Next Steps in Assessment:

What you need to know and do....
before October 1\textsuperscript{st} ..... 
and after October 1\textsuperscript{st}

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Our Vision for Assessment

- To provide sufficient support and guidance to help you realize the dividends for the time/effort invested
  - Enhanced learning
  - Improved programs/degrees
  - Greater communication about teaching/learning among faculty
- To create a culture of assessment, where striving to enrich our students’ learning is what is valued
Some Guiding Assumptions...

- Assessment is always a work in progress, and it’s ok if things don’t go perfectly
- Assessment is about lessons learned in the efforts to enhance learning/teaching
- Goal of the Assessment Annual Report =
  - To demonstrate concerted effort on the part of faculty to examine student outcomes and make appropriate adjustments to improve program
Tasks (hopefully!) completed by April 2011

- Mission statement
- Goals (1 or >)
- Learning Outcomes (1 or >, preferably 3-7)
  - Remember: SMART
    - Specific
    - Measurable
    - Attainable
    - Relevant/Results-Oriented
    - Time-bound
Tasks completed by April 2011: MEASURES

Complete Measurements Process

- **what instrument? why?**
  - formative or summative assessment?
  - direct or indirect measure?
  - *if possible, it’s best to use multiple measures*

- **how conduct measurement?**
  - which students? when measured? where?
  - how administered? by whom?
  - *often good to use smaller samples of students; capstone courses*

- **how collect and store data?**

- **who analyzes data? how? when?**

- **who reports?**
  - to faculty: how? when? where?
  - to WEAVE?
Tasks completed by April 2011: ACHIEVEMENT TARGETS

- What kind of performance do you expect from your students on your learning outcomes?
  - What is the desirable level of performance for your students
    - Rubrics can clarify this (see the next slides)
  - What percentage of students do you expect to achieve this?
Using Rubrics

- A rubric is: “a set of criteria and a scoring scale that is used to assess and evaluate students’ work” (Cambell, Melenyzer, Nettles, & Wyman, 2000).
- Addresses performance standards in a clear and concise manner (which students appreciate!)
- Clearly articulates to students the areas of improvement needed to meet these standards
- Blackboard has a new Rubric feature that makes the process straightforward and easier
- To find examples, Google rubrics for your discipline, or see the Rubistar website [http://rubistar.4teachers.org/](http://rubistar.4teachers.org/)
### Example of a Rubric

UMKC Foreign Languages and Literatures Assessment Tool for **Oral Proficiency Interview** adapted from “Interpersonal Mode Rubric Pre-Advanced Learner” 2003 ACTFL

<table>
<thead>
<tr>
<th>Category</th>
<th>Exceeds Expectations</th>
<th>Meets Expectations</th>
<th>Does Not Meet Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Comprehensibility</strong></td>
<td>Easily understood by native speakers, even those unaccustomed to interacting with language learners. Clear evidence of culturally appropriate language.</td>
<td>Although there may be some confusion about the message, generally understood by those accustomed to interacting with language learners.</td>
<td>Generally understood by those accustomed to interacting with language learners.</td>
</tr>
<tr>
<td>Who can understand this person’s meaning? How sympathetic must the listener be? Does it need to be the teacher or could a native speaker understand the speaker? How independent of teaching situation is the conversation?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Language Control</strong></td>
<td>High degree of accuracy in present, past and future time. Accuracy may decrease when attempting to handle abstract topics</td>
<td>Most accurate with connected discourse in present time. Accuracy decreases when narrating and describing in time frames other than present.</td>
<td>Most accurate with connected sentence-level discourse in present time. Accuracy decreases as language becomes complex.</td>
</tr>
<tr>
<td>Accuracy, form, appropriate vocabulary, degree of fluency</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Training for Rubrics on Blackboard

For assistance with using Rubrics in Blackboard, please contact

**Molly Mead**
Instructional Designer, E-Learning Experiences at 235-6595 or meadmo@umkc.edu

or

**Erica Schurter**
Academic Liaison/Software Support UMKC Instructional Technologies at 235-6700 or schurtere@umkc.edu
Next Steps: FINDINGS
Summer- Early Fall 2011

What do the data tell you?

- Part I: specific findings
  - Compare new data to achievement targets
  - Did students meet or deviate from expectations?
  - **Important**: Include specific numbers/percentages when possible
  - Optional: Post anonymous data in WEAVE Document Repository
Next Steps: FINDINGS
Summer-Early Fall 2011

- what do the data tell you?

