

Extended Assessment Cycle as a Catalyst for Connecting Assessment Results with Curricular Improvements

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Learning Outcomes

As a result of this session, participants will be able to:

- identify the framework needed for implementing an extended assessment cycle, and
- recognize how existing committees and faculty roles can be utilized as facilitators of the process.



- Implementing extended assessment cycle
- Connecting assessment results and curriculum committees
- Necessary framework
- Identifying individuals, processes, and policies



Clemson By The Numbers

20,868

UNDERGRADUATE
STUDENTS

5,538

GRADUATE STUDENTS

93.6%

FIRST-YEAR
RETENTION RATE

80+

MAJORS

90+

MINORS

130+

GRADUATE DEGREE
PROGRAMS

84.9%

SIX-YEAR GRADUATION
RATE

16:1

STUDENT-TO-FACULTY
RATIO

\$106.3M

AWARDED IN
EXTERNAL RESEARCH
FUNDING (2019)

FOUNDED IN
1889

LOCATED IN
CLEMSON,
SOUTH
CAROLINA

PRESIDENT
JAMES P.
CLEMENTS



University Background

Southern Association of Colleges and Schools Commission on Colleges
(SACSCOC)

7 degree-granting colleges

Distributed assessment liaison system



College Background

5 Departments

35 Assessed Degree Programs

3 Professionally Accredited Programs

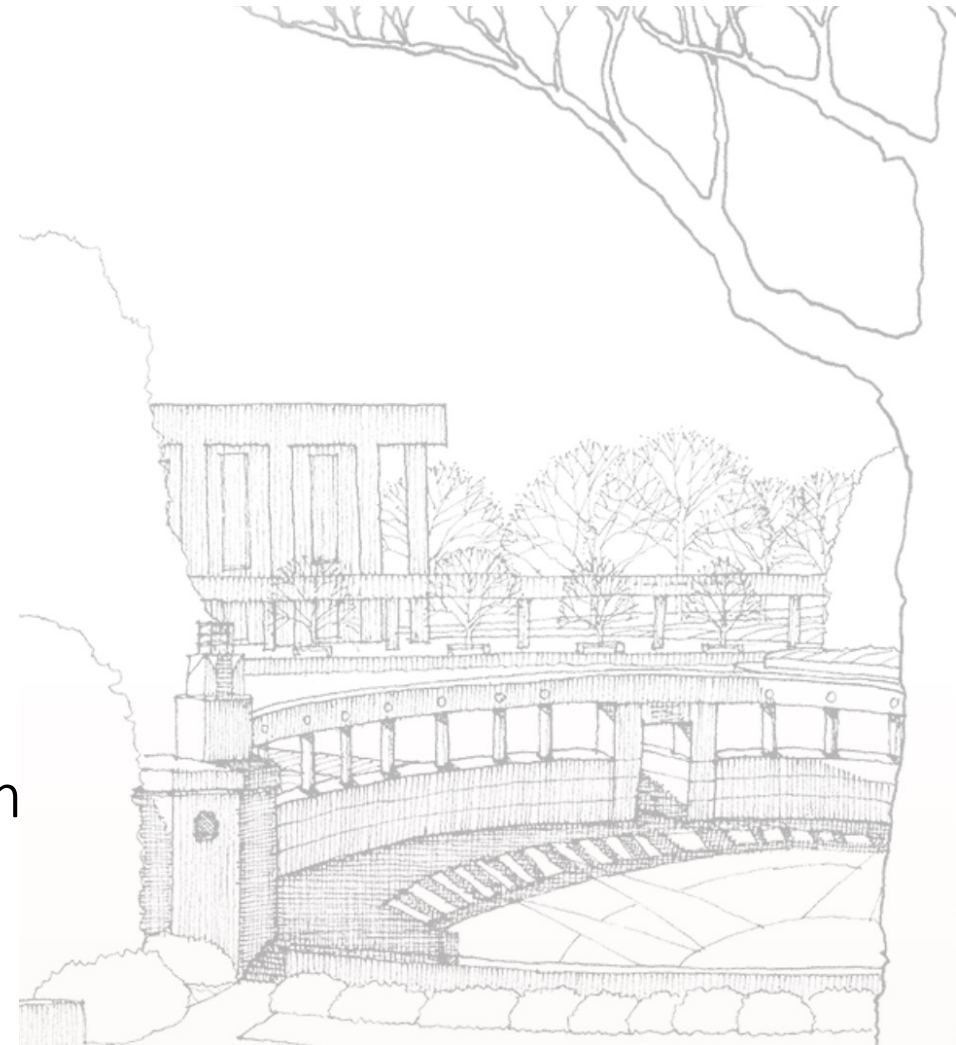
1,771 undergraduate students

337 graduate students

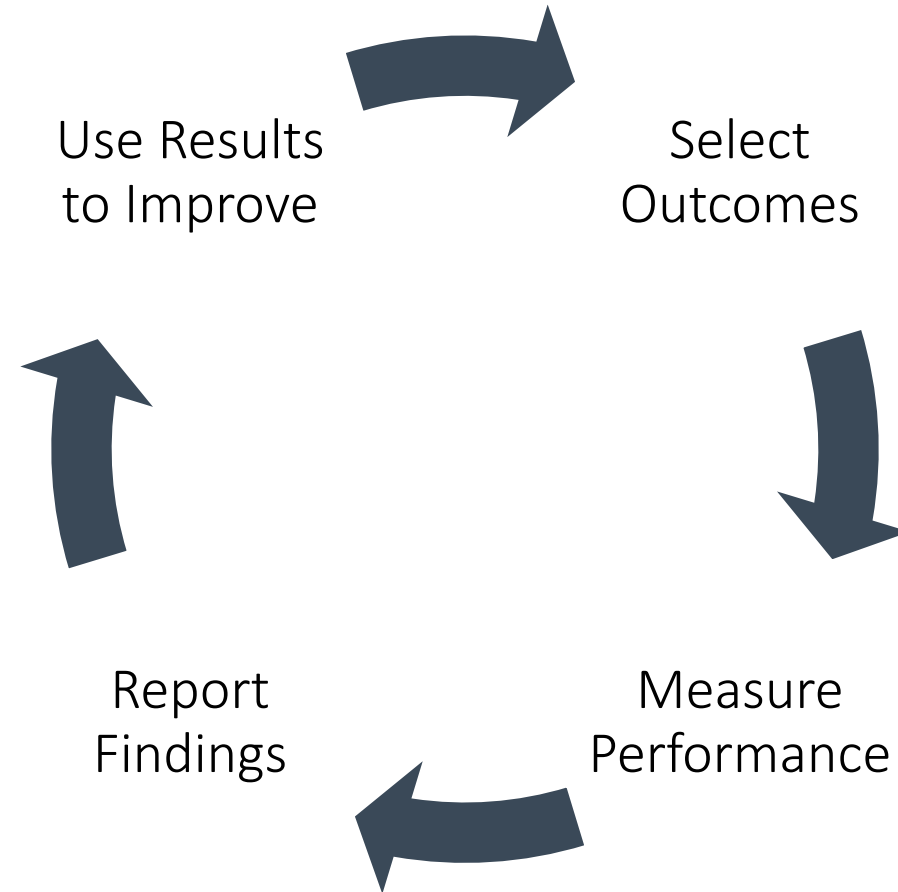
6 Research & Education Centers (RECs) across the state

