

GENERAL EDUCATION & ASSESSMENT: DESIGN THINKING FOR STUDENT LEARNING

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PRE-CONFERENCE WORKSHOP WH2:

LEARNING ASSESSMENT

TECHNIQUES: AN INTEGRATIVE

APPROACH TO PROMOTING &

ASSESSING DEEP LEARNING

PRE-CONFERENCE WORKSHOP WH2:

CLAIRE MAJOR, U of ALABAMA

**LEARNING ASSESSMENT TECHNIQUES: AN INTEGRATIVE
APPROACH TO PROMOTING & ASSESSING DEEP LEARNING**

Resources: books

1. *“Classroom Assessment Techniques”* - a handbook for college teachers
2. *“Collaborative Learning Techniques”*
3. *“Student Engagement Techniques”* by Patricia Cross
4. *“Learning Assessment Techniques”* by Elizabeth Barkley & Claire Howell Major

WH2 continued:

Individual instructor-oriented session

How do you document that student achieved outcomes?



Method of two CATS:

- a) 1 min paper: *What did you learn?*
- b) Muddiest point in the lecture: *What was the muddiest point in the lecture?*

WH2 continued:

1. Learning assessment is tied to the teaching; **not separate**
2. Should be seamless
3. Assessment should **promote** learning
4. It should **improve** learning as it assesses it

WH2 continued:

LATs are organized using Fink's Significant Learning Taxonomy

	<u>CATs</u>	vs.	<u>LATs</u>
-Method:	Indirect & direct		Direct
-Purpose:	Formative- <i>Improve teaching</i>		Summative- <i>Document learning</i>
-Framework:	Bloom's		Fink's
-Examples:	Traditional On-site		Blended Flipped Large lectures
-Uses of data:	Both		<i>Improve teaching & learning</i> Document effective teaching Data for assessment

WH2 continued:

Learning Assessment Technique process is a three phase process:

- Assessment Reasons
- Implement Assessment
- Respond to data



ASSESSMENT REASONS- WHY TO ASSESS STUDENT?

- Determine state of student's knowledge
- Fix teaching problems
- Give feedback on progress of learning
 - in comparison to others
 - according to predetermined criteria
- Report to institutional &/or external stakeholders

Thinking about the question & reasons can affect your assessment

WH2 continued: PHASE 2

IMPLEMENT LAT: FIRST- SELECT LAT

- How do you want student to be assessed-lecture, seminar...?
- How complex an activity to be assessed?
- How to engage students-Use quick write?
(Each LAT in Claire's book provides guidance for student engagement techniques)

WH2 continued: PHASE 3

RESPOND TO DATA

- **By answering the assessment question-**
Whose learning are you gauging?
 - Student's
 - Institution's
- **By data analysis**
 - Quantitative
 - Qualitative



WH2 continued: PHASE 3

EXAMPLES OF DATA ANALYSIS

➤ Quantitative

- Simple counts and tallies
- Descriptive statistics
- Frequency
- Percentage
- Mean
- Median
- Quartile



WH2 continued: PHASE 3

EXAMPLES OF DATA ANALYSIS

➤ Qualitative

- Key word analysis
- Frequent repetition of a term
- Usual use of word
- Thematic development
- Cross-case comparison



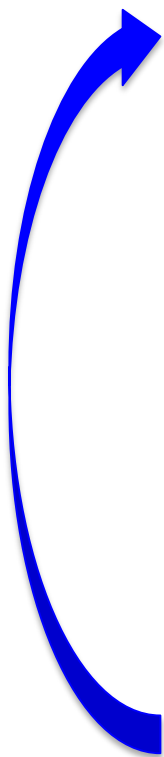
For Gen Ed- *standard way* is based on simple counts & tallies, & descriptive statistics: **An Excel file; Pie diagram**

How many students met course expectations at 70%?

How many did not? How many exceeded expectations?

