Assessment and Accreditation: Exceeding Expectations with a Strategic Use of Technology
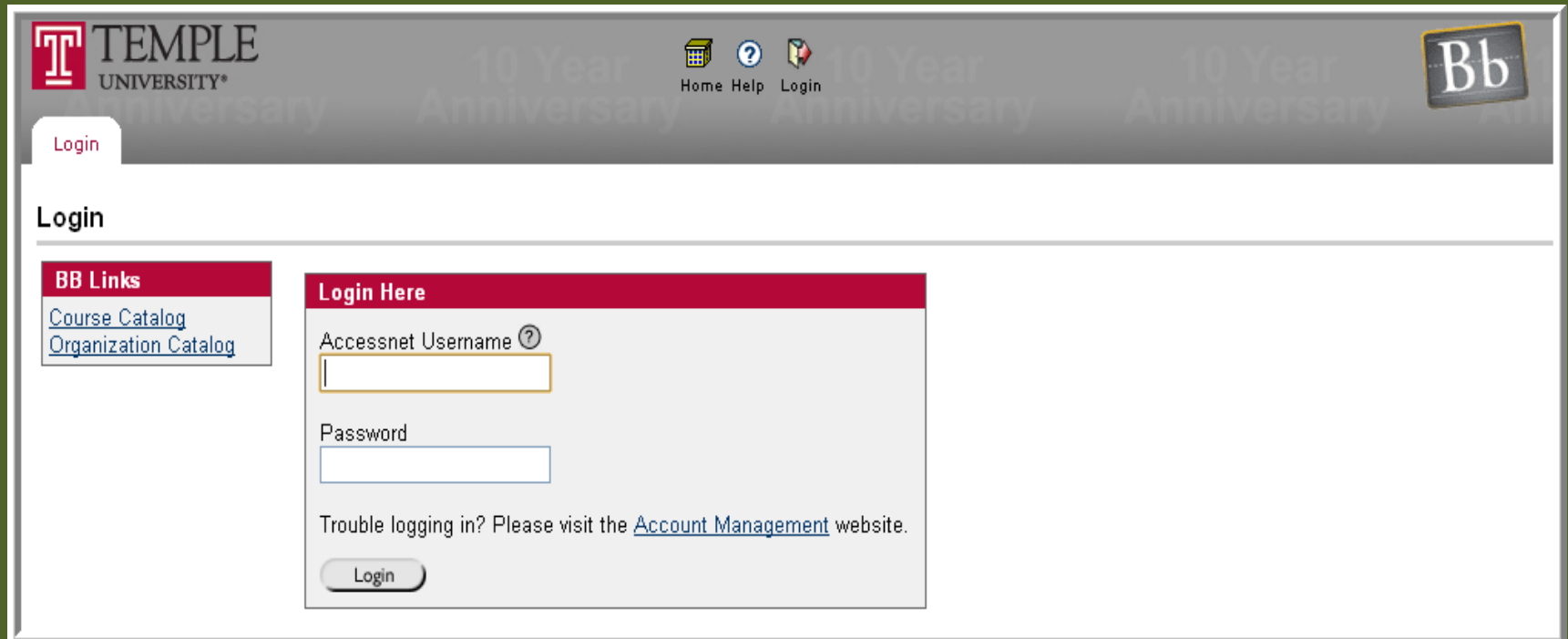
Dr. Stephanie Schull
Temple University

Supporting Assessment Activity

Using Technology to Manage and Share Assessment

- Offering technology that is paid for and supported centrally can ease a part of the assessment burden for departments.

- Providing technology and training for those who want to improve assessment tools and facilitate deployment

- Managing files of assessment information, their updates, and connecting disparate assessment projects to initiatives across the university

Manage and Share

Pacing Ourselves

- Give manageable tasks that build slowly over time

- Systematically unroll parts of the systems to subsets of the population

- Set clear expectations and timelines

- Build a network of assessment liaisons

Pacing

Connecting with People

- Unrolling a new system is a great opportunity to meet with faculty and administrators and to learn about their personal views and struggles with assessment.

- Train in a variety of modalities, for example, private sessions, group training, and establishing a regular time every week when people can drop by with assessment questions.

