

Advancing, Managing and Sustaining Assessment



**PRESENTATION TO THE UNIVERSITY OF DELAWARE
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DR. JODILEVINE LAUFGRABEN
TEMPLE UNIVERSITY**

Aims for this Workshop



- Provide a forum for a discussion of assessment challenges at the University of Delaware
- Discuss strategies to advance assessment:
 - Academic programs
 - General Education
- Discuss strategies for advancing assessment across the institution

Portions of this presentation adapted from Laufgraben and Schull, "Managing Assessment," presentation at 2009 Middle States Annual Conference.

How Are You Doing: A Self-Assessment



Using the handout provided, evaluate your school, department or a particular degree program, on several factors.

Improving your Grades: Intended Outcomes for this Workshop

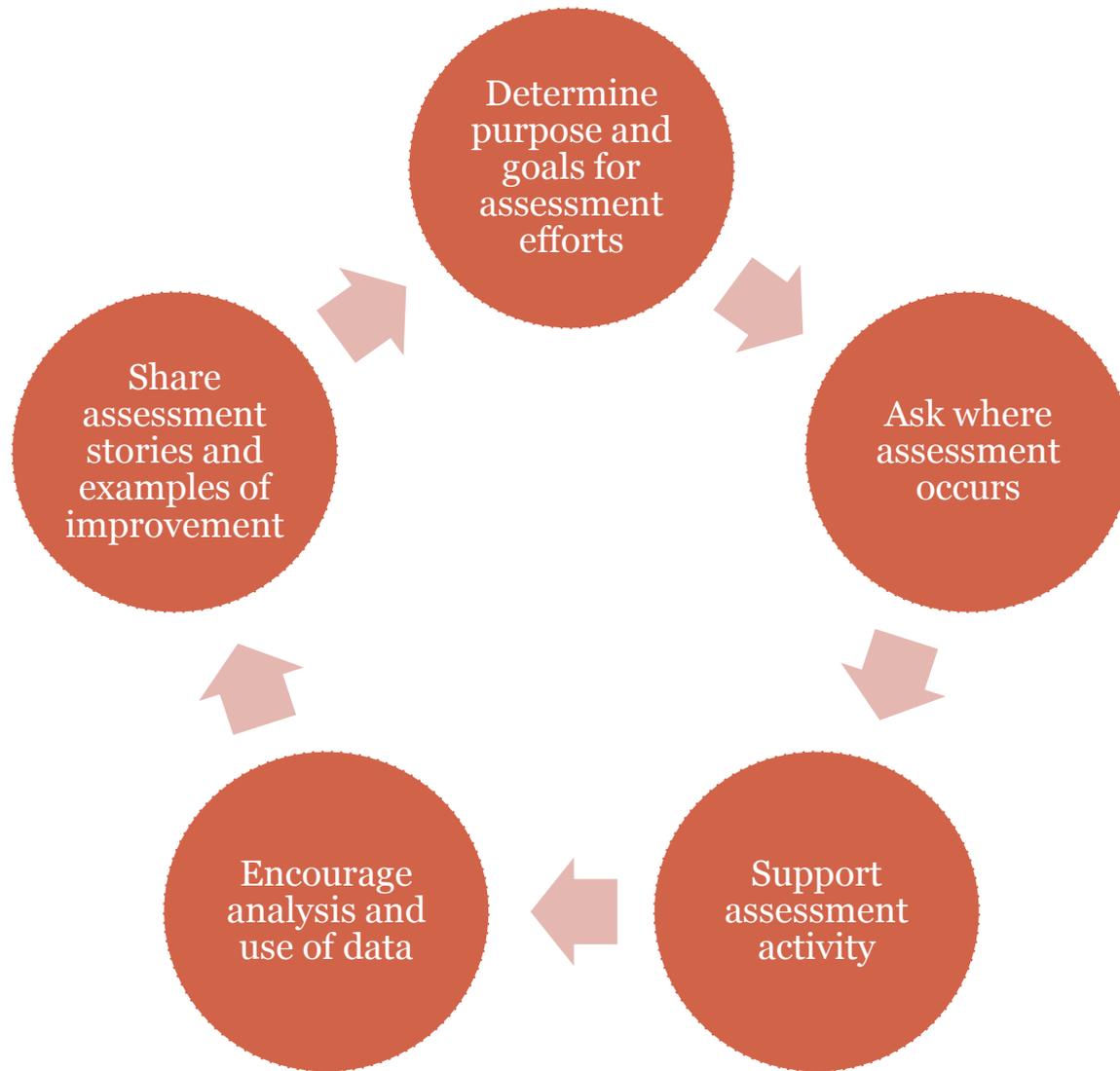


- Participants will be able to name at least one strategy that will help them advance assessment in their area/general education/program/college
- Participants will be able to describe at least one example of how they used assessment to improve a program / inform planning
- Participants will feel comfortable discussing “advancing assessment” with their colleagues.

