tools (Excel spreadsheets shared through Teams) and resources to help faculty collect data. In the process of switching over into Canvas, which is easier to collect the data.

Room 6

- Shifting culture from program accountability (accreditation) to improving learning

Room 8

- Hunter college. Historically low participation rate in assessment processes for grad programs, improved to 80% last year!
- Collaborative programs, often online, lack of consistent assessment processes across programs. Working with programs on rubrics for programmatic assessment and got some kudos that they'd like an assessment professional on their campuses too.
- SFU, building up program of assessment, shifting from accountability culture to assessment being helpful, especially those in liberal arts.
- Earned two certifications in Institutional Effectiveness, which has been recognized in the community. Working on getting accredited programs to participate in assessment institutionally.

Room 9

- Three who are new to their roles. One who is doing a lot of cat herding of data across three schools for teacher education. Creating processes and procedures, learning how to get things done, befriend IT dept. The other cleaning up after previous lead who didn't do reviews last year. Proud of creating a template that can be used by others. One whose institution just totally revised general ed to be centered on learning outcomes, starting this fall. Have draft rubrics, etc. before he stepped in.
- We are seeing programs that are using results to improve, which is cool. (and some don't, of course). No data yet b/c new, but getting feedback (committee with a dozen members across campus) that is needed to make process more do-able.
- Working with IT to utilize the tools the university is already paying for, and now has admin privileges to use Canvas.

Room 11

- [Article on assessment teams and focus groups](#)
- Interventions with pathology course to improve student learning and performance

Room 13

- AACU Integrative Learning rubric https://www.aacu.org/initiatives/value-initiative/value-rubrics/value-rubrics-integrative-and-applied-learning
- HLC says if something is defined as co-curricular learning, it needs to be assessed; they have a long laundry list
- Question: Are student affairs/ student life programs all co-curricular learning?
- Diversity proficiency - linked to courses and specific learning objectives - faculty didn't always understand what "diversity proficiency" meant

- At my institution, a small liberal art college, I engaged faculty and students to share their perspectives on the diversity proficiency core that students must meet to graduate. The findings showed the need to be more explicit on the learning outcomes to be effective in the assessment of the core.

Challenges

Room 1

- What to do with our current Gen Ed Assessment Process (that is not working) while we work on a General Education revision, especially what to do about some areas that haven't been assessed because they don't fit well into the box - but HLC is coming. . .

IDEAS for timeline/process/etc. To make Gen Ed Assessment (in the future) valuable to faculty and not just a box to check

Do you think this is valuable? Don't keep doing it if isn't valuable. Document the why, provide a plan. Can you hold steady until you roll out the revision?

Oral communication VALUE rubric, department picked students' final presentation as signature assignment and assessed live with rubric

- How to assess general education in an a la carte model -- students don't take a progression/sequence, but rather take 4 in this area, 3 in that area, etc in order to get a general transfer degree. Our approach has been to pull student work from students who are in their fourth social science course (for example), rather than assessing all gen ed courses. But I hear many other institutions talking about pulling data on an LMS from every gen ed course. Wondering if we need to think about doing that. For each gen ed area, there is a team of faculty who focus on each one. Teams make recommendations to improve curriculum, including curriculum process (have an assessment as part of updates to curriculum).

Can you do a pre-post with a measurement in an initial class then in a later class

Easier in areas with defined sequence, but what about areas that don't have a sequence

Challenge with cohort model and tracking students

Is assessment competency at the end sufficient regardless of knowing where students start

Consensus is not every course needs to be assessed, Linda says to use a distributed model (e.g., top three enrolled courses)

- Our university is divided into several different colleges that serve a variety of students (professional schools, traditional liberal arts undergraduate, undergraduate programs targeted for non-traditional working adults, etc). One challenge I'm currently working through is how to help faculty understand the institutional gen-ed SLOs and how they apply to their particular programs. We have 5 SLOs in the University Gen Ed Program.

Campaign about value of general education.

Can faculty tag syllabi with Gen Ed, can cocurricular events tag with Gen Ed

Can a first year experience program

- My challenge is becoming familiar with all concepts within this data assessment realm which is the reason I am absorbing all I can and learning from all of your experiences. 🙂

- Arizona is redesigning our Gen Ed curriculum. Right now we are not assessing Gen Ed in our District. I want to find a way to take the Gen Ed redesign and develop a gen ed program assessment (recommended at our last accreditation visit). This might mean stepping back from ILOs to focus more directly in Gen Ed outcomes. I think gen ed would be easier to implement improvements that our current ILO structure.

- My biggest challenge now is figuring out how to embed the assessment in the LMS instead of having it be an "add-on" to the faculty workload. My concern with this is there would no longer be any conversation around that information or the quality and validity of types of student work products faculty are using to measure certain outcomes.

- Faculty involvement in gen ed assessment is my biggest challenge. Every faculty volunteers to get a gen ed assessor once every 4 years. Half of faculty have not had that privilege. More faculty since pandemic who are not volunteering.

Faculty contract has loose language. Certificate for tenure package and dean notification.
Troy said that Gen Ed assessment as a faculty committee that faculty are assigned to
Sandra mentioned an assessment faculty day where all faculty work together on that day to do the assessment; current institution does one gen ed per semester and committee does this work and receives a small stipend

Room 2

- Gen Ed assessment continues to be a struggle at A-B Tech.

- Backwards design of core curriculum issues

- What tools or processes have you found are easiest for faculty to use in collecting core curriculum assessment data?

