



THE VALUE OF SIMPLICITY

# USING FAMILIAR TECHNOLOGY FOR BROAD ENGAGEMENT IN PROGRAM ASSESSMENT

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September 19, 2022



# WORKSHOP GOALS

*Participants will...*

- Discuss barriers to broad faculty participation in assessment.
- Identify the technology systems on your campuses that faculty know how to use.
- Learn three strategies for using familiar technologies to support academic program assessment.
- Imagine how these strategies might work at your institution

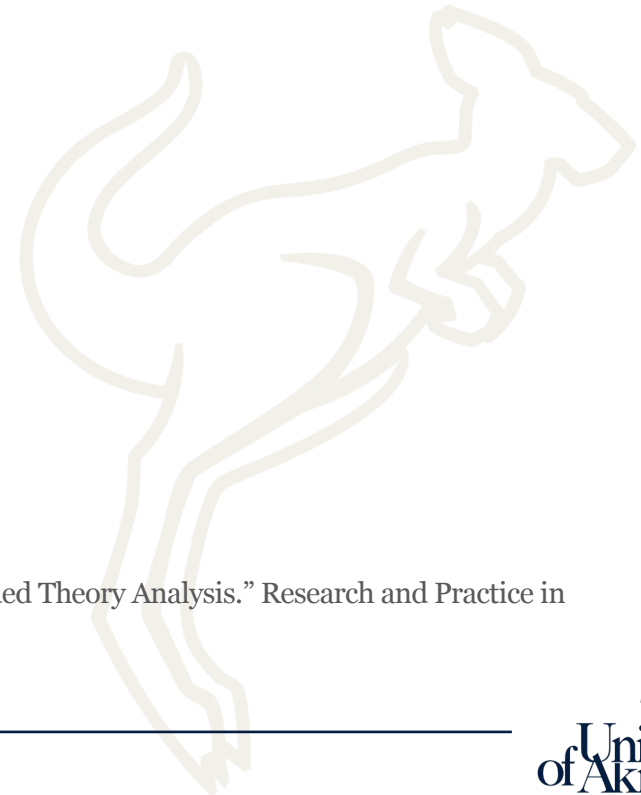


# BARRIERS TO FACULTY ENGAGEMENT

Time

Resources

Understanding of Assessment

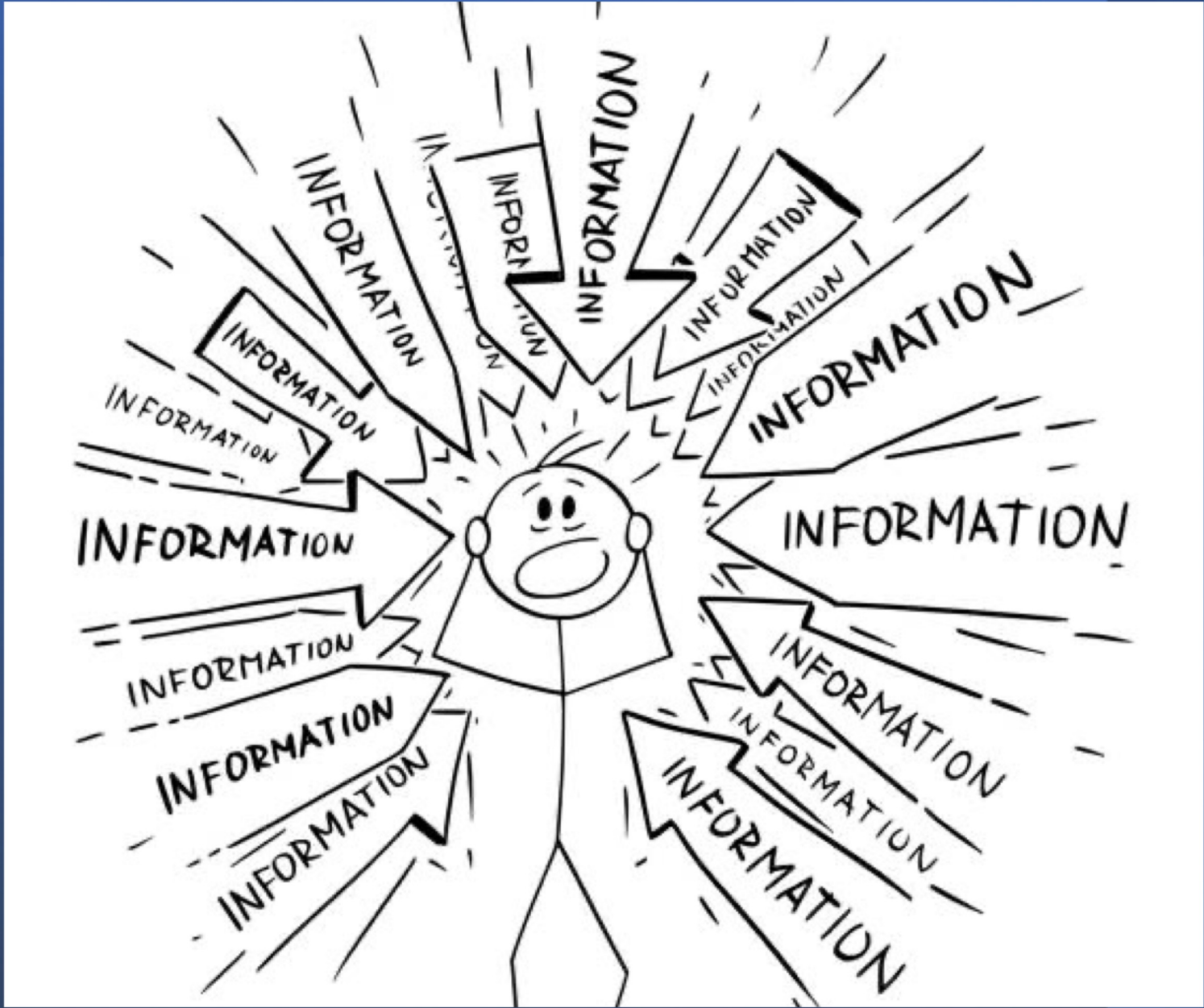


Bresciani, M. J. 2011. "Identifying Barriers in Implementing Outcomes-based Assessment Program Review: A Grounded Theory Analysis." *Research and Practice in Assessment*, 6, 5-16.

*We would add a related barrier:*

The complexities of managing and communicating information





CONTINUOUS  
IMPROVEMENT



There is no such thing as information overload, just bad design. If something is cluttered and/or confusing, fix your design.

--Edward Tufte

What technology systems do your faculty know well?







