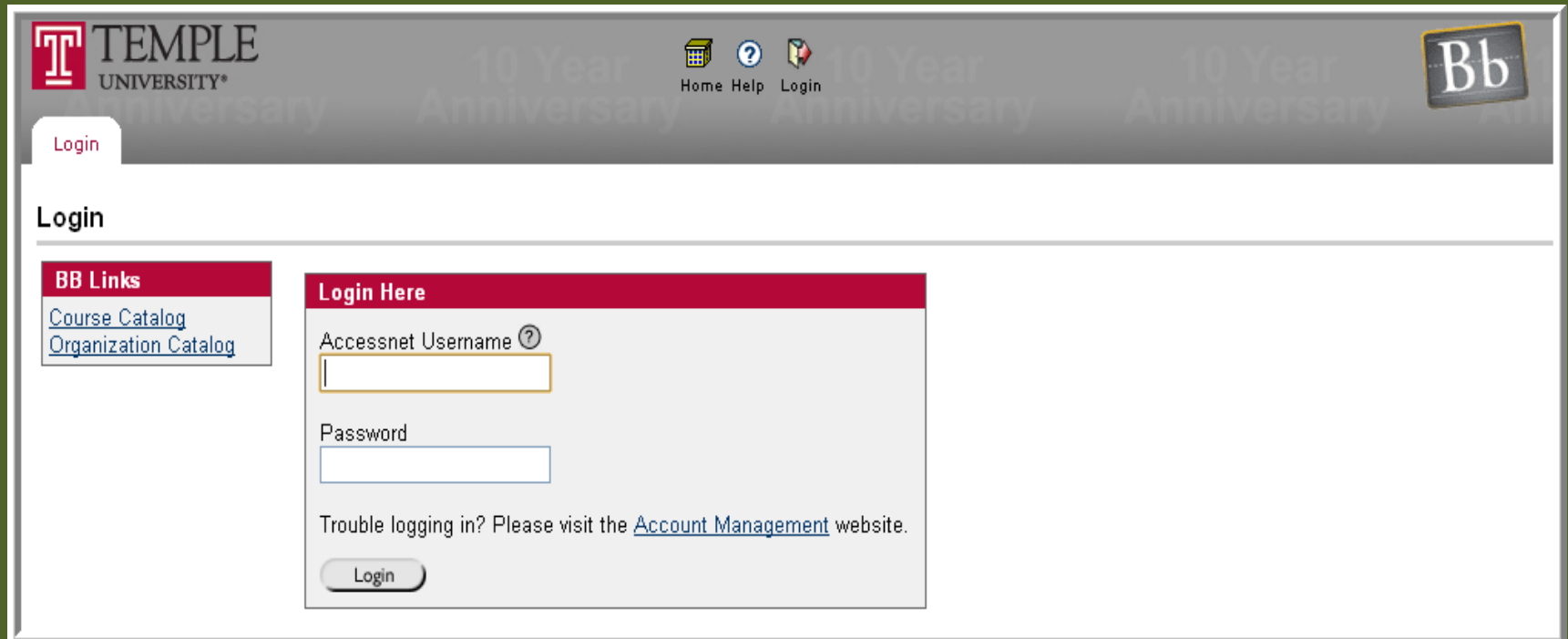


Assessment and Accreditation: Exceeding Expectations with a Strategic Use of Technology

Dr. Stephanie Schull
Temple University



The screenshot shows the Blackboard login interface for Temple University. At the top, the Temple University logo is on the left, and navigation links for Home, Help, and Login are in the center. A '10 Year Anniversary' banner is visible in the background. On the right, there is a Blackboard logo. Below the header, a 'Login' tab is selected. The main content area is divided into two sections: 'BB Links' on the left and 'Login Here' on the right. The 'BB Links' section contains links to the Course Catalog and Organization Catalog. The 'Login Here' section contains fields for Accessnet Username and Password, a 'Login' button, and a link to the Account Management website for users having trouble logging in.

TEMPLE UNIVERSITY®

Home Help Login

10 Year Anniversary

Bb

Login

Login

BB Links

- [Course Catalog](#)
- [Organization Catalog](#)

Login Here

Accessnet Username ?

Password

Trouble logging in? Please visit the [Account Management](#) website.

Login

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.


