USING ASSESSMENT TO DRIVE IMPROVEMENT WITHOUT DRIVING OURSELVES CRAZY*

May 13, 2009

Naomi Stennes-Spidahl, Interim Director of Assessment

Viterbo University

*Mary Allen

- Assessment Workshop, 9:00 – 10:20
  - 1. Initiatives to Support Assessment
  - 2. Using Assessment to Enhance Learning
  - 3. Faculty Panel on Best Practices:

- Faculty Work Time, 10:30 – 12:30
  - By School: DSB and SOE
  - By Department or Program: SLS, SAL, SFA
  - By Program or Course: SON

INITIATIVES TO SUPPORT ASSESSMENT

1. Academic Assessment Task Force

Purpose: to provide faculty oversight of and support for program-level assessment at Viterbo University.

INITIATIVES TO SUPPORT ASSESSMENT

1. Academic Assessment Task Force

Functions:

To create paradigms, procedures, and policies for ongoing program-level assessment;

To review the Sept. 30, 2009 reports on TracDat;

To offer consultation to faculty regarding assessment work;

To assist director in faculty development workshops;

To recognize and reward faculty work in assessment.

INITIATIVES TO SUPPORT ASSESSMENT

Academic Assessment Task Force

In place for 2009-2010 while consideration of permanent structures for assessment takes place;

Chaired by Director of Assessment;

Reports to Academic Vice President.

INITIATIVES TO SUPPORT ASSESSMENT

Academic Assessment Task Force

- Alissa Oelfke, MGIT and OMGT
- Anna Sanders-Bonelli, Sociology
- Timothy Schorr, Music
- Michael Smuksta, History
- Judy Talbott, Nursing

INITIATIVES TO SUPPORT ASSESSMENT

2. TracDat Accessibility

Read-only access for full-time faculty,
    July 1, 2009

INITIATIVES TO SUPPORT ASSESSMENT

3. Annual Awards for Excellence in Program Assessment

Selected by the Academic Assessment Task Force

INITIATIVES TO SUPPORT ASSESSMENT

3. Annual Awards for Excellence in Program Assessment

- Great Strides

    ($200.00)

- Best Practices

    (two at $250.00 each)

Can be used for assessment resources, assessment support, or celebration, as the department chooses.

USING ASSESSMENT TO ENHANCE LEARNING

Program assessment is an <u>on-going</u> process designed to <u>monitor</u> and <u>improve</u> student learning.

FACULTY:

- Develop explicit statements of what students should learn
- Align pedagogy with methods and outcomes
- Collect information about student attainment
- Reach a conclusion (faculty are satisfied or disappointed with student learning)
- Use these data to make curricular or pedagogical changes
- Test the effectiveness of the changes
- Confirm student learning

WHERE ARE WE IN PROGRAM ASSESSMENT?

- Develop explicit statements of what students should learn
- Align pedagogy with methods and outcomes
- Collect information about student attainment
- Reach a conclusion (faculty are satisfied or disappointed with student learning)
- Use the data to make curricular or pedagogical changes
- Test the effectiveness of the changes, eventually confirming learning

GREATEST GROWTH AREAS:

- Using assessment to improve learning;
- Developing a manageable and sustainable assessment plan.

"In general the assessment plan should focus on direct, authentic, summative assessment with triangulation."   Mary J. Allen

"In general the assessment plan should focus on <u>direct</u>, authentic, summative assessment with triangulation."
    Mary J. Allen

Direct:

- Selected questions from licensure exams, standardized tests, objectively scored tests
- Papers, projects, products, performances, exhibitions, oral exams, portfolios, case analyses

Indirect:

- Rating scales or comments on student, employer, alumni surveys, input from advisory committees or student groups, focus groups, exit interview

"In general the assessment plan should focus on direct, <u>authentic</u>, summative assessment with triangulation."   Mary J. Allen

Focus on the questions that matter to you. Assessment is your tool for strengthening your program.

What do you want students to know, do or value upon graduation?

"In general the assessment plan should focus on direct, authentic, <u>summative</u> assessment with triangulation." Mary J. Allen

Prioritize the mastery or competency level of student achievement for assessment.

Add the developing level as you see fit, and as it becomes manageable to do so.

"In general the assessment plan should focus on direct, authentic, summative assessment <u>with triangulation</u>."   Mary J. Allen

At least <u>two direct measures </u>are needed to provide rich information about student learning.

	Sept. 2008	Sept. 2009	Sept. 2010
1) Establish a plan: outcomes aligned with teaching strategies and methods	100% (49)	Incorporate new programs	
2) Collect actionable data and draw conclusions through analysis	92% (45)	100%	100%
3) Take action to improve student learning	73% (36)	90%	95%
4) Test the effectiveness of actions, either confirming learning or taking further action	18% (9)	50%	75%

FACULTY PANEL ON BEST PRACTICES

- Part 1: Educational Leadership

  Jim Bagniewski and Bernie Ferry

  Using direct, authentic, summative assessment with triangulation

- Part 2: Bachelor of Science in Nursing

  Judy Talbott

  Testing the Effectiveness of Changes

TOP TEN LIST

1. Wait for perfection.
2. Try to do too much.
3. Think one size fits all.
4. Use a grade as a criterion for learning.
5. Collect lots of data as an end point.
6. Work with poor alignment.
7. Use overloaded program SLOs.
8. Mistake course assessment for program assessment.
9. Have one person do program assessment.
10. In a large program, try to measure every SLO every year for every student.