1 faculty assessment coordinator per degree program

Faculty & Staff in every county of South Carolina



Previous Annual Cycle



Stakeholder Needs

Administrators

Usability
Relatability

Faculty

Intentionality
Community
User-friendliness

SACSCOC Reviewers

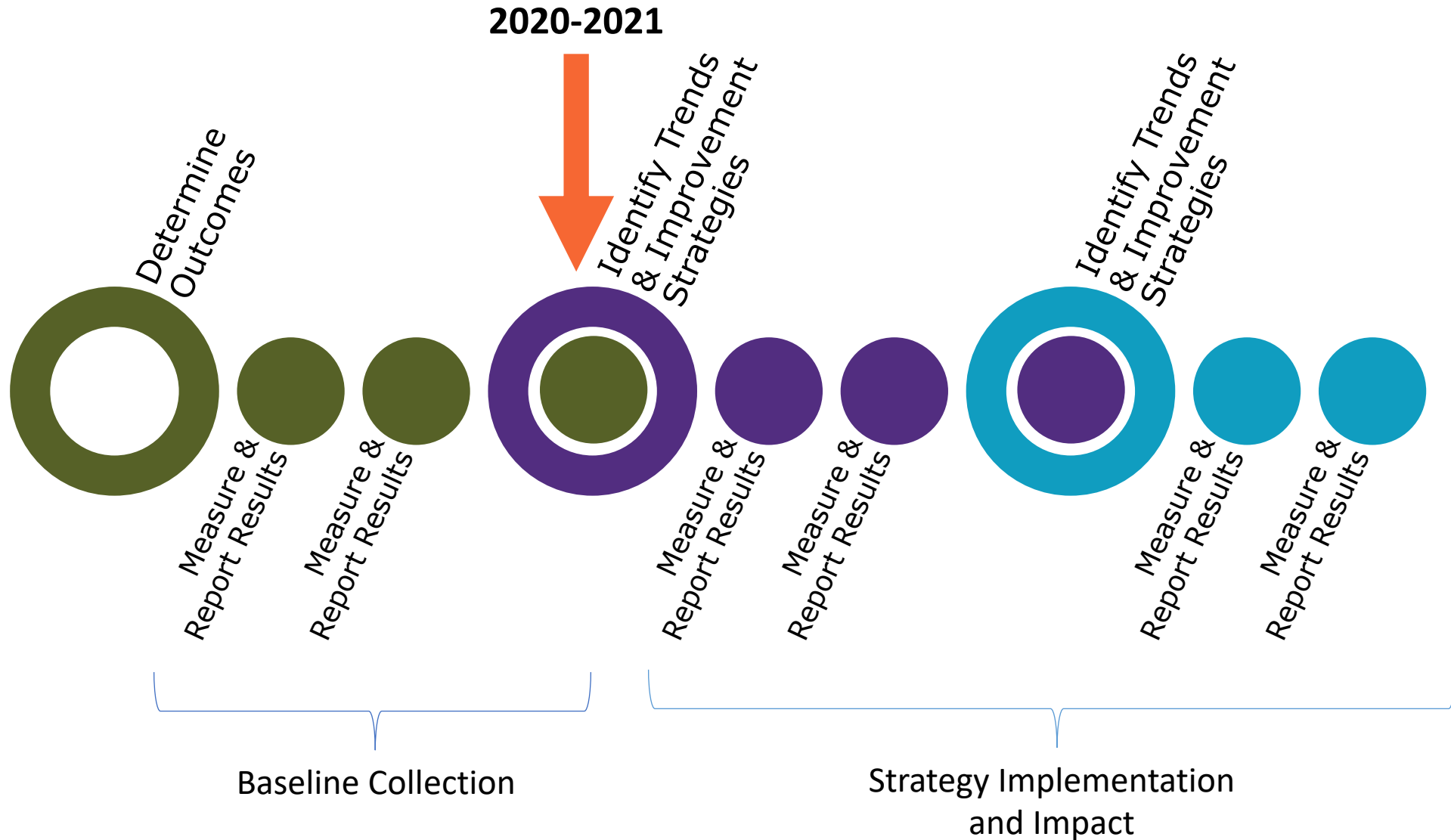
“...improvement
based on analysis of
results...”
(Standard 8.2.a)



Pilot Program: A Response

- Allow for an extended, **3-year cycle** to identify baselines and observe trends.
- Programs design **strategies to improve** based on those **observed trends**.
- Strategies to improve are implemented during the following 3-year cycle.
- Results are reported **annually** through lens of improvement strategy.

