

Best Practices in Implementing a University-Wide Assessment System: Lessons Learned

Sawyer Hunley – Assistant Provost for CAP, University of Dayton

Justin H. Keen – Director, Student Development Assessment and Planning, University of Dayton

Presentation Overview

Assessment System Overview

Humanities Commons Example

Co-Curricular Example Projects

Title

A rubric-based assessment system to assess student learning outcomes

National contexts that inspired the system

How the system related to the launch of a new general education program

Research questions and institutional goals that framed our decisions

Title

A model of distributed assessment

- Mission centered
- Effectiveness
- Ubiquity
- Efficiency
- Structure
- Accountability
- Flexibility

Title

Humanities Commons Assessment Leaders: Challenges and effective practices

- Securing buy-in
- Flexible research methods
- Project structures
- Use of data

Co-curricular Projects

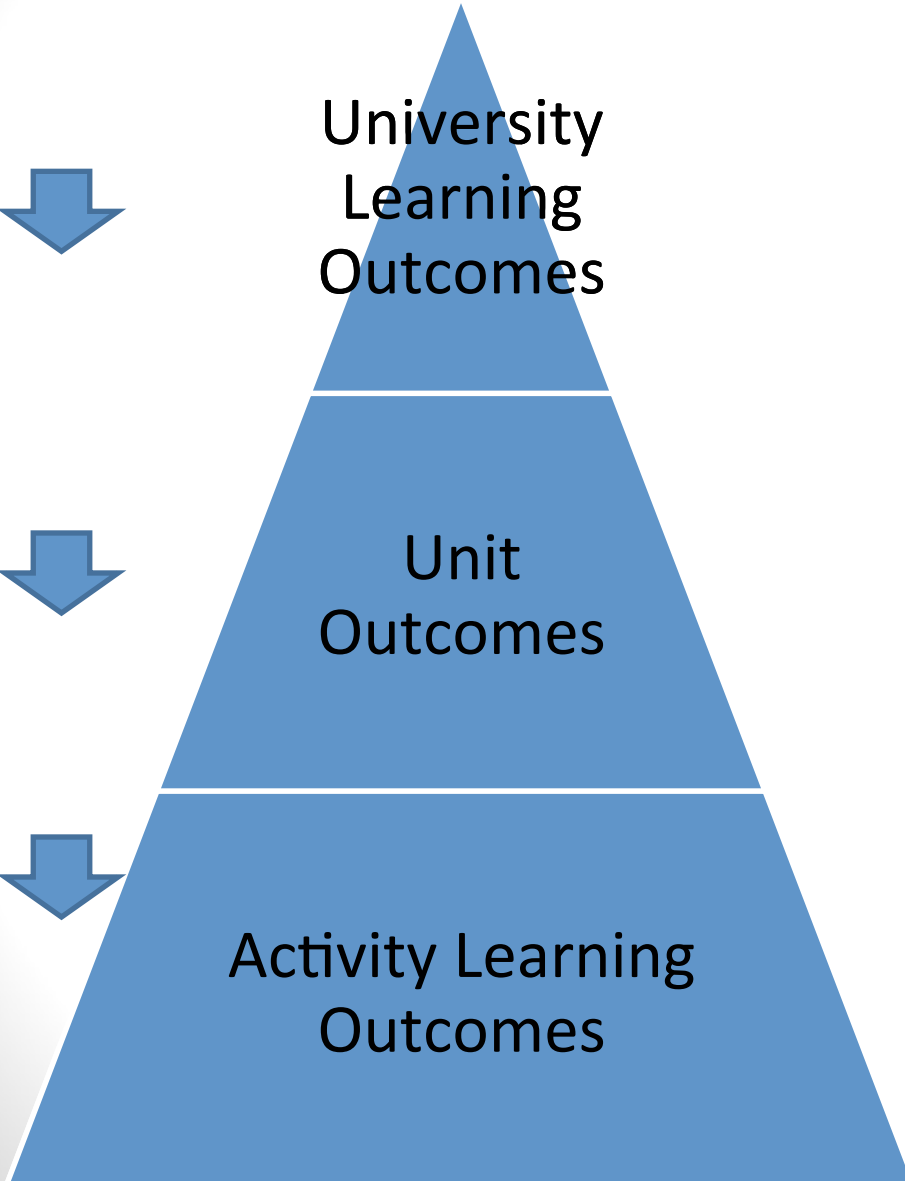
- Establishing a common set of language and criteria
 - Residence Life Example
- Recruiting early adopters (buy-in)
 - Student Employees Example
- Staff development
 - Multicultural Framework Example
 - Assessment 101 (starting from the beginning, again)
- Embedding method operational structure
 - Leadership Programs Example
 - Residential Curriculum Example

