



Sam Houston
State University

Promoting Faculty Engagement in Ongoing and Innovative Assessment Practices Through a Culture of Assessment

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First, a show of hands...

- ▶ How many of you are from:
 - Public Institution?
 - Private Institution?
 - 2-year College?
 - 4-year University?



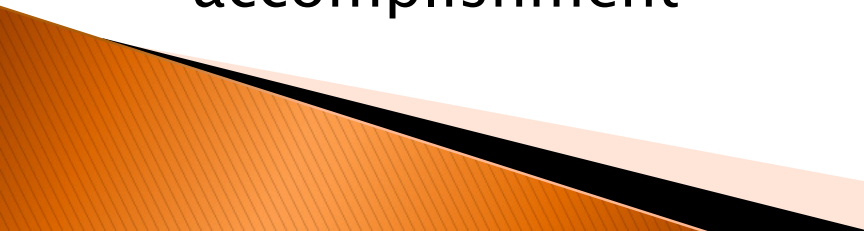
Institutional Profile

- ▶ 4-year, public university approximately 1-hour north of Houston, Texas
- ▶ Current enrollment of approximately 22,000 undergraduate and graduate students
 - 91 bachelor's degree programs, more than
 - 57 master's degree programs, and
 - 10 doctoral programs
- ▶ Classified by the Carnegie Commission on Higher Education as a “Doctoral Research University” and a “Community Engaged” University

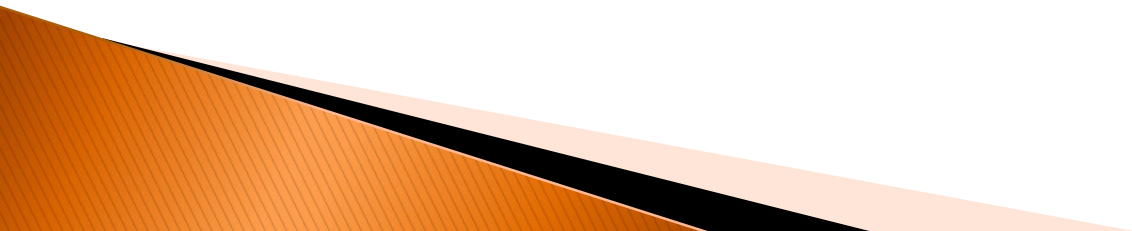
2019 Excellence in Assessment Designee



2019 Excellence in Assessment Designation

- ▶ Co-sponsored by:
 - Voluntary System of Accountability (VSA),
 - National Institute for Learning Outcomes Assessment (NILOA)
 - Association of American Colleges and Universities (AAC&U)
 - ▶ Recognizes institutions that are successfully:
 - Integrating assessment practices throughout the institution
 - Providing evidence of student learning outcomes
 - Using assessment results to guide institutional decision-making and improve student performance
 - ▶ Focus is on processes and uses of assessment data, rather than on student performance or accomplishment
- 

2019 Excellence in Assessment Designation

- ▶ SHSU was one of seven institutions recognized in 2019.
 - ▶ SHSU was one of twenty–seven total institutions awarded since 2016.
 - ▶ SHSU is the FIRST Texas institution to be recognized.
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Check the Boxes vs. Meaningful Engagement