Part II: general findings
- what lessons did your faculty learn from this evidence about your students?
- what broader implications do you draw about your program?
  - Ex: curriculum, admissions, administration, policies, requirement, pedagogy, assessment procedures, and so on
- Conversations
  - The more people involved, the better!
Next Steps: ACTION PLANS, Summer- Early Fall 2011

- Concrete Steps for Change
  - list of specific innovations that you would like to introduce in AY 2011-12 to address lessons learned in AY 2010-11.
  - Again, in curriculum, admissions, administration, policies, requirement, pedagogy, assessment procedures, and so on
  - Resources? Time Period? Point Person?
  - It is best to have documentation of the changes made through these Action Plans (e.g., in syllabi, the course catalogue, meeting minutes)
Final Steps: ANNUAL REPORT, August-September 2011

- for submission by Oct 1
  - Part I: Detailed Assessment Report
    - “Assessment Plan Content”
    - All items (mission -> action plans) submitted in WEAVEonline
    - to log in to WEAVE, go to
Final Steps: ANNUAL REPORT, August-September 2011

- for submission by Oct 1

Part II: Timeline/Account of Activities
- “Assessment Plan Process”
- In 2-3 pages, tell the story of all the work and careful consideration you and your colleagues accomplished in your assessment work this year (Ex.: meetings, mentoring, experiments, setbacks, lessons learned)
- Submit this in the Document Repository in WEAVE
- Please follow the four outlined questions (see next slide)
Four Questions for the Annual Report

1) **Process**: Please describe the specific activities and efforts used to design, implement, and analyze your assessment plan during this academic year. This narrative might be organized chronologically, listing meetings, mentoring sessions, and experiments at each stage of the developmental process including the names of people involved in various capacities, with each event given one paragraph.

2) **Positives**: Please describe what was most useful about the assessment process, or what went well. What did you learn about your faculty, students, or program through this experience?

3) **Challenges**: Please describe the challenges you encountered in terms of the development or implementation of your assessment procedures, as well as the lessons you learned from this experience and your efforts or plans for overcoming them. This section might be organized topically.

4) **Support**: Please describe your program’s experience during the past year with the support and administrative structures in place at UMKC for Assessment: the Provost’s Office, the University Assessment Committee, FaCET, and so on. If there are ways in which these areas could be improved to better support your efforts in assessment, please make those suggestions here.
Submission: October 1st 2011

- Final reporting complete for the 2010-2011 assessment cycle
- No edits allowed after 1st of October
- During the fall semester, the University Assessment Committee and the Asst. VP for Assessment will give feedback on these Annual Reports
After October 1st

- Assessment entries for AY 2011-12 begin
- Assessment Cycle runs from June 1, 2011 to May 30, 2012
- Need to implement the Action Plans from last year
- Update mission statements, goals, and learning outcomes based on feedback from UAC. Items in WEAVE carry over from last year unless changed.
- Enter new measures, findings, and action plans.
Support/Resources for Assessment

- Monthly meetings will be held for assessment coordinators throughout the year
- The University Assessment Committee (UAC) will meet every month
- The Assessment Website and Assessment Handbook will be updated in the next few months
- Assessment articles (e.g., “Assessing Your Program-Level Assessment Plan” by Susan Hatfield) will be distributed
- Mentoring will be provided in one hour sessions on Tuesday afternoons throughout the fall semester in the FaCET space
Future Steps for Assessment at UMKC

- Developing an assessment plan for General Education initiatives
- Integrating assessment work with the Program Evaluation Committee
- Building assessment into the course/program approval process
- Analyzing and using data from institutional assessments and major field tests more effectively
- Preparing to complete our accreditation commitments for the HLC Assessment Academy (Spring 2013)
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
FaCET Guest Speaker—Sept. 6th

DO UNTO OTHERS
ADDRESSING CIVILITY IN THE COLLEGE CLASSROOM

Dr. Peggy Cohen
Associate Provost for Professional Development
Director of the Center for Teaching and Learning
Associate Professor of Educational Psychology UMSL

Tuesday September 6, 2011

Two sessions!
12 Noon- 1 PM Health Sciences Campus
2:30- 4 PM FaCET Suite

Health Sciences Bldg Rm TBA
Miller Nichols Library Rm 225

Reception 4pm-5pm in FaCET Suite