WH2 continued:

LAT cycle closes the loop: assess/evaluate/improve

- 
- Identify significant learning goals
 - Select the purpose
 - Implement the assessment
 - Get outcomes
 - Document & analyze results
 - Report to stakeholders
 - Adjust the goals to improve learning**
(CS43: example of Melissa Wright, U of Buffalo)

WH2 continued: **CONSIDERATIONS**

- Faculty involvement in assessment integral/
resistance
- Knowledge is messy & complicated; assessment oversimplifies it
- Objectives & outcomes feel binary- not a continuum
- Aiming for enduring learning
- Learning assessment must be part of our teaching
- Data are fresh, but when stored can be evidence
- Use results for teaching/learning improvement
- We should take agency in assessment of learning

POSTER SESSION

GENERAL EDUCATION & ASSESSMENT: DESIGN THINKING FOR STUDENT LEARNING

Continued: SELECTED POSTERS on **ASSESSMENT**

#2; **Energizing Faculty: Outcomes Assessment as a Wicked Problem-** Hamline University; Caroline Hilk, Mike Reynolds, Andy Rundquist

#3: **Making Sense of Assessment in General Education: Data Collection, Management, Reporting-** Southern Illinois University; Pat Manfredi

#7: **Now That We Have Data.....-** Yavapai College; Suzanne Waldenberger, Molly Beauchman

23: **Critical Core: Extending the Skills of a General Education Beyond General Education Courses-** Central Piedmont Community College; Terina Lathe

Continued: POSTER SESSION on **ASSESSMENT**

#2; **Energizing Faculty**: Outcomes Assessment as a Wicked Problem-
Hamline University; Caroline Hilk, Mike Reynolds, Andy Rundquist

✧ Faculty **Workshop** “Wicked Problem” - to sift through data & focus on student learning & faculty expertise in shaping for assessment

✧ **Assessment** organized as a **faculty research project** to engage faculty in closing the loop & improving SLOs

✧ Provided variety of data from **9 different sources**; ex., NSSE 2015; AAC&U VALUE Project Summary of Results for Written Comm, Crit Think & Quantitative Literacy; Capstone Writing Assessment Report, & others

✧ Q: *How can we turn from what we diagnose [in assessment] to specific plans of action to improve student learning?*

Continued: POSTER SESSION on **ASSESSMENT**

- ✧ Selected one case study= **written communication**
- ✧ Examine the evidence around one aspect= **grammar/mechanics**
- ✧ Developed **diagnosis** re “wicked” problems around student learning on campus via integrating multiple different data sources
- ✧ Asked for potential ways to address & **solve the problem**
- ✧ How the data suggested **variety** across different student constituencies and departments

- **Workshop provided faculty with norming instruction**
- **Faculty received credit for participating in the workshop- names were provided to the Deans**
- **Food incentive**
- **Financial incentive- \$50/person**

Continued: SELECTED POSTERS on **ASSESSMENT**

#3: **Making Sense of Assessment in General Education**: Data Collection, Management, Reporting- Southern Illinois University; Pat Manfredi

GE Assessment Challenges:

- ✧ Courses spread across disciplines
- ✧ Learning objectives interpreted differently
- ✧ Different methods of assessing activities in various courses
- ✧ Faculty do not like writing reports

Assessment Plans

- ✧ 1. Instructors submit an assessment **plan**
- ✧ 2. **1 to 3- learning objectives** selected to assess the course
- ✧ 3. Each objective assessed **once or twice**
- ✧ 4. Determine course **activities** to be used for the assessment
- ✧ 5. Explain the **relationship** between the assessed activities & selected learning objectives
- ✧ 6. Activities assessed using **six-level scale**

Continued: SELECTED POSTERS on **ASSESSMENT**

#3: **Making Sense of Assessment in General Education**: Data Collection, Management, Reporting- Southern Illinois University; Pat Manfredi

Assessment Plans

- ❖ Activities assessed using **six-level scale**: 5 through 1 & **NE**=assessment activity not completed
- ❖ Instructors have a **latitude** to use rubrics; assign points; assign percentages; use letter grades; **MUST** provide a **conversion guide** into six-level scale

