

“Locked In” to the Assessment Process

Establishing course-to-program
assessment alignment

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Transitions, Changes, and Challenges

August 2016-August 2017

Gen Ed Reform

New Academic Calendar

Transition from College to University

Large Number of New Faculty Members

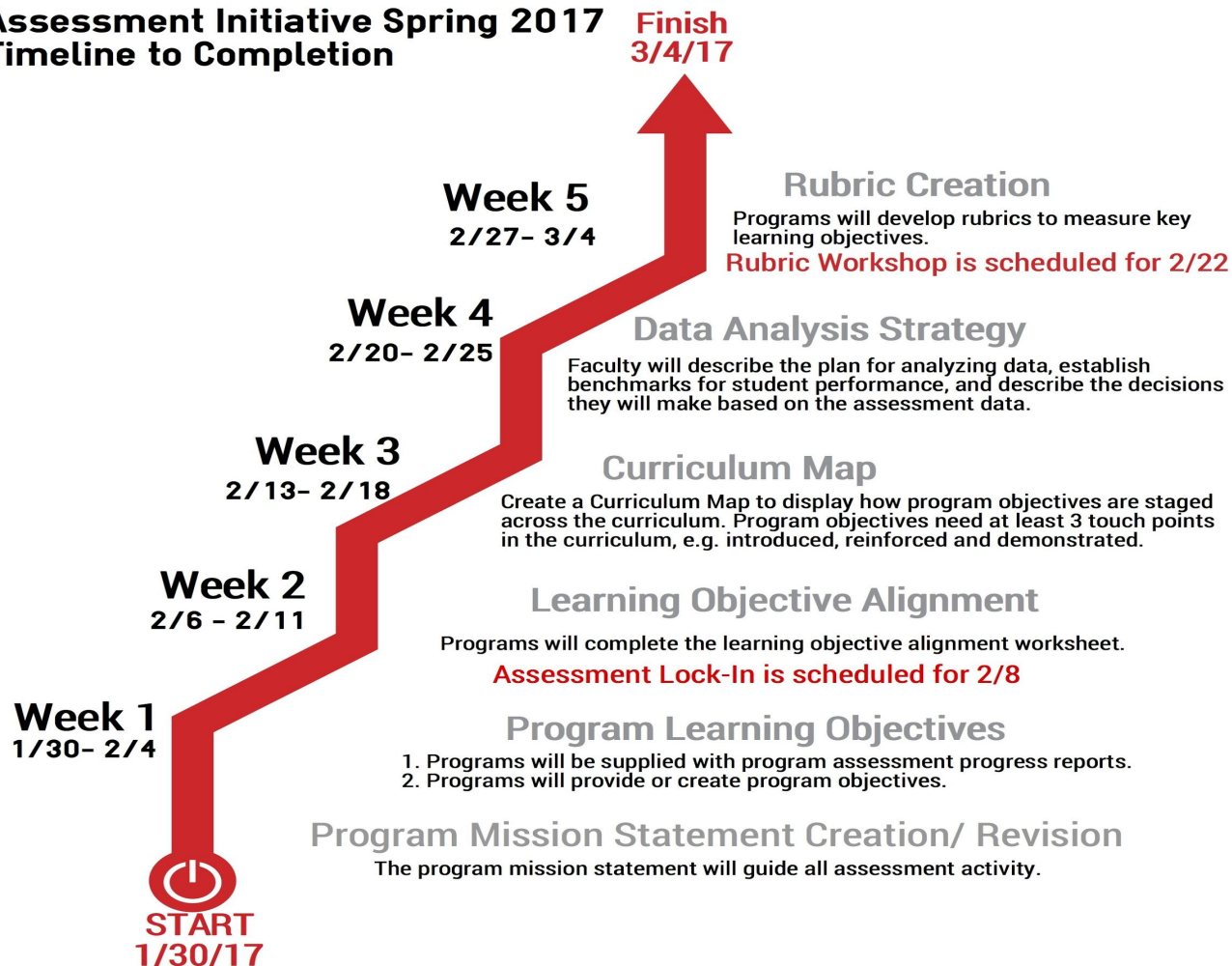
Faculty Learning Communities
established

Two new programs seeking
accreditation

Assessment Initiative



Assessment Initiative Spring 2017 Timeline to Completion



Week 1

Assignment

(Pre Lock-In)

- Meet with appointed Fab 5* team member
- Identify program coordinator
- Establish program objectives
- Begin to develop program mission statement

C. Action Steps for Week 1

To complete this step, please list learning objectives for your program.
Write the information on these pages.

Program (Major) Name _____

Program Coordinator (Lead Faculty Member)

Other Faculty Members (check one) Full Time Adjunct

Program Learning Objectives

1. _____

2. _____

*Fab 5 was named and appointed by the Chief Academic Officer, and included two members of the Assessment Department, two members of the Center for Teaching and Learning, and the Dean of Instruction.