## Case Study 1

# SIMPLE DASHBOARDS USING SPREADSHEETS

# As you report up, report less!

Aggregate and simplify information as you move up reporting levels.





# The Motivating Power of Color

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<b>Course</b>	<b>LO 1: Apply disciplinary framework</b>	<b>LO 2: Analyze/interpret and draw conclusions</b>	<b>LO3: Write effectively</b>
Classics I	57%	57%	71%
Classics II	54%	50%	65%
Literature I	79%	64%	71%
Literature II	92%	85%	77%
Humanities I	100%	75%	75%
Humanities II	64%	59%	64%
Humanities III	67%	44%	59%
Film I	50%	13%	25%
Film II	80%	80%	80%
Philosophy I	50%	47%	50%
Philosophy II	67%	67%	50%
Philosophy III	100%	100%	100%

# Academic Program Assessment Dashboards

These college-level reports:

- Indicate quality of program assessment (not quality of the program itself)
- Provide high-level overview of how departments are doing with their program assessment
- Help faculty in departments see their progress over time
- Help assessment leadership see trends

Department	Degree	2017	2018	2019	2020	2021
<b>Alpha</b>	BA	emerging	competent			excellent
	CERT			no submission		
<b>Bravo</b>	BA					
	MA					
	GRAD CERT					
<b>Charlie</b>	AAS			Issue w/ program		
	BS					
	UG CERT					

