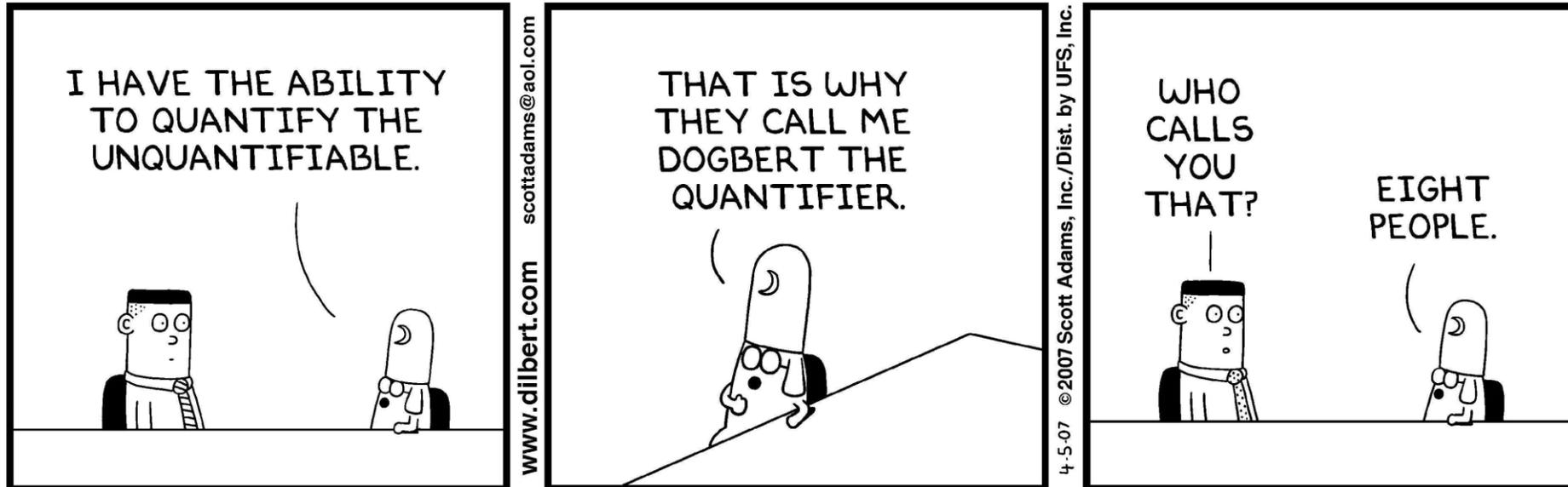


# 2018 Assessment Symposium



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# The Courage to Assess

Kathy Ogren, Provost



**“I want you to find a bold and innovative way to do everything exactly the same way it’s been done for 25 years.”**

# **Making Assessment Worth the Work**

Caryl Forristall, EAC Chair

# **The 'Big Picture' and the 'Long Haul': Institutional Learning Outcomes and Assessment Over Time**

Sheila Lloyd, Director of Assessment

# **Implementation of Assessment: Academic Changes within the School of Education**

Heather Lambeth  
Alayne Sullivan  
Hideko Sera



# ASSESSMENT

## INSIDE THIS SECTION

### **Assessment System**

The School of Education officially began implementing an updated school-wide assessment system in July of 2015. Dean Wall vetted the system through the School of Education Faculty Assembly, Curriculum Committee and the University Educational Assessment Committee. Now in full implementation, the system includes the gathering of data related to (1) overall school performance, (2) indirect measures of student experience, (3) indirect measures of student learning, and (4) direct measures of student learning.

The assessment system is coordinated by the project specialist in the Dean's Office and reports directly to Dean Wall. The project specialist provides support as it related to:

- Developing an annual assessment cycle implementation plan;
- Working directly with faculty to update indirect and direct learning assessment tools;
- Facilitate data collection, aggregation analysis, and reporting back to faculty and staff.

