Implementing and Leading Assessment Innovation

Strategies for the Over-Stretched and Under-Resourced

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Focus today:

- Building momentum
- Protecting progress
- Making the case for assessment

Session preview

1. Know you, know your institution
2. Find the authentic “WHY”
3. Create the calendar + lead the process
4. ID and align your workers
5. ID and align existing assessment (bright spots and strengths)
6. Building a strategy toolkit
7. Practical tips
8. Troubleshooting Scenarios

Getting to know you…

Please put your answers in the chat

Which best categorizes your institution (or why you are attending)?

1. Junior/Community College (focus on Associates and technical certificates
2. Primarily Undergraduates (focus on 4-year degrees)
3. Primarily Graduate students
4. Blend of Undergraduate and Graduate
5. Other? (please specify)

What is the size of your institution?

1. Less than 2,000
2. 2000-5000
3. 5,000-10,000
4. 10,000+

What is your primary role?

1. Institutional Leadership
2. Assessment professional (full-time)
3. Faculty member
4. Other? (please specify)

Which best describes the state of assessment at your institution?

1. We are just starting.
2. We have some assessment reporting, but it is spotty.
3. We do it, but it is an exercise in reporting.
4. We have some programs that do assessment well and are making substantive changes, while others are stalled.
5. We have a sustained assessment process to maintain.

How many employees (positions) are dedicated to program-level assessment work (>75%)?

1. None
2. One
3. Two-Three
4. Four +

Getting to know me…

Find the authentic “WHY”

And avoid common traps

For YOU

For the students at your institution

Action: Make a statement or two that become mantras

Create the Calendar + Lead the Process

Include:

- Planning meeting (and assessment setting)
  - With Department Chair
  - Within programs/departments
- Data Gathering
- Data due
- Data Analysis reporting
- Decision Making meetings
- Final reporting due

Action: One page to be shared with leadership and supported

Tip: Mirror existing work calendars familiar to faculty and departments

ID and Align your Workers

- Leadership
- Data Analysts
- Report Creators
- Decision makers
- Action Takers

Leadership

Institutional

- Communication & Accountability (high-level)

Department/Program

- Department meeting time
- Assessment setting
- Data Collection
- Lead Decision Making for Change
- Communication & Accountability

Action: Clarify your “asks” of leaders. Be keep it straightforward and specific.

Tip: In the calendar, state leadership charged with a key task

Data Analysts & Report Creators

Student workers….

Let me explain

Action: Work with the financial aid office to identify some work-study positions. Work with departments to identify students whose career-goals align with data analysis and reporting.

Decision Makers & Taking Action

Faculty and Teaching Professionals

NOT making the reports, but meeting to review the data summaries:

- Make sense of the data: Does this support what you see in the classroom?
- Based on the data, what would the group want to address next year?
- Specifically, what do you want to change?

Tip: Depending on dynamics, having a student recorder take notes, frame a report summary, and send it to the program chair for review.

ID and Align Existing Methods

How do faculty understand and evaluate student learning and performance?

What are some key evaluation moments in the program that give faculty the MOST valuable information about their students?

- Final paper?
- Project?
- Culminating test?
- Performance?

Action: Understand what exists (can be faculty/student focus groups). Leverage existing evaluation for program assessment.

Tip: Often final assessments are better developed than early program-level assessments. Start from strengths, assess those, then move on to understanding GROWTH.

Building a Strategy Toolkit

- Build from the Bright Spots
- Help departments/programs learn from each other and what is working
- Leverage student/faculty focus groups and discussions
- Assessment professionals take the Bright Spots and turn them into processes (instructions) other programs can use for assessment.

Practical Tips

- Consider Venue
- Who is the messenger? Why?
- Give simple process updates using the calendar as a framework (start with leadership)
- Technology and assessment software is not an “easy button”
- Spend 80%+ on framing and supporting a positive progress <20% on troubleshooting
- Assessment is not HR. Although….

Troubleshooting Scenarios

Directions: Example then group will offer possible ACTIONS and tips

1. Resistance to use of program-level rubric due to faculty time.