- ▶ “Check the boxes” approach

- Focus is on compliance

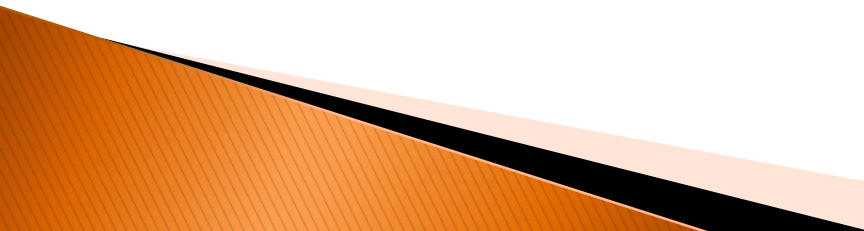


- ▶ Meaningful engagement approach

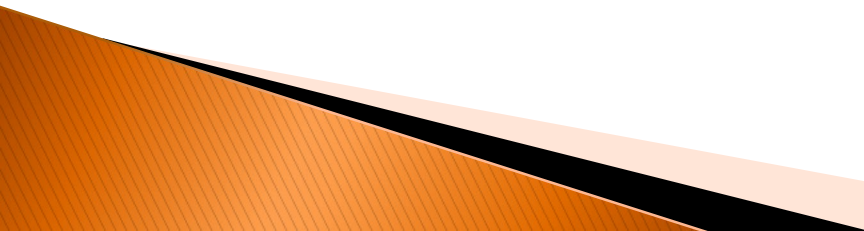
- Focus is on best practices for continuous improvement