Week 2

Assignment (At Lock-In)

- Complete the learning objective alignment between institutional student learning objectives (SLOs), program level objectives, and course objectives
- Identify key indicators of the assessment plan.

Student Learning Outcomes	Program Objective Number	Course Number	Course Objective Number	Assignment in Course	Assessment Method	Level of Mastery expected in this course
1. Seek Truth Through Critical Inquiry and Research						
1.1 Practice critical self-awareness						
1.2 Understand our world and comprehend quantitative and conceptual relationships						
1.3 Think integratively to solve problems						
1.4 Apply skills and systematic reasoning						
2. Collaborate and Communicate						
2.1 Communicate and Cooperate						
2.2 Value others						
3. Engage Culture and Be Creative						
3.1 Demonstrate cultural awareness						

Course Number	Course Objective #	Assignment in Course	Assessment Method
BIO314	3) Explain how enzymes function as catalysts and quantitatively measure their effectiveness	Enzyme Exam	Grade of $\geq 80\%$ or higher on allosteric regulation questions
BIO345	5) Explain and identify how tissues, organs and organ systems work	In-class assignments 1-5	Obtain a score of $\geq 90\%$
BIO215	2) Use technical botanical keys to identify unknown plants.	Plant collection of at least 75 pressed and identified specimens	Obtain a score of $\geq 80\%$



Week 3 Assignment (Some started @ lock-in)

Sample:

Program Learning Objectives	Courses / Learning Opportunities								
	101	202	210	212	304	310	315	412	485
1	I			D	D	D	M	M	
2	I	D	D		M				
3	I				D	D	M		M
4	I	I	D		M			M	M
5	I				D	D	D	M	M
Key: I = Introduced D = Developed M = Mastered									

- Create a curriculum map for all courses within each program.
- Review syllabi for courses within the program to determine the alignment between assignments, course objectives, and program objectives.
- Identify the level at which courses meet program objectives.

Objective and Assignment Alignment Table

The table below outlines how the assignments and activities fulfill course objectives and align to program, department, and institutional objectives.

SLO*	Program Objectives*	Course Objective	Assignments/ Activities



Week 4 Assignment

Draft a narrative describing the assessment plan to be repeated each term and year.

1. Learning Objectives	What will the student in the program know, value and be able to do upon graduation?
2. Learning Experiences	To what course-based and other learning experiences/opportunities will students be exposed to achieve these learning objectives?
3. Assessment Methods	By what measure(s) will you know that students are meeting program learning objectives? From whom, and at what points, will you gather data? How will the information be collected?
4. Assessment Processes	When will you conduct the assessment? Who will be responsible for each component? What is the overall timeline for the assessment plan?
5. Status, Outcomes and Results	What did you find out? How do the data support these findings?
6. Decisions, Plans and Recommendations	Based on your findings, what do you plan to do now?



Week 5 Assignment

Complete the technical steps of collecting data for your current courses.

Create rubrics of assignments as needed.

Create links between assignments and course objectives within the LMS.

In **Edit Grade Item**, click on the **Objectives** tab
On the **Objectives** tab, click **Associate Learning Objectives**.

Edit Item: Application 1 - Broffenbrener

Properties

Restrictions

Objectives

Objectives

Associate Learning Objectives

There are no associated learning objectives.

Save and Close



Our Vision

Common Language

Courses with updated assessments & rubrics

Collaborative end-of-term departmental meetings

Program ownership by full-time faculty

Recurrence of assessment plans



Did we achieve the goal?

Almost one year later, we are nearing 100% of programs in compliance

- Some programs were in infancy stages and needed more time to get data collected

Survey of employees involved revealed mostly positive feedback

- Culture of assessment has changed
- Participation in assessment activities is higher
- Departments have made significant progress