# Everyone loves dashboards!

Faculty

Department chairs

Deans and associate deans

Assessment director

University assessment committee

Provost

Accreditation teams





## Case Study 2

# ASSESSMENT ARCHIVES USING A STANDARD LEARNING MANAGEMENT SYSTEM

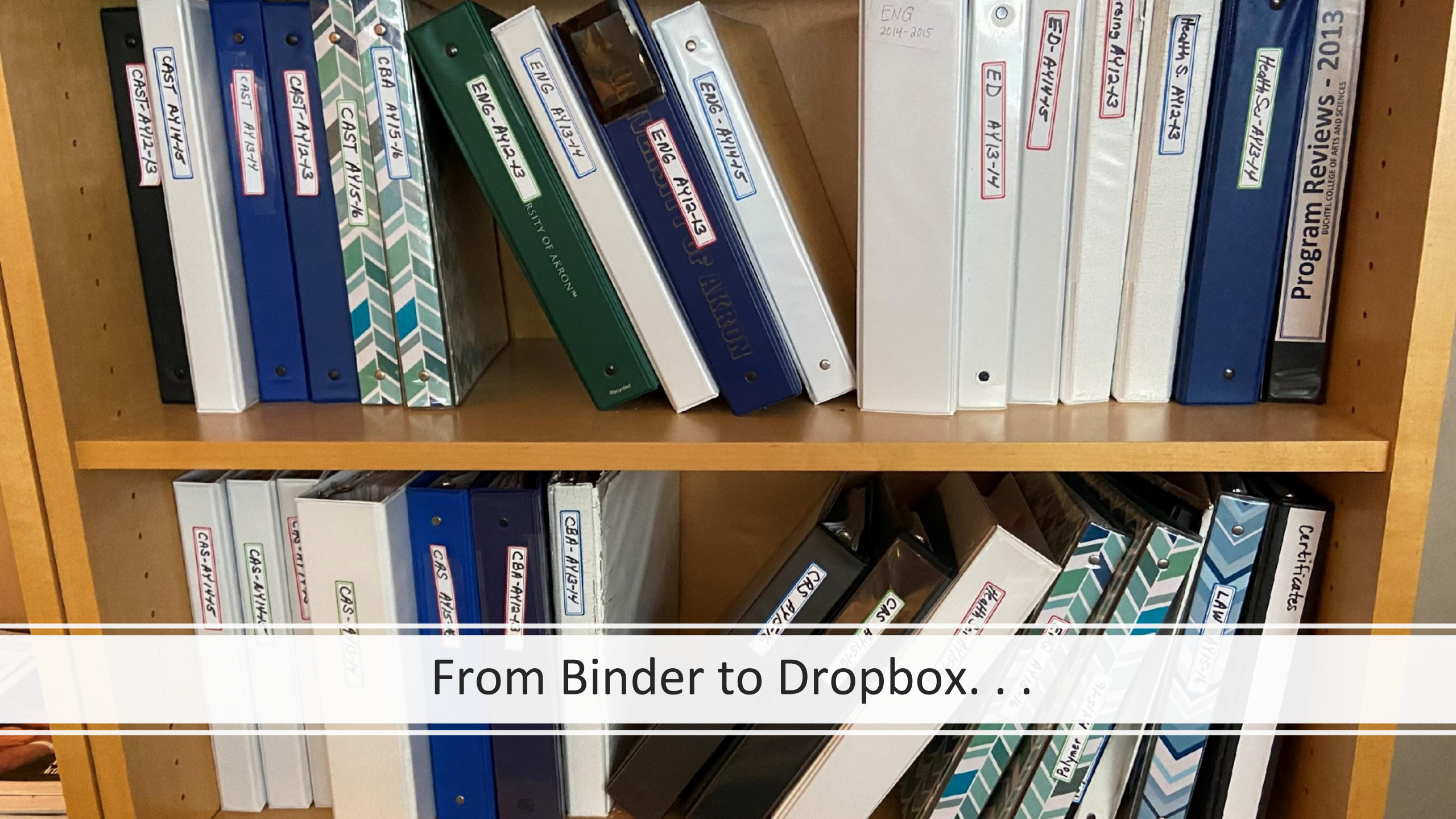
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A top-down view of a minimalist desk. On the left is a silver laptop with a black keyboard. In the top center is a small potted succulent in a woven basket. To the right is a white coffee cup filled with black coffee on a matching saucer. Below the coffee is a pair of round, tortoiseshell-rimmed glasses. At the bottom right is a black smartphone. The background is a plain, light-colored surface.

# The Value of Simplicity

Homegrown Assessment “Software”



From Binder to Dropbox. . .



## 2020: What Now?

- COVID shutdown and pivot to remote
- Switch to credit/no credit options
- Remote testing, group work, etc.
- Campus reorganization: 11 colleges [?](#) 5
- Reduction in Force (RIF)
- Morale? What's that?

