

# Engaging and Sustaining Assessment on Large Campuses: The Temple Experience



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September 10, 2014



# Goals for this Session

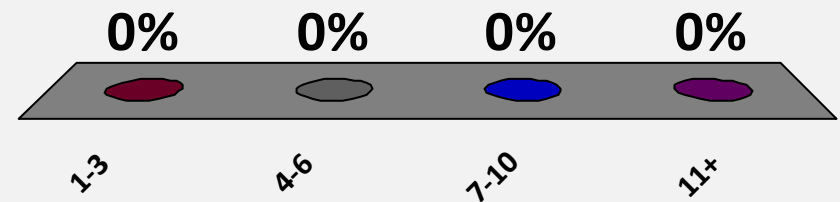
- Participants will acquire strategies for implementing and sustaining assessment activities on their campus, including assessment reporting
- Participants will develop two “next steps” for enhancing assessment efforts on their campus



## A Quick Quiz to Get to Know Our Audience ...

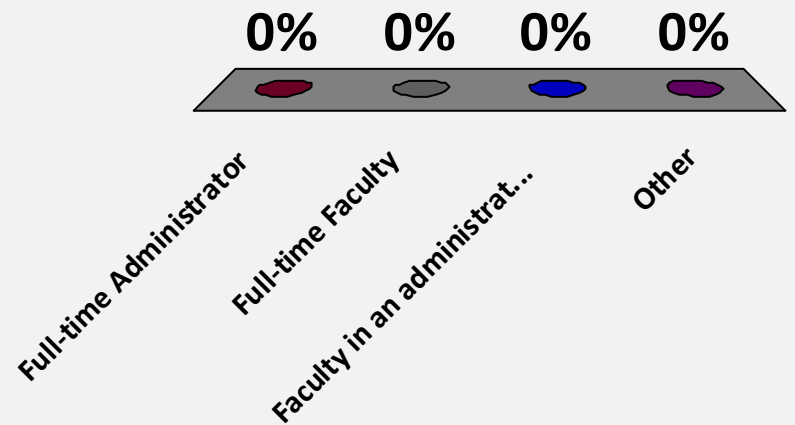
# How many academic units/schools/colleges are there at your institution?

- A. 1-3
- B. 4-6
- C. 7-10
- D. 11+



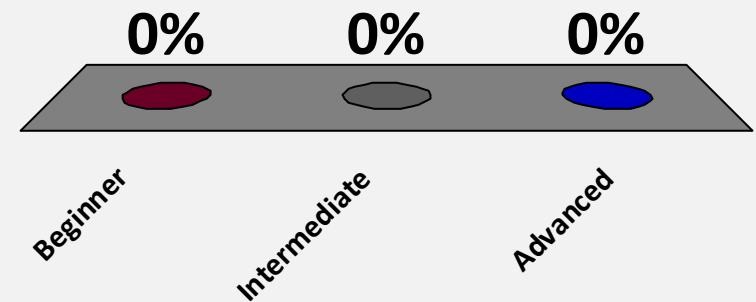
# What is your primary role?

- A. Full-time Administrator
- B. Full-time Faculty
- C. Faculty in an administrative role
- D. Other



# What is your institution's overall understanding of assessment of student learning?

- A. Beginner
- B. Intermediate
- C. Advanced

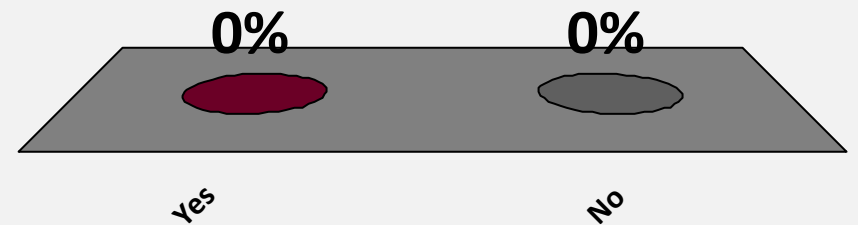


Regarding assessment, has the following been what you would consider a “major challenge”?