Criterion 1

Experience must be mapped to a University Learning Outcome at the Introductory, Expanded, or Advanced levels

I = INTRODUCTORY	
discover, personal, experiment, gain new knowledge, question, self-discovery, individual values	<ul style="list-style-type: none">•Identification of individual perspective/relationship to issue/experience•Recognizing and naming phenomenon
E = EXPANDED	
practice, explore self, work with others, practice with others, apply approaches, group values, participate in	<ul style="list-style-type: none">•Recognition of (and experimentation with) others perspectives•Identification of differences between perspectives/approaches•Identification of the assumptions of perspectives•Analyze, critically think, compare
A = ADVANCED	
create, lead, lead others, create new knowledge, create new approaches, societal values, facilitate, originality	<ul style="list-style-type: none">•Solidification of commitment to perspectives created from use of multiple lenses•Naming, understanding, and responding to context•Understanding implications in community/society•Possible link with vocation

Criterion 1: Cascading Objectives



University
Learning
Outcomes

Unit
Outcomes

Activity Learning
Outcomes

Criterion 2

A staff member rates a student behavior or student produced artifact using a 0-3 rubric composed of one or more criteria designed to measure a University Learning Outcome.

CRITERIA/ARTIFACT	Unacceptable(0)	Developing (1)	Competent (2)	Exemplary (3)
Collaboration <i>Artifact:</i>	Does not make productive, discerning, or creative contributions to groups.	Makes productive, discerning, or creative contributions to groups.	Contributions to groups are productive, discerning, and creative. Demonstrates effective communication skills (formats may include written, oral, non-verbal, artistic, mathematical, or others)	Contributions to groups are productive, discerning, and creative and are exemplary in it at least one of these areas. Demonstrates exemplary communication skills (formats may include written, oral, nonverbal, artistic, mathematical, or others).
Common Purpose <i>Artifact:</i>	Does not express awareness and acceptance of differences.	Respectfully expresses awareness and acceptance of differences.	Respectfully expresses awareness and acceptance of differences. Collaborates with persons from multiple backgrounds and perspectives. Contributes to group formation of common purposes/values.	Respectfully and productively addresses differences. Collaborates with persons from multiple backgrounds and perspectives. Facilitates group formation of common purposes/values.
Resolving Conflicts <i>Artifact:</i>	Does not recognize conflict or controversy and/or addresses conflict or controversy uncivilly.	Recognizes and civilly addresses conflict or controversy.	Recognizes and civilly remains engaged with conflict or controversy. Forms mutual peaceful resolutions and promotes reconciliation	Recognize and civilly remain engaged with conflict or controversy. Forms mutual peaceful resolutions that promote reconciliation and form the basis for future collaboration.


Criterion 3

The following information is provided to Justin Keen in any format:

- Rater(s) Name
- Brief description of evidence source/process including sampling method
- The rubric
- Criteria Mapping to University Learning Outcome and Introductory, Expanded or Advanced Level
- # of students who received 0,1,2, and 3 ratings for each criterion
- The total number of students who participated

Inclusion of Student IDs connected to ratings scores call for extreme praise

Criterion 3: Reverse Cascading Measures



University Learning Outcomes



Unit Outcomes



Activity Learning Outcomes

University Learning Outcomes Aggregate Rubric Scores



Unit Aggregate Rubric Scores



Rubric Scores

Criterion 3: Reverse Cascading Measures (3x7 matrix)

	Introductory	Expanded	Advanced
Scholarship			
Faith Traditions			
Diversity			
Community			
Practical Wisdom			
Critical Evaluation of our Times			
Vocation			

F

Special Interest Housing

Special Interest Housing is a program where students of like interests live together in houses dedicated to an community or academic issue and organize events and campaigns for community education and social change.