The screenshot displays the Temple University Blackboard interface. At the top, the Temple University logo is visible alongside navigation links for Home, Help, and Logout. Below this, a series of tabs includes 'My Blackboard', 'Bb Drive', 'Outcomes', 'Course Tools', 'Scholar', and 'Syst'. The left sidebar features a 'My Places' section and an 'Explore' section with a tree view of the university's organizational structure, including various schools and departments. The main content area is titled 'DISCOVER > PROGRAMS' and contains a 'Programs' section with options to 'Add Program', 'Batch Add', and 'Bat'. A search bar is present with filters for 'Name' and 'Contains'. Below the search bar is a table listing various programs, each with a checkbox, a program icon, the program name, and the unit name.




	360°	Name	Unit Name
<input type="checkbox"/>		ARABIC	Critical Languages
<input type="checkbox"/>		Arts	General Education
<input type="checkbox"/>		ARW	General Education
<input type="checkbox"/>		Associate in Arts (TUJ)	Temple University Japan
<input type="checkbox"/>		Associate in Science in Horticulture	Landscape Architecture & Horticulture
<input type="checkbox"/>		Bachelor of Architecture	Architecture
<input type="checkbox"/>		Bachelor of Arts in Advertising	Advertising
<input type="checkbox"/>		Bachelor of Arts in African American Studies	African American Studies
<input type="checkbox"/>		Bachelor of Arts in American Studies	American Studies
<input type="checkbox"/>		Bachelor of Arts in Anthropology	Anthropology
<input type="checkbox"/>		Bachelor of Arts in Applied Communications	Communications


Manage and Share

Manage and Share

General Education's Homepage in Outcomes

**TEMPLE**
UNIVERSITY®

 Home  Help  Logout



My Blackboard


Bb Drive


Outcomes

Course Tools

Scholar

System Admin


 **General Education**

 Set as My Home Page

Customize Unit


Unit Location: [Temple University](#) / General Education

Improvement Initiatives

 No Improvement Initiatives in this Unit

[Go to Improvement Initiatives](#)


Unit Standards



- » [Academic Strategic Compass–Provost Initiatives](#) Objectives created to support Temple's Academic Strategic Compass
- » [Middle States Standards](#) 14 Standards of the Middle States Commission
- » [Undergraduate Competencies](#) General Education competencies are University-wide standards for undergraduate education.

[Go to Unit Standards](#)


Improvement Projects



- » **Assessment Plans and Reports of the Program in General Education by Competency**
- » **GenEd Planning and Development**

[Go to Improvement Projects](#)


Recent Reports



- » [Gen Ed Goal Alignment Report](#)

As of 10/20/09

[Go to Reports](#)

 **360° View**

Plan

Institution

- » [Sub-Units](#)
- » [Unit Standards](#)
- » [Unit Goals](#)
- » [Workspaces](#)

Curriculum

- » [Courses](#)
- » [Educational Experiences](#)
- » [Programs](#)
- » [Rubrics](#)

Measure

Instruments


- » [Improvement Initiatives](#)
- » [Improvement Projects](#)
- » [Portfolio Templates](#)
- » [Surveys](#)
- » [Course](#)
- » [Artifact](#)
- » [Offline I](#)




Manage and Share

Manage and Share With the DISCOVER view



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

**TEMPE**
UNIVERSITY®

  
Home Help Logout

My Blackboard Bb Drive Outcomes Course Tools Scholar System

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 used to create and deploy custom made course evaluations. [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

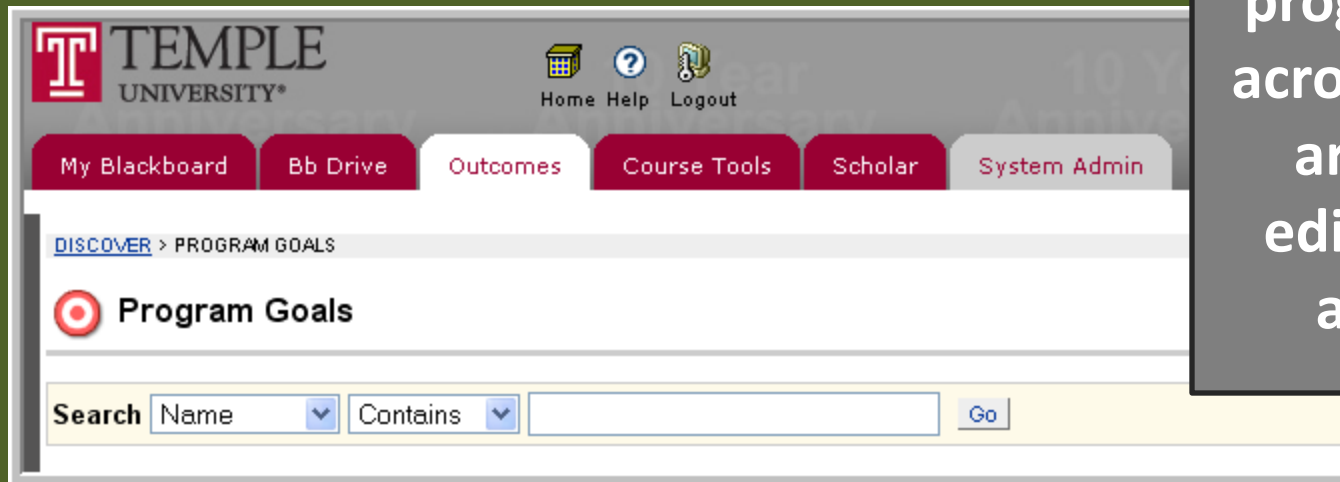
Unroll a New Process while Building Trust