<http://sites.redlands.edu/school-of-education/faculty-and-staff/Assessment/>

# ASSESSMENT REPORT

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Department of Teaching & Learning

Assessment Data: M. A. L.T. Program	Results
1. <b><u>Alumni Survey</u></b>	1. Majority of students positively rate teaching preparation. Some indicate that they are not prepared to engage in research endeavors: reading, gathering data & writing an action research study.
2. <b><u>End-of-Program Survey</u></b>	2. Primarily candidates feel a sense of community. Some degree of dissatisfaction with intellectual growth (10.26%); dissatisfaction finding an internship or teaching position (28.21%); dissatisfaction related to tuition paid (17.95%).
3. <b><u>Final-Course Rubric – MALT 610</u></b>	3. Assesses (a) establishing a worthwhile research question; (b) describing a research context; (c) appreciating work with ELL's & families; (d) cogent & coherent lit. review; (e) analyzing & embedding data; (f) designing an intervention; (g) reaching warranted conclusions. Work of majority of students fall into 3.0 to 4.0 range according to rubrics applied BUT ...
4. <b><u>Student Satisfaction Survey</u></b>	4. 80% of responders feel professors (a) take student differences into account, (b) are knowledgeable & available, & (c) provide timely feedback. Primarily candidates agree or strongly agree that program req. are clear, that coursework is intellectually stimulating/challenging, & in general course readings & assignments are current and appropriate
5. <b><u>Student Teacher and Intern Evaluation</u></b>	5. Candidates (a) engage students in problem solving/critical thinking; (b) promote reflective learning; (c) physical env. that engages students; (d) a climate that promotes fairness & respect. 80 to 90% at Exceptional or Proficient Beginning Practice

Assessment Data: Education Specialist Program	Results
1. <u>Alumni Survey</u>	1. Almost all rated as excellent or good: (a) overall quality of program, (b) availability of required courses, & (c) academic advising.
2. <u>End-of-Program Survey</u>	2. Reveals students may have some challenges with the curriculum in terms of practical skills. All surveyed reported they had adequate opportunities to plan for equitable learning for students of diverse backgrounds.
3. <u>Ed. Spec. TPE Rubric</u>	<p>3. Measures (a) monitoring instruction, (b) interpretation &amp; use of assessments (c) making content accessible, (d) teaching ELL'S, &amp; (e) developmentally appropriate teaching practices.</p> <p>Almost all candidates achieved the rubric standard of Acceptable, or Exceptional Professional Practice.</p>

Assessment Data: C&I Program	Results
1. <b><u>Alumni Survey</u></b>	1. Students are primarily female & primarily attend the Redlands campus. 50% of those surveyed report they were offered a new position related to their degree. 50% disagreed or strongly disagreed they were prepared for final work on Masters Project.
2. <b><u>End-of-Program Survey</u></b>	2. Preponderantly, candidates indicate satisfaction with program's intellectual tone and climate. 50% of those surveyed express dissatisfaction with clarity of program assignments.
3. <b><u>EDUC 637 Rubric</u></b>	3. Rubric's dimensions focus on (a) original argument, (b) organization and flow, (c) discussion of sources, (d) appropriateness of implications & conclusions, (e) overall quality of writing including APA elements. Work was rated from satisfactory (65.22%) to excellent (26.09%) while about 8% of products were rated as poor.
4. <b><u>Student Satisfaction Survey</u></b>	4. Students by and large feel they are attaining program outcomes and that coursework is appropriately challenging; about 20% feel that program requirements are not clear. 60% feel some frustration about registration processes and procedures.

# Aligning Assessment Data with Outcomes

Data	Eg. C and I Outcomes
1. <u>Alumni Survey</u>	LO1. Summarize and critique historical and contemporary perspectives regarding cultural diversity.
2. <u>End-of-Program Survey</u>	LO2. Analyze and explain the impact of cultural and cross-cultural variables on communication styles, learning and educational outcomes.
3. <u>EDUC 637 Rubric</u>	LO3. Describe and interpret the impact of phonology, syntax and semantics on English Language Learners' language development and production.
4. <u>Student Satisfaction Survey</u>	LO4. Design and conduct theoretically grounded qualitative and quantitative research and assessments; report and interpret results.
	LO5. Design, implement and assess culturally responsive practices and educational environments to improve learning for all students.