Assessment Model



Managing Assessment at Temple



Determine Purpose and Goals for Assessment Efforts



What it should be

Demonstrating what we do well

Identifying ways we can do better

Learning about student experiences

Framing how we talk about student success

What it often is

Regional accreditation

Specialized accreditation

Accountability measures

Can these purposes come together?

Ask Where Assessment Occurs



- **Audit of assessment activity**
 - What do programs already assess?
 - How do they report and share information?
 - How is assessment used for improvement?
- **Define the assessment “units of analysis”**
 - College
 - Department
 - Degree
 - General Education
 - All of the above
- **Looking at the curriculum**
 - Curriculum Maps
 - Outline of requirements (how students move through the program)

Assessment in/of General Education



- Understand program purposes and learning objectives
- Consider approaches
 - Course level
 - Theme (multi-course)
 - Students (non-course based)
- Build a tool box (methods to work across approaches)
- Partner with area experts
 - Writing
 - Library (information literacy)
- Consider / adapt assessment in program: look at alignment between program goals and general education competencies

Who is Where?



*Middle States sees the institutions as a sum of its parts.
10 stars do not “cover” 1 resister!
Assessing student learning means that assessment is occurring in all
programs and within general education.*

All are part of the Delaware assessment story.

Understanding Obstacles



- What is blocking you from getting where you want to be, or are expected to be, in terms of assessment?

Seeing Stars



- Learn from colleagues
- Use available resources and support
- Understand that assessment is a requirement and regularly occurring process and incorporate it into the work of academic programs (like scheduling, budget, etc...)

Make Assessment Practical and Useful



- Focus on important learning goals but also those easier to assess
- Select assessment tool and strategies that yield the most useful information for the investment
 - Rubric to evaluate research papers in a capstone course
 - Jury form/rubric to assess senior project
- Study what is working as well as what is not
 - Always room for improvement
 - Assessment confirms what you know about your program (what you do well) but also helps you find those places where you can do better

Create Timelines: Assessment for all Seasons



- **Fall:** plan assessment projects for the year
- **Fall, winter and spring:**
 - Collect student work
 - Develop or find tools for assessing student work
 - Begin analysis
- **Spring and summer:**
 - Analysis
 - Drafting of findings
- **Fall (again):**
 - discuss and share results
 - consider changes
 - Start new assessment projects

Encourage Analysis and Use of Data



Clearly emphasize the “description of findings” and the “change as a result of what was learned” in forms that are used to collect assessment.

- The assessment cycle is really a story, or narrative, of program change—keep the focus on the telling of a story to ease anxiety.
- The finding of something not working is evidence that assessment is working; the improvement process is the positive result of a “less than hoped for” finding

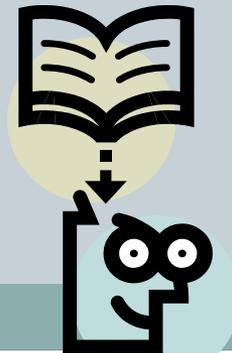
Remind faculty that assessment and improvement effort will provide valuable evidence at the time of other regular reviews.

- Collaborate with an office of measurement or institutional research that can be a resource for those who have data, but who are not sure how to look at it.

Create the Story Board



- What learning goals are you looking at?
- Where are the places (learning opportunities) you can look to see how students are doing?
- What tools can you use to assess student learning?
- What does the data tell you?
- Where or how will you discuss and share the data?
- How does the story end? (What did you do with the information?)



An Assessment “Mad-Lib”



Fill-in the blanks on the worksheet provided. Tell one assessment story.

Sharing, Commenting and Asking



- Reporting out of Madlibs
- Comments on the session
- Question, answers and discussion