Survey Results

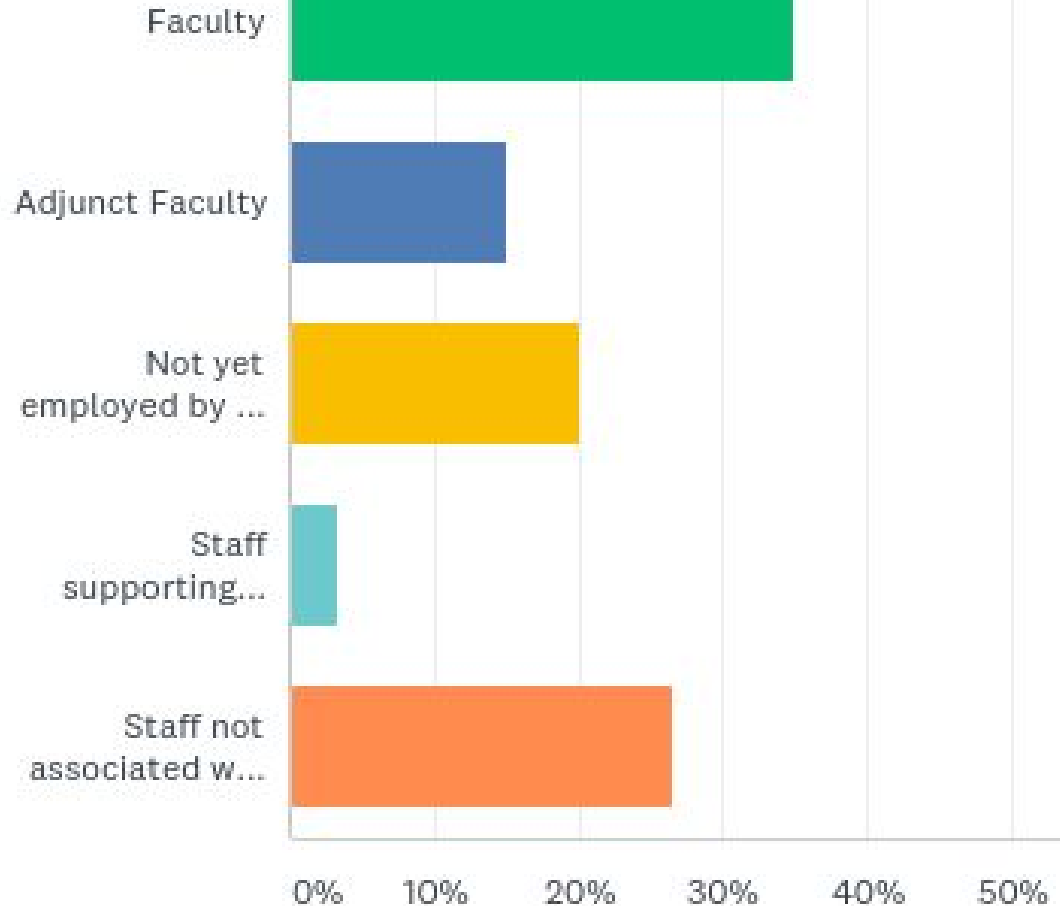
Employee Reactions to the
Assessment Initiative



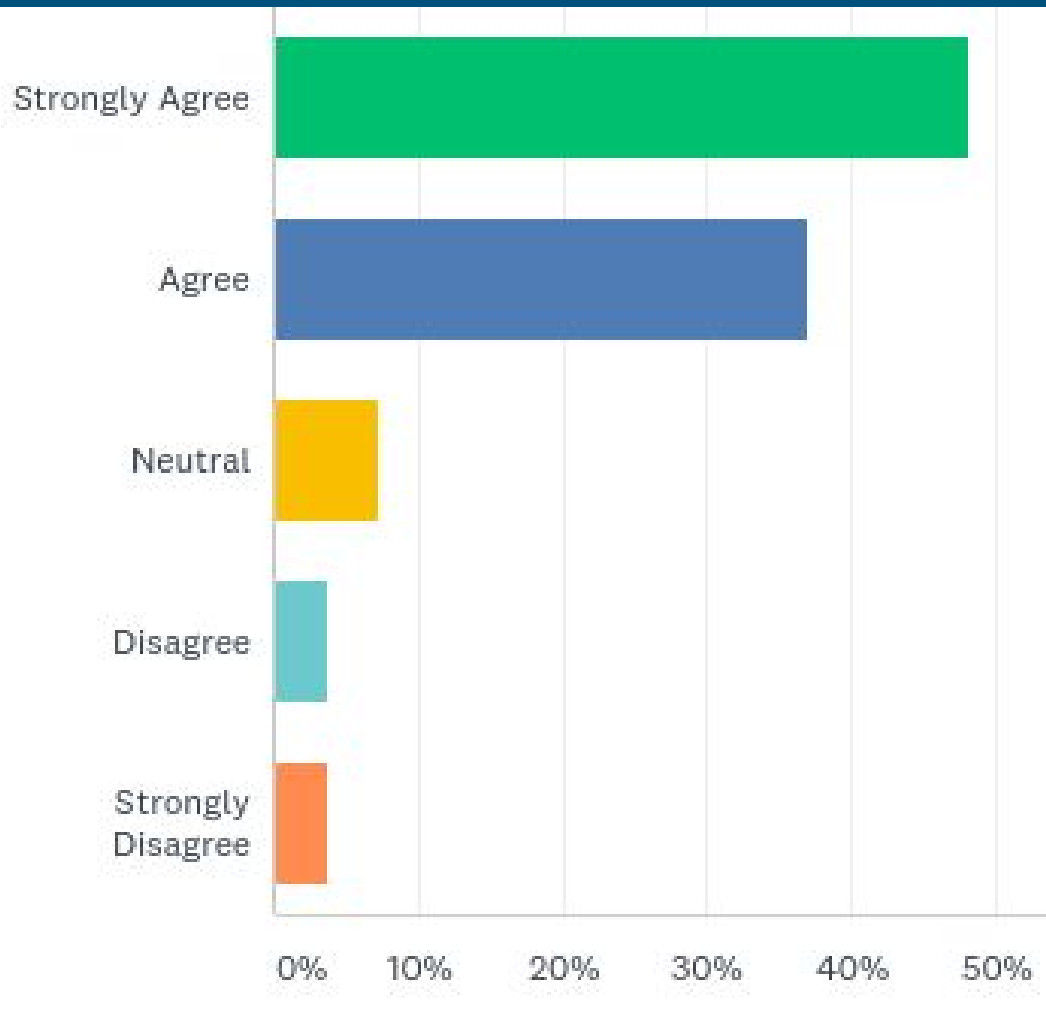
Q2: During the Spring 2017 Assessment Initiative at Greenville, I was

