



Designing Collaborative Assessment that is Inclusive & Actionable

Meghan Bathgate & Jennifer Claydon

Yale Poorvu Center for Teaching and Learning

Introductions and Quick Links

Who we are & how we came to assessment



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Assistant Director of Training
Program Assessment

- Find our materials on the Assessment Institute website at <https://assessmentinstitute.iupui.edu/>
- The handout at the website above will walk you through reflections to apply these ideas after the session.
- Feedback welcomed on the ideas and model presented today! Please use this link https://yalesurvey.ca1.qualtrics.com/jfe/form/SV_0vtgAaSBUfQJ3g2.

Today's Take-Aways

- Reflect on challenges & assumptions related to developing assessment partnerships on campus
- Consider how assessment builds relationships across institutional departments and centers
- Discuss a novel approach (CAM) that guides impactful assessment through the lens of actionable, inclusive, and sustainable approaches; Can be applied with a variety of evaluation models

A note about language

Consider your role with assessment

Where are you “housed” on campus? How many assessment teams are on your campus?

- Office of Institutional Research, within a department, Provost’s office...
- Growing roles in teaching and learning centers

Affects types of questions being asked, who asks them, and the flexibility of your input



Consider your portfolio of assessment work

- Consulting on existing assessment (Ex: providing feedback on a tool)
- Providing research field standards for specific project or assessment type (Ex: validated scales)
- Consultations to build a new assessment based on program goals
- Design an evaluation plan
- Administer program assessment (Ex: Distribute and monitor survey or conduct focus groups)
- Data processing (Ex: Querying, merging, cleaning)
- Data analysis (Ex: Using particular methods to answer concrete questions)
- Writing and presenting reports based on data

What does successful assessment look like?

Consider a past assessment experience and reflect on a few questions:

- What was the context and what role did you have?
- What was successful about the experience, and what challenges arose?
- What interpersonal factors may have contributed to these outcomes?

Effective
communication

Transparent
Goals

Well developed
timeline

Poor
communication

No follow-up after
sending a report

Low response
rates

What does successful assessment look like?

Consider a past assessment and reflect on a few questions:

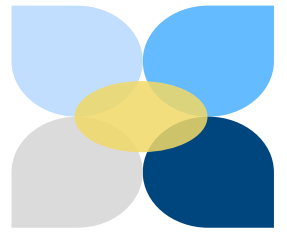
- What was the context of the assessment?
- What was successful about the assessment?
- What were the challenges of the assessment?
- What factors may have influenced the outcomes?



Collaborative Assessment Model (CAM)



Collaborative Assessment Model (CAM)



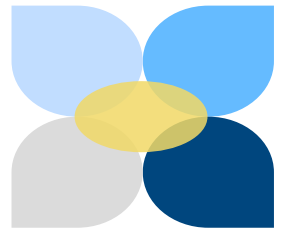
Aligned

Clearly relate to the goals and outcomes of program activities

Successful
Collaboration
and Product

- Defining the outcome: What are the goals and questions being answered? (May need to guide!)
- Apply backward design to help stakeholders see the purpose and use of the assessment
- Reflect the nature of the program activities
- Who is “at the table?” Are stakeholders represented to assure alignment in expectations?
- Gently challenge assumptions from previous assessment experiences

Collaborative Assessment Model (CAM)



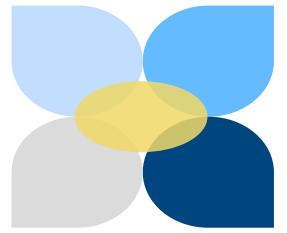
Successful
Collaboration
and Product

Sustainable

Findings can be
translated appropriately
with a lens towards
sustainability

- Able to be supported over time, as needed
- Approachable for developers and stakeholders
- Practical for others to carry on and incorporate, if needed; Building capacity when appropriate
- Define data storage and IRB considerations
- Explore long-term needs or possible phasing (exploratory, proof of concept, application, transfer)

Collaborative Assessment Model (CAM)



