# Objectives

- Description of evolution of assessment leadership at one institution

- Sharing

  - Frame for infrastructure plan to support assessment leadership
  - Model for assessment journey – inputs, activities, outcomes
  - Lessons learned – partners, barriers, etc.

- Viewing your own institutions through these tools and lessons

Background/Context and Intro

- We are a private, urban, religiously affiliated university.

- We are undergoing a major accreditation event in AY 2024-25

- Assessment practices occur across institutional spaces.

- We are trying to improve our accreditation practices and culture.

- We have leveraged the requirement (from our accreditor) to complete a "Quality Initiative" project to propel changes in our assessment of student program learning outcomes.
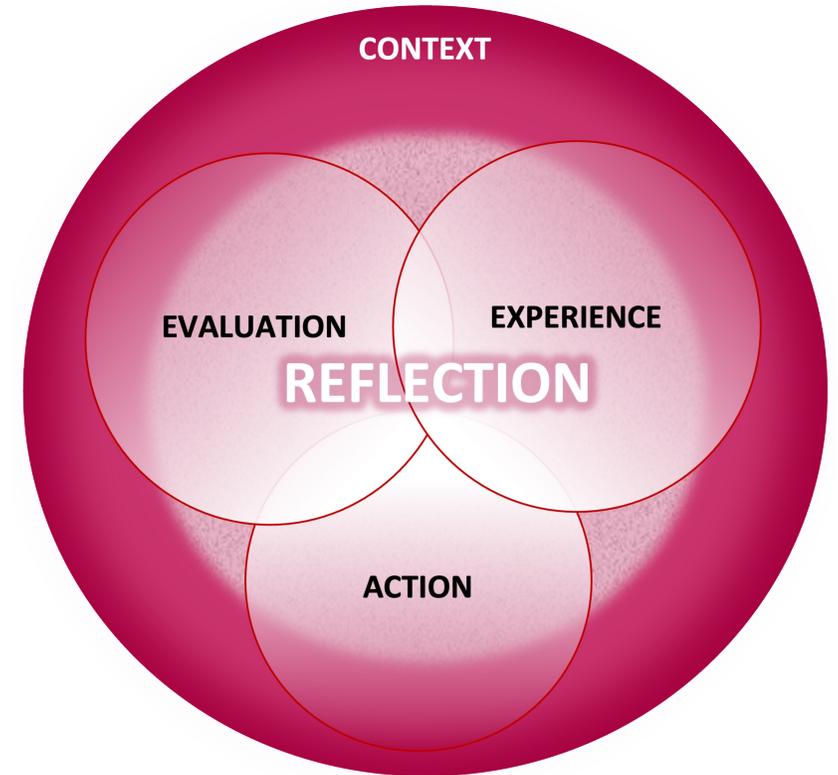
Assessment sites and Key Stakeholders