Connecting

Manage and Share

Using Technology to:

📁 Manage Assessment Effort

📁 Centralize Tools and Forms

📁 Encourage Assessment Activity by Sharing Examples

Manage and Share

Manage and Share

There is one shared space with individual workspaces for each distinct group:
• **University Administrators**
• **Program Coordinators**
• **Individual Faculty**

Goals, assessment cycle information, and deployment of projects can be made public.

Manage and Share

Manage and Share
General Education's Homepage in Outcomes

Manage and Share

With the DISCOVER view

Anyone in the Outcomes community can see the publicly listed information posted by colleagues in other programs.

TEMPLE UNIVERSITY®

Home Help Logout

My Blackboard | Bb Drive | **Outcomes** | Course Tools | Scholar | Syste

Plan

Institution
A hierarchical operating environment reflects the organization's structure and processes.

» **Units**
Logical organizational entities that have people, goals, and budgets associated with them. More...

» **Standards Catalog**
A logically organized repository of Standards relating to internal and external institutional objectives. More...

» **Unit Goals**
Objectives that are specifically associated with an organizational entity, such as the School of Business or the Department of Chemistry. More...

» **Workspaces**
Places in the system to work collaboratively or alone. More...

Curriculum
Programs of study provide organizing principles for courses, educational experiences, and their goals and objectives.

» **Courses**
Structured contexts of study designed to help students achieve specific learning objectives. More...

» **Course Sections**

Measure

Instruments
Structures and tools for collecting and organizing information about performance provide the basis for analysis and improvement.

» **Improvement Initiatives**
Umbrella entities that are linked to individual Improvement Projects used by different Units or Programs that gather data supporting institutional standards. More...

» **Improvement Projects**
Individual tasks and procedures that are undertaken by a Unit or Program to measure its progress toward a set of standards, goals, and objectives. More...

» **Portfolio Templates**
A collection of work that is used to demonstrate achievement of standards, goals, and objectives. More...

» **Artifact Templates**
Individual samples of work used to demonstrate achievement of standards, goals, and objectives. More...

» **Surveys**
Instruments that are used to create and deploy custom made surveys or questionnaires. More...

» **Course Evaluations**
Instruments that are use deploy custom made co
More

Manage and Share

Manage and Share
Sample alignment report

Unit Goal Directional Alignment

Name	General Education

Aligned Standards, Objectives or Goals

Inbound Alignments	41
Outbound Alignments	23

Aligned Areas

Standard	16
Program	15
Improvement Project	14

Short Name	Gen Ed SLO 01 Communicate Effectively
Elaboration	Communicate effectively orally and in writing. Students who communicate effectively use spoken and written language to construct a message that demonstrates the communicator has established clear goals and has considered her or his audience. Effective messages are organized and presented in a style appropriate to the context.

Short Name	ARW SLO 01 Analysis
Owner	ARW
Alignment Type	Outbound
Elaboration	Read and discuss for the purposes of careful analysis and critique

Short Name	ARW SLO 02 Rhetorical strategies
Owner	ARW
Alignment Type	Outbound
Elaboration	Use rhetorical strategies to take a position, marshal evidence and respond to opposing views.

Short Name	ARW SLO 04 Revision
Owner	ARW
Alignment Type	Outbound
Elaboration	Revise drafts for clarity and intellectual sophistication