# Aligning Assessment Data With Outcomes

Data	Eg. Education Specialist Outcomes
1. <u>Alumni Survey</u>	Summarize and critique historical and contemporary perspectives regarding cultural diversity, special education and inclusion by synthesizing core elements with reasonable facility in written work, class presentations, and methodological teaching approaches.
2. <u>End-of-Program Survey</u>	Design, implement and assess differentiated culturally responsive practices to improve learning for all students by comprehensively reviewing recommended resources and structuring a standards-sensitive curricular framework that can be implemented for a diverse range of students.
3. <u>Ed. Spec. TPE Rubric</u>	Use advanced techniques in utilizing student assessment data from multiple measures for entry level, progress monitoring, and summative assessments of student academic performance to inform instruction.
	Collaborate between special education, general education; work with communities, families, and colleagues to provide necessary services to students.
	Design and conduct theoretically grounded qualitative and quantitative research and assessments as well as report and interpret results by judiciously locating and synthesizing an appropriate range of scholarly literature and implementing a research investigation that sets forth an argument with due consideration for a theoretical framework and research data. + 1 more

# Aligning Assessment Data With Outcomes

Data	Eg. M.A.L.T. Outcomes
1. <u>Alumni Survey</u>	Candidates will demonstrate the ability to engage and support diverse learners through equitably planned and differentiated instructional learning experiences
2. <u>End-of-Program Survey</u>	Candidates will exhibit critical consciousness in reading and writing as evidenced by research projects that have a social justice lens.
3. <u>Final-Course Rubric</u> – MALT 610	Candidates will investigate the patterns and trends in assessment of student learning to construct evidence based equitable practices.
4. <u>Student Satisfaction Survey</u>	
5. <u>Student Teacher and Intern Evaluation</u>	

# **The Promise of Program Reviews**

Patrick Wing (History)  
Julie Townsend (Johnston)

# Johnston Program Review, 2017

The Review Process as a Strategic Plan  
Julie Townsend, Johnston Director

# Framing

- ▶ The Johnston Center serves between 160 and 200 undergraduate students, each of whom designs an individualized educational plan in close consultation with an advisor and committee. We have 2.5 full time faculty lines, a program coordinator, an Assistant Director, a Johnston Registrar, and starting this fall, a position that is ½ Residence Hall Director and ½ Alumni and Admissions Coordinator.
- ▶ Johnston is a robust living-learning community that includes hands-on participation from faculty and staff.
- ▶ Johnston makes most decisions by consensus model.
- ▶ The Johnston Directorship is currently a rotating faculty model, which means that faculty members, who are not trained in the administration and management of what I would most accurately call “a small non-profit,” are called upon to both administer the academic program but also work closely with Admissions, Alumni Relations, Development, Student Affairs, and other units across campus to offer the best Johnston education to our students and ensure the viability of this unique alternative learning center in an environment that seems increasingly hostile to “different” ways of doing things.

# Overview of Action Plan

- ▶ The Program Review process for Johnston might be more accurately described as the development of a 5-year strategic plan. Unlike most academic programs and departments, Johnston is heavily involved in admissions work, living-learning community, registrarial matters, alumni relations, and fundraising in addition to curriculum management, assessment, and student success.
- ▶ In discussing the “action plan” the Johnston Academic Policy Committee (APC) debated the question of whether we should narrowly define our “action plan” around issues of curriculum, assessment, and academic success. For a variety of reasons, we opted instead for an action plan that sought to address the broad scope of what the Johnston Center wants to accomplish in the next 4-5 years. Our main categories are:
  - ▶ Admissions
  - ▶ Academic Success
  - ▶ Well-being of the Community
  - ▶ Life-Long Learners

# Admissions

- ▶ Goals: Secure in-house administrative support to support the following:
  - ▶ Incoming classes in the range of 35-45 students
  - ▶ A more diverse student population (including gender, race/ethnicity, socio-economic, first-generation, etc.)
  - ▶ A student population that “thrives” in the Johnston environment

# Admissions, continued

- ▶ Update materials and ensure distribution/communication with college counselors.
- ▶ Increase outreach to schools and programs with diverse student populations that have already shown some interest in alternative education.
- ▶ Actively work with Admissions to increase awareness of the interests and qualities that might make a successful Johnston student.
- ▶ Successfully connect prospective students with current students based on any number of criteria (academic interests, geographical location, social interests, etc.).
- ▶ Make initial changes to Johnston Supplemental Application: mentorship.
- ▶ **Success so far: incoming class of 45 student in fall 2017 and 50 students in fall 2018**