Faculty

Students

Staff

Administrative leadership

Academic unit program review

Student academic supports

Faculty development and career success

Assessment for Student Learning and Development

Student co-curricular supports

Accreditation

Strategy and mission
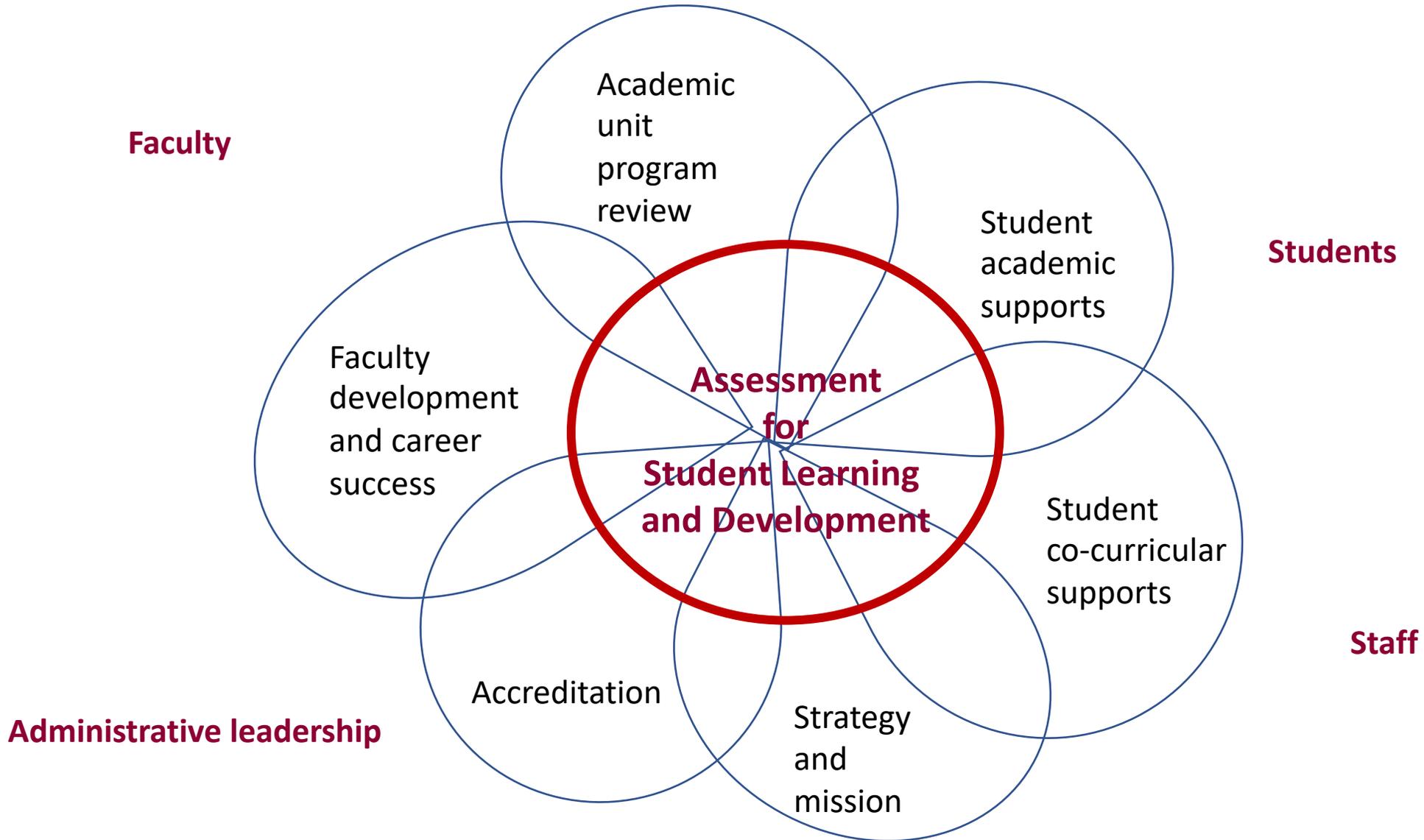
Five Imperatives towards a Culture of Assessment

1. Leaders must make assessment a priority.

2. Leaders must attract and retain talent to support assessment.

3. Leaders must develop capacity for assessment.

4. Leaders must reward, recognize, and promote assessment.

5. Leaders must sustain a culture supportive of assessment.

Hundley, S. P. (2019a). The leadership imperatives for assessment excellence: An overview. Assessment Update, 31(1), 3. doi:10.1002/au

Five Imperatives towards a Culture of Assessment
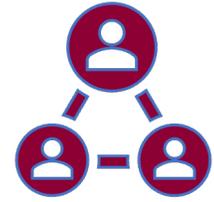
Hundley (2022) suggests five imperatives that can build a culture of assessment when enacted by leaders with a distributed leadership perspective. He further suggests that such leaders have integrated competencies such as "strategic thinker, resource aligner, information user, and relationship builder".

➢ <u>Who</u> are the leaders?