Assessment Scores

- ❖ Instructors submit assessment scores in Excel workbook
- ❖ Some instructors use D2L= Learning Management System (assess directly within the course shells)
- ❖ Spreadsheets contain students' ID numbers

Continued: SELECTED POSTERS on **ASSESSMENT**

#3: [Making Sense of Assessment in General Education](#): Data Collection, Management, Reporting- Southern Illinois University; Pat Manfredi

Student Information System (=BANNER) data

At the end of each semester, the Director of U Core Curriculum gets a spreadsheet with final grades, demographic information, student IDs and names

Program level reports prepared in Excel

- Assessment data **combined** with Student Information System data (two Excel files)
- Assessment results **converted to a six-level scale**
- **Pre- & Post-Assessment comparison**: More Proficient, Less Proficient, or Same Proficiency (separate column)
- Use **Power Pivot**
- **Create Tables** for each learning objective showing numbers and percentage performance at predefined proficiency levels
- **Create Tables & Charts** comparing performance at each level across learning objectives & academic terms
- Use “**Slicer**” button to select results for **student subgroups: females, Hispanic, etc**

Continued: SELECTED POSTERS on **ASSESSMENT**

#7: **Now That We Have Data.....**- Yavapai College; Suzanne Waldenberger, Molly Beauchman

- ✧ Assessment of student attainment of **10** General Education Core Curricular **Outcomes** (GECCO) at **2 data points**:
 - in General Education course &
 - in a course required in AAS degree program
- ✧ Assessment process focuses on **rubrics, disaggregation of data, & feedback loops**
 1. Surveys of faculty & staff
 2. Identified Gen Ed categories
 3. Identified learning outcomes for each category (during Convocation Week, & Spring Semester- faculty & staff)
- ✧ **14-categories assessed on a staggered schedule in a 5-year cycle; Each year, 2 GECCO and 1 AGEC are added;**

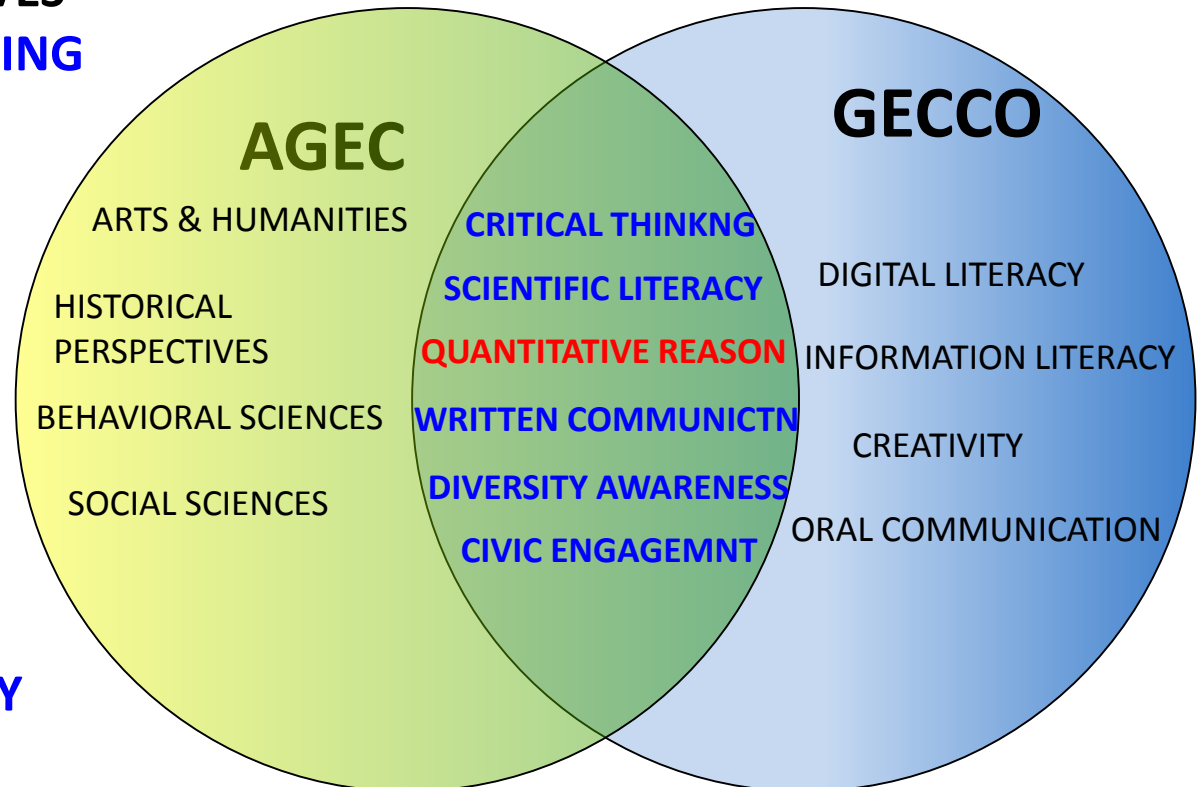
Continued: SELECTED POSTERS on **ASSESSMENT**