Manage and Share

Pacing Ourselves
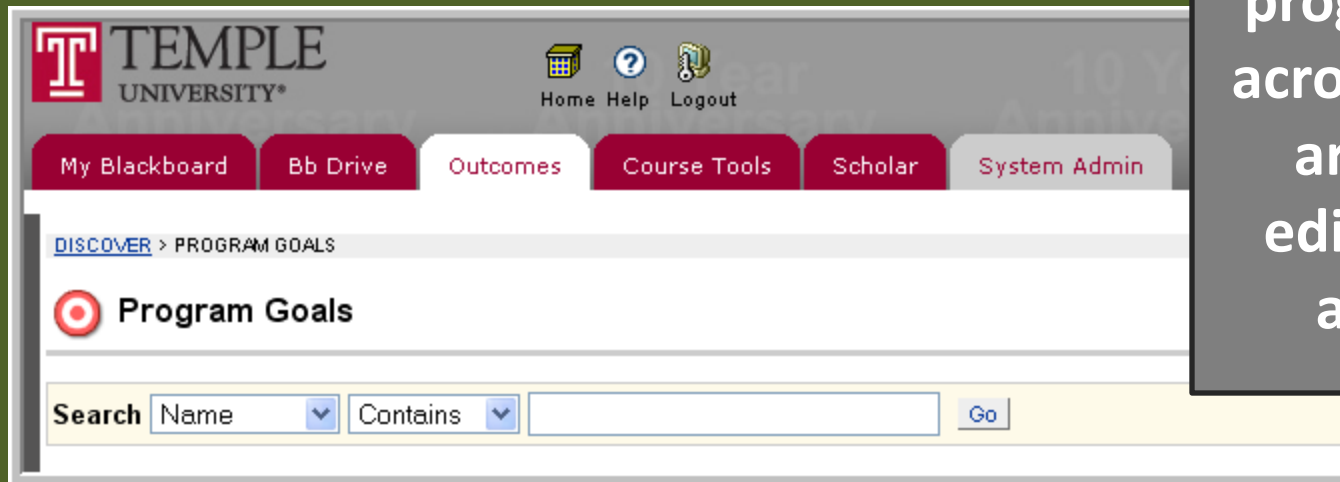
Unroll a New Process while Building Trust

Four Ways We Use Blackboard Outcomes
1) Entering Program Goals
2) Improvement Project Templates
3) Assessment Tools
4) Activity Reports/Monitoring

Pacing

Pacing: Program Goals

Thousands of program goals from across the university are stored to be edited, aligned to, and managed.
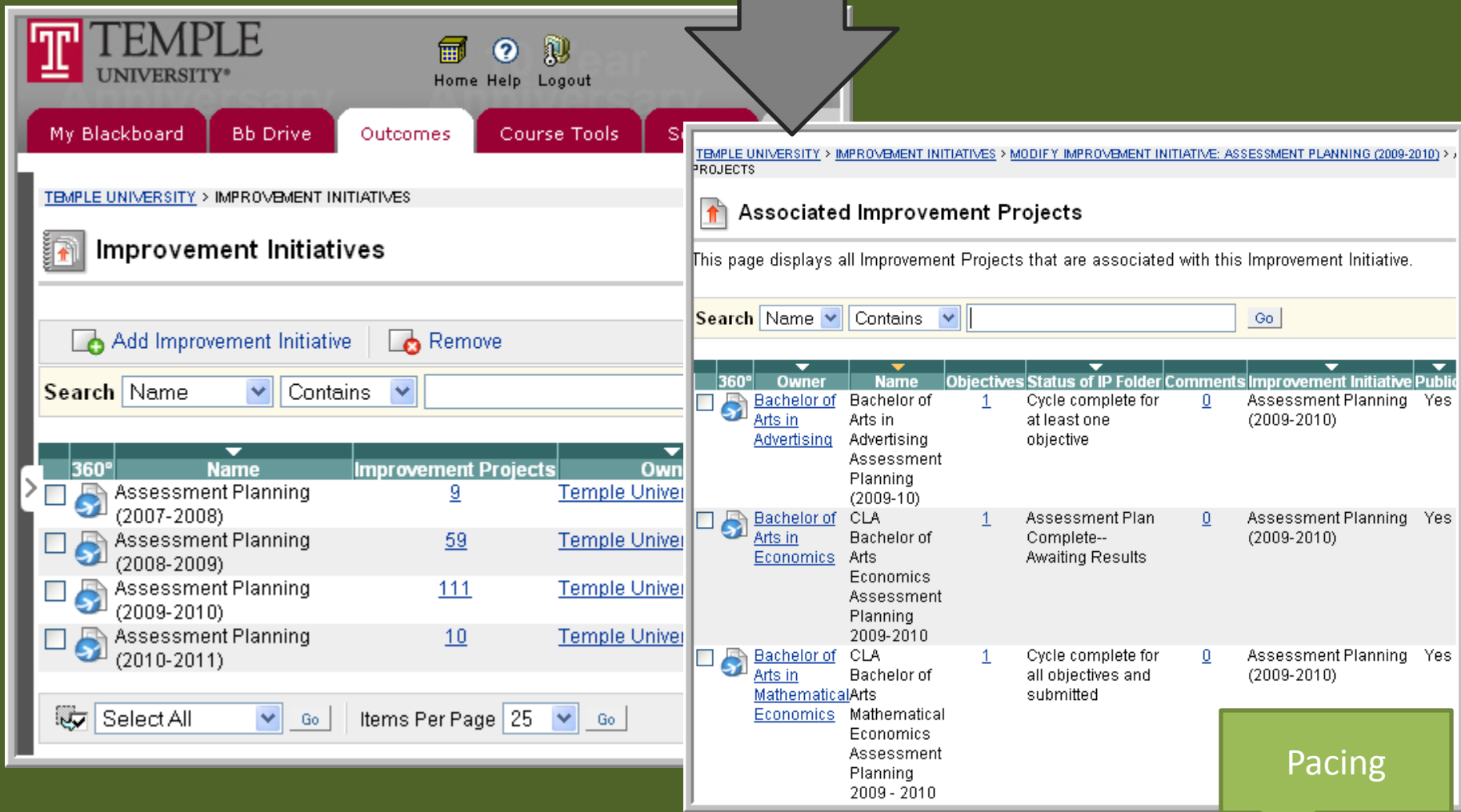
AAS_SLO_24 Methodology	Describe, characterize, or define the various methodologies used in research and ethnographic methods in the discipline	Bachelor of Arts in African American Studies	Yes	Tuesday, June 9, 2009 2:25:42 PM EDT	gumery	Reports Modify
AAS_SLO_25 Diff_methods	Discuss the difference between method and methodology.	Bachelor of Arts in African American Studies	Yes	Tuesday, June 9, 2009 2:25:42 PM EDT	gumery	Reports Modify