Hundley, S. P. (2019a). The leadership imperatives for assessment excellence: An overview. Assessment Update,   31(1), 3. doi:10.1002/au

Developmental Phases: Assessment Support Strategies

I: Volunteers only
Building assessment leaders though teaching and learning support offices working with individual faculty

II: Volun-tolds added
Building assessment leaders through academic affairs administration sponsored professional development and academic unit compliance

III: Culture of assessment
Sustaining assessment leadership through faculty-led regular practices

| ~2010 - 2018	2018 – 2025	2025 and beyond

Data informing documentation and analysis of support phases and impacts

Quality Initiative project
Coordinated Learning and Assessment Supports (CLAS)

Who are the Leaders
and how do they lead?
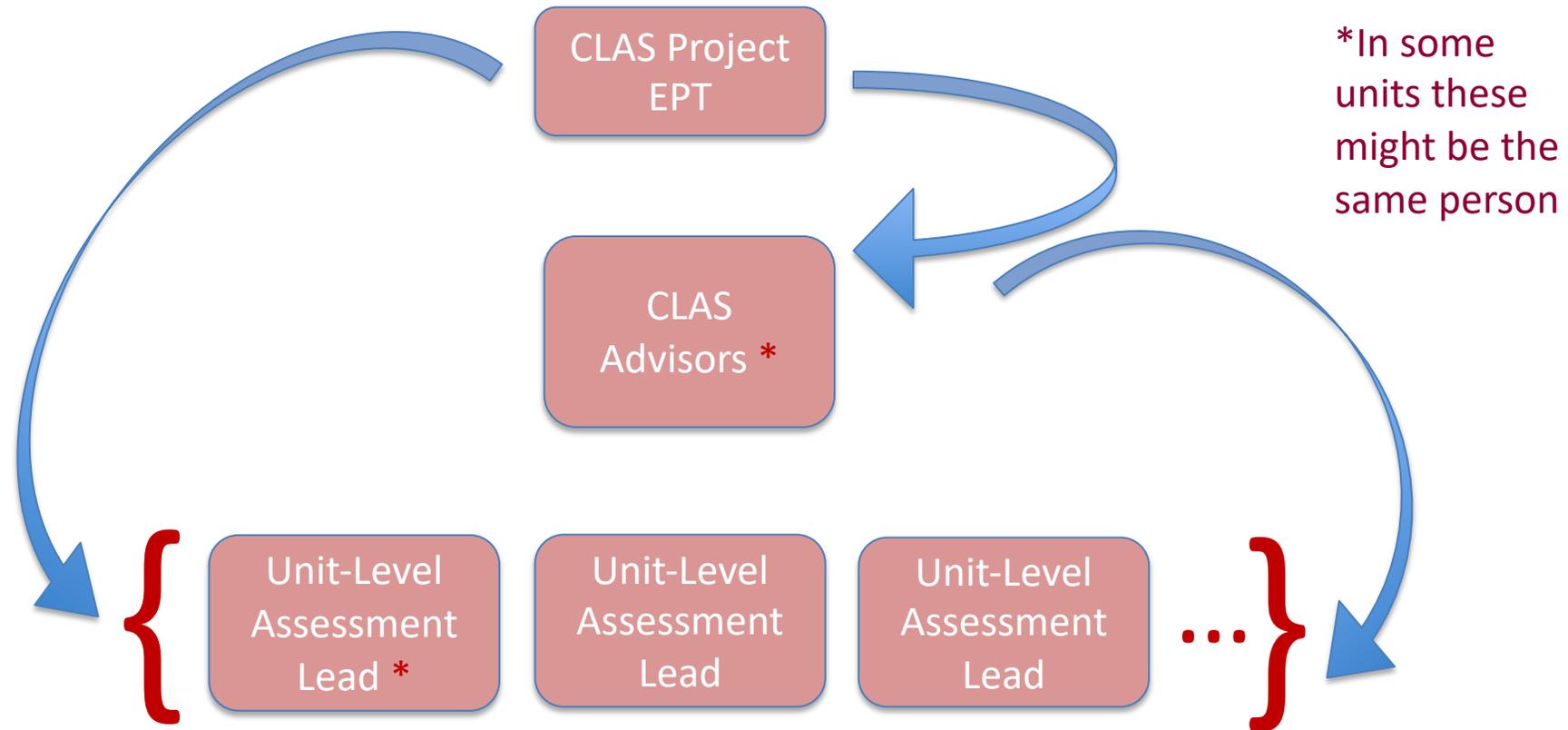
What is moving us to next Phase?