*Getting People to do assessment*

A. Yes

B. No



**Regarding assessment, has the following been what you would consider a “major challenge”?**

***Developing a reporting process for assessment***

A. Yes

B. No





Regarding assessment, has the following been what you would consider a “major challenge”?  
*Using assessment/ “Closing the loop”*

- A. Yes
- B. No

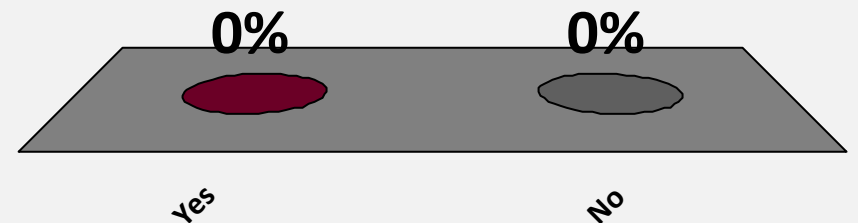


**Regarding assessment, has the following been what you would consider a “major challenge”?**

*Providing feedback on assessment to programs*

A. Yes

B. No





# What we will do today:

Review the...

- realities
- revisions
- rules

...that have guided our assessment efforts over the past 5 years.



# Realities: Temple University

- Public research university with enrollment of 37,619 students (28,242 undergraduates)
- 17 schools and colleges (undergraduate, graduate and professions)
- 31<sup>st</sup> largest university in country; 6<sup>th</sup> largest provider of professional education
- 404 academic programs
- Decentralized budgeting (RCM as of July 1, 2014)

*Data based on Fall 2013 census*



# Last 5 Years of Assessment

- **Comprehensive** (across all schools and colleges)
- **Compliant** (regional and programmatic accrediting bodies)
- **Centralized** processes but flexible to allow for programmatic differences
- **Control** at program level so faculty own learning outcomes and assessment methods for their programs
- **Confusing** (at times) as system was difficult to use and template not aligned with language and cycles best suited for majority of our programs



# Revisions:

*Developing (and re-developing) a  
homegrown, low-tech system of  
assessment reporting.*



## What is the main information we want to know?

- Does your program have clear, assessable SLOs?
- Does your program have assessment planned for the upcoming year?
- How is your program using data collected from prior assessments for program improvement?



## How (what tool) will we collect this information?

- **Using an online survey tool**
  - Which one?
  - Why
  
- **Assessment Activity Update**
  - Due Nov. 15 (originally)
  - List Program SLOs
  - What direct assessments do you have planned for the upcoming year? (matrix)
  - What indirect assessments do you have planned for the upcoming year? (matrix)
  - Are you tracking any other outcome measures?



# Activity Update – Direct Assessment Activity Matrix

## Direct Assessment Activities

What direct assessment activities do you have planned at the program (degree) level for the upcoming year? Check all that apply. Do not include information about surveys here, the next question will ask for more information about surveys.

	SLO 1	SLO 2	SLO 3	SLO 4	SLO 5
Portfolio	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Practicum, Internship or Other Field	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Placement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Clinical Evaluations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student Work in a Capstone Course WITH a Rubric	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student Work in a Capstone Course WITHOUT a Rubric	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student Work WITH a Rubric in 1 or More Courses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student Work WITHOUT a Rubric in 1 or More Courses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Final Paper / Thesis / Dissertation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
National / Board Exam	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Local Test / Exam	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Juried Show, Performance, or Critique	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Oral Presentation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



## How (what tool) will we collect this information?

- **Annual Assessment Report**
  - Due Nov. 15 (originally)
  - List Program SLOs
  - What direct assessments do you have planned for the upcoming year? (matrix)
  - What indirect assessments do you have planned for the upcoming year? (matrix)
  - Are you tracking any other outcome measures?
- **Revisions!**

# Report of Completed Assessment Activities

Which program level SLOs were assessed using this assessment activity? Select all that apply.

- SLO 1: SLO 1
- SLO 2: SLO 2
- SLO 3: SLO 3

Describe the assessment below. Provide enough detail so that we understand the nature of the project.

What were the findings from this assessment?

With whom and how did you share findings from this assessment?