- I am in the process of creating a curated process and needing to curate a process for our creative disciplines (they do great assessment work but it is all verbal and not captured). How do I help them capture that? Also how do I incorporate our assessment and capturing the data (artifacts) for our core curriculum within the creative disciplines? We use Canvas and can utilize it for PLOs. We have Qualtrics, and we have Office 365. My main challenge is guiding them (an entire college) toward this…

- Streamlining (overhauling?) the core curriculum (read: reduce the number of outcomes!) when the committee is already overworked and competing priorities/agendas

- Campus wide buy-in.

- When does an institutional learning outcome become a competency, not an outcome?

- Just got faculty away from scantrons and to excel. Maybe someday we'll collect from LMS…

Room 3

- **To get faculty buy-in is a challenge.** How assessment professionals can show results are helpful to improve student learning.
- **hammer away at student learning outcomes** and how important it is that we continue to raise the bar. Student orientation can be emphasized. Some faculty will buy in and others will not, but keep the focus.
- **data retreats for faculty**. Share assessment data and analyze it and show the connections to the feedback and student success. Faculty didn't feel like assessment was transparent. **Turn it into a conversation instead of a benchmark.**
- Asked for faculty advice on rubrics. **Offer them breakfast, door prizes**… 3 or 4 sessions 1 hour long throughout a week. Annual learning assessment reports full of data to review.
- **assessment of student learning instead of an assessment of the faculty.**
- **it could be a preparedness issue, prereq, assess why they aren't performing**. We need that information before we can identify what needs to be addressed. There are other reasons why results may not be what you want.
- built assessment prior to accreditation. Assess every course and objective every year.

Room 6

- How do you roll course assessment up to the program level outcomes?
- How do you move from collection to action
- How do you document assessment culture?
- Be able to show substantial participation by faculty in assessment process.
    - Meeting minutes: make "Assessment" a regular agenda item
    - Narrative examples used to demonstrate

Room 8

Siloed institution. Lot of barriers between faculty and staff
- Word choice can be important "data driven" vs "data informed" decision-making. "Compliance" vs "Participation".
- "Evidence informed conversations"
- "Program level inquiry" vs "Assessment"

What qualifies as closing the loop (CLT) and what do we document in terms of CLT, especially in relationship to faculty academic freedom?

- Centralization can be helpful
- Policies regarding academic freedom and required assessment processes
- Specific closing the loop questions required of all programs
- Working in collaboration with partners in each program and school (either 1:1 or in curriculum committee meetings)
- Working with existing LMS data

Getting faculty seeing the value of doing a unit of assessment, and continuing their participation.

- Adding staff dedicated to assessment can help
- Conference presentation on faculty buy-in/participation
- At CUNY, good core group of faculty who understand it must be done, and are doing good work
- 1 hr into to assessment, 1-2xyear. Assessment "breakfasts", TLC runs panels/lectures
- SOTL movement in Canadian universities is very strong. SOTL grants available.
- Internships for future faculty

Room 9

How to implement digital collection of data, using Canvas/Blackboard
How to get people to adopt the digital collection
How to get faculty to be on board with assessment

Room 11

- How to get faculty to value assessment work, especially when the program does not have a specialized accreditor

Room 13

- Using a common template for reporting assessment. Do people really use them? Are they beneficial? Is it possible to attain consistency?
- Works well for academic assessment, learning communities, not used as much by student affairs units
- If you look at a visual description of institutional assessment, like a pyramid – institutional learning outcomes feeding down to student learning outcomes – where does co-curricular fit?
- How can an institution be effective in engaging faculty in thinking about and agreeing on common learning outcomes for specific cores e.g. Civic engagement; diversity; qualitative; etc.

Ideas to address the challenge

Room 2

- I don't know where to put this so I put it here. :-) I have a publication on both the Peer Review of Assessment (in New Directions for Teaching & Learning) and a publication on the formal review of assessment (documenting progress) in Research & Practice in Assessment. Email me if anyone wants a copy of either of these (cstanny [UWFMain] uwf.edu
- A good lever for reducing program SLOs is to ask departments to develop a 3-year plan to assess all SLOs at least once with a full cycle of assessment (assess, reflect, reassess). That is a great incentive to have fewer SLOs. Too often program SLOs are just rolled-up course SLOs - too narrow and too many of them.

Room 6

- Taking a step back from ??
- Using research to understand the causes for learning and the assessment data provide information on the causes for learning
- Some disciplines prefer holistic review of the students that are not so numeric based
- Call data as evidence, something that we trust that we can verify. Justifiable evidence. Change it to "creditable" or "actionable" evidence.
- Psychology department wants to use an causal model– all works as long as you can defend them.
- Use principles of backward design to reverse engineer the work
- Accreditation informs assessment work but should not be the only thing. What else can that be?

Room 8

- Centralized assessment council/committee?
  - CUNY
    - Assessment Council
    - Faculty senate
    - Assessment fellows
  - IU
    - Working on identifying partners/collaborators
  - Marywood Univ
    - Assessment group, CETL, Student affairs, Faculty reps

Room 9

- Using Canvas as e-portfolio tool, all teacher candidates have to use it for the artifacts they are creating.

- Using eportfolio to earn "tenure" (showing teaching and learning excellence to earn their continuing contract)

- Student using eportfolio aimed at preparation for career.

- Getting faculty on board:
  - Scoring together with rubrics so they understand the process vs just seeing it as a deadline/admin task (on the other side)
  - https://www.ohsu.edu/education/provost-assessment-awards
  - Financial incentives

Room 11

- celebration days at the end of the semester/year helped to improve attitudes about assessment; student involvement and faculty collaboration were key

Room 13

- Learning communities – sharing resources
- Useful to hear other stories, no one-size fits all
- Thanks for all the resources shared.