62 total respondents, representing:

- Faculty
- Adjunct Faculty
- Not yet employed by Greenville University
- Staff supporting faculty
- Staff not associated with the assessment initiative

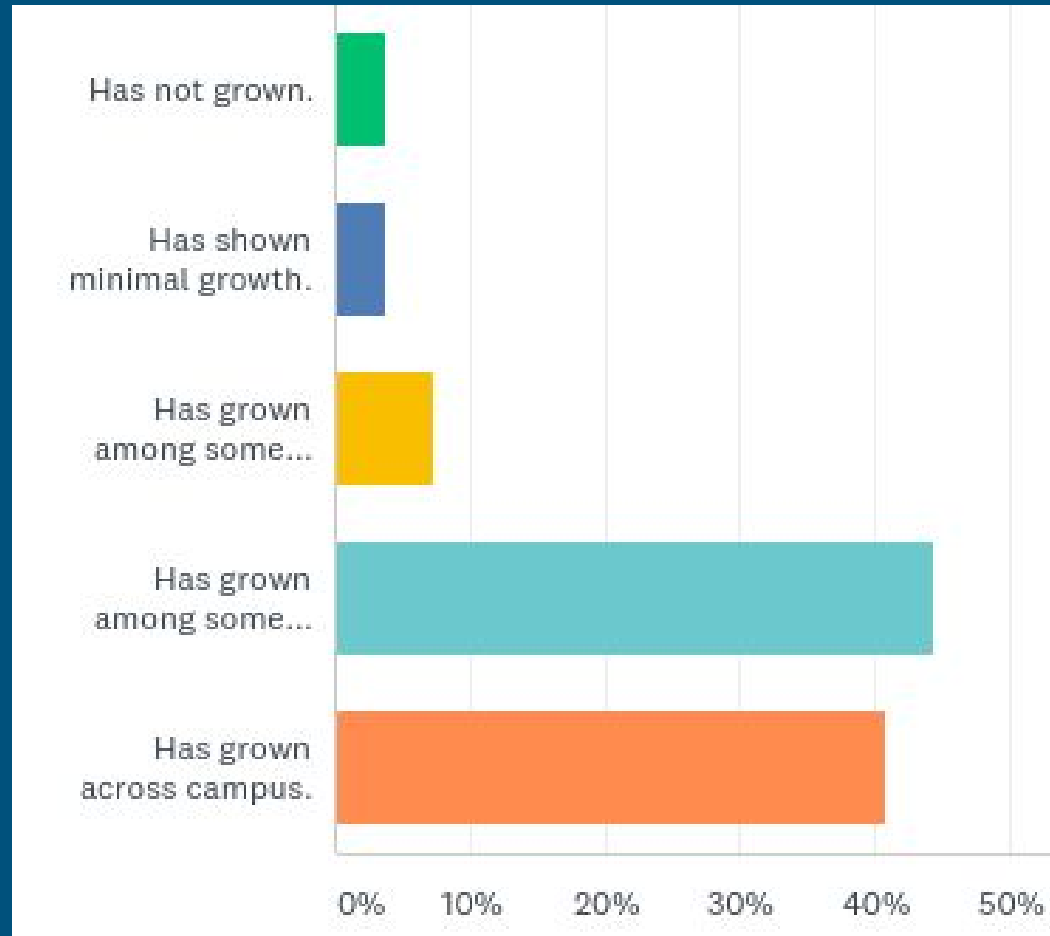


Q6: I've grown in my understanding of the importance of assessment in my course and program.