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CATEGORIES:

WRITTEN COMMUNICATION
ORAL COMMUNICATION
HISTORICAL PERSPECTIVES
QUANTITATIVE REASONING
SCIENTIFIC REASONING
BEHAVIORAL SCIENCES
CREATIVITY
CRITICAL THINKING
ARTS & HUMANITIES
CIVIC ENGAGEMENT
DIVERSITY AWARENESS
SOCIAL SCIENCES
DIGITAL LITERACY
INFORMATION LITERACY

GEN ED @ YC



Continued: SELECTED POSTERS on ASSESSMENT

#7: *Now That We Have Data....*- Yavapai College; Suzanne Waldenberger, Molly Beauchman

QUANTITATIVE LITERACY/NUMERACY/QUANTITATIVE REASONING=

“habit of mind”, competency & comfort in working with numerical data

SLOs:

1. USE APPROPRIATE MATHEMATICAL LANGUAGE & OPERATIONS
2. APPLY MATHEMATICAL CONCEPTS TO “REAL WORLD” SITUATIONS
3. CREATE, ANALYZE & INTERPRET VARIOUS REPRESENTATIONS OF DATA
4. USE A VARIETY OF PROBLEM SOLVING STRATEGIES & EVALUATE THEIR APPROPRIETNESS

DATA COLLECTED YEAR 1 & 2

- ✧ DATA COLLECTED FROM ALL MATH COURSES & ONE COURSE IN EACH OF 27 AAS DEGREES
- ✧ ASSESSMENTS IMBEDED IN COURSES
- ✧ SCORES BASED ON 4-POINT DESCRIPTIVE RUBRIC:
 - ✧ ADVANCED PROFICIENCY (4)
 - ✧ PROFICIENCY (3)
 - ✧ DEVELOPING PROFICIENCY (2)
 - ✧ LIMITED/NO PROFICIENCY (1)

Continued: SELECTED POSTERS on **ASSESSMENT**

#7: [Now That We Have Data.....](#)- Yavapai College; Suzanne Waldenberger, Molly Beauchman

DATA COLLECTION PROCES

- ✧ INSTRUCTOR SUBMITS DATA FOR **10-RANDOMLY SELECTED** STUDENTS IN EACH COURSE USING **BANNER** (REGISTRATION SYSTEM)
- ✧ **GEN ED** COURSES SUBMIT SCORES FOR EACH OF 4 SLOs
- ✧ **AAS** PROGRAM COURSES MAY SELECT “**NA**”=**NOT APPLICABLE** FOR AN OUTCOME
- ✧ INSTRUCTORS MAY SELECT “**V**”=**VANISHED** FOR STUDENTS WHO DID NOT TAKE ASSESSMENT OR NOT ATTENDED CLASS