3277
Objects
Displaying 1-25 26-50 51-75 76-100 101-125 126-150 151-175 176-200 201-225 226-250 251-275 276-300 301-325 326-350 351-375 3
Objects
1-25

Pacing

Pacing: Improvement Project Forms

Assessment cycle data is filed by each program according to improvement initiatives the institution defines. Temple University organizes the data by academic year.

Pacing: Improvement Project

In our improvement project form we ask:
1) What is the project objective?   To which standards and priorities is it aligned?
2) Where is there opportunity to observe be it curricular or non-curricular?
3) How it will be measured?
4) What was found?
5) How are results being used and what are the next steps?

Learning Outcome Description

1. Objective Properties	2. Learning Opportunities	3. Measurement Approaches	4. Findings	5. Use of Results

❶ Learning Outcome Instructions

The assessment planning process centers around the learning outcomes you have defined for your degree program(s).

Example: A department plans to assess its critical thinking objective during the 2008-09 year. Critical thinking will be listed as the objective in the box below and on subsequent screens there is the opportunity to describe:

- Where in the program students practice critical thinking (Tab: Learning Opportunities)

- How it will be assessed (Tab: Measurement Approaches)

- What you learned (Tab: Findings)

- How the findings were used to improve the program (Tab: Uses of Results).

Pacing

Pacing: Assessment Tools

Surveys and rubrics can be made public so that other programs can copy or modify for their needs from the DISCOVER page.

This can help those developing senior exit surveys or multiple programs that wish to share a common rubric.