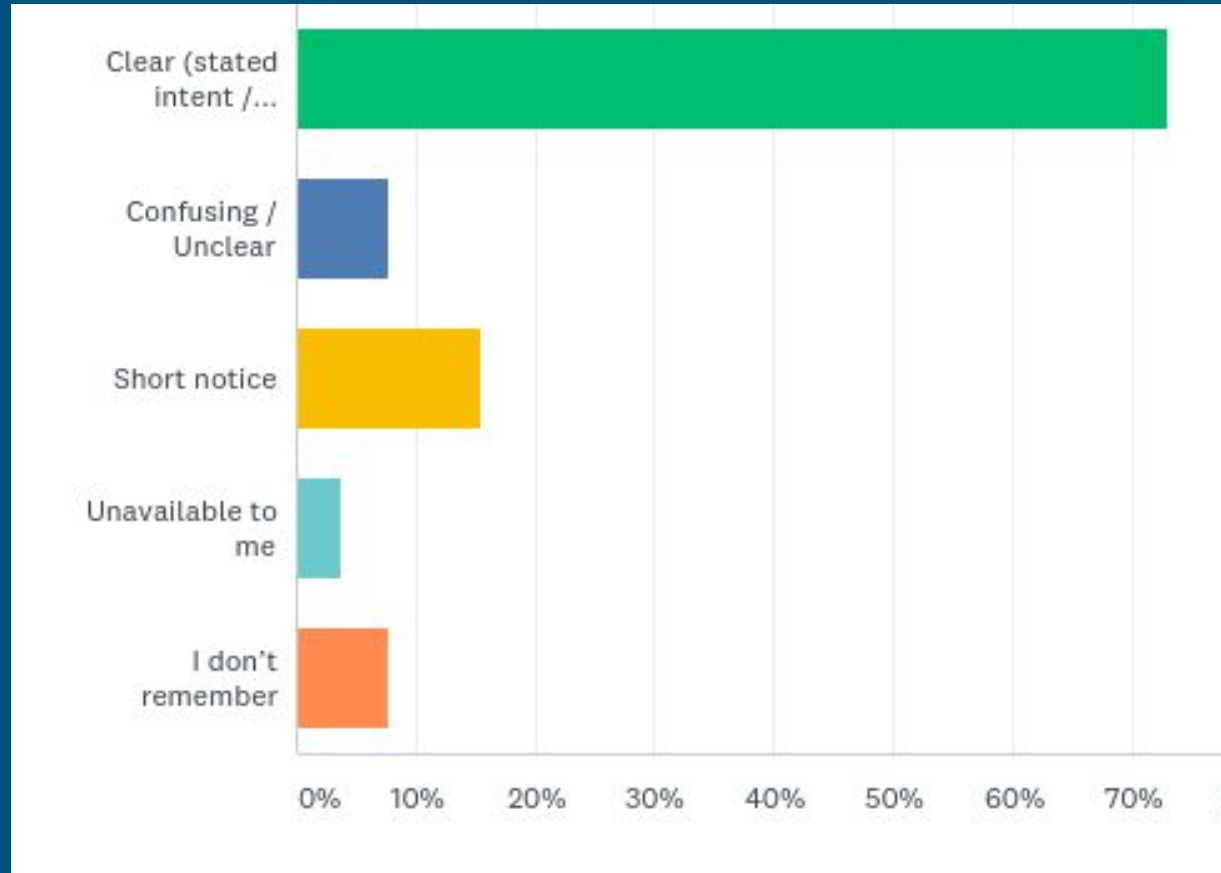


Q7: In my observation, the importance of assessment across campus

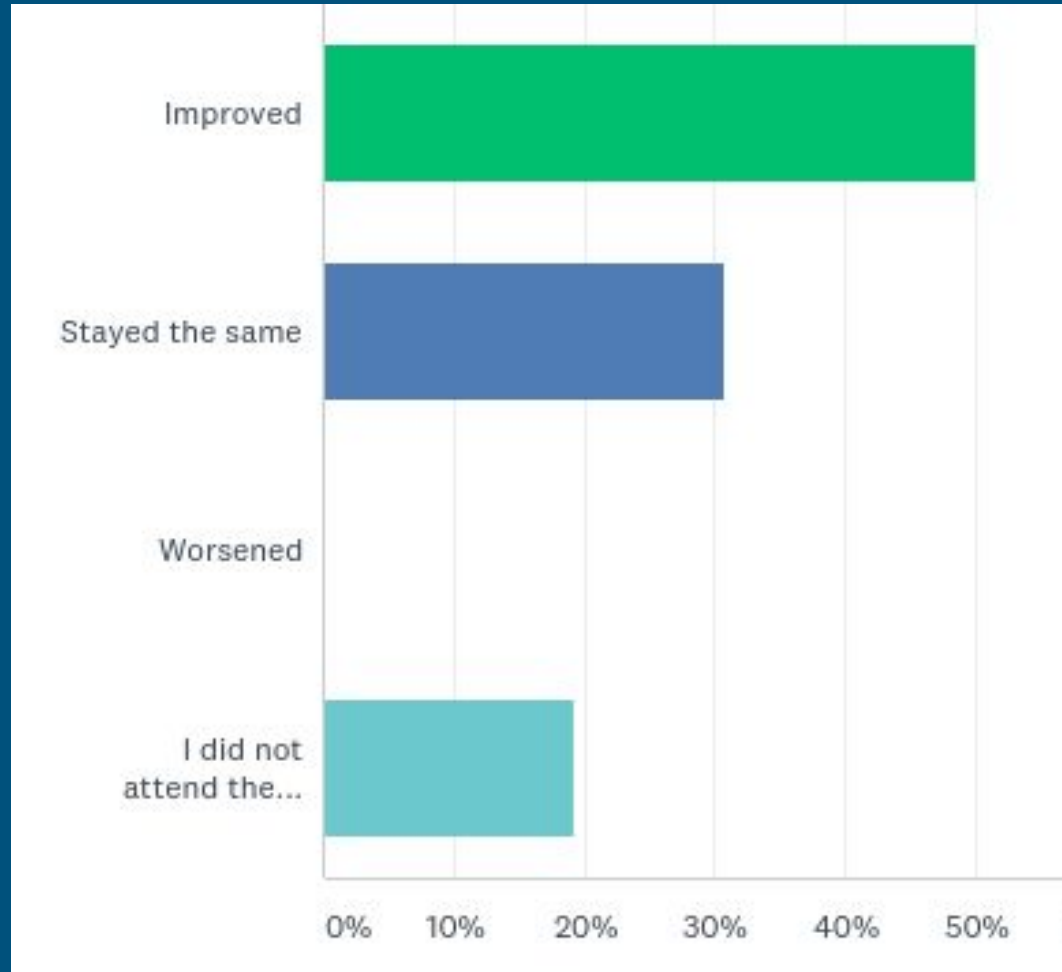
- Has not grown
- Has shown minimal growth
- Has grown among some individuals
- Has grown among some departments
- Has grown across campus



Q8: To the best of my recollection, the publicity / notification of the lock-in was (check all that apply):



**Q9: Following
the lock-in,
my
department /
team's