- Professional development on assessment practices

- Identified and developed 2 sets of "leaders"

- Co-development of assessment expectations

- Annual reporting with feedback and accountability

- Faculty assessment fellows

- Technology improvements

- Faculty review of annual assessment reports

- Institutional assessment synergies (e.g. Core, CELTS, Co-Curricular, etc.)

- Alignment with Academic Program Review

Inputs	Activities and Outputs 2019 - 2025					Short-term Outcomes	Long-term Outcomes
Expertise from individuals distributed across many units	*Kickoff CLAS Project* - *Set Advisors,* review needs analysis	Regular mtgs, collaborative planning	Outreach to academic unit assessment leads	Review of key initiatives around use of assessment	Recommend to Provost -optimizing and aligning assessment for continuous improvement	Provost commits to sustained assessment staffing: Asst Provost, Faculty Director and Fellows Increased percentage of units with designated assessment leaders	Strengthen within all units: -assessment expertise -recognition of the value of ongoing assessment to improve teaching and learning -quality of assessment practices seen integrated in APR process Improve in meaningful recognition for faculty work in assessment Enlarge and sustain network of educators collaborating on assessment and interdisciplinary pedagogy Improve unit's written PLOs Improve assessment implemented around PLOs
University mission supports strong pedagogy, experienced professional development centers in collaboration	Website designed and launched				Website sustained	Increased awareness of resources	
	Coordinate policy, practices, and resources	Set guidelines for PLOs	Workshops: -improving PLOs	Workshops: -curriculum mapping	Attendance at workshop -reach to all units	New workshops Rewritten PLOs Understanding of assessment practices and curriculum maps	
Expectations for annual reporting	Set plan for assessment report collection and communication process		Assessment report annual reports 2022	Refine reporting process Add assessment staffing	Assessment report annual reports 2023	Evidence of PLO assessments in all units	

About CLAS

The Coordinated Learning and Assessment Supports (CLAS) project is an Office of the Provost initiative to support continuous improvement of academic programs. This initiative is building assessment leadership at academic units through workshops, mentoring and connection to resources. **Learn More**

Focus in on 2019-2025

- Data informing our story

- Story themes
  - Change in support, structure, expectations, participation
  - Streamline and focus reporting and accountability
  - Leadership development
  - Outcomes so far
  - Partners and barriers across these themes

Change in support structures

2020-22

Within Academic Programs & Planning

- Assistant Provost for Assessment, Accreditation and Regulatory Compliance
- Some Administrative support

- HLC QI project
  - 7 Executive Planning Team

2022-present

… building on 2019-22 resources …

- Asst Provost
- Faculty Director for Assessment
- 2 Faculty Fellows for Assessment
- More administrative support