3 YEAR RETURN DATA

- ✧ ASSESSMENT DAY **WORKSHOP** IN SEPTEMBER
- ✧ SESSIONS SCHEDULED AROUND EACH GEN ED CATEGORY FOR FACULTY WHO SUBMITTED DATA
- ✧ **DATA IN FORMAT OF EXCELL FILES & BAR GRAPHS & PIE GRAPHS**
- ✧ **RESULTS DISCUSSIONS AND ACTIONS TO BE TAKEN BASED ON RESULTS**
- ✧ REPORT COMPARES GEN ED & AAS PROGRAM OUTCOMES

Continued: SELECTED POSTERS on **ASSESSMENT**

#: 23 **Critical Core**: Extending the Skills of a General Education Beyond General Education Courses- Terina Lathe & Shantell Strickland-Davis; Central Piedmont Community College

SLOs:

- Communication
- Critical thinking
- Personal Growth & Cultural Literacy
- Information Technology & Quantitative Literacy
- Assessed in all curriculum courses, in all associate degree programs

- More than 150 faculty, staff & administrative members
- Use of standards: **D**egree **Q**ualification **P**rofile, **L**iberal **E**ducation & **A**merica's **P**romise, & AAC&U Value Rubrics & others
- *CRITICAL CORE initiative developed a plan for student's academic, professional & personal progress to meet requirements of ever-evolving globalized workforce*

Continued: **SELECTED POSTERS** on **ASSESSMENT**

#: 23 **Critical Core**: Extending the Skills of a General Education Beyond General Education Courses- Terina Lathe & Shantell Strickland-Davis; Central Piedmont Community College

Preferred 21st century skills/abilities according to employers:

- **Work well in diverse teams**- Personal Growth & Cultural Literacy
- **Understand science & technology & use in real-world**- Information Technology & Quantitative Literacy
- **Write & speak well**- Communication
- **Think clearly about complex problems**- Critical thinking
- **Analyze a problem & develop solution**- Critical thinking
- **Understand global context in which work is now done**- Personal Growth & Cultural Literacy
- **Be creative & innovative in solving problems**- Information Technology & Quantitative Literacy
- **Apply knowledge & skills in new settings**- Critical thinking
- **Understand numbers & statistics**- Information Technology & Quantitative Literacy
- **Strong sense of ethics & integrity**- Personal Growth & Cultural Literacy

CONCURRENT SESSIONS

CS4: Moving Assessment Forward Through Intentional Planning

Tara Rose
Director of Assessment
University of Kentucky



Multi **S**tate **C**ollaborative Assessment

CONCURRENT SESSIONS

CS4: Moving Assessment Forward Through Intentional Planning

- **MSC** is a national initiative to assess students' essential knowledge & skills using:
 - VALUE rubrics
 - course imbedded assignments
 - actual student coursework used
- First year: 9 states & 76 institutions
- Third year: 13 states involved
- **SLOs**
 - Quantitative Literacy QL
 - Critical Thinking CT
 - Written Communication WC
 - Civic Engagement CE

CONCURRENT SESSIONS

CS4: [Moving Assessment Forward Through Intentional Planning](#)

MAKING MEANING FOR FACULTY:

- INTENTIONAL PLANNING
- CAMPUS LEVEL ARCHIVES FOR DATA COMPARISONS
- FACULTY INCLUSION
- NORMING & SCORING

CONCURRENT SESSIONS

CS4: Moving Assessment Forward Through Intentional Planning

MAKING MEANING FOR FACULTY:

- **INTENTIONAL PLANNING** ON **MAY 6**
 - Vision
 - Recruitment
 - Time commitment
 - Timing of internal/external scoring

 - Flexibility on commitment with students= students automatically enrolled (no IRB form); need to ask to be dropped out; faculty fill up the paperwork

 - Flexibility in **artifact** collection- 3 options: download assignments, thumb drive, hard copies

CONCURRENT SESSIONS

CS4: Moving Assessment Forward Through Intentional Planning

MAKING MEANING FOR FACULTY:

○ **CAMPUS LEVEL ARCHIVES FOR DATA COMPARISONS**

- Use 4 SLOs to measure students' performance in:
 - Quantitative Literacy QL
 - Written Communication WC
 - Critical Thinking CT
 - Civic Engagement CE
- If learning meets expectations **as a whole**; & in comparison to MSC in 4 year & 2 year institutions
- If learning meets expectations **at course** level
- *In the future*: measure growth by comparing results of freshman vs. seniors

CONCURRENT SESSIONS

CS4: [Moving Assessment Forward Through Intentional Planning](#)

MAKING MEANING FOR FACULTY:

○ **FACULTY INCLUSION**

- Minimal engagement= one assignment only
- Deep engagement= norming sessions & scoring
- A
- B
- C
- D

CONCURRENT SESSIONS

CS4: Moving Assessment Forward Through Intentional Planning



MAKING MEANING FOR FACULTY:

○ **NORMING & SCORING**

- Faculty paid for norming & scoring **\$250/day**
- **Rubric norming training**: 1 d internal; 3-4 d out of state
- Read & score assignments: **75-100/2 months external**;
10-40 over 6 hrs internal
- Use of technology
- Opportunity to train a member

- **Artifact for MSC**= written assignment at least 3 pages;
must align to VALUE rubric; for course assessment- different
rubric

CONCURRENT SESSIONS

CS4: Moving Assessment Forward Through Intentional Planning

MAKING MEANING FOR FACULTY:

○ DATA REPORTING, FEEDBACK & CONNECTION

➤ University-level report

- Overall MSC scoring
- Overall UK scoring

➤ Instructor-level report

- External rubric scores for students' assignments
- Internal scores UK vs. overall course
- Mean scores
- Others

➤ Raw data file

- Gender, race, age, credits earned, major, Pell eligibility.....

CONCURRENT SESSIONS

CS4: Moving Assessment Forward Through Intentional Planning

RESULTS OF ASSESSMENT:

- **Civic Engagement:** external 2.24/2.16 internal
- **Critical Thinking:** external 2.22/1.81 internal
Internal UK project vs. entire course score in CT
 - Explanation of issues: 2.38/3.17
 - Evidence 2.28/2.67
 - Influence of context & assumptions 1.19/2.58
 - Student's position 2.19/2.92
 - Conclusions 2.18/2.75
- **Quantitative Literacy:**
 - Interpretation 3.53/3.34
 - Representation 3.55/3.26
 - Calculation 3.44/3.23
 - Application 3.28/3.02
 - Assumptions 2.72/2.79
 - Communication 3.53/3.26

**INTERNAL SCORES WERE
LOWER THAN EXTERNAL=
INTERNAL SCORERS
HARDER ON STUDENTS**

CONCURRENT SESSIONS

CS4: Moving Assessment Forward Through Intentional Planning

RESULTS OF ASSESSMENT:

- **Written Communication:** % by score
 - Score 4 39% externally scored
 - Score 3 42%
 - Score 2 18%
 - Score 1 1%

Summary: MSC BY NUMBERS

- ✧ 4 SLOs
- ✧ 30 faculty participated
- ✧ 26 courses assessed
- ✧ 39 faculty scorers
- ✧ 20 disciplines
- ✧ 517 senior assignments (project)
- ✧ 741 students assessed

ALL ASSESSMENT INITIATIVES
USED DIFFERENT TOOLS:

**USE THE SAME TOOLS:
AQUA PLATFORM &
VALUE RUBRIC**

CONCURRENT SESSIONS

CS4: [Moving Assessment Forward Through Intentional Planning](#)

TASKSTREAM **AQUA** BY COURTNEY PEAGLER

1. **AQUA= STREAMLINED DIRECT ASSESSMENT PLATFORM**
2. EASY TO USE; FOCUSES ON OUTCOMES
3. CAN UPLOAD ASSIGNMENTS
4. STREAMLINED FACULTY SCORING
5. **REPORTS:** CLEAN DISPLAY- FOX & WHISPER; FILTERS TO USE DEMOGRAPHICS; SCORING & ANALYSIS IN REAL TIME