- The projects produced by these houses were rated on a rubric based on the University Learning Outcome for Community at the Advanced Level
- Significant changes were made to the program design to foster accountability following the first year of participation

Special Interest Housing

Rubric

	0 Needs Development	1 Developing	2 Competent (GOAL LEVEL)	3 Exemplary
Completes a project that effectively addresses an issue affecting the community	15% Does not complete a project in the community	21% Project does not meet community needs	67% Completes a project that effectively addresses an issue affecting the community	0% Completes a project that results in a permanent community impact or new more positive community relationships
Relates their actions to an emergent awareness of community citizenship	6% Does not demonstrate reflective awareness of community citizenship.	19% Takes only philanthropic perspective on their involvement in community	56% Relates their actions to an emergent awareness of community citizenship	19% Describes a clarified sense of community citizenship

Recruitment and Buy-in



Positive Brand for Assessment as Part of Learning Teaching Process

Flexibility

(what works best for staff rather than what works best for assessment coordinator)

Diffusion of Assessment: Year 0

Adapter
Categories

Innovators

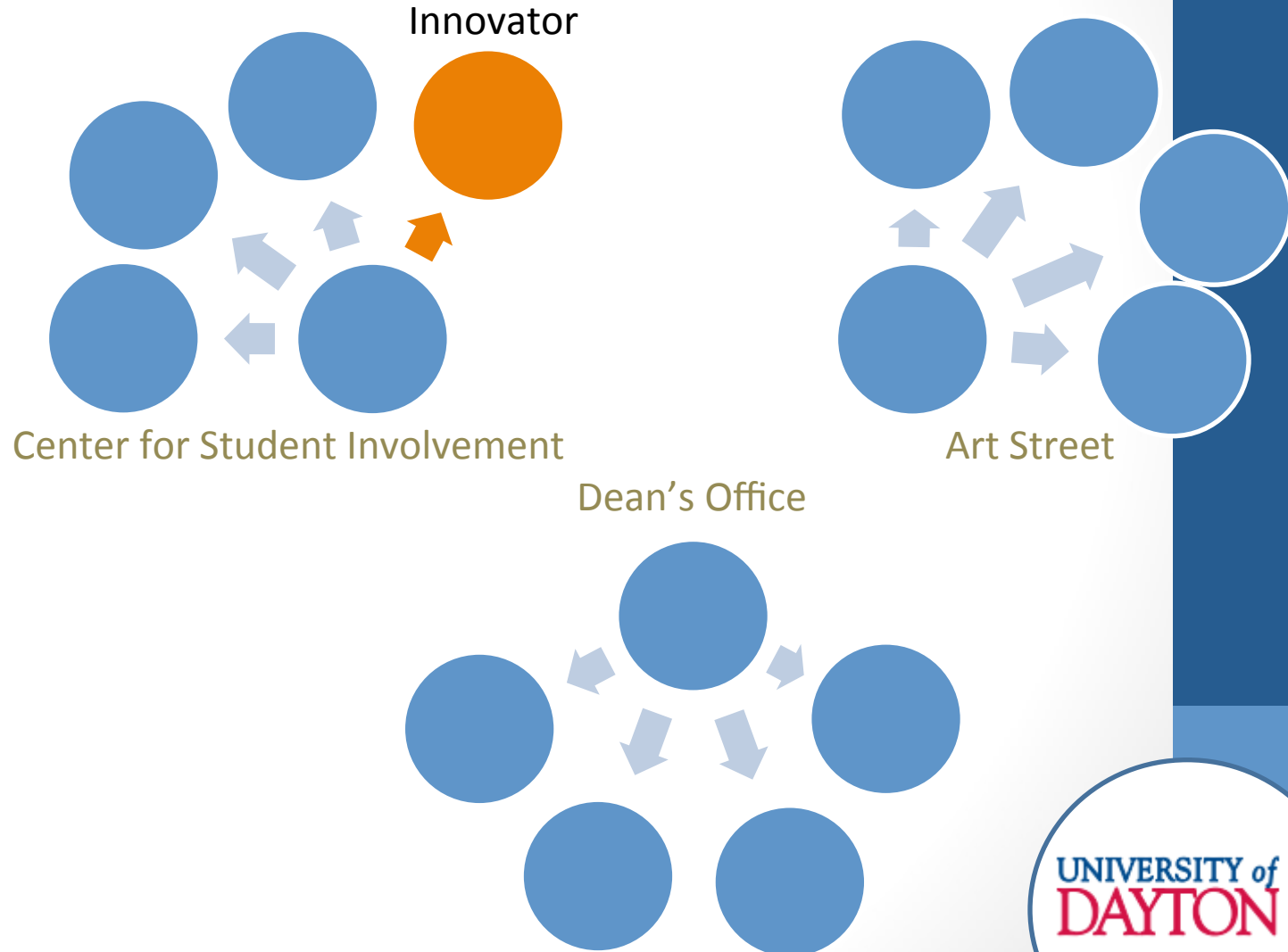
Early Adopters

Early Majority

Late Majority

Laggards

Leapfroggers



Diffusion of Assessment: Year 1

Adapter
Categories

Innovators

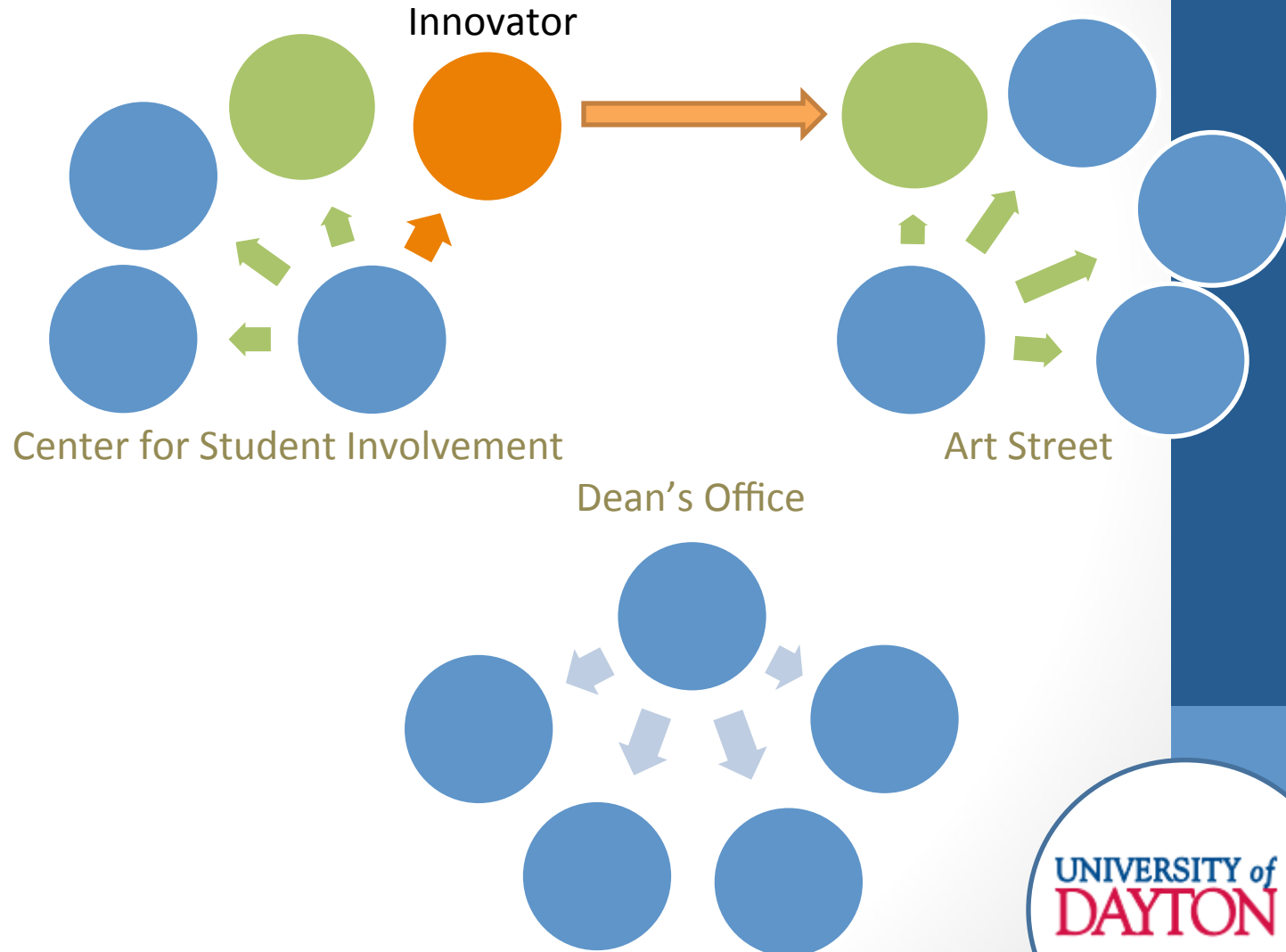
**Early
Adopters**

Early Majority

Late Majority

Laggards

Leapfroggers



Diffusion of Assessment: Year 2

Adapter
Categories

Innovators

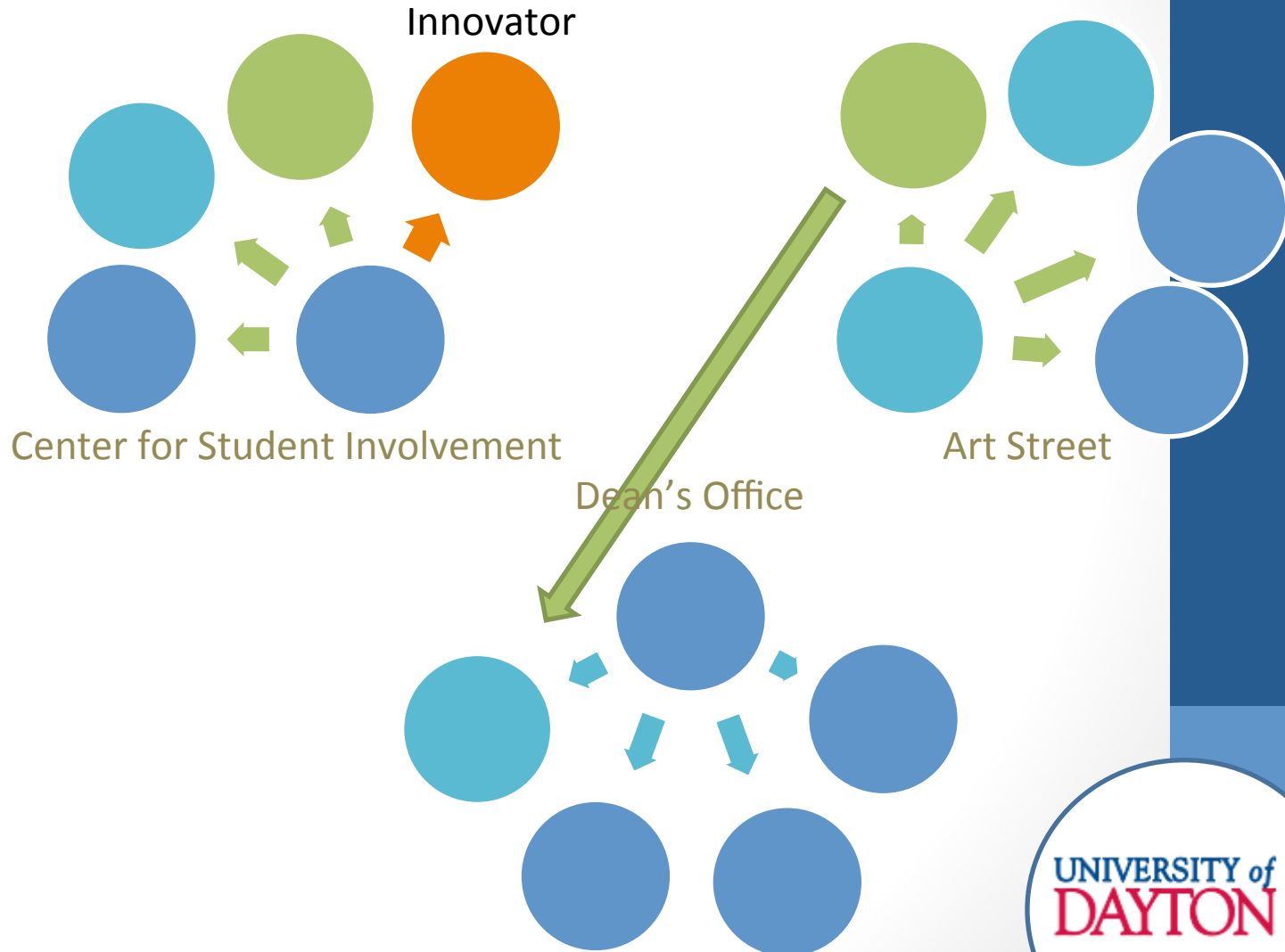
Early Adopters

**Early
Majority**

Late Majority

Laggards

Leapfroggers



Adoption Time Line

Year One (early adopters)	Year Two (early majority)
<ul style="list-style-type: none">• Civility and Standards• Housing and Residence Life• Student Union (student employees)• Campus Recreation (student employees)• Campus Arts Center• Greek Life	<ul style="list-style-type: none">• Leadership Programs• Student Organizations (advisors)• Alcohol Related Counseling• Community Engagement/Service Learning Center• Learning Teaching Center• New Student Programs
<p>Multicultural Framework Group Adopts Process for All Newly Designed Programs</p>	<p>Residential Curriculum Adopts Process For All Newly Designed Programs</p> <p>New Leadership Office Adopts Process for All New Programs</p>



Diffusion of Assessment

INNOVATOR

- Staff member working with student employees in conference services develops a weekly reflection system using rubrics

EARLY ADOPTERS

- The system is adopted by most supervisors in his department (student union)
- A staff member at art street, our arts center, hears about it and develops her own program based on it

EARLY MAJORITY

- The departments already using this system base the assessment systems of other programs on it
- Other departments integrate aspects of the system into both their work with student employees and other projects

And elsewhere the assessment coordinator is bringing in new offices and talking up the accomplishments of innovators and early adopters

Staff Development

- Staff need to be able to complete all parts of the assessment cycle on their own
- This requires as much process simplification and flexibility as training
- Tradeoffs between research methods and what will be doable for all staff members