Pacing

Pacing: Assessment Tools
Sample List of Rubrics

Report Sections Overview
Percent of Responses
Survey Description
Results By Question
Large Answer Set Results
Comments

Overview

Survey	Faculty Course Feedback Form Spring 2009	
Survey Description	Created by: Stephanie Schull Survey for faculty teaching Mosaic I	
Number of respondents	19	

Deployments	Number of Submission	Start Date	End Date
FACULTY COURSE FEEDBACK FORM SPRING 2009 MOSAIC I UNIT 2	19	3/16/09	4/6/09

Percent of Responses

- 32% Antigone
- 21% Borderlands/La Frontera
- 11% Hamlet
- 5% Letter to His Father
- 32% Oedipus Tyrannus
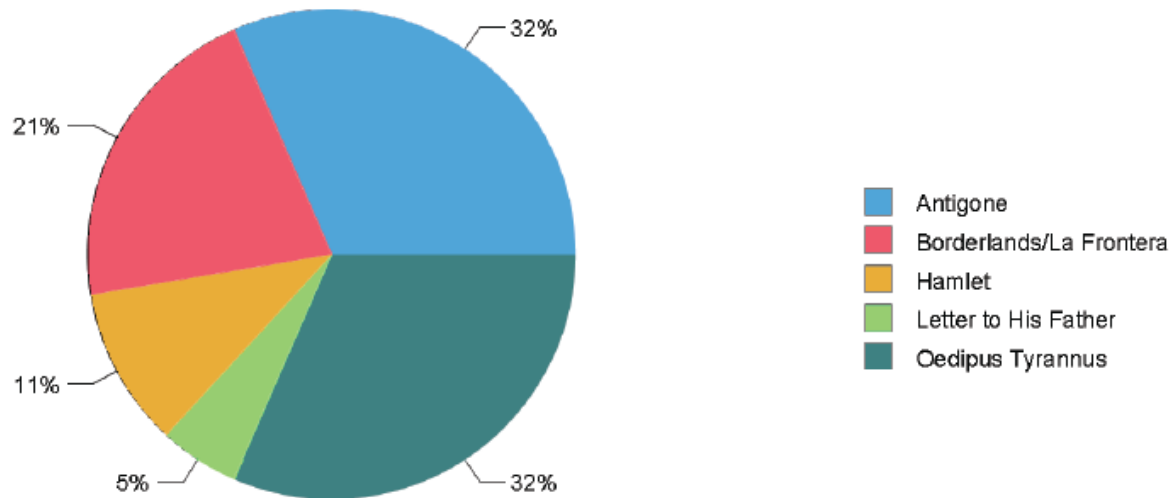
Survey Description

Question Type	Number of Questions	Antigone	Borderlands/La Frontera	Hamlet	Letter to His Father	Oedipus Tyrannus
respondents percent =>		32%	21%	11%	5%	32%
Likert Scale	4	100%(24)	100%(16)	100%(8)	100%(4)	100%(24)
Multiple Choice	1	100%(6)	100%(4)	100%(2)	100%(1)	100%(6)
Open Entry	4	71%(17)	50%(8)	25%(2)	100%(4)	75%(18)

Pacing

Pacing: Activity Reports and Monitoring
Assessment data can be collected by administrators at the program, department, college, or university levels.

			Improvement Project Status Summary
Assessment Planning (2008-2009)			**54% Complete**
	Start Date	**End Date**	**Status**
Owner: Temple University			Complete
Associated Projects			
Owner: Bachelor of Science in Engineering Technology (General)			
Project: Directing Concentration BA in Theater 2008-2009			Complete
Owner: Bachelor of Arts in Theater			
Project: Doctor of Pharmacy Assessment Planning 2008-2009			Draft
Owner: Doctor of Pharmacy			
Project: Fox BBA (2008-2009)			Complete
Owner: Bachelor of Business Administration (BBA)			
Project: GenEd Planning and Development			Complete
Owner: General Education			
Project: Master of Science in Geology Assessment Planning 2008-09			Complete
Owner: Master of Science in Geology			
Project: Mechanical Engineering Department (2008-2009)			Complete
Owner: Mechanical Engineering			
Project: MM MusEd Assessment Planning 2008-2009			Draft
Owner: Music Education MM			
Project: MMC PhD Program (2008-2009)			Complete
Owner: Doctor of Philosophy in Mass Media and Communication			
Project: Mosaic Assessment Planning 2008-09			Complete
Owner: Mosaic I & II			
Project: Music Undergraduate Music Theory Sequence of 4 courses 2008-2009			Complete