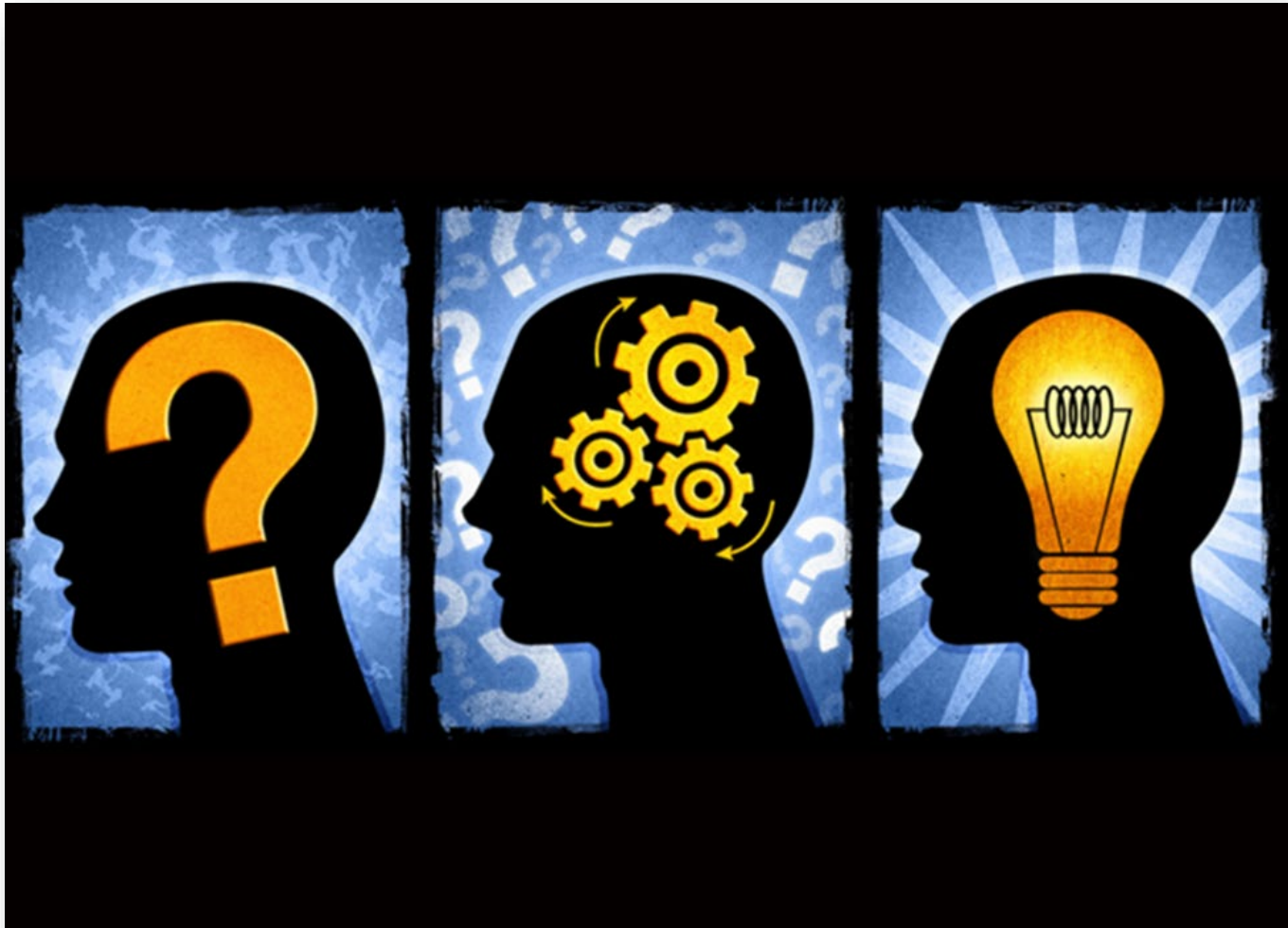


Theoretical Approaches to Promoting Good Assessment

- ▶ Promoting an Improvement Mindset vs. a Compliance Mindset
 - ▶ Approaching Assessment as an Action Research Activity
 - ▶ Promoting the Scholarship of Teaching, Learning, and Assessment
- 

What We Do

- ▶ Promote Assessment Best Practices and Resources
 - Website
 - Assessment Resources
 - Bi-Weekly Email/Newsletter
 - Training Sessions
 - Brown Bag Lunch Sessions
 - Individualized Assistance
 - Meta-Assessment
 - ▶ Promote the Scholarship of Assessment at SHSU and Beyond
 - Assessment-Related Conference Presentations
 - Assessment-Related Publications
 - Assessment Mini-Grants
 - ▶ Promote Quality and Transparent General Education Assessment
 - Facilitating General Education/Core Learning Objective Projects
 - Creating General Education/Core Learning Reports
- 



E-Resources

Website

<https://www.shsu.edu/dept/academic-planning-and-assessment/>

Sam Houston State University

Apply Visit Request Info Give to SHSU

Campus Tools Fast Links

Getting Started Majors & Programs Admissions Campus Life & Culture Services & Resources Athletics About SHSU

ACADEMIC PLANNING AND ASSESSMENT

HOME / DEPARTMENTS / ACADEMIC PLANNING AND ASSESSMENT

Academic Planning and Assessment

- Home
- About Us
- Accreditation
- Assessment
- Assessment Overview
- CampusLabs
- Core Curriculum Projects
- Core Assessment Results
- Assessment Resources
- Assessment Mini-Grants

Welcome

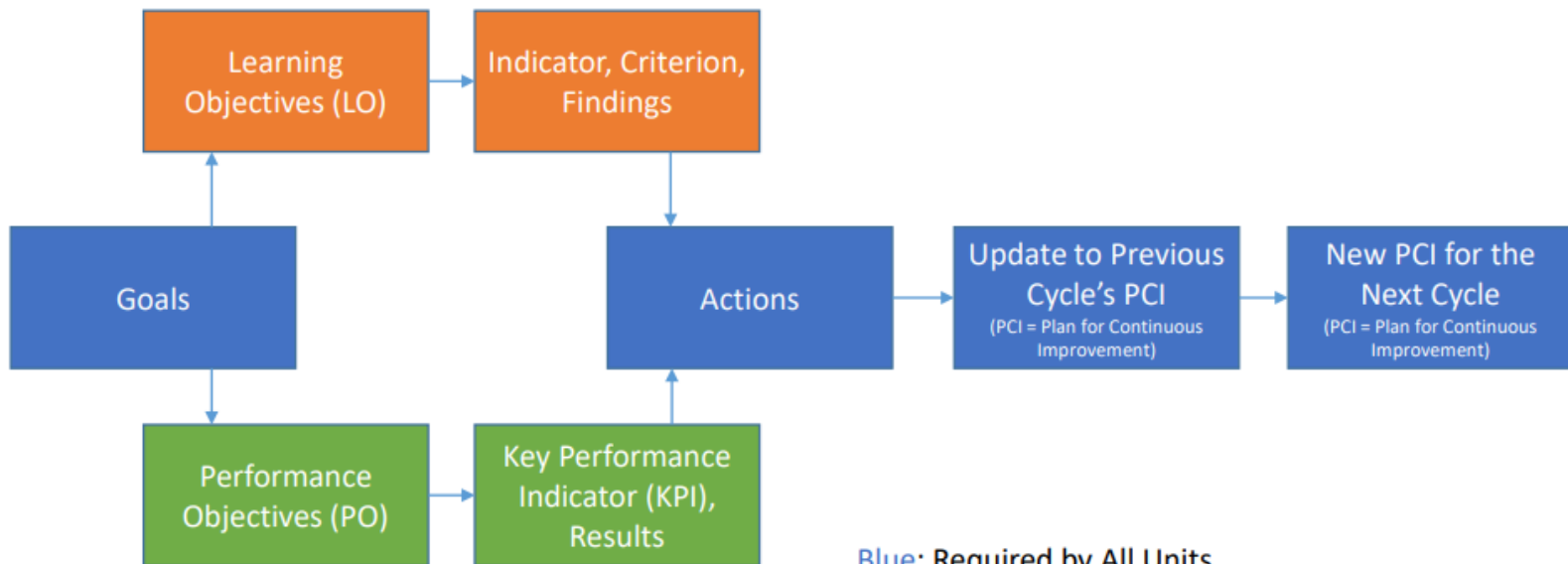
Sam Houston State University is committed to the continuous improvement of its programs and services. To this