Four Ways We Use Blackboard Outcomes

- 1) Entering Program Goals
- 2) Improvement Project Templates
- 3) Assessment Tools
- 4) Activity Reports/Monitoring

Pacing: Program Goals

Thousands of
program goals from
across the university
are stored to be
edited, aligned to,
and managed.




TEMPLE UNIVERSITY®



Home Help Logout

My Blackboard Bb Drive Outcomes Course Tools Scholar System Admin

DISCOVER > PROGRAM GOALS

 **Program Goals**

Search

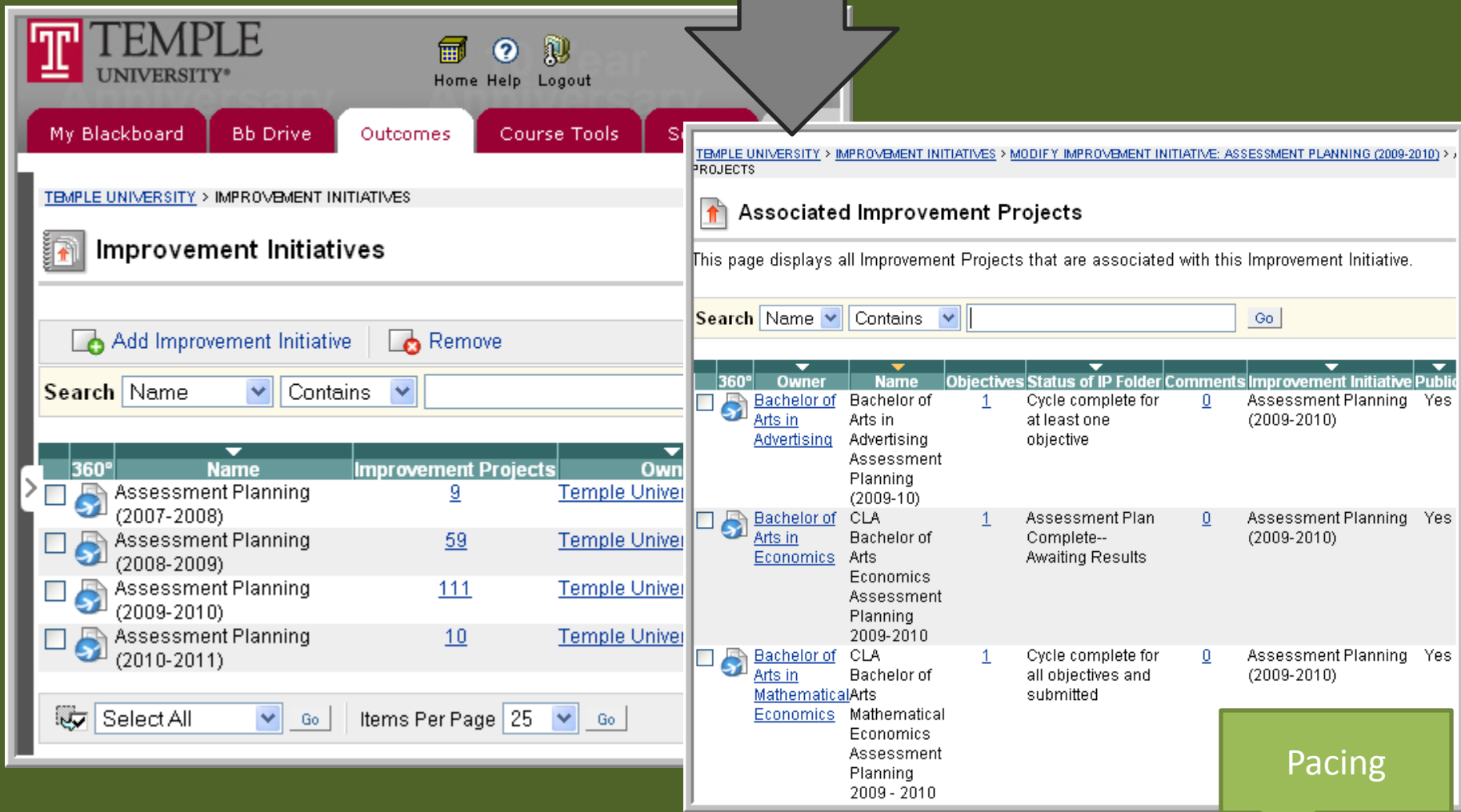
	AAS_SLO_24	Describe, Methodology	characterize, or define the various methodologies used in research and ethnographic methods in the discipline	Bachelor of Arts in African American Studies	Yes	Tuesday, June 9, 2009 2:25:42 PM EDT	gumery	Reports Modify
	AAS_SLO_25	Discuss the Diff_methods	difference between 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](#) [376-400](#)
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.