# Homegrown Assessment Archives

The University of Akron University Assessment 2019

Course Home Announcements Content Assessments Course Materials Communication My Tools More

## Assignments [Help](#)

New Assignment Edit Categories More Actions

Bulk Edit

<input type="checkbox"/>	Assignment	New Submissions	Completed	Evaluated	Feedback Publish
Anthropology					
<input type="checkbox"/>	Anthropology_BA_Anthropology		1/1	1/1	1/1
<input type="checkbox"/>	Anthropology_CERT_Field Archaeology		1/1	1/1	1/1
Art					
<input type="checkbox"/>	Art_BFA_All Tracks		1/1	1/1	1/1
<input type="checkbox"/>	Art_BA_Art Ed		1/1	1/1	1/1
<input type="checkbox"/>	Art_BA_StudioArt		1/1	1/1	1/1

# Brightspace Assessment Network

- One site for each of the four colleges and the School of Law
- One site for General Education
- One site for Co-Curricular Assessment
- One site for the University Assessment Committee
- Ability to add more sites and move/copy content from one to the other



Welcome **Jennifer** to Brightspace 20.22.08 (updated 08/25/22). Use the **Select a course** [grid icon] to find and pin your current courses.

## My Courses

All Pinned Fall2022 Spring2022 Fall2021 Spring2021 Fall2020 Spring >



**UA Teaching Community**  
BSP\_FBP\_TEACHING\_COM  
• 001\_Ongoing



**General Education Curriculum**  
GENERAL\_EDUCATION\_CURR  
• 001\_Ongoing



**Buchtel College of Arts and Sciences Academic Program Assessment**  
BSP\_LMAP\_BCAS  
• 001\_Ongoing



**College of Business Academic Program Assessment**  
BSP\_LMAP\_CBA  
• 201\_Ongoing



**College of Engineering and Polymer Science Academic Program Assessment**  
BSP\_LMAP\_CEPS  
• 001\_Ongoing



**College of Health and Human Sciences Academic Program Assessment**  
BSP\_LMAP\_CHS  
• 001\_Ongoing



**General Education Assessment**  
BSP\_LMAP\_GED  
• 201\_Ongoing



**School of Law Academic Program Assessment**  
BSP\_LMAP\_SLA  
• 001\_Ongoing



**Co-curricular Assessment**  
BSP\_CO-CURRICULAR-ASSESSMENT  
• 001\_Ongoing



**Instructional Skills Workshop**  
BSP\_ITI\_INSTRUCTIONAL\_I  
• 001\_Ongoing



**University Assessment**  
BSP\_UNIVERSITY\_ASSESS  
• 001\_Ongoing



**New Faculty Orientation**  
BSP\_NEW\_FACULTY\_ORIEN  
• 001\_Ongoing

Join the  
UA Teaching Community!

## Faculty Support

- Email [ddshelp@uakron.edu](mailto:ddshelp@uakron.edu) for help with Brightspace, Panopto, Respondus, or Teams.
- After hours, contact DSI at 1-877-325-7778, [click here to CHAT with Brightspace support](#), or email DSI: [ddshelp@uakron.edu](mailto:ddshelp@uakron.edu)
- Join the [UA Teaching Community](#) for discussions with other faculty and an extensive list of Brightspace help videos and documentation.

## Student Support

- To CHAT with Brightspace support: [Click here](#)
- Or, call Brightspace support at 1-877-325-7778
- For questions about how to use Brightspace: [FAQ and Tutorials](#)
- For questions about course material, contact your instructor.
- For the IT Service Desk, call 330-972-6888.

# Helpful Features

- Announcements
  - Include links to relevant materials
- Assignment Drop Boxes
  - Organized by program
  - Include “due dates” for submissions
  - Clear indication of which programs and which may need a “friendly reminder”
- Ability to create “Groups”
  - Faculty are given access only to the drop boxes relevant to their programs/departments
- Feedback
  - Can be shared with Assessment Coordinators only (via drop box feedback feature)
- The Content Page
  - Easy organization of programs
  - Templates for submissions
  - Training materials

The screenshot displays the BCAS Assessment Archive website. At the top, there is a navigation bar with the BCAS logo and the text 'BCAS Assessment Archive'. Below this is a secondary navigation bar with links for 'Course Home', 'Content', 'Assignments', 'Communication', 'Glossary', and 'My Tools'. The main header area features a large image of students and the text 'Buchtel College of Arts and Sciences: Academic Program Assessment'. The content area is divided into several sections: 'Content Browser' with a 'Bookmarks' and 'Recently Viewed' section; 'Microsoft Teams' with a 'Create a course space in Microsoft Teams' button; and 'Announcements' with a post titled 'Getting Ready for the 2022 Submissions and Assessments' by Jennifer Holbert. The announcement text includes a thank you message and a list of three questions for faculty to consider regarding assessment plans for the 2022-23 academic year.