Assessment Resources

- ▶ YouTube Videos
- ▶ Assessment Resource Documents
- ▶ Training Schedules
- ▶ Past Conference Presentations



Assessment Plan Elements



Blue: Required by All Units

Orange: Required by Degree Programs, and Optional for Academic Support, Student Support, and Administrative Support Units

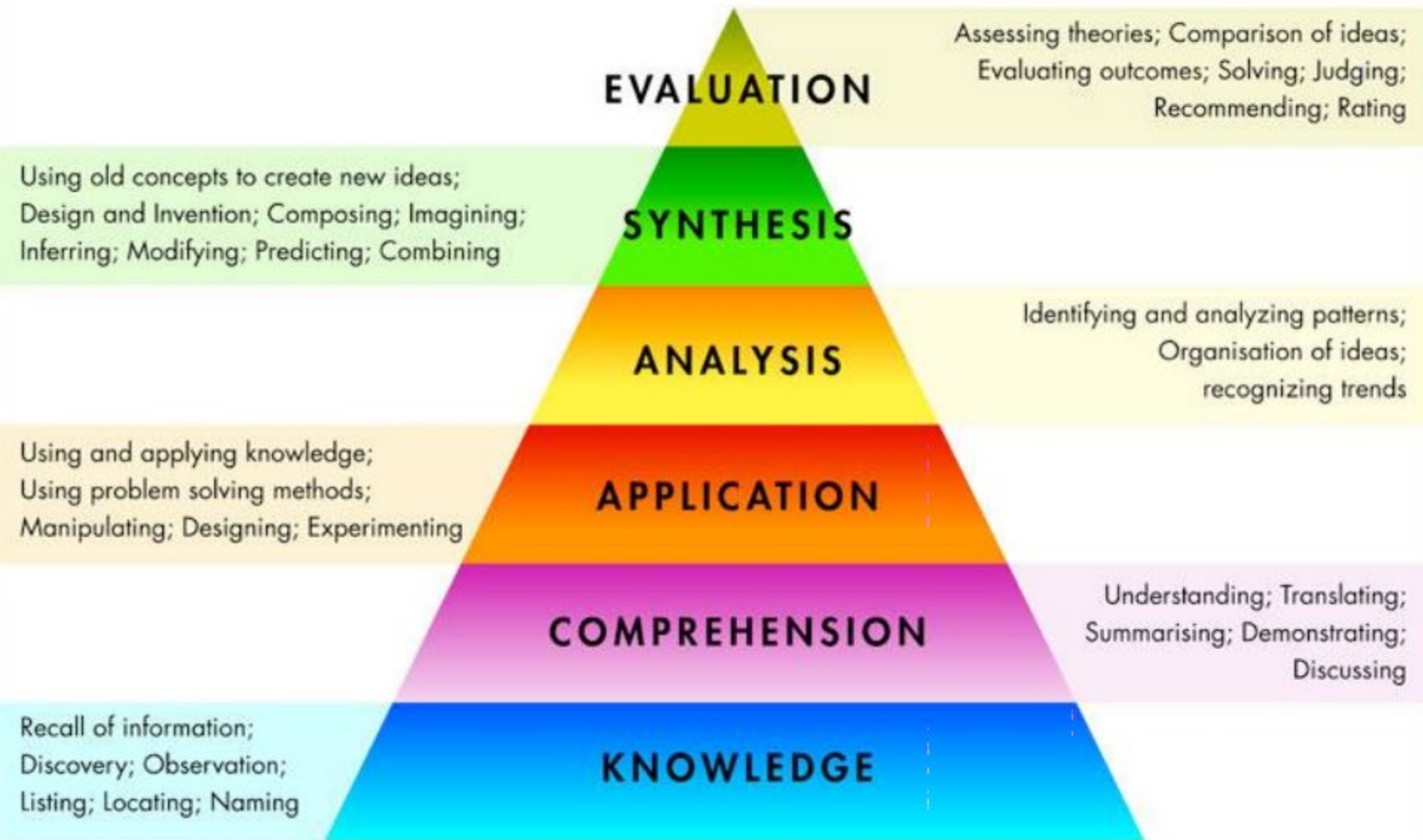
Green: Required by Academic Support, Student Support, and Administrative Support Units, and Optional for Degree Programs