<input type="checkbox"/> Faculty <div style="border: 1px solid #ccc; height: 25px; width: 100%;"></div>	<input type="checkbox"/> Students in the Program <div style="border: 1px solid #ccc; height: 25px; width: 100%;"></div>
<input type="checkbox"/> Department Chair <div style="border: 1px solid #ccc; height: 25px; width: 100%;"></div>	<input type="checkbox"/> Alumni <div style="border: 1px solid #ccc; height: 25px; width: 100%;"></div>
<input type="checkbox"/> School/College Dean <div style="border: 1px solid #ccc; height: 25px; width: 100%;"></div>	<input type="checkbox"/> Employers, Accreditors or other External Community Members <div style="border: 1px solid #ccc; height: 25px; width: 100%;"></div>
<input type="checkbox"/> School/College Administrators <div style="border: 1px solid #ccc; height: 25px; width: 100%;"></div>	<input type="checkbox"/> Other (please specify) <div style="border: 1px solid #ccc; height: 25px; width: 100%;"></div>

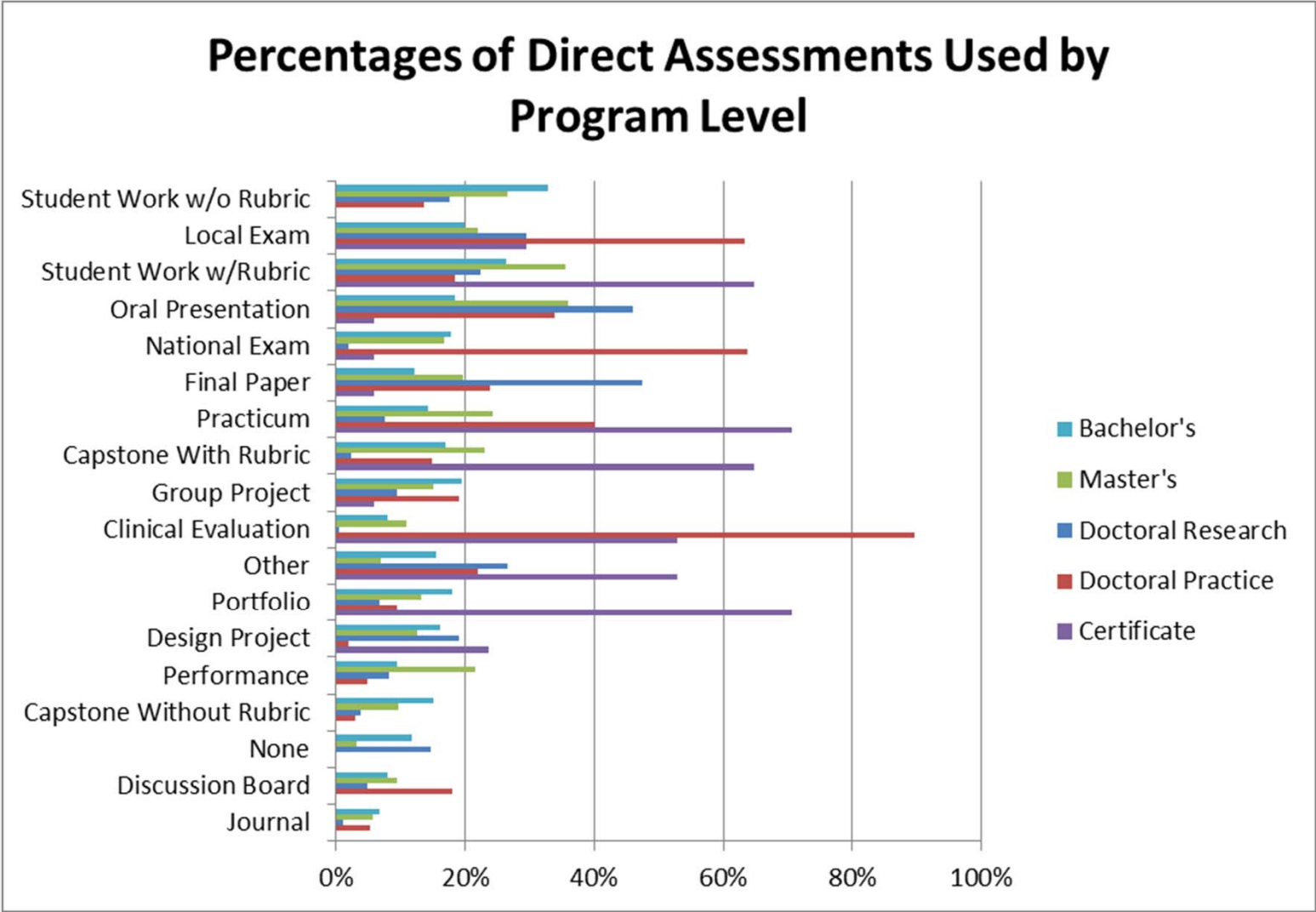
How are you using or planning to use the findings from this assessment for program improvement? Where applicable, give specific examples of changes you are making to the program as a result of your findings.



