Assessment 2.0: The Next Frontier

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Assistant Vice Provost for Assessment
October 28, 2011
A Time for Celebration

- Over 95% of programs submitted their assessment plans by October 1, 2011
- The vast majority of these submitted the narrative of their “Assessment Process” as well
- The quality of the reports was quite good, often the result of the multiple iterations that were drafted in response to feedback provided.
- Assessment process/findings/action steps should be shared with faculty, students, and other stakeholders. Is this happening in your department?
Recognition by Provost, Deans, and Accreditors

- Please refer to the note of thanks sent by the Provost on her blog: http://info.umkc.edu/provost/
- Assessment progress discussed by the Dean’s Council, and several Deans followed up with their departments
- HLC Accreditation Mentor Susan Hatfield and Jim Sheroehman were very impressed with our recent headway
The Tasks for 2011-2012
(before October 1, 2012)

- Implement the Action Plans identified in 2010-2011 (e.g., develop and implement rubrics)
- As needed (based upon findings or feedback), update your mission statement, goals, learning outcomes, measurements, and achievement targets
- Make sure you collect data during Fall 2011 or Spring 2012 (we need 100% of programs to do this)
- Document your findings, and then update your action plans
- Similar to this past year, provide a 2-3 page narrative of your process (submitted in the Document Repository)
Other Tasks for 2011-2012 (cont.)

- Develop assessment plans for free-standing minors and certificate programs
- Use the major field exams, WEPT, and ETS-Proficiency Profile to inform practices across the campus
- Develop pilot assessments for General Education
Goals for 2011-2012

Here’s what we hope to see in the WEAVE reports and narratives

- More faculty/staff involvement within each department
- Additional learning outcomes measured (so that all outcomes are measured in a three-year cycle)
- Data showing that changes made to curriculum, pedagogy, advising, services, etc. were related to higher student learning outcomes. In other words, if scores from 2011-2012 are significantly higher than the previous year, please highlight these.
- Again, we need to have assessment findings from 100% of departments for our Higher Learning Commission requirements
Using WEAVE for the 2011-2012 Assessment Cycle

- Changes made in WEAVE are not retroactive, but they do carry over into future years
- Everything from 2010-2011 has carried over into the 2011-2012 assessment cycle, except for the findings and documents that have been uploaded in WEAVE
- If you are creating entirely new goals, learning outcomes, etc., don’t write these over the top of old items (this will mess up your linked associations in WEAVE). Create new ones.
- If you need to delete something in WEAVE, please contact me, and I will do it for you
Sharing Assessment Plans: Printing Reports from WEAVE

- Click on the “Reports” tab
- Under “Select cycle,” choose your cycle (the 2010-2011 cycle should be chosen if you’d like your findings listed)
- Under “Select a report,” there is a button you can select for “Assessment Data by Section” to make your report a little shorter
- Under “Select report entities,” choose the areas you would like to report
Printing Reports from WEAVE (cont.)

- Click on “Next” (on the right side of the page)
- On the second page, under “Report-Specific Parameters,” click on “Keep user-inserted formatting.”
- Click on “Run” (on the right side of the page)
- The Report will come up in a new window, and this can be copied and pasted into a Word document.
Faculty Involvement in Assessment

What are some ways to involve more faculty from your department in the assessment process?

- What has worked well?
- What has not worked?
- What are some other strategies you might try?
Assessing Our University’s (& Your Department’s) Assessment Efforts

**Compliance**
- External Questions
- Number & Amount
- Reporting
- Collecting it
- Accreditation

**Commitment**
- Internal Questions
- Quality & Utility
- Interpreting
- Using it
- Learning
Support/Resources for Assessment

- The University Assessment Committee (UAC) will provide feedback on your assessment plan by December
- The Assessment Website is now online: http://www.umkc.edu/provost/academic-assessment/default.asp
- The Assessment Handbook will be updated in the next few months
FaCET Sessions with Dr. Bergerson

- Mentoring will be provided on Tuesdays in one hour sessions from 12-3pm throughout the fall and spring semesters in the FaCET space.

- Please contact FaCET graduate student Katie Kenslow at 235-5362 or (klk7b9@mail.umkc.edu) to schedule these sessions.

- Departments who especially should be signing up:
  - Those who have outlined an assessment plan, but are still developing their measurements (e.g., rubrics)
  - Faculty who are developing the assessment plans for free-standing minors and certificate programs.
Enhancing our assessment plans with rubrics

- Most rubrics are on a three to four point scale

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Exceeds</th>
<th>Meets</th>
<th>Does Not Meet</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sources and Evidence</td>
<td>Demonstrates skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing.</td>
<td>Demonstrates consistent use of credible, relevant sources to support ideas that are appropriate for the discipline and genre of the writing.</td>
<td>Demonstrates an attempt to use sources to support ideas in writing.</td>
</tr>
</tbody>
</table>
How to build a rubric

- Answer the following questions:
  - Given your broad course goals, what determines the extent of student understanding?
  - What criterion counts as EVIDENCE of student learning?
  - What **specific characteristics** in student responses, products or performances should be examined as evidence of student learning?
Developing a rubric helps you to clarify the characteristics/components of your Learning Outcomes:

For example: Can our students deliver an effective Public Speech?
Rubrics Resources at UMKC

- Two new pages discussing rubrics are available on UMKC’s Blackboard Support Site.
  - [http://www.umkc.edu/ia/its/support/blackboard/faculty/rubrics.asp](http://www.umkc.edu/ia/its/support/blackboard/faculty/rubrics.asp)
  - [http://www.umkc.edu/ia/its/support/blackboard/faculty/rubrics-bb.asp](http://www.umkc.edu/ia/its/support/blackboard/faculty/rubrics-bb.asp)

- Upcoming Rubric Workshop: November 9th (see [http://www.umkc.edu/ia/its/training/index.asp](http://www.umkc.edu/ia/its/training/index.asp))
More rubric help

- AACU Rubrics
  - http://www.aacu.org/value/rubrics

- Rubrics from Susan Hatfield (HLC Mentor)
  - www.winona.edu/air/rubrics.htm

- Rubistar
  - http://rubistar.4teachers.org/
A Few More Areas for Future Development

- Encouraging higher order thinking as students progress through the curriculum
- Making sure that the curriculum and pedagogy is more directly tied to your learning outcomes (i.e., curriculum mapping)
- Using multiple types of assessments
  - Assessing students’ learning in high impact experiences (internships, undergraduate research, service learning, study abroad)
  - Student surveys gauging their learning/satisfaction in the department
Program Level Student Learning Outcomes

K= Knowledge/Comprehension;  A= Application / Analysis;  S= Synthesis /Evaluation
Feedback about the Assessment Process?

Questions?
Concerns?
Compliments?
Complaints?
Contact Information

For assistance with assessment, please contact:

- Nathan Lindsay, Assistant Vice Provost for Assessment at 235-6084 or lindsayn@umkc.edu
- Drew Bergerson, FaCET Faculty Fellow for Assessment at 235-5728 or bergersona@umkc.edu