6. **ADVANTAGES:**
 1. Multiple files/student's ID
 2. Ability to define project's scope
 3. Sample of double scoring
 4. Ease of scoring
 5. Track evaluator activity
 6. Assignment of scorers
 7. Rubric creation
 8. Filtering by demographics
 9. Norming

CONCURRENT SESSIONS

CS4: Moving Assessment Forward Through Intentional Planning

TASKSTREAM AQUA BY COURTNEY PEAGLER

2. ENHANCEMENTS

- Specificity in AQUA files
- Organization of projects
- Inability to delete assignment after artifacts are submitted
- Uploading refresh
- Inter-rater reliability
- Norming

Suggestion: Invite Taskstream representative to discuss AQUA

CONCURRENT SESSIONS

CS10: Ensuring Quality Assessment in General Education: Validity, Reliability & Fairness

DAVE MILLER
University of Florida



Multi **S**tate **C**ollaborative Assessment

CONCURRENT SESSIONS- Dave Miller

ASSESSMENT BEST PRACTICES EVOLVED FROM “CLOSING THE LOOP”

1. Continuous improvement cycle
2. Faculty driven
3. Sustainable process
4. Direct & indirect measures of assessment
5. Validity, reliability & fairness

“THE STANDARDS”

STANDARDS FOR EDUCATIONAL & PSYCHOLOGICAL
TESTING 2014

VALIDITY

The degree to which evidence & theory support the interpretations of the assessments...most fundamental consideration (p.11)

RELIABILITY

Consistency of scores across replications of a testing procedure...always important (p.33)

FAIRNESS

Fundamental issue that tests are fair to all individuals

MULTI STATE COLLABORATIVE MSC

- ✧ 92 institutions
- ✧ 288 faculty using VALUE rubrics
- ✧ VALUE embraces the variables that other assessment approaches control or eliminate in their consideration of student learning
- ✧ Scoring 4, 3, 2, 1, 0
- ✧ The approach to sampling was to raise up the inherent diversity on many levels-race, ethnicity, courses, credit levels, etc....., not to wash it out!
- ✧ Scorers had training for norming- faculty development

CONCURRENT SESSIONS

CS30: Excellence in Assessment

Designations: Lessons from the Field

Natasha Jankowski et al.
Associate Director NILOA
University of Illinois



NILOA= National Institute for Learning
Outcomes Assessment

CONCURRENT SESSIONS

CS30: Excellence in Assessment Designations: Lessons from the Field

EIAD=

- National recognition program for assessment leaders
- Evaluation based on NILOA transparency framework
- Focuses on campus-wide assessment
 - i. Campus level
 - ii. College level
 - iii. Program level
 - iv. Course level assessments

There are variety of roads to conduct assessment-
highlight the difference!

CONCURRENT SESSIONS

CS30: Excellence in Assessment Designations: Lessons from the Field

EIA= SEVERAL UNIVERSITIES OBTAINED THE DESIGNATION

MOUNT ST. JOSEPH UNIVERSITY; 2,200 students; **MARY KAY**

SELF STUDY RESULTS: USED 6 SLOS:

- Communication
- Critical Thinking
- Ethics
- Cultural Competence
- Social Responsibility
- Integrative Learning



- Identified distinctive profile of strengths & growth opportunities (in **COMMUNICATION**)
- Revised Core Curriculum in 2014
- Course-embedded assessment- **third party raters**- assessment at different points. **RATERS very important!**
- VALUE rubrics
- **3 day assessment- faculty paid \$100 & food**