- Active HLC QI project
  - 23 QI Advisors
  - 42 Unit Assessment Leads

Change in reporting and accountability

DIFFERENT
EXPECTATIONS

ACCOUNTABILITY
STRUCTURES

REPORTING
FORMATS

FEEDBACK
PROCESSES

COMMUNICATIONS

CLAS

Coordinated Learning and Assessment Supports

ADVISOR: ADVISOR

Over the past year have you discussed assessment topics outside of a CLAS workshop with other CLAS Advisors?
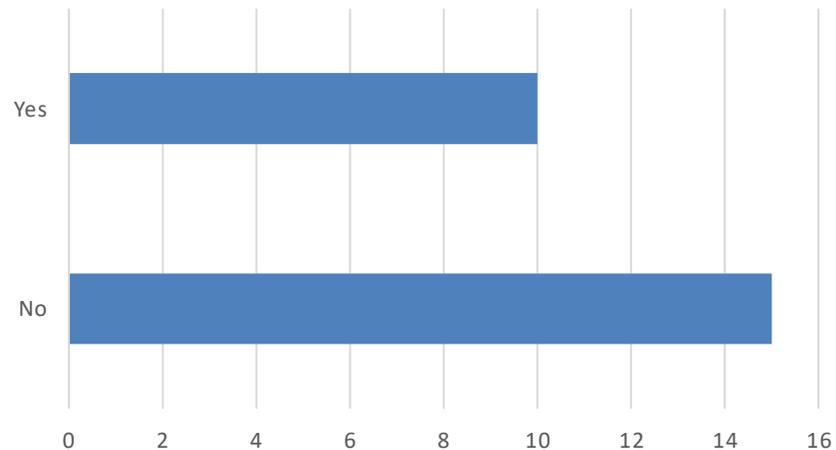
Which topics have you discussed?
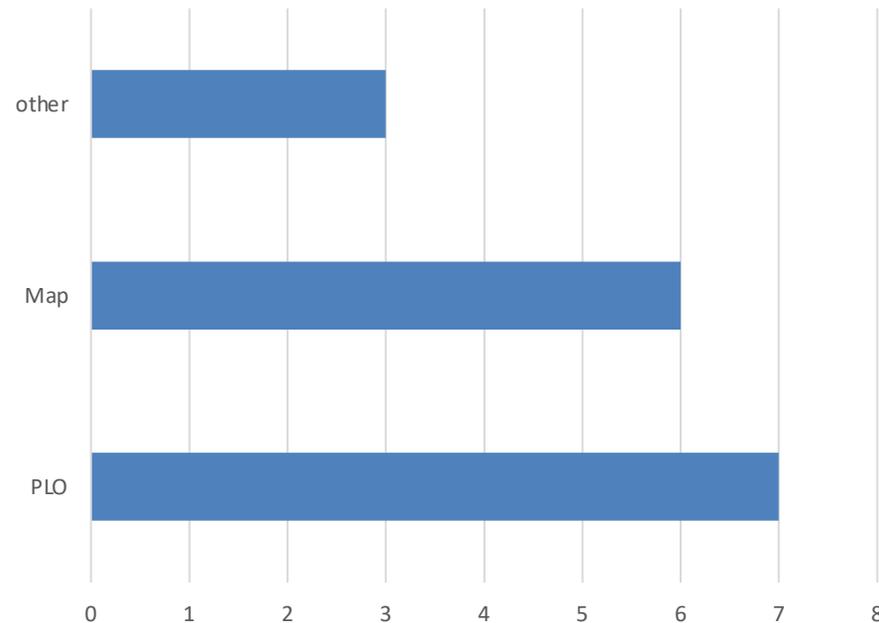
Other:
- differentiating graduate from undergraduate PLOs
- types of evaluation tools for assessment (student grades, instructors using a rubric, etc.)