Pilot Program Model

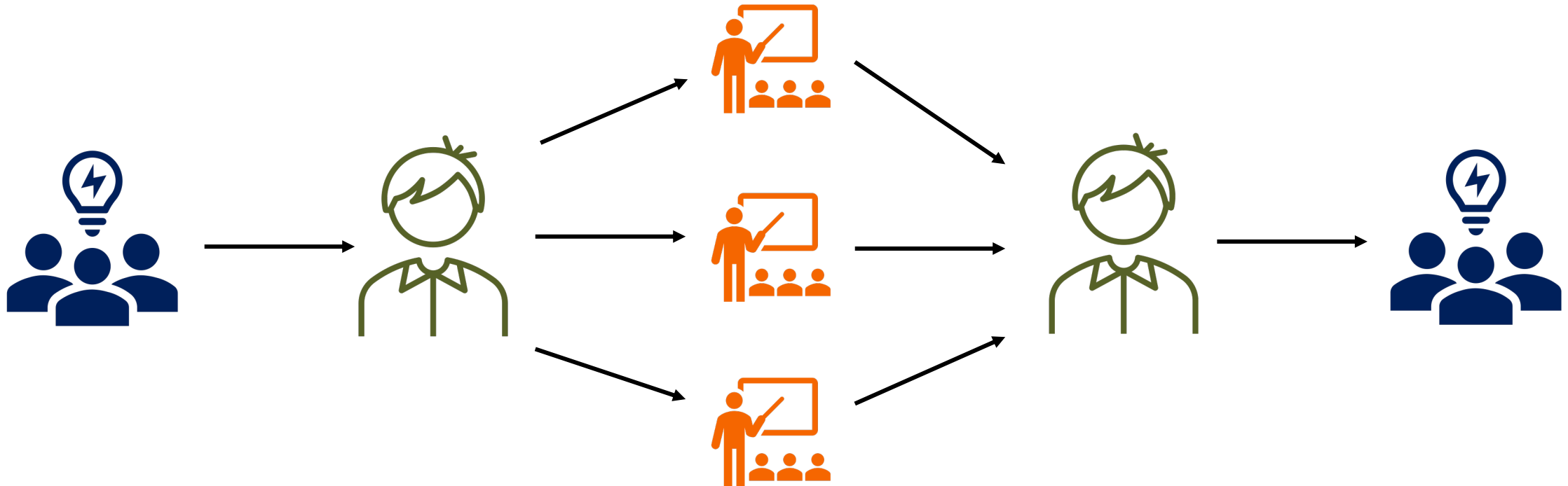


Assessment Example B.S.

The AVS B.S. program uses a capstone project to measure several student learning outcomes. After 3 years of collecting data, the program has identified a **trend**—average student performance on the “oral communication” component of the project is consistently at or below expectations. In response, faculty design an improvement strategy whereby students give an additional, mid-term oral presentation about their project and receive feedback from their peers.

Over the next 3-year cycle, this **improvement strategy** will be implemented, and faculty will look for changes in student performance.