CONCURRENT SESSIONS

CS30: Excellence in Assessment Designations: Lessons from the Field

EIA= SEVERAL UNIVERSITIES OBTAINED THE DESIGNATION

KANSAS STATE UNIVERSITY; 24,000 students; **FREDERICK BURRACK**

- ✧ FACULTY OWNERSHIP OF THE ASSESSMENT PROCESS- **HIGHLY BENEFICIAL; they do it for themselves!**
- ✧ STUDENTS SEE VALUE IN LEARNING & DO LEARNING
- ✧ STUDENT LEARNING ASSESSED THROUGH OUTCOMES THEY SET UP
- ✧ ANNUAL ASSESSMENT; REPORT ON PROGRESS ANNUALLY
- ✧ PEER REVIEWERS PROVIDE FEEDBACK
- ✧ 5 SLOs:
 - ✧ Knowledge
 - ✧ Critical Thinking
 - ✧ Communication
 - ✧ Diversity
 - ✧ Integrity



SUGGESTION: INVITE F.B. TO UF!

CONCURRENT SESSIONS

CS30: Excellence in Assessment Designations: Lessons from the Field

EIA= SEVERAL UNIVERSITIES OBTAINED THE DESIGNATION

GENERAL EDUCATION:

To what extent students learn within 8 areas they specified?

- Empirical & quantitative reasoning
- Human diversity
- Physical sciences
- Aesthetic interpretation
- Social sciences
- Historical perspective
- Global issues & perspective
- Ethical reasoning & responsibility

ASSESSMENT PROCESS IS PEER REVIEWED

CONCURRENT SESSIONS

CS30: Excellence in Assessment Designations: Lessons from the Field

EIA= SEVERAL UNIVERSITIES OBTAINED THE DESIGNATION

- Data collected at student level, not program level
- Data dis-aggregated by demographic, survey, outcome, or other factors
- Office of Assessment > TWEETER feed send out once a week about student learning data
- Value of different aspects of data
- Online interactive dashboards
- Combining direct data with indirect data > information about survey results by year, demographics, gender, etc
- Program improvement
- The assessment tool kit is autonomy & authenticity!
- DO NOT GET EXTERNAL ASSESSORS; TRUST THY OWN FACULTY!

CONCURRENT SESSIONS

CS40: IT TAKES A VILLAGE: KEY
STRATEGIES FOR ENGAGING MORE
FACULTY IN ASSESSMENT

Jillian Kinzie et al.
Associate Director
NSSE Institute
University of Indiana



SUGGESTION: INVITE TO UF

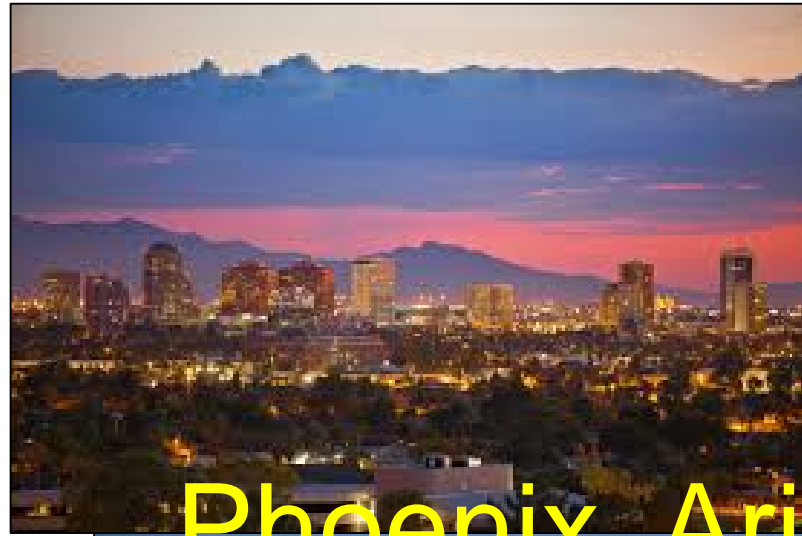
CONCURRENT SESSIONS

CS40: IT TAKES A VILLAGE: KEY
STRATEGIES FOR ENGAGING MORE
FACULTY IN ASSESSMENT

Jillian Kinzie et al.

SHARES HER OWN
POWER POINT
PRESENTATION WITH US





Phoenix, Arizona