collaborative
processes:**



Q10: At the conclusion of the Lock-in, my assessment materials

- Were at the approved level of completion for the timeline
- Still needed a great deal of time and effort to meet the deadlines within the initiative
- Were well beyond the expected level of completion
- I did not attend the lock-in

Were at the approved lev...

Still needed a great deal o...

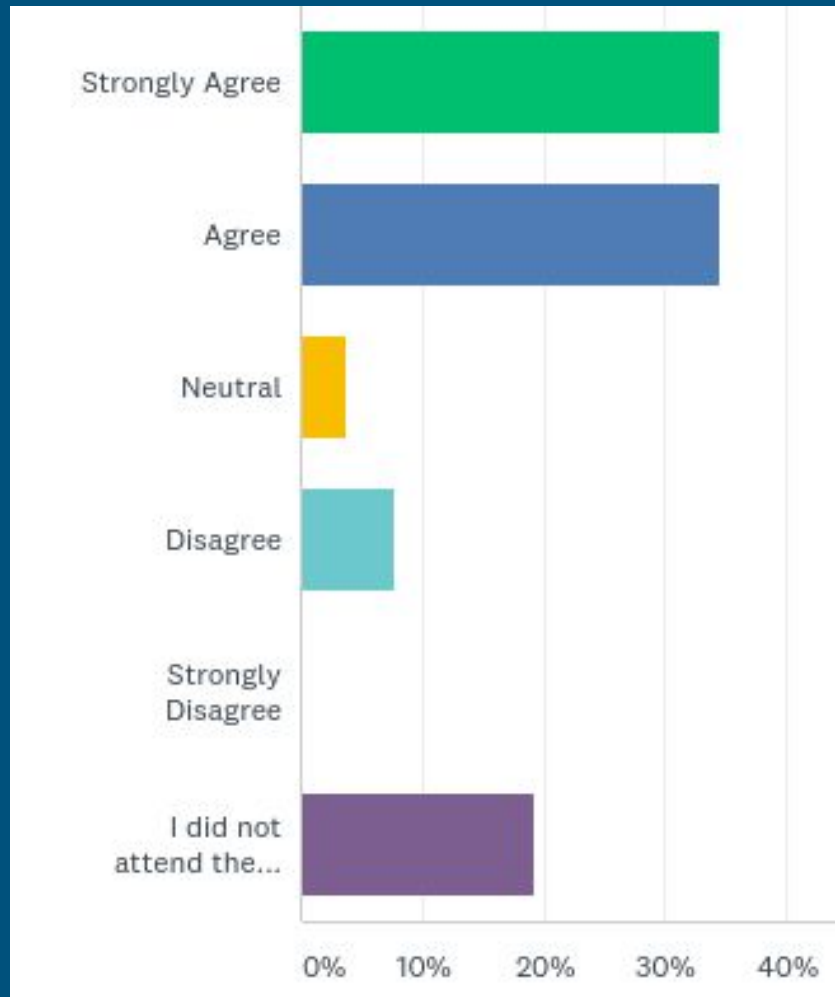
Were well beyond the...