Action Verbs for Assessment Planning

LOWER ORDER TO HIGHER ORDER THINKING

KNOWLEDGE				
List	Name	Recall	Record	Relate
Repeat	State	Tell	Underline	
COMPREHENSION				
Compare	Describe	Discuss	Explain	Express
Identify	Recognize	Restate	Tell	Translate
APPLICATION				
Apply	Complete	Construct	Demonstrate	Dramatize
Employ	Illustrate	Interpret	Operate	Practice
Schedule	Sketch	Use		
ANALYSIS				
Analyze	Appraise	Categorize	Compare	Contrast
Debate	Diagram	Differentiate	Distinguish	Examine
Experiment	Inspect	Inventory	Question	Test
SYNTHESIS				
Arrange	Assemble	Collect	Combine	Comply
Compose	Construct	Create	Design	Devise
Formulate	Manage	Organize	Plan	Prepare
Propose	Setup			
EVALUATION				
Appraise	Argue	Assess	Choose	Compare
Conclude	Estimate	Evaluate	Interpret	Judge

B L O O M S T A X O N O M Y



Bi-Weekly Email

- ▶ ***NEW*** for Fall 2019
- ▶ Email to all faculty and staff involved with assessment



Outreach

CampusLabs Training – Assessment Software

- ▶ Formal training session on utilization of SHSU's Assessment Management Software

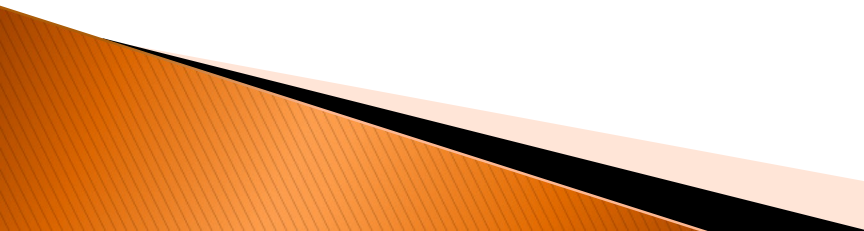


Individualized Assistance

- ▶ One-on-one or small group CampusLabs Training
- ▶ Assessment Plan Coaching in person or by phone



Presentations and Workshops

- ▶ **Assessment Overview**
 - Purpose of Assessment
 - Best Practices
 - Definitions and Examples of Assessment Plan Items
 - ▶ **Curriculum Mapping**
 - Mapping learning outcomes to the curriculum
 - Develop an assessment plan based on that matrix
 - ▶ **Collaborative workshop coming soon!**
- 

Brown Bag Lunches

- ▶ Informal gathering and discussion of assessment related topics over lunch
- ▶ Focus on a broad range of topics