# Admissions, continued

- ▶ Next steps:
  - ▶ Complete Johnston First-Generation Videos
  - ▶ Translate some key outreach documents into Spanish for families
  - ▶ Work with Hampshire College to update admissions and outreach materials in relation to “thrivers” studies. (membership in CIEL)
  - ▶ Develop a plan for community college transfer students coming in with 64 units.
  - ▶ Consider how the center needs to adjust resources and curriculum to respond to a (hopefully) more consistent student population of about 200 AND a more diverse population.

# Academic Success

- ▶ As our reviewers emphasized in their report, it is imperative that Johnston move our records to an online system. The fact that advisors and students do not have full electronic access to their contracts, comments, and evaluations is a serious obstacle to Johnston advising.
- ▶ We developed a Johnston Advising Brochure to help mitigate this problem while IT works on the online system.
- ▶ Encourage the timely completion of Evaluations by CAS faculty members so that Johnston students are not disadvantaged in Financial Aid and Post-Graduate opportunities.
- ▶ Funding for students who struggle to complete the Cross-Cultural Component.
- ▶ Collaboration with SOE and SOB as well as CAS graduate programs to develop “pathways.”

# Well-Being in the Johnston Community

- ▶ Making the best use of our spaces to encourage students to work and collaborate with one another. We successfully combined an Ahmanson Grant with our endowment funds to renovate the Bekins Basement, and next year we'll update the Holt Lobby to make it a more welcoming space for students.
- ▶ Since our Program Review, we have the added priority of bringing well-being resources onto Johnston Complex, as of now we have the following:
  - ▶ “Chat with Matt” drop-in short counseling sessions on Friday afternoon.
  - ▶ Weekly workshops on work-life balance, stress management, etc.
  - ▶ Weekly office hours by Amy Wilms and Erica Moorer
  - ▶ Courses in Yoga, Art Therapy, DIY Crafting, etc.
  - ▶ We encourage students to propose facilitated “community strengthening” programming.

# Life-Long Learners

- ▶ In the spring of 2019, we will celebrate Johnston's 50<sup>th</sup> year. This is an opportunity for alumni of Johnston College and Center to gather and solidify the importance of Johnston as we move forward. There are many projects associated with this reunion: increased communication with Johnston alumni, meaningful life-long learning opportunities, a better network between existing Johnston students and alumni, fundraising goals - specifically the Johnston Endowed Chair, the third Johnston book, and a sustainable plan for Johnston - Alumni relations.

# Crucial Points

- ▶ Most of our goals required a creative way to increase our human resources. I worked with Admissions, Advancement, Residence Life, and the Dean's Office over 3 years to secure a part-time, temporary position and which will, in 18-19, become a combined Resident Hall Director and Admissions/Alumni Coordinator position. This will overall add 20 hours per week of staff support from where we were 3 years ago, and I hope that this will be a sustainable position, though it depends upon collaboration and budget from 5 units.
- ▶ The Ahmanson Foundation Grant made the Bekins renovation possible, and so it was crucial that we have a project envisioned so that Advancement could match us with an appropriate grant.
- ▶ The shift onto online academic processes is really being accomplished between the Registrar and IT, so that major piece is happening outside of my day-to-day work.
- ▶ Our external reviewers' observations about improving efficiency by moving to an online system, prioritizing the completion of evaluations, updating our annual learning outcome assessment, etc., helped us to develop specific goals to make the academic workload more manageable - we'll see how that goes in the future.

# **School of Business Assessment: From ASBSP Requirement to Curriculum Refinement**

Dean Tom Horan  
Avijit Sarkar  
Brian Hamilton

# **Student Affairs: Aligning our Work with EAC**

Erin Sanborn

# **Assessment Platform Tools**

Wes Head, ITS Business Analyst Team

# Discourse



*"I expect you all to be independent, innovative, critical thinkers who will do exactly as I say!"*



"I trick teachers into thinking I'm paying attention by tilting my head to the side, like this, when they talk."