I did not attend the...

0% 10% 20% 30% 40% 50% 60% 70%

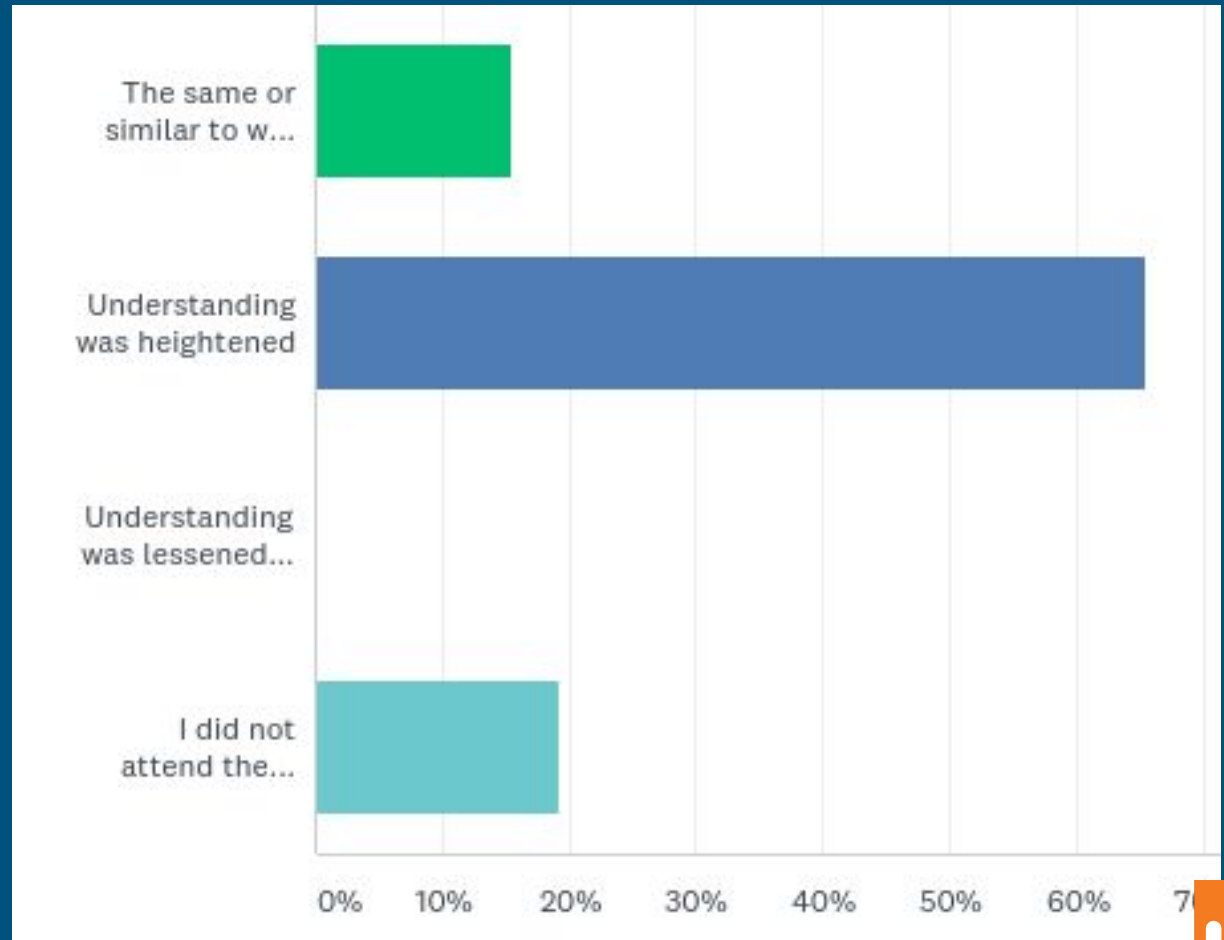


Q11: The productivity of my team was increased due to the physical proximity of meeting as a whole faculty at the lock-in.