Staff Development

Consultation



Project
with high
support
level

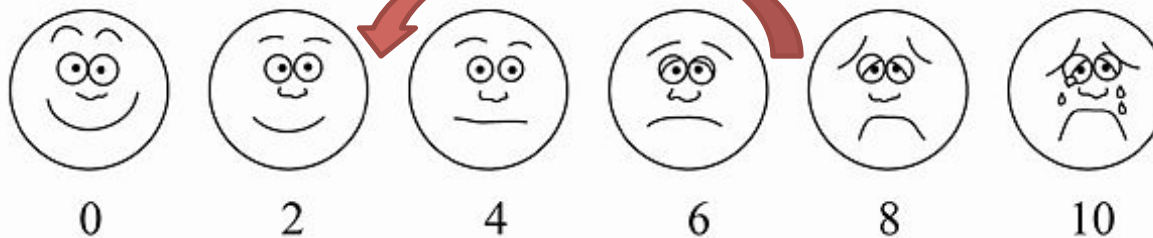
Project on
own

Teach
others

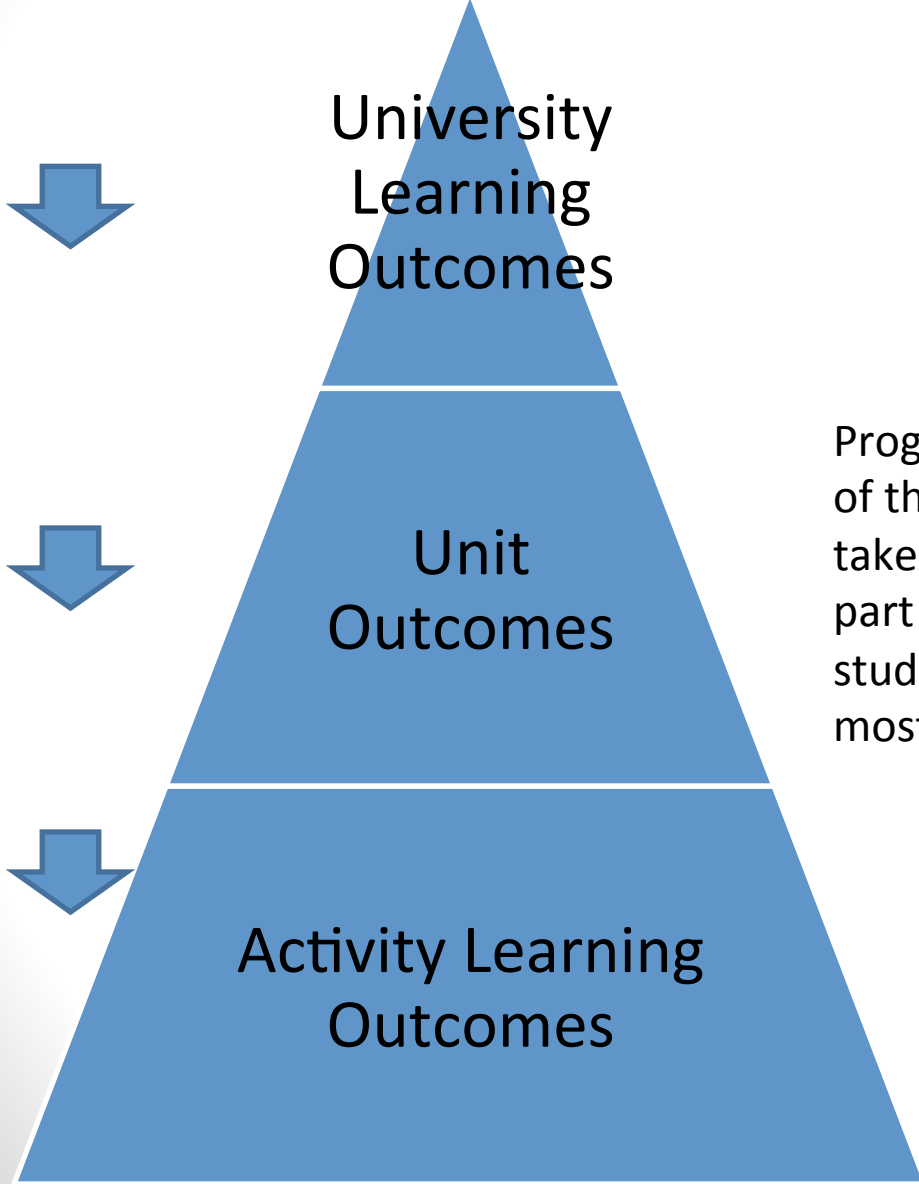
Training

Training and Assessment Brand

From	To
Assessment is about accountability and continuous improvement	Assessment is part of the teaching and learning process that is integral to you being a great educator
Here is how you write learning outcomes	Lets do some fun learning outcome mad libs
Here are all the skills you need to do assessment	Here are some easy things you can do and here are some stories of how other professionals, who started out scared of assessment, find them a valuable part of their everyday practice
Direct assessment is important	Moving from a teaching focused to a learning focused model is important, direct assessment practice helps us get there
This training is successful if you directly demonstrate assessment skills	This training is successful if you find assessment less painful afterwards, leave training with an initial action step, and take that action in the next few months.



Embedding in Operational Structure



University
Learning
Outcomes

Unit
Outcomes

Activity Learning
Outcomes

Programs that have selected only a few of the University Learning Outcomes and taken the rubric method as an integral part of the ongoing design process for student experiences have yielded the most projects.

Embedding in Operational Structure

Multicultural Framework	Residential Curriculum	Leadership Programs
Diversity	Community Diversity Practical Wisdom	Community Diversity Practical Wisdom
A staff learning community that meets monthly and assists staff in developing projects to develop student intercultural competence	A curricular structure for designing learning based programs connected to students residential experience	An office missioned which does educational programing for student leaders and helps other offices design and offer leadership programing for students
Common lesson planning framework Common but flexible master rubric	Common lesson planning framework Common but flexible master rubric	Common but flexible master rubric
<ul style="list-style-type: none"> • Student Employee Training • Greek 101 	<ul style="list-style-type: none"> • Resident RA one-on-ones • Roommate agreements 	<ul style="list-style-type: none"> • Student leader training • Leadership retreat • Leadership class

Discussion

Resources

University of Dayton Learning Outcomes

https://www.udayton.edu/provost/_resources/cap/docs/UD%20Student%20Learning%20Outcomes.pdf

Diffusion of Innovations

http://www.amazon.com/Diffusion-Innovations-5th-Everett-Rogers/dp/0743222091/ref=sr_1_1?ie=UTF8&qid=1423861349&sr=8-1&keywords=diffusion+of+innovations