## Providing Feedback and Reporting

- **Development of rubrics**
- **Sub-committee for reviewing reports**
- **Assessment Snapshots**

# Assessment Snapshot – Temple University





# TU Center for the Arts

- Created July 2012
  - Combined Architecture, Art, Dance, Film, Music, Theater programs
  - Offers Certificates and Bachelor's through Doctoral degrees
  - 2650 Undergraduate students
  - 458 Graduate students
  - 491 Full and part-time faculty
  - 81 different degree programs to assess



# 81 Different Degree Programs: Where and How to Begin?

*Some Guidelines (“Rules”) for Successful  
Interaction with your College or University’s  
Assessment Program*



# First Rule

- **Find out which programs you have to assess and who is responsible for each one**
  - ✓ **Develop a contact list**
  - ✓ **Identify which programs have an outside accrediting organization.**
    - These organizations will most likely have already formulated student learning objectives or competencies





## Second Rule

- **Don't write lots of email...talk to people!**
  - ✓ **Begin with a small group meeting to discuss the process**
  - ✓ **Follow-up with a private meeting with each chair or program head**
    - Determine what they know about the assessment process and where the misunderstandings might be
    - Clear up ambiguities and confusion
      - Example: Terminology
        - Student Learning Outcomes (SLOs)
        - Learning Objectives (LOs)
        - Learning Goals (LGs)
        - Competencies
        - Assessment Project / Culminating Event



# Third Rule

- **Don't reinvent the wheel!**
  - ✓ Use SLOs or competencies from the program's specific disciplinary accrediting organizations, if possible
    - Examples: NASAD, NAAB, NASD, NASM, NAST
  - ✓ Remember that SLOs or competencies are not programmatic assessment.
    - A program might have 30+ SLOs or competencies
    - A culminating experience may assess numerous SLOs
      - Graduation recital, final portfolio, thesis, final project, Exhibition, Public Critique, certification or licensure exam
    - Chairs often mistakenly believe that each SLO or competency must be individually assessed each year.

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## National Association of Schools of Dance

Welcome to the NASD website.

NASD, founded in 1981, is an organization of schools, conservatories, colleges and universities. It has approximately 76 accredited institutional members. It establishes national standards for undergraduate and graduate degrees and other credentials.

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This web site is intended to provide general assistance regarding the operation of NASD including the accreditation process. Requests for further information may be directed to the [National Office staff](#). NASD accepts no responsibility for the content of any information or web site attached to this site.

### ADDENDUM TO THE NASD HANDBOOK PUBLISHED April 15, 2014

An Addendum documenting revisions ratified by the Commission on Accreditation in a special vote-by-email procedure in April 2014 is available for use in conjunction with the NASD Handbook 2013-14.

[Click here](#) to be redirected to the Standards/Handbook section of the Web site for access to this addendum.

### 2014 ANNUAL MEETING Information and Registration

The NASD 2014 Annual Meeting will be held September 11-13 at the Snowbird Ski and Summer Resort in Snowbird, Utah.

[Click here](#) to access a comprehensive guide to the 2014 NASD Annual Meeting.

### 2015 ANNUAL MEETING

The NASD 2015 Annual Meeting will be held September 17-19 at the Hilton El Conquistador Resort in Tucson, Arizona.