# History at a Glance. . .

- A longitudinal look at a program's submissions and feedback.

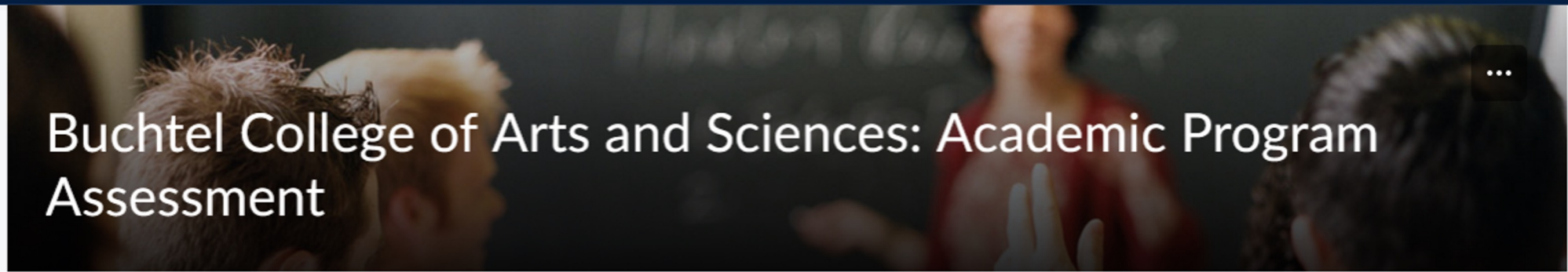
The screenshot displays a web application interface with a sidebar menu on the left and three main content panels on the right. The sidebar menu includes the following items:

- Economics 7
- BA Economics** 7
- Current Plan 1
- Reports 4
- Feedback 2
- Finance 3
- Management 19
- Marketing 14
- Assessment Forms: 13
  - Report/Plan
  - Templates and Rubrics
- Workshops/Training Materials 7
- Add a module...

The main content area features three panels, each with a header, a toolbar, and a list of items:

- Current Plan**: Header with a dropdown arrow. Toolbar includes 'Upload / Create' and 'Existing Activities'. List item: 'BA Economics Assessment Plan 2020' (PDF document) with a checkmark.
- Reports**: Header with a dropdown arrow. Toolbar includes 'Upload / Create' and 'Existing Activities'. List items: 'BA Economics Assessment Report 2021' (PDF document), 'BA Economics: Note on Program Review 2019' (Word Document), 'BA Economics Assessment Report 2018' (PDF document), and 'BA Economics Assessment Report AY 2016-17' (PDF document), all with checkmarks.
- Feedback**: Header with a dropdown arrow. Toolbar includes 'Upload / Create' and 'Existing Activities'. List items: 'BA Economics Report Peer Review Feedback 2021' (Word Document) and 'BA Economics Feedback 2020' (Word Document), both with checkmarks.

At the top right of the interface, there are buttons for 'Upload / Create', 'Existing Activities', and 'Bulk Edit', along with 'Expand All' and 'Collapse All' options.



Content Browser ▾

📑 Bookmarks 📄 Recently Visited

📁 Assessment Dashboards > (July 2022)

Announcements ▾

Getting Ready for the 2022 Submissions and Assessments



# For Example...

📁 Humanities Division >

📁 Natural Sciences Division >

As the new semester gets underway, please take a minute to review your assessment plans for AY 2022-23 and make sure everything is ready to go. In particular, you might consider the following:



















## Case Study 3

# GENERAL EDUCATION DATA COLLECTION AND MANAGEMENT USING MICROSOFT TOOLS

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# From stacks to sorted



 Name ▾	Modified ▾	Modified By ▾
 Algebra for Calculus	August 31, 2021	Michael Hillman
 Basic Statistics	August 31, 2021	Michael Hillman
 Breadth of Knowledge	September 2	General Education ...
 English Composition II	August 27, 2021	General Education ...
 Introduction to Public Speaking	August 31, 2021	Michael Hillman
 Introductory Statistics I	August 31, 2021	Michael Hillman
 Introductory Statistics II	August 31, 2021	Michael Hillman
 Logic	August 27, 2021	General Education ...
 Mathematics for Everyday Life	August 31, 2021	Michael Hillman
 Statistics for Everyday Life	August 31, 2021	Michael Hillman
 Tech Math II	August 27, 2021	General Education ...
 Tech Math III	August 31, 2021	General Education ...
 Technical Report Writing	September 3, 2021	Michael Hillman