TEMPLE UNIVERSITY

Home Help Logout

My Blackboard Bb Drive Outcomes Course Tools S

TEMPLE UNIVERSITY > IMPROVEMENT INITIATIVES

Improvement Initiatives

Add Improvement Initiative Remove

Search Name Contains

360°	Name	Improvement Projects	Own
<input type="checkbox"/>	Assessment Planning (2007-2008)	9	Temple Univer
<input type="checkbox"/>	Assessment Planning (2008-2009)	59	Temple Univer
<input type="checkbox"/>	Assessment Planning (2009-2010)	111	Temple Univer
<input type="checkbox"/>	Assessment Planning (2010-2011)	10	Temple Univer

☒ Select All Go Items Per Page 25 Go

TEMPLE UNIVERSITY > IMPROVEMENT INITIATIVES > MODIFY IMPROVEMENT INITIATIVE: ASSESSMENT PLANNING (2009-2010) > PROJECTS

Associated Improvement Projects

This page displays all Improvement Projects that are associated with this Improvement Initiative.

Search Name Contains Go

360°	Owner	Name	Objectives	Status of IP Folder	Comments	Improvement Initiative	Public
<input type="checkbox"/>	Bachelor of Arts in Advertising	Bachelor of Arts in Advertising Assessment Planning (2009-10)	1	Cycle complete for at least one objective	0	Assessment Planning (2009-2010)	Yes
<input type="checkbox"/>	Bachelor of Arts in Economics	CLA Bachelor of Arts Economics Assessment Planning 2009-2010	1	Assessment Plan Complete--Awaiting Results	0	Assessment Planning (2009-2010)	Yes
<input type="checkbox"/>	Bachelor of Arts in Mathematical Economics	CLA Bachelor of Arts Mathematical Economics Assessment Planning 2009 - 2010	1	Cycle complete for all objectives and submitted	0	Assessment Planning (2009-2010)	Yes

Pacing

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

1 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.

TEMPLE UNIVERSITY®

Home Help Logout

My Blackboard Bb Drive Outcomes Course Tools Scholar System Admin

DISCOVER > SURVEYS

Surveys

Search Name Contains Go










360° View	Name	Description	Owner	Public
	Graduate Athletic Training Student Entrance Survey (1)	Survey administered to all students in first semester of program.	MS Concentration in Athletic Training	Yes
	PDE 430	Sources of Evidence evaluated for the PDE 430	Teacher Education	Yes
	Faculty Course Feedback Form Spring 2009 Mosaic II Unit 5	Created by: Stephanie Schull Survey for faculty teaching Mosaic II	Mosaic I & II	Yes
	Mosaic II Unit 2 Letter from a Birmingham Jail Student Survey	Created by Stephanie Schull	Mosaic I & II	Yes
	Transfer Orientation Process		SVPUS-SA	Yes
	Mosaic II Unit 1 ORIGIN OF SPECIES Student Survey	Created by Stephanie Schull	Mosaic I & II	Yes