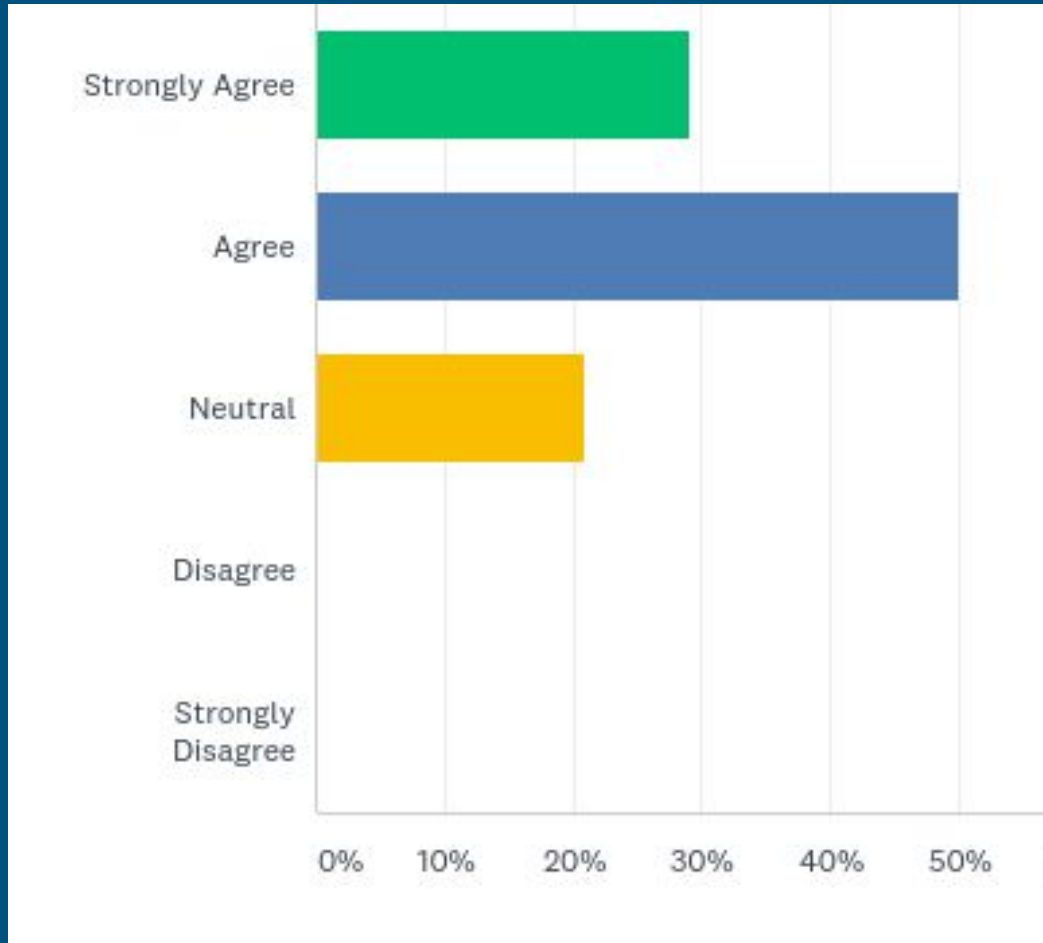


Q12: Following the lock-in, my understanding of the expectations regarding course and program assessment was

- The same or similar to what I'd understood before
- Understanding was heightened
- Understanding was lessened...
- I did not attend the lock-in



Q15: My collaboration with the Fab 5 members throughout the Spring 2017 initiative was helpful.



Open-ended Responses

1-1 time with Fab. Five members was very helpful. The video instructions and emails were fairly helpful. The templates to guide us through were helpful.

I believe the culture of assessment at Greenville University has grown exponentially in the past year, likely as a result of the initiative. Faculty seem to do assessment tasks begrudgingly, but with much more understanding that it is necessary. Concerning assessment, Greenville University has a good trajectory of change and improvement.

Lock-in was a big deal, but we needed a big deal. I think we need to do "big deals" in order to impress upon our community how important assessment truly is.

Open-ended responses (Cont'd)

All the guidance and availability of staff (something Fab. Five-ish). The press from the administration/CAO was really necessary.

Being able to get easy access to the documents needed to help guide the process was key so I really appreciated the setup on D2L

A lock in is the best format for solving and working on pretty much anything. Proximity helps.

What else did this reveal to us?

- Our SLOs needed revision.
- Some program offerings weren't sustainable and / or needed streamlined.
- We have some faculty who are great at assessment!

Next Steps

- Continue to preach common language
- Additional training on creation and use of rubrics
- Additional training in formative assessment
- May Convention