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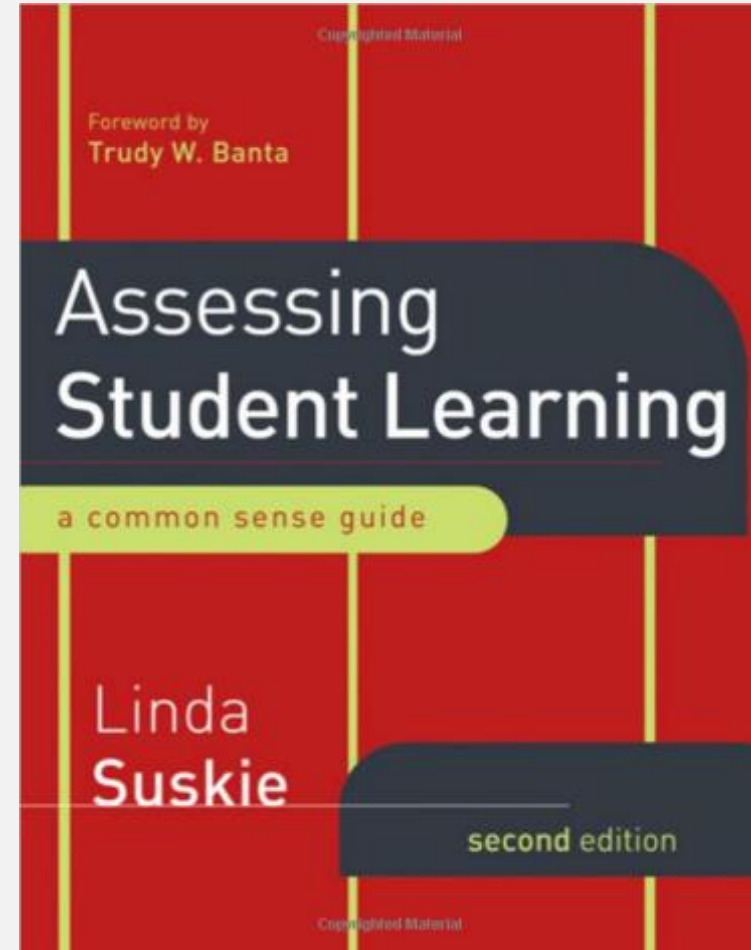
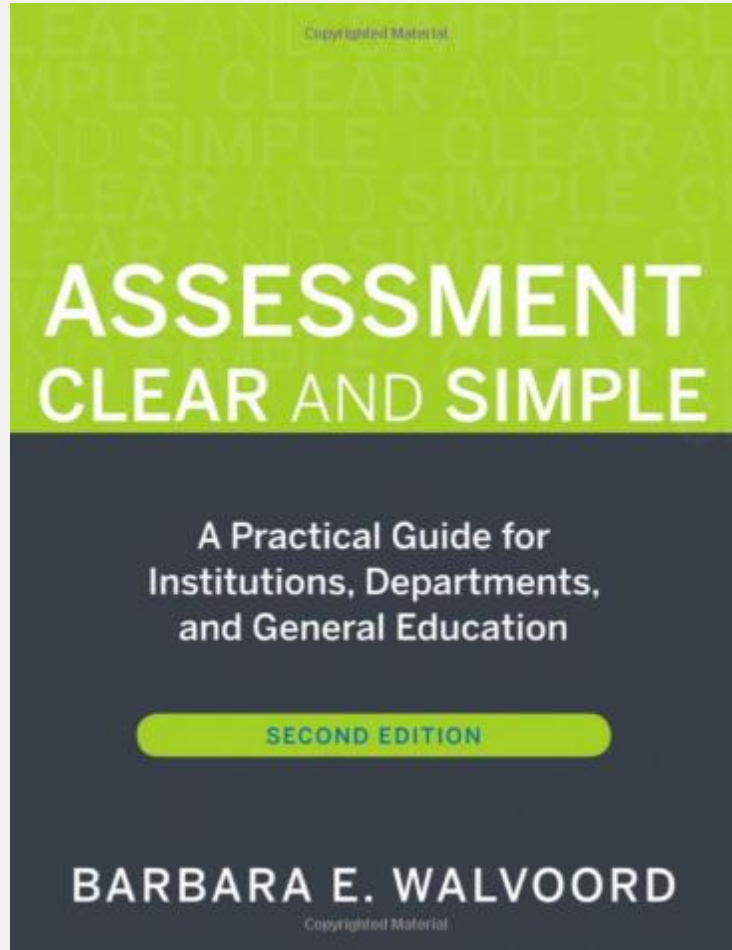
# Fourth Rule

- **Keep it simple! Here is a “no frills” departmental assessment plan**
  - ✓ List the SLOs for each of your degrees
  - ✓ Obtain two measures of how well your students are achieving the goals
    - One direct measure
      - A sample of student work completed at the end of their course of study, analyzed by faculty to find the strengths and weaknesses of the students as a group
    - One indirect measure
      - Student surveys, focus groups, job placement stats
  - ✓ A forum for faculty to discuss data results and formulate action items

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From: Barbara E. Walvoord. *Assessment Clear and Simple: A Practical Guide for Institutions, Departments, and General Education*. 2<sup>nd</sup> ed. San Francisco: (John Wiley & Sons, Inc., 2010), 59-60.

# Two Excellent Resources...





## *Next Steps...*

- Based on this discussion, what are two practical next steps that will help enhance and/or sustain assessment efforts on your campus?
- Share with a partner...

# Any Questions?



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