# Artifact Collection

- Used Microsoft Forms and Power Automate to streamline the process
- Faculty filled out a simple form with 4 questions and uploaded artifacts
- Workflow
  - Sorted files to appropriate folder
  - Renamed each artifact to de-identify it and provide a standard naming convention and numbering system.

Example: Paper-Cerrone.docx

became

ART\_1.docx

=Read Me First=

1. One form submission per student.
2. You may upload ONLY ONE file per submission. Please review the email from the General Education Coordinator for instruction on how to compile files if needed.

Hi, General Education. When you submit this form, the owner will see your name and email address.

\* Required

1. Student name (Firstname Lastname) \*

Enter your answer

2. Choose the course for which you are submitting the artifact \*

Select your answer

3. Course section number \*

Enter your answer

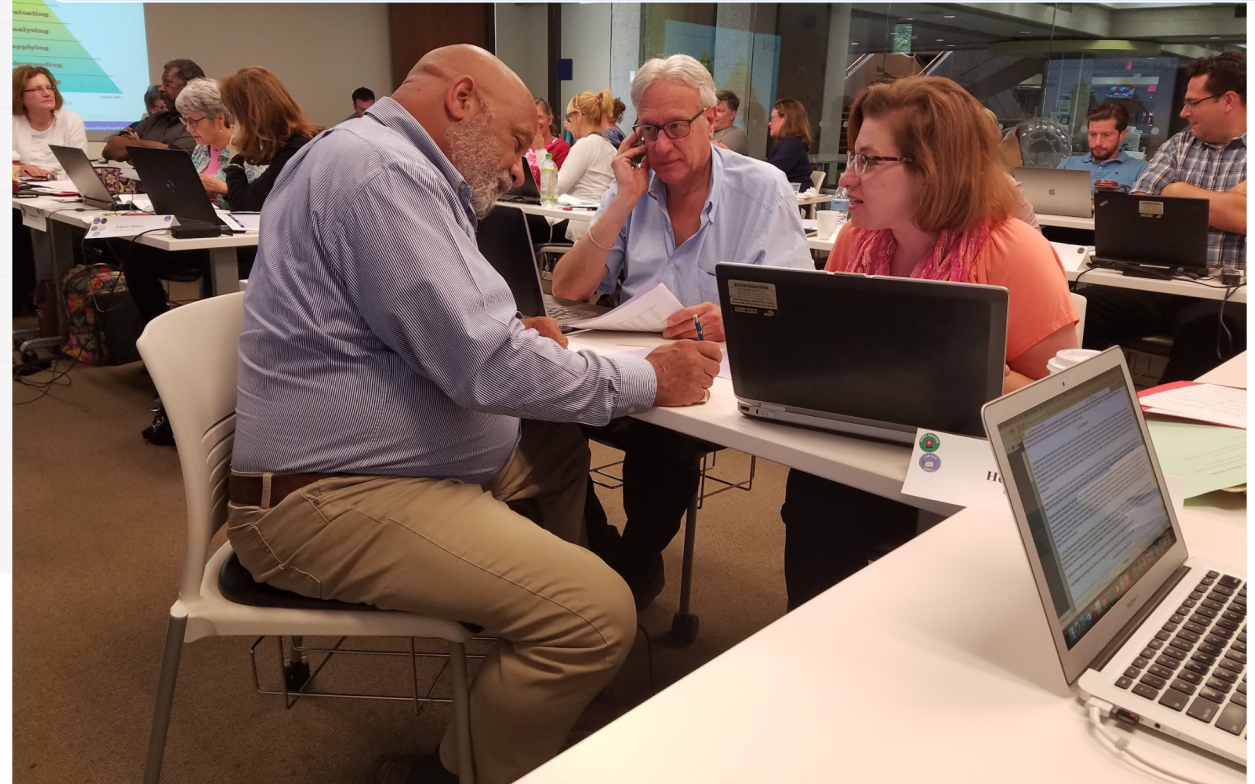
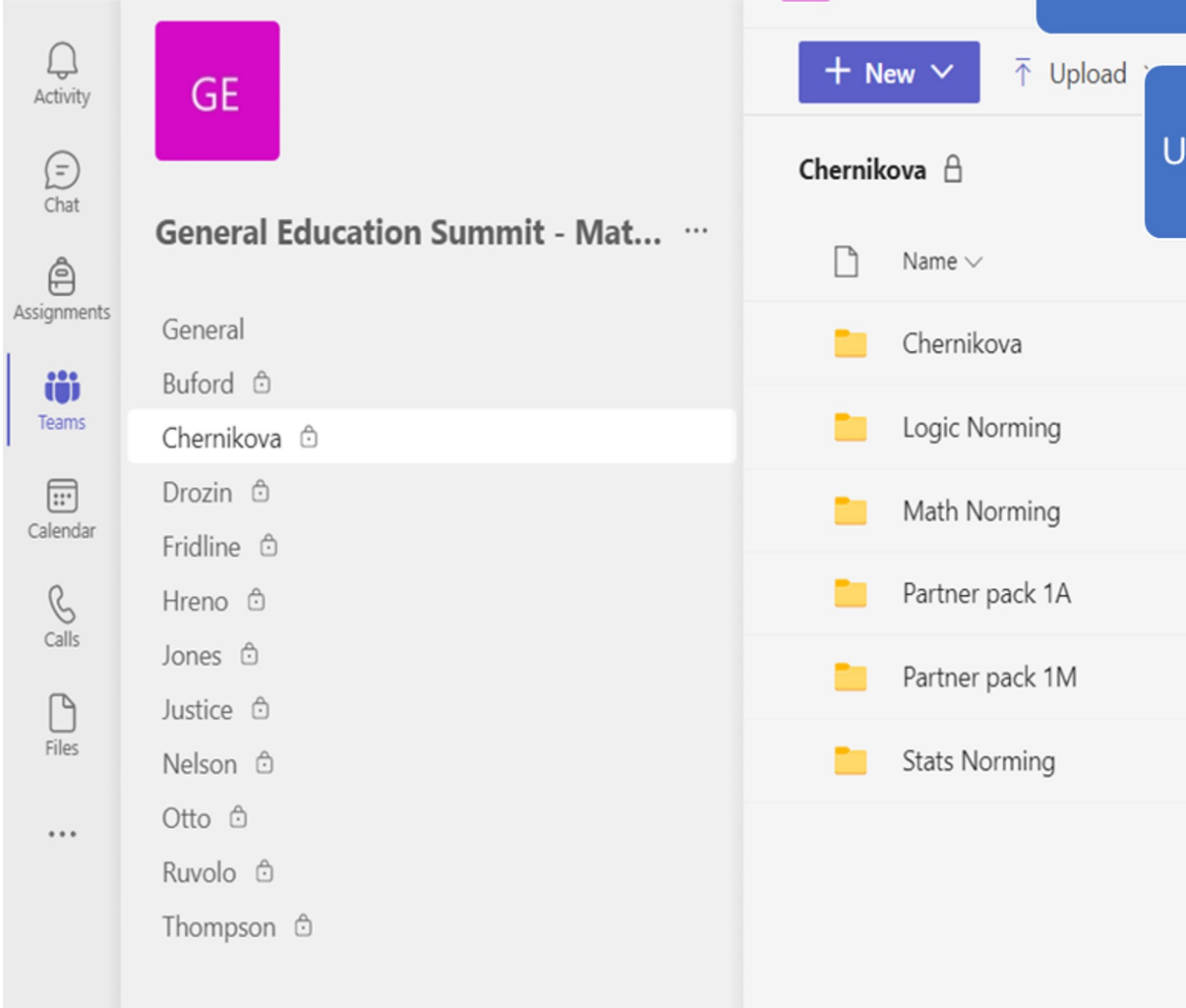
4. What is the submission status for this student? \*

- Student submitted work
- Student did NOT submit work
- Student dropped the course

Used Teams to store and share artifacts

Used Microsoft Forms to collect assessment scores

Maintained discussion and faculty connection by holding assessment in person with the assistance of technology



# Course Renewal and Archive

LMS utilized

- For faculty to submit course renewal forms
- To archive all Gen Ed assessment reports



# Steal our ideas!

What approaches might work at your institution?





# Questions or Comments?