ADVISOR: UAL

Over the past year have you discussed assessment topics outside of a CLAS workshop with other CLAS Unit Assessment Leads?
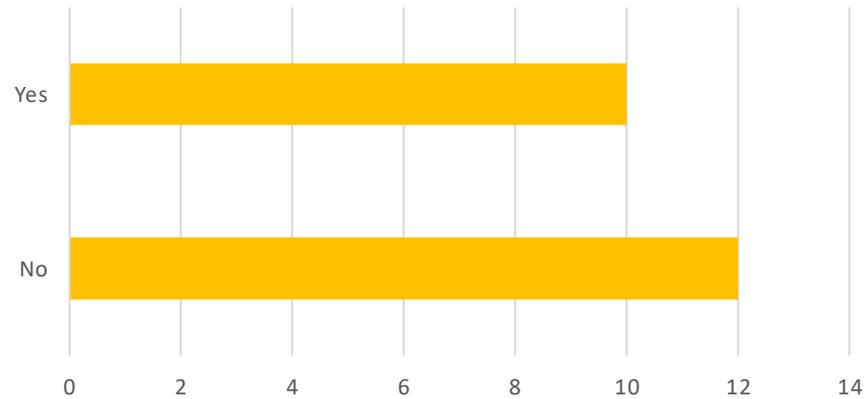
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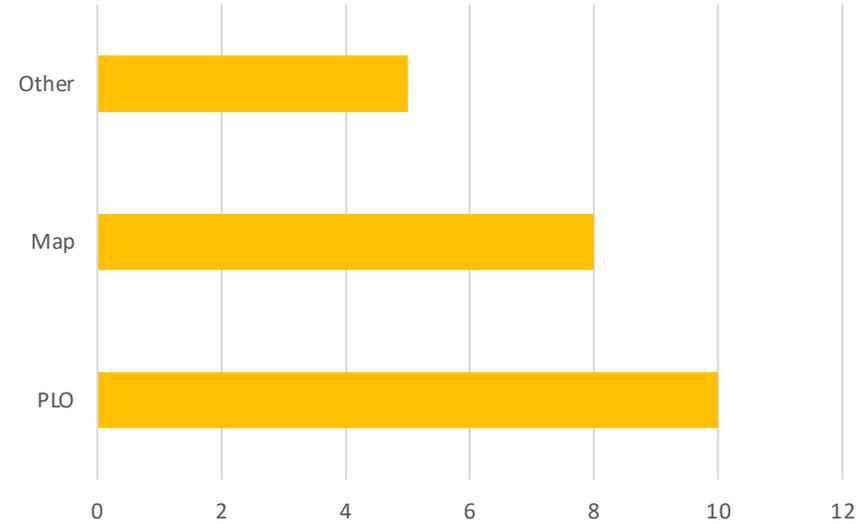
Other:
- Faculty engagement
- how to use assessment for continuous improvement
- We discuss results at the end of Fall and Spring semesters
- types of evaluation tools (rubrics, grades, etc.
- Assessment Tools and aligning assessment and advising. Stategic curricular planning.

Advisor Survey, cont'd

- How did you collaborate?
  - 10 in person; 6 zoom; 6 email; 1 other In the context of faculty and committee meetings

- What were the outputs of the collaboration?
  - 7 document sharing, 7 meetings, 7 revising outcomes, assessment, curriculum maps, rubrics; 3 developing new working relationships

Plans for future collaboration

- Possibly facilitating workshops
- Our ABET Student Outcome meetings are always set for the week after Fall and Spring finals week.
- Collaborations are occurring across programs in the school of nursing; nothing outside the school as of yet
- To be honest, it has been hard getting the ball rolling on this. Would love suggestions for engaging unit leads.
- Honestly my hands have been full with my internal APR
- No one has reached out to me for advice, etc. I don't have any collaboration plans with anyone outside of the CLAS EPC.
- I would like to connect with other CLAS advisors, our docket this past year was very full.
- I would love to get in touch with other units and engage with potential collaborations
- As part of the Health Sciences Campus I see future collaboration opportunities a distinct opportunity
- None planned
- none now

Reports and supports: outcomes so far

	2022 Annual Reports	2022-2023 Workshops	2023 Annual Reports
# annual reports shared	48	--	43
# academic units attended 2022-23 assessment workshops	--	37 of 39 (43 faculty)	--
# academic units sharing annual reports	27 of 39	--	35 of 39
# academic units not sharing annual reports	12 of 39	--	4 of 39
# annual reports written by faculty who attended 2022-23 assessment workshops	15 of 48	--	26 of 43
Reported uses of assessment listed in annual reports	Primarily to change assessment practices	--	See following Figure

Percent of academic programs making specific assessment informed changes -- as reported in AAA23 Reports