Curriculum & Assessment



**Curriculum
Committee**
creates initial
program SLOs

**Assessment
Coordinator**
designs methods for
measuring SLOs

Faculty
aggregate
student
performance
data

**Assessment
Coordinator**
synthesizes & reports
results, **identifies
trends**

**Curriculum
Committee**
uses results & trends
to design & execute
solutions

Examples: Curricular Improvements

Smaller
adjustments

Capstone
course/rubric

Course-level
student learning
outcomes

Sequence of
required courses

Creation/deletion
of courses

Acceptable courses
related to
competencies or
electives

Transfer course
acceptances

Emphasis areas and
concentrations

Building the Framework

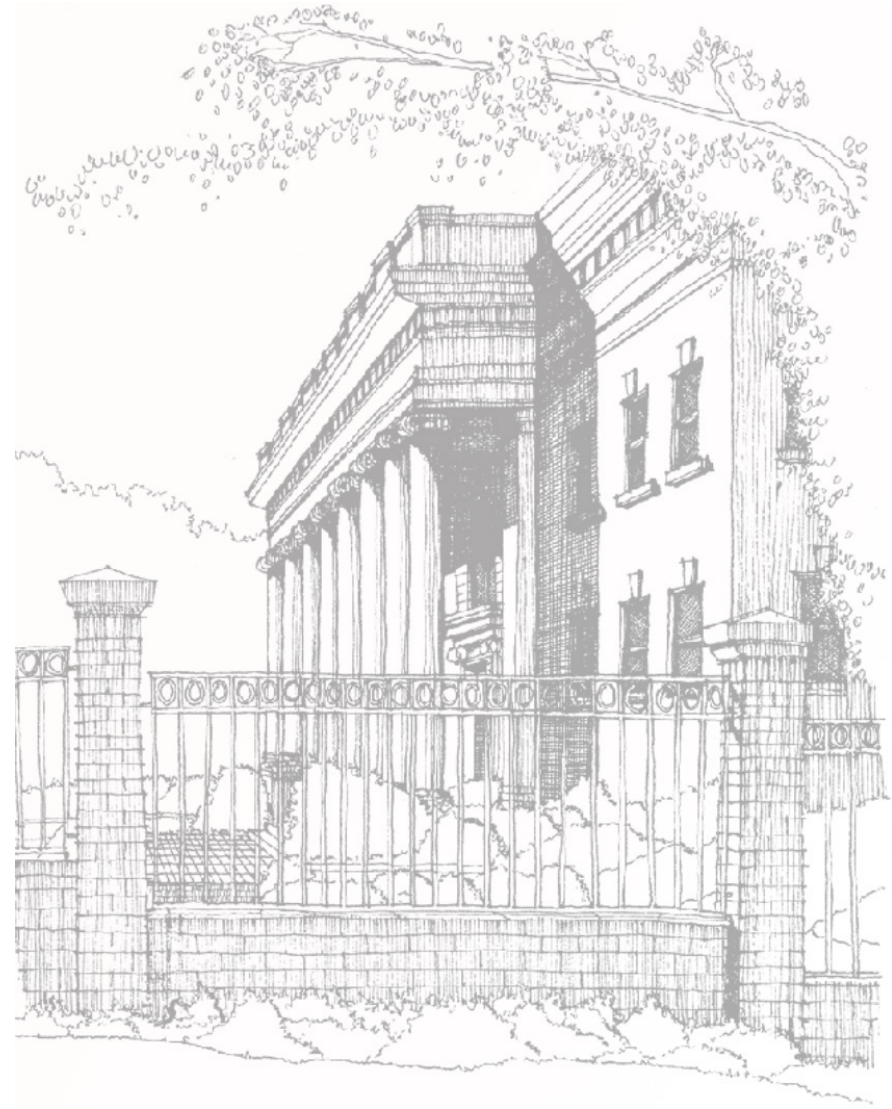
Roles and Organizational Culture

Skillset & Reporting Maturity

Leadership

Technology and Resources

Timeline



Roles & Organizational Culture

- Program-designated assessment coordinators
- Relationship between assessment coordinators and curriculum committees
- Sense of community
- You!



Missing | Problematic | Helpful

Skillset & Reporting Maturity

- Knowledge of assessment components
- Quality of reporting efforts
- Consistency of assessment coordinators/contacts



Missing | Problematic | Helpful

Leadership

- Department Chair advocacy
- Associate Dean and Dean support
- Institutional support



Missing | Problematic | Helpful

Technology & Resources

- Reporting platform that can be substantially formatted or tailored
- Man/woman-power and time to develop and manage platform