Other Activities

Meta-Assessment



- ▶ Formal evaluation of Unit-level assessment plans
- ▶ Detailed, four-point rubric
- ▶ Helps to define WHAT the qualities of good assessment are
- ▶ Participation from all academic colleges

Meta-Assessment Rubric for Evaluating Annual Assessment Plans

Program/Unit Name: _____

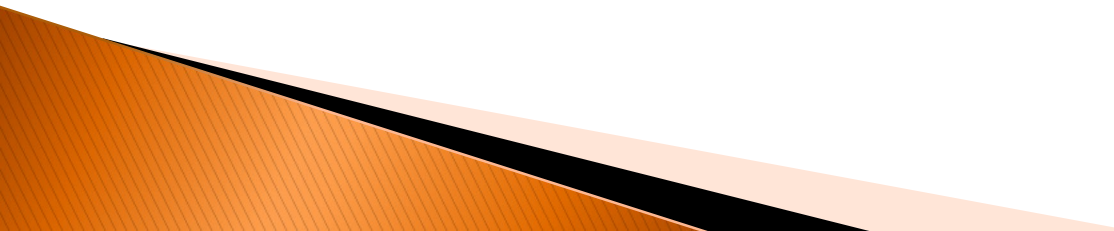
Assessment Cycle: _____

Overall, this plan is:	<input type="radio"/> <i>Developing</i>	<input type="radio"/> <i>Minimally Compliant</i>	<input type="radio"/> <i>Good</i>	<input type="radio"/> <i>Exemplary</i>
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Goals: Broadly stated intentions, aspirations, or ambitions. Goals need not be directly measurable.

<input type="radio"/> Developing	<input type="radio"/> Minimally Compliant	<input type="radio"/> Good	<input type="radio"/> Exemplary
<input type="checkbox"/> None entered; <u>or</u> <input type="checkbox"/> So vague or incomplete that it's unclear what is to be accomplished	<input type="checkbox"/> At least one entered <input type="checkbox"/> At least one provides enough detail to see how the Goal relates to the purpose of the unit	<input type="checkbox"/> More than one entered, <u>BUT</u> don't address the full purpose of the unit <input type="checkbox"/> Provide enough detail to see how the Goals generally relate to the purpose of the unit	<input type="checkbox"/> More than one entered, <u>AND</u> address the full purpose of the unit <input type="checkbox"/> Clearly articulate how the Goals relate to the purpose of the unit <input type="checkbox"/> Supporting documents provided, when appropriate

Notes:



Assessment Mini-Grant Program

- ▶ Assist with Assessment-related activities
- ▶ Funding for 15 grants of up to \$1,000 each academic year
- ▶ 52 total grants awarded since 2014-2015
- ▶ A total of \$53,142 awarded to-date



General Education/Core Objective Assessment Projects

- ▶ Evaluate student attainment of general education/core learning objectives
 - Facilitate major, University-wide assessments
 - Assessment of Written Communication (AWC)
 - Critical Thinking Assessment Test (CAT)
 - Teamwork Self-Reflection Instrument (TSRI)
 - National Survey of Student Engagement (NSSE)
 - Facilitate Program/Course-level general education assessments
 - American/Texas Government Course Assessment
 - Critical Thinking Course Assessment
 - Contemporary Moral Issues Course Assessment

General Education/Core Objective Assessment Reporting

- ▶ Complete and distribute reports from General Education/Core Assessment projects
- ▶ Complete necessary reporting for external agencies
 - Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)
 - Texas Higher Education Coordinating Board (THECB)

Promote Transparency

- ▶ Core Curriculum Results
- ▶ Access to assessment plans
- ▶ Build Trust

The single most important ingredient in the recipe for success is transparency because transparency builds trust.

Denise Morrison

“Transparency is reporting the results, no matter what they are. All results are meaningful.”

—Seema D Bhatt
President,
JJ SciMed Comm, Inc.

Herding Cats

or tales from a never ending journey to better communication.



@kylejohnston





PLEASE FILL OUT OUR SURVEY

Questions?



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