Bar chart showing percentages:
- Change course content: 41.7%
- Change course sequence(s): 5.6%
- Change frequency or scheduling of course offerings: 11.1%
- Change prerequisites: 2.8%
- Modify teaching techniques: 30.6%
- Improve use of technology: 5.6%
- Develop new courses: 27.8%
- Modify student learning outcomes: 38.9%
- Change evaluation process: 38.9%
- Change evaluation tools (e.g. rubrics): 36.1%
- Explore new artifacts of student learning: 44.4%
- Change data collection methods: 19.4%
- Other: 69.4%

"Other" responses

Through assessment, faculty are…

- Learning to improve how they articulate and assess student learning
  - Better sense of what university expects, what good PLOs /assessment can be

- Using findings to shape their courses and students' experience
  - Aligning course content to PLOs
  - Starting to think how course content and curriculum pattern impact learning
  - Starting to see ways to improve teaching to focus on key outcomes

Stepping back
Aligning how we see key drivers of improvement

Imperatives Hundley, 2022	Logic Model – Short-term Outcomes	What's moving us to next Phase
• Leaders must make assessment a priority.	• Provost commits to sustained assessment staffing: Asst Provost, Faculty Director and Fellows • Increased percentage of units with designated assessment leaders	• Alignment with Academic Program Review • Institutional assessment synergies (e.g. Core, CELTS, Co-Curricular, etc.)
• Leaders must attract and retain talent to support assessment.	• ?	• Capacity-building in assessment work (2 sets of leaders)
• Leaders must develop capacity for assessment.	• New workshops • Rewritten PLOs • Understanding of assessment practices and curriculum maps	• Professional development on assessment practices • Technology improvements • Faculty review of annual assessment reports
• Leaders must reward, recognize, and promote assessment.	• Evidence of PLO assessments in all units	• Faculty assessment fellows • Identified and developed 2 sets of "leaders"
• Leaders must sustain a culture supportive of assessment	• Website: Increased awareness/development of resources	• Co-development of assessment expectations • Annual reporting with feedback and accountability

Next steps

For us:

For you:

Where are you with the imperatives?

Is this a useful framework?

What are the predominant levers and barriers at your institution?
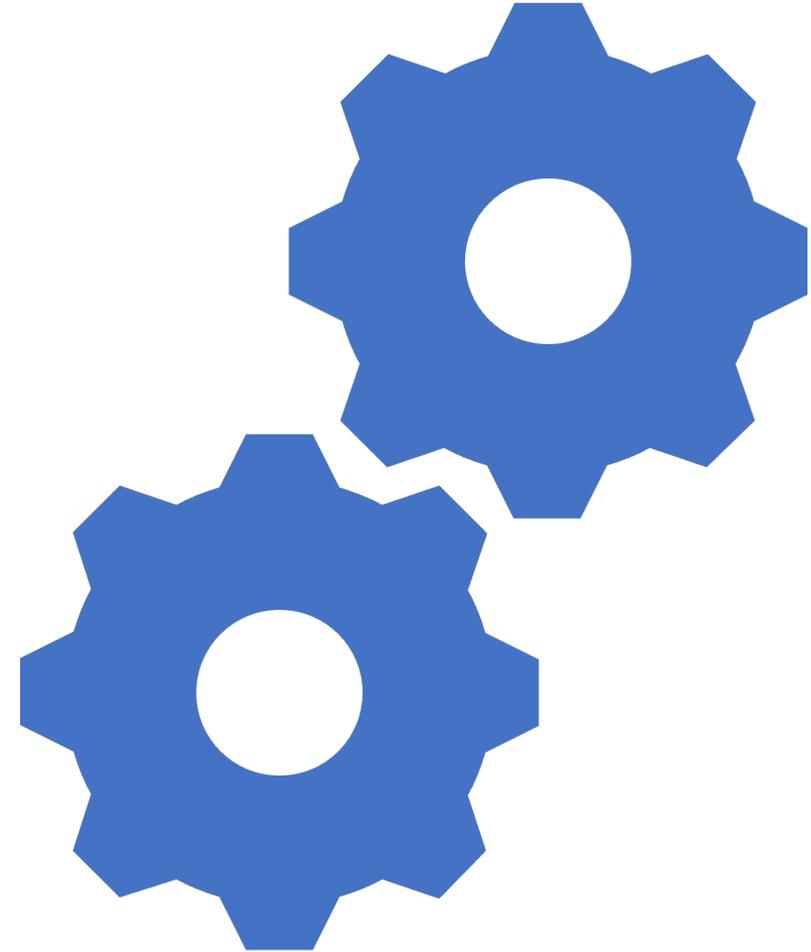
Exercise: foreseeing barriers and preplanning partners/strategies to navigate

