

Responsibility for Assessment?

Poll Everywhere:

- “Who is responsible for assessment at your institution?”

QM Connect 2019

Two (Sometimes Three!) Birds with One Stone: Faculty-Driven Assessment Strategies

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- Session Learning Outcomes
 - Evaluate your understanding of assessment in the context of shifts in current thinking about it.
 - Leverage QM design principles to develop effective assessments of program learning outcomes.
 - Take assessment examples back to campus to redesign assessment strategies and faculty training.

- Shifting Context for Assessment
 - Jaschik & Lederman (2016)
 - Only 27% of faculty agreed that assessment data improved the quality of teaching and learning at their institutions
 - 65% of faculty agreed that assessment work is to satisfy outside groups (e.g., politicians, accreditors)

- Shifting Context for Assessment
 - Kuh et al. (2015, p. 14)
 - “The key is involving faculty members early, with the end in mind: the consequential use of data”
 - Engage faculty in “reframing the conversation about documenting student learning as fundamental core teaching and inquiry responsibilities”
 - Course assignments are “the vehicle [that] student performance and instructional effectiveness are demonstrated and evaluated”

Perceived Assessment Burden

"We don't have enough assessments....
Let's create some more!" said
no teacher ever.



somee cards
user card

It's not about doing MORE assessment,
it's about doing more WITH your assessment.

Three Assessment Goals

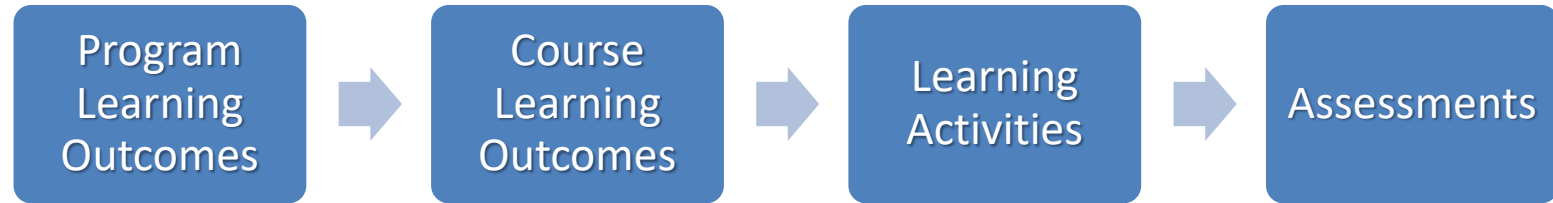
- Classroom Use
 - Student Grades
 - Course Revision
- Program Use
 - Continuous Improvement Plans
 - Program Accreditation
- Institutional Use
 - Continuous Improvement Plans
 - Regional Accreditation



<https://www.flickr.com/photos/46212275@N00/5222373872>

Quality Matters Principles

- Alignment



- Collaborative Context

The COBA Story - 1

- Multiple business accreditations
 - Set up system where collecting LOTS of data but so overwhelming never “closed the loop”
 - Newest accreditors did us a favor – told us too cumbersome, enabled permission to streamline!!



The COBA Story - 2

- Challenge: Faculty buy-in to streamline & refocus process
 - ASSESSTIVAL: One day workshop for faculty teams including games (Assessment bingo) & humor (cartoons) & help along the way (new templates)
 - Stressed work already included in their classes, given alignment with LO's and authentic assignments (QM link)
 - Brainstormed consolidating Program LO's to a manageable # with fewer measurements, fewer steps and a schedule that promotes consideration of interventions

The COBA Story - 3

- MBA Example
 - Previous Assessment Plan: 9 LO's with 21 Measures, many requiring multi-step process and external assessors
 - New Plan: 5 LO's with 11 Measures, all no more than 2 steps and no external assessors
- Lessons Learned
 - Faculty know best how to assess and measures can be course embedded
 - Strong rubrics are a critical piece
 - Current accreditor thinking and literature support this
 - Faculty can be “retaught” how to assess if they perceive it is not a burden!!

The Psychology Story

- MS Educational Psychology Example
 - Previous Plan: 3 LOs with 2 Measures, pass/fail so results were not informative for making revisions
 - New Plan: 8 LOs with 21 Measures
 - Indirect: Student evaluations across courses with shared LO ($n = 7$)
 - Direct: Proposal and thesis scored by thesis committees, course assignments (article summaries, APA Results sections) scored with rubrics crafted by program faculty ($n = 4$)
- Lessons Learned
 - Direct measures reveal student learning; indirect assessments do not.
 - Create assessments you can use to help students learn. Apply at course, program, and institutional levels!

The Psychology Story

- Undergraduate Psychology Example
 - “Let’s see what happens!”
 - Internal HIP grant required inclusion of student reflection assignments.
 - Students struggled to apply statistical concepts from previous course to analyze data in research methods.
 - Reflection assignment required students to write about struggle, and it informed program curriculum revisions.
- Lessons Learned
 - When you detect a problem with student learning, leverage assessment to define it and program faculty to address it.
 - It’s everyone’s job, not just the Program Coordinator’s.

Take It With You

Poll Everywhere:

- “How can you promote faculty buy-in of assessment activities at your institution?”



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