

Faculty Assessment Update

FACULTY FORUM – SEPTEMBER 27, 2018

MARS HILL UNIVERSITY - OFFICE OF INSTITUTIONAL EFFECTIVENESS AND ASSESSMENT



Presentation Goals

- Provide a brief overview of assessment purposes
- Outline upcoming assessment activities
- Discuss artifacts/evidence collection, sampling, and data analysis

Purposes of Assessment

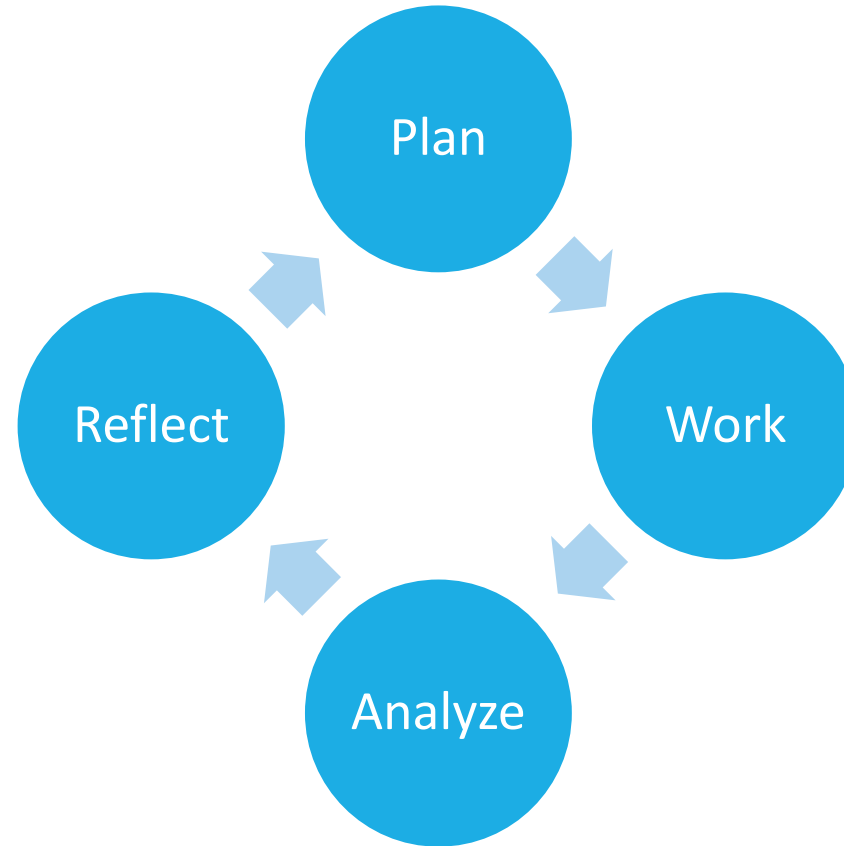
- Institutional assessment is **NOT**
 - a process to be feared
 - an evaluation of teaching
 - an infringement on academic freedom

Purposes of Assessment

Institutional assessment is

- a process for promoting equity for our students
- an opportunity to promote rigor and increased expectations
- an opportunity to provide better quality programs
- a chance to be more reflective and intentional about what we teach
- a time to understand our individual and collective impact on the institution

Assessment Cycle at MHU



Assessment Cycle at MHU

At MHU an assessment cycle runs a full calendar year, as we:

- PLAN in August
- ***WORK to collect evidence of student learning in September through April***
- ANALYZE data and report findings to the Assessment Committee in May
- REFLECT on what we learned from the prior year to plan for the upcoming year in August

Collecting Artifacts as Evidence: *Student Work Products*

- *As part of the institutional assessment process MHU uses student work products as evidence of learning (such as papers, exams, projects, journals, portfolios, pre/post tests)*
- *Students need to be informed that their work is being used for such purposes (more on this in a few slides 😊)*

The Assessment Cycle - Work

WORK - Accomplish Goals for September through April:

➤ Collect artifacts

- *Tip: This can be done throughout the year*

➤ Assess artifacts

- *Tip: Get together and assess artifacts at regular intervals to save time and reduce stress*

➤ Aggregate data

- *Tip: Course-level assessments can be analyzed individually or collectively to provide a snapshot of student performance*

Selecting Student Artifacts

Do: Identify the *best* artifact(s) to assess student performance for your SLOs

Don't: Select an artifact simply because it is convenient 😊

We want the analysis of our artifacts and data to give us the best possible information regarding our programs (or general education components)!