Use the template provided to think about your own institution

Thank you!!

We are happy to hear from you!
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swenzel@luc.edu
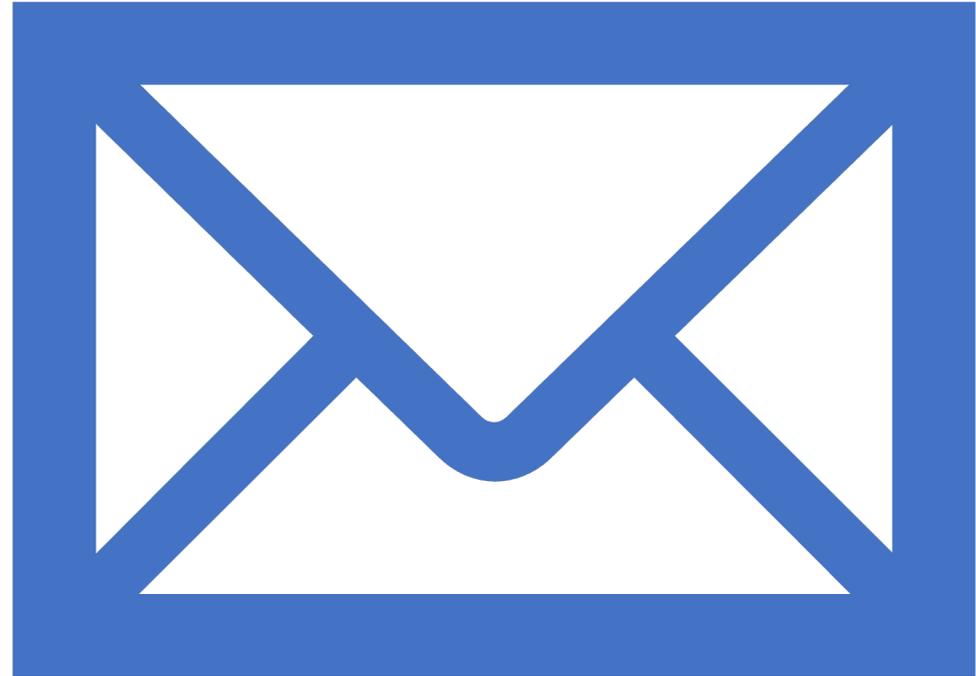
Building Assessment Leadership in Faculty:
Towards a sustainable culture and practice of assessment of student learning
Assessment Institute IUPUI 2023

TEMPLATE for thinking about your institution   *with prompts to consider*

_____

Leaders must make assessment a priority.   *Which leaders must buy in first?*
                                                                               How do they show it is a priority?

_____

Leaders must attract and retain talent to support assessment.   *How do you find those interested?*
                                                                           How do you develop the volun-told?

_____

Leaders must develop capacity for assessment.   *What are the first skills/knowledge?*
                                                                     How is information best shared
                                                                     at your campus?

_____

Leaders must reward, recognize, and promote assessment.   *How does assessment work 'count' in P & T?*
                                                                  Otherwise incentivized?

_____

Leaders must sustain a culture supportive of assessment.   *What positions/roles/policies are needed?*
                                                                 How are these made part of standard
                                                                 academic management?

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