- Man/woman-power and time to create new messaging and resources

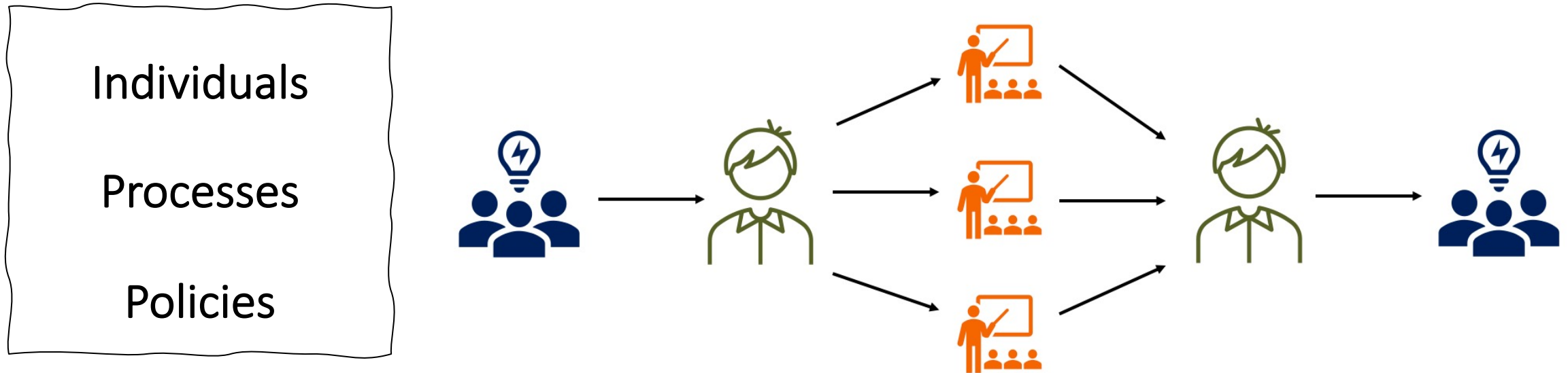
Timeline

- Regional and professional accreditation
- Strategic planning expectations
- Departmental, college, institutional, or state committee cycles



Missing | Problematic | Helpful

Connecting Curriculum & Assessment



Individuals

- Assessment coordinators
- Program coordinators
- Curriculum committee members
- Department chairs



Allies | Roadblocks | Unknown

Processes

- Assessment reporting timelines
- Curriculum committee timelines
- Faculty meetings
- Formal or informal data sharing events

Policies

- Faculty by-laws
- Assessment reporting policies
- Other institutional, college, or departmental policies

Comments from Faculty

- “This new format and procedures are so much easier for me to follow...”
- “[The process] will produce some good dialogue between [faculty] and actions we can move forward with to improve.”
- This means our COVID-19 results can be evaluated within a greater context
- This will make it easier to bring in the entire faculty to the improvement process

Lessons Learned

- Requires substantial initial effort to update SLOs, measures, resources, relationships
- Promoted assessment as a component of a whole, not a standalone exercise
- Communication and flexibility are key
 - Checklists
 - Zoom hours
 - Department-wide meetings
 - Chair involvement





Questions?

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