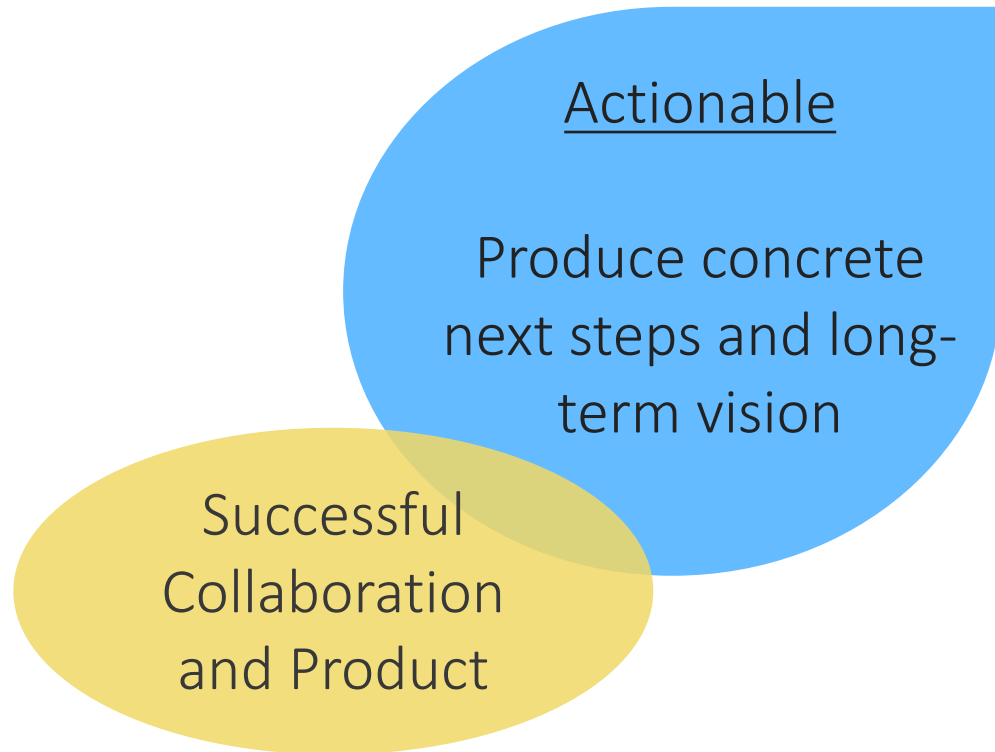
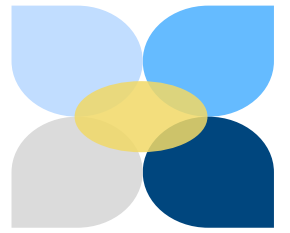
Successful
Collaboration
and Product

Inclusive

Accessible to and
respectful of varied
needs and values of
the audience

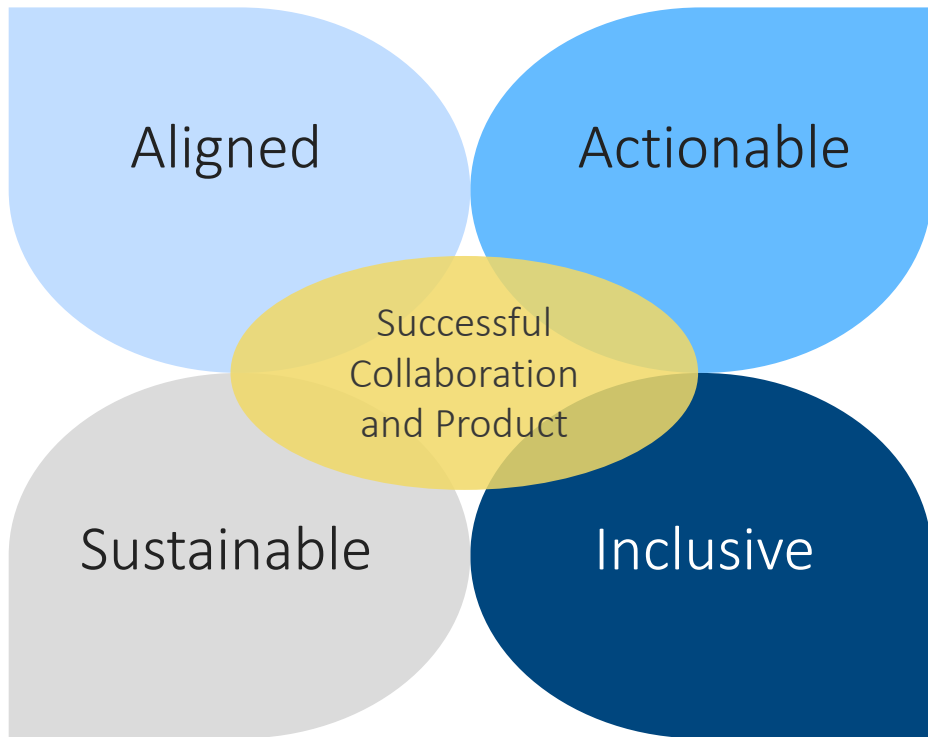
- Design conveys value: What and how you ask communicates to participants
- Whose voice is represented? Who is missing?
- “Talk alouds” helpful (cognitive interviewing)
- Formative & embedded; Design for commitment
- Surveys are great! Sometimes.