Selecting Student Artifacts

- If you have multiple sections of a course being offered in an academic year (or multiple courses meeting a gen ed perspective requirement), identify a “comparable” artifact that can be collected from all courses.
- Determine common parameters and expectations for the artifact.

Consider:

- In-class or out-of-class?
- Edited or draft?
- Length of time to complete?

Collecting Student Artifacts

- Collect the artifact from *all* students enrolled in the identified course(s) during the academic year.
- Count the total number of artifacts that you collected during this academic year. If this number is large (30+), you may want to consider assessing a representative sample of the artifacts (instead of every single artifact).

Sampling

What is Sampling?

- A representative group of student artifacts
- Presents a valid cross-section of student products in the program
- Should include an appropriate demonstration of program goals

Sampling

When do we sample?

- We use a sample when we have a large number of the “same” artifact to assess.

Sampling

Why might we get a large number of artifacts?

- Multiple sections of the same course being offered in an academic year
- Multiple courses being offered during an academic year which meet a General Education perspective requirement
- A course with a very large enrollment

Sampling Cautions

Avoid the following practices in assessment sampling:

- Selecting artifacts out of only a single course when multiple sections are being offered throughout the academic year
- Selecting the “best” artifacts from a given class
- Selecting artifacts out of convenience (only some classes, only traditional classes when there are AGS offerings of the class, etc.)

Sampling Cautions

If you choose to use sampling when assessing your artifacts, you **must** provide a rationale in your Part B report which includes:

- A detailed explanation of your process for sampling
- An explanation of how the sample is representative of your student population

Randomize selections from each course section

- *Tip: Number artifacts within the course and use a random number generator to select numbers*

Assessing Student Artifacts

How do we assess artifacts?

- We use a common AAC&U VALUE rubric in order to aggregate data and make comparisons.
- When possible, utilize multiple assessors.
- *Tip: This can be done with a group assessing each artifact together, or you can establish consistency between individual reviewers. If there is a large discrepancy between 2 reviewers, call in a 3rd reviewer.*

Analyzing Data

How do we analyze our data?

- Record rubric scores by row for each artifact into a spreadsheet.
- Calculate averages, count frequencies of scores
- Look for trends:
 - What areas are students scoring well on?
 - What areas are students consistently scoring low on?

Analyzing Data

Questions to Consider:

- As faculty teaching in this program (or gen ed area), how can we make changes in classroom instruction / course content / program curriculum to improve student performance in this area?
- What support is needed to make these changes?
- Were there any unusual circumstances this year that might have impacted our data (e.g., a faculty member on sabbatical)?

Student Work Products Statement

- *As discussed, students need to be informed that their work products are being collected as evidence of learning and used for institutional assessment purposes.*
- *A draft statement to be shared with students has been produced by the Assessment Committee.*
- *Once reviewed and approved the plan is to include the statement on all syllabi and in the Faculty Handbook.*

Draft

Student Work Products Statement

In compliance with accrediting bodies and in an effort to improve student learning, Mars Hill University annually assesses its courses and programs. As part of this effort, completed student work products (such as tests, written assignments, or presentations) may be collected and stored for internal University reviewers. Any personally identifiable information (such as the student's name) will be removed from his or her work prior to collection and storage by the course instructor.

Inquiries regarding this topic should be directed to the Mars Hill University Office of Institutional Effectiveness and Assessment.

Questions and Discussion