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

 <div>  Home  Help  Logout </div>				
<div> My Blackboard Bb Drive Outcomes Course Tools Scholar System Admin </div>				
<div> <div>Search</div> <div> <input type="text" value="Name"/> <input type="text" value="Contains"/> <input type="text"/> <input type="button" value="Go"/> </div> </div>				
360° View	Name	Description	Owner	Public
	802/812 Rubric	Using Texts Assessment Project	First-Year Writing	Yes
	Annotated Bibliography Rubric	*Possible search tools include: web search engines (Google, Google Scholar, Ask, Yahoo, etc.), individual databases (Academic Search Premier, CQ Researcher), book catalog (Diamond, Amazon, WorldCat, Google Books). **Possible source types include books, articles, conference proceedings, personal interviews, news sources, government documents, dissertations, manuscripts and other archival and/or primary documents, technical reports, working papers, statistics, data sets & audiovisual materials, and open-web websites.	Libraries	Yes
	Annotated Bibliography Rubric (1)	*Possible search tools include: web search engines (Google, Google Scholar, Ask, Yahoo, etc.), individual databases (Academic Search Premier, CQ Researcher), book catalog (Diamond, Amazon, WorldCat, Google Books). **Possible source types include books, articles, conference proceedings, personal interviews, news sources, government documents, dissertations, manuscripts and other archival and/or primary documents, technical reports, working papers, statistics, data sets & audiovisual materials, and open-web websites.	Libraries	Yes
	BBA Ethics - BA 3102: Ethical Decision Making Rubric	This rubric is designed to focus attention on the student's ability to recognize, identify, and defend alternative actions with regard to ethical decision making. Using ONLY the three traits listed, review the students' papers; although other problems may be encountered (logical/critical thinking, communications, etc) please only use this RUBRIC for assessing students with regard to Ethics. Instructions: For the three traits listed, evaluate EACH students performance against the criteria listed and enter the score (1, 2, or 3) in the far right Column; for instance, if a student scored "satisfactory" on the first trait (awareness), award two points. If they scored "unsatisfactory" on the second trait (Stakeholder), award only one point, etc.	Bachelor of Business Administration (BBA)	Yes
	CTE Teacher Performance Assessment Rubric	CTE Assessemnt Rubric for Professional Teaching Portfolio	Tea	

Pacing

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

Pacing: Activity Reports and Monitoring

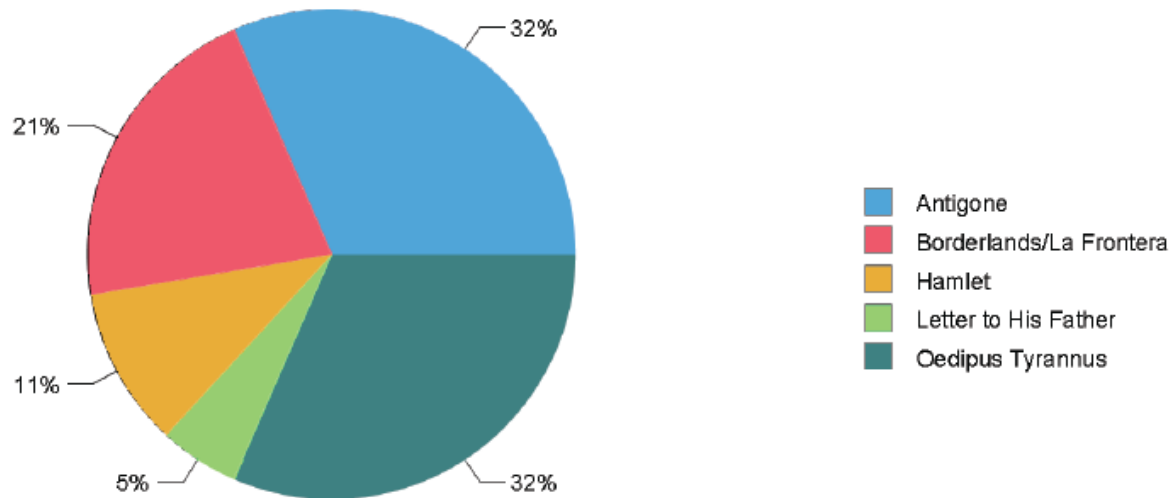
Reports can be shared, stored, and accessed by administrators

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



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)	Start Date	End Date	54% Complete
Owner: Temple University			Status
			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
2 / 3			
Powered by the Blackboard Outcomes System™			
6/4/2009			