Powered by the Blackboard Outcomes System ™
6/4/2009

Pacing

Connecting with People

Using outcomes training
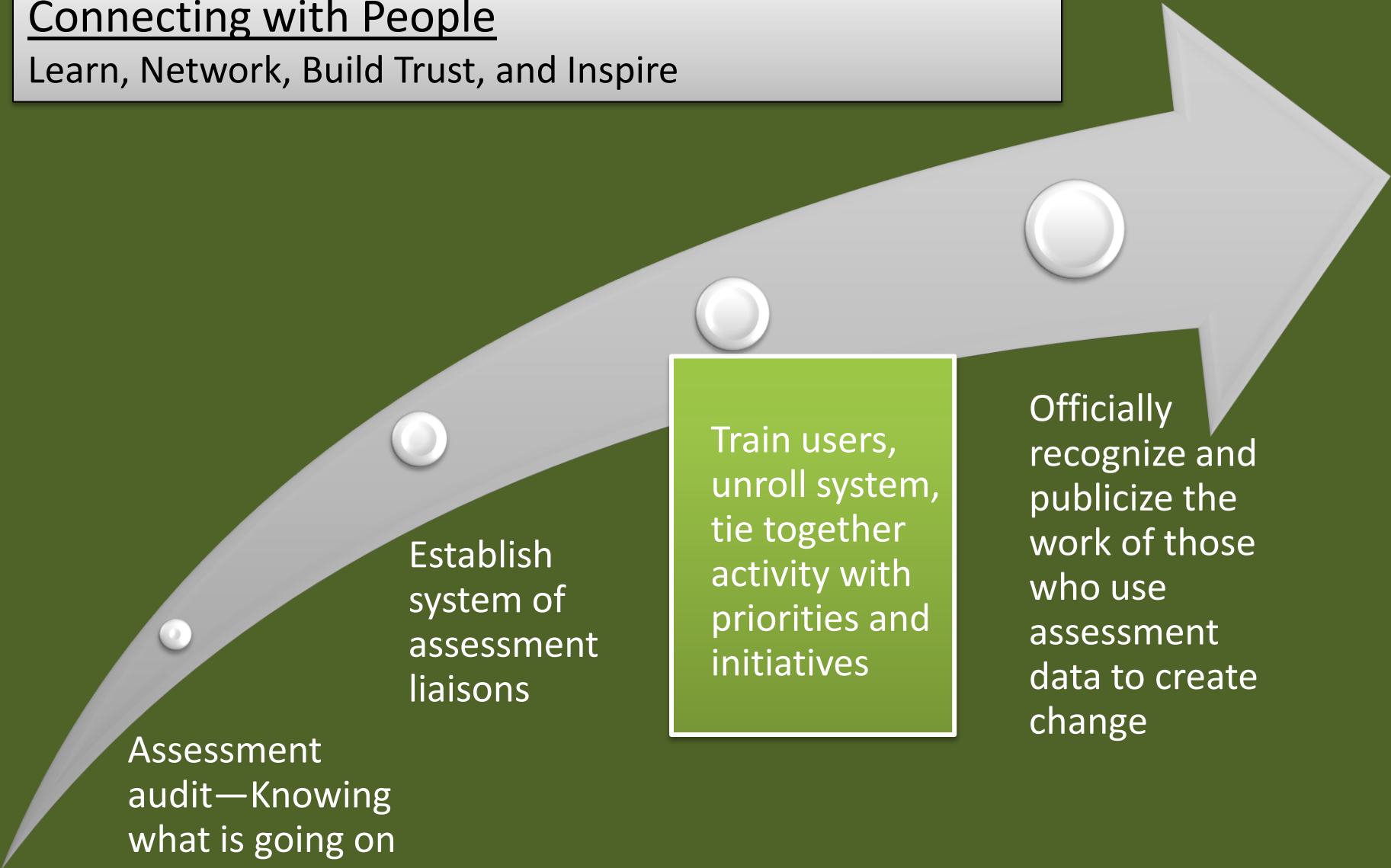
(1) to deepen a relationship between faculty and administrators

and

(2) to create a vibrant assessment community where we learn from one another.