Collaborative Assessment Model (CAM)



- Direct actions from findings: “What are you hoping to do with this data? ...item?”
- How will participants know you are using the data? How will you share your findings and plan for responding to data?
- What are the deadlines for implementing change based on the results of your assessment?

Collaborative Assessment Model (CAM)



- Focused on community building, not (only) the data you need
- Goal is about change in the community
- These interactions affects how your institution views assessment, data, impact

Example: STEM Department at Yale

The request: Help review and prepare for launch of diversity, equity, inclusion, and belonging (DEIB) data collection.

Establishing the relationship:

- **Aligned** – Met with team to discuss goals and item development; Related to DEIB strategic plan with FAS guidance
- **Sustainable** – Navigated process so most analysis and reporting done by department
- **Inclusive** – Major emphasis of the work; Served as buffer between department and participants; Involved student voice in creation of assessment
- **Actionable** – Emphasized *why* not only *whether* successes and challenges existed

Example: Graduate School of Arts & Sciences

The request: Review existing dataset, complete comprehensive quantitative analyses and qualitatively code responses to produce a summary report

Establishing the relationship:

- **Aligned** – Defined a subset of items & population stakeholders would need now
- **Sustainable** – Outside of routine scope of our work; Discussed building capacity
- **Inclusive** – Data already collected; Importance of interpretation and representation of voices in the data
- **Actionable** – Defined timeline for when committee would meet and how the data would be used; Helped confirm alignment

Example: Professional School at Yale

The request: Advice on revamping graduation survey given after receiving degree

Establishing the relationship:

- **Aligned** – Relied on recent strategic plan; Involved multiple levels of stakeholders
- **Sustainable** – Discussed importance of running annually & interpretation of results; Deepened capacity on their existing team
- **Inclusive** – Emphasized belonging, inquired on inclusion without “calling out,” reviewed by students
- **Actionable** – Discussed and shared at multiple levels; Decided to run for *all students annually* for formative change; Focused on why

Applying CAM to your work

What resonates with you about this approach?

How do the collaborative relationships you are building affect your work?

In our [worksheet](#):

- Choose a current assessment initiative you are involved with on campus
- Reflect on the tone of the relationship (what is successful, what is challenging?)
- Practice reviewing each of the CAM elements in your work: Where is there alignment, sustainability, inclusivity, and actionability (or lack of any of these)?



Feedback welcomed!

We would love to hear from you:



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Please take our short 3 question survey! https://yalesurvey.ca1.qualtrics.com/jfe/form/SV_0vtgAaSBUfQJ3g2.

References

- Blanchard, K. H., Zigarmi, D., & Nelson, R. B. (1993). Situational Leadership® after 25 years: A retrospective. *Journal of Leadership Studies*, 1(1), 21-36.
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- McGuire, P. (October 27, 2019). How higher education's data obsession leads us astray. *The Chronicle of Higher Education*. Retrieved from: <https://www.chronicle.com/article/How-Higher-Education-s-Data/247409>
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Big take-aways

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- Other(s): _____

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Alignment: _____

Sustainability: _____

Inclusivity: _____

Actionable: _____

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