Pacing

Connecting with People

Using outcomes training

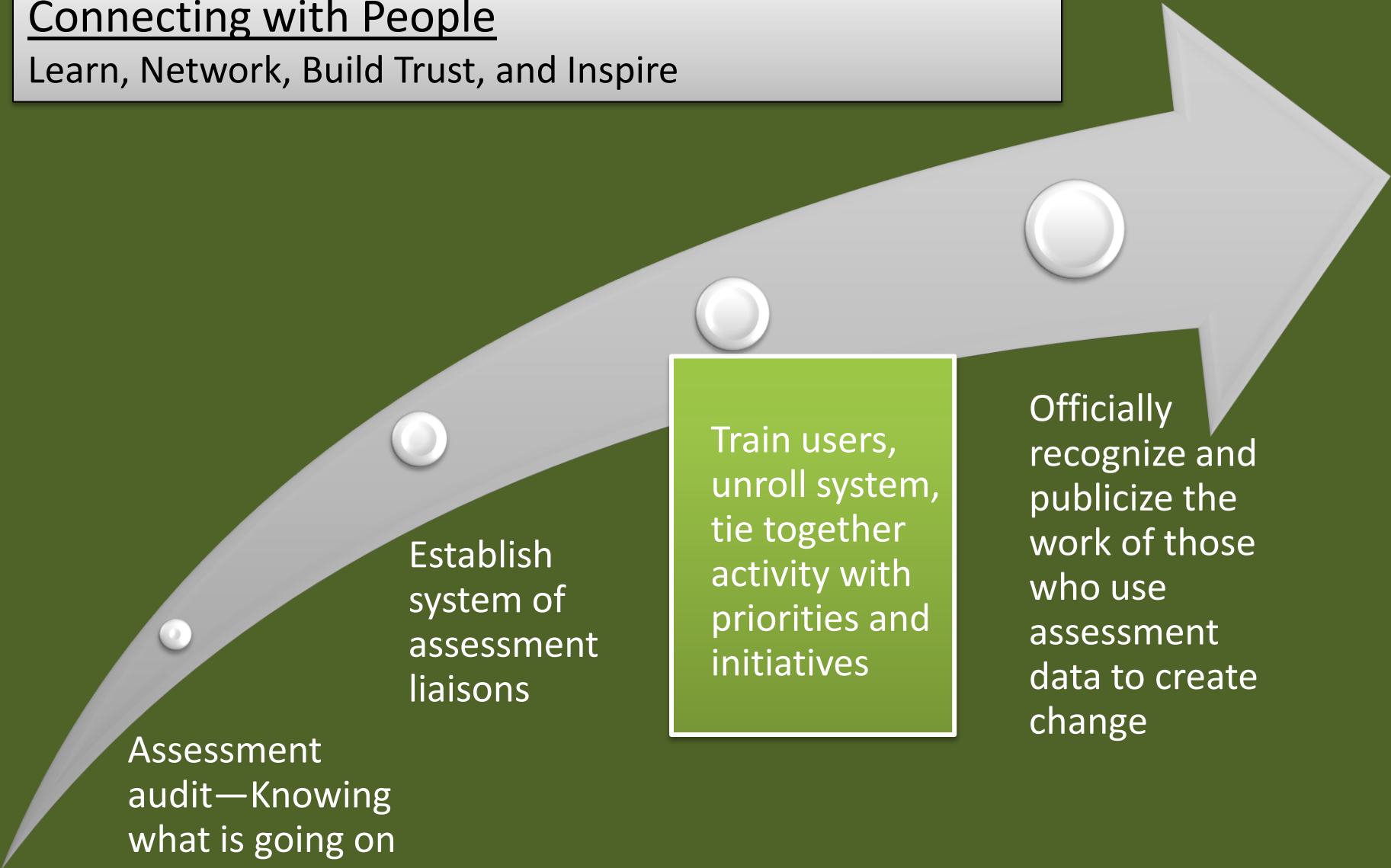
(1) to deepen a relationship between faculty and administrators

and

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

Connecting with People

Learn, Network, Build Trust, and Inspire



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

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

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

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 administrative 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 inquiries to Dr. Schull, at schull@temple.edu to get started.

Below are tutorials designed to assist you as you 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.

[Improvement 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.

Next Steps for Assessment at Temple University

- Events, workshops, and awards for model assessment
- Increasing the number of those involved

Dr. Stephanie Schull

Assessment
Coordinator

Office of the
Deputy Provost

Temple University

Philadelphia
Pennsylvania
19122

Email:
schull@temple.edu

Website:
temple.edu/deputy
provost



TEMPLE UNIVERSITY®
Office of the Provost

OFFICE OF THE
DEPUTY PROVOST

HOME

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.