Connecting

Connecting with People
Learn, Network, Build Trust, and Inspire

Establish system of assessment liaisons

Train users, unroll system, tie together activity with priorities and initiatives

Officially recognize and publicize the work of those who use assessment data to create change

Assessment audit—Knowing what is going on where and who needs help

Connecting

Training tools were designed to serve dual purposes:

(1) To train users in Blackboard Outcomes

and

(2) To support users as they improved their understanding of assessment

Connecting

Blackboard Outcomes

What is Blackboard Outcomes?
Temple University uses the Blackboard Outcomes assessment management software for planning and reporting assessment across the university.

Assessment of student learning occurs in undergraduate, graduate and professional programs, as well as, student services and in adminstrative units. The Blackboard Outcomes system will support faculty and administration in the implementation, reporting, and sharing of assessment activity. Each school and college annually submits an assessment plan and report that includes the following information:

- Learning Objectives and Goals
- Learning Opportunities
- Measurement Approaches
- Findings and Use of Results

How do I start using the system?
To use the Outcomes system, one must first get authorization for access to the system and then arrange for a brief training either through the office of the Deputy Provost or through your department/school/college assessment coordinator. Send inquires to Dr. Schull, at schull@temple.edu to get started.

Below are tutorials desinged to assist you as your enter assessment data into the Outcomes system.

📄 entering program assessment plans into BB outcomes.pptx 735k - Feb 8, 2010 10:43 AM by Stephanie Schull (v1)
ALL PROGRAMS ARE REQUIRED TO FILL OUT AN IMPROVEMENT PROJECT (FIRST 3 TABS--NOT ALL 5 TABS) FOR 2009-2010 WHICH WILL DESCRIBE THE PLANNING STAGES FOR AN ASSESSMENT PROJECT

📕 Bb Outcomes Quick Start 19nov2009.pdf 1101k - Nov 19, 2009 12:50 PM by Stephanie Schull (v1)
This is a guide to get you started using the Outcomes system to track your assessment cycle. You will learn how to enter goals (learning objectives or administrative goals) and enter the data for the stages of the assessment cycle from planning to sharing results.

Improvment Project Forms for Flash 0k - Sep 8, 2009 9:39 AM by Stephanie Schull (v2)
This 7 minute video will walk you through the steps of filling out an improvement project form in Blackboard Outcomes. This video will open in Flash.

Connecting

Next Steps for Assessment at Temple University

- Events, workshops, and awards for model assessment

- Increasing the number of those involved

Connecting

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Accreditation
Middle States
Other Accrediting Bodies
Assessment
Resources
Periodic Program Review
About PPR
Schedule
Documents and Resources
Academic Program Proposals
Guidelines
Deadlines
Forms
University College
About University College
Office of the Deputy Provost
Contact Us
Office of the Provost
Temple University Home

Assessment

Student learning is a fundamental component of the Temple University mission and the assessment of student learning is an essential element of the assessment of Temple's overall institutional effectiveness. At Temple, approaches to assessment of student learning are as diverse as our array of academic offerings. At the University level, Temple has established eight competencies for its new Program in General Education and has developed various strategies for determining how our students are doing in meeting these learning outcomes. At the school, college, and department level programs are developing assessment plans and processes that identify program goals and objectives and instrumentation for measuring these goals; describe the data collected; as well as describe major findings and how they were used for student learning and program improvements. Temple University is committed to enhancing its culture of assessment.

Institutional Effectiveness

Temple assesses the effectiveness of its programs and overall functioning in diverse and meaningful ways, including

- Periodic Program Review
- Student surveys
- Course and teaching evaluations
- Employee surveys
- Performance Development Plans
- Annual reports
- Specialized accreditation and external approval processes
- Licensure and professional exam pass rates
- Graduation and retention rates

Assessment of Student Learning

Assessment of student learning occurs in undergraduate, graduate and professional programs. Temple is implementing the Blackboard Outcomes system to support faculty and administration in the implementation, reporting, and sharing of assessment activity. Each school and college annually submits an assessment plan and report that includes the following information:

- Learning Objectives and Goals
- Learning Opportunities
- Measurement Approaches
- Findings and Use of Results

A University-wide Assessment Planning Committee meets regularly to discuss assessment planning and activities across the University.