

**Triton College Workshop:**  
***Integrate, Innovate, and Celebrate: Incorporating  
Assessment and Improvement into the "Day Job"***

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**Stephen P. Hundley, Ph.D.**

**Assessment Institute in Indianapolis, IUPUI**

**As you join us, please use the Chat pane to type your name and one thing you learned/were reminded of from previous workshop (if attended).**



# Welcome and Introductions (Both)

- Participant introductions
  - Please use the Chat pane to type your name and one thing you learned/were reminded of from previous workshop (if attended)
- Workshop facilitator introductions
  - Cori Renguette and Stephen Hundley from the Assessment Institute in Indianapolis
- Workshop materials, including note taking handout and other resources
  - <https://assessmentinstitute.iupui.edu/events/triton.html>



# Learning Outcomes (Cori)

- I. Explain how assessment and improvement are components of a larger teaching, learning, and student success strategy
- II. Develop approaches to use assessment and improvement in various learning contexts
- III. Identify ways to use assessment findings to drive continuous improvements of learning experiences and other instructional services



# Workshop Agenda (Cori)

- Introductions, Learning Outcomes, and Agenda: 5 minutes
- Remarks from Triton Leadership 10 minutes (15 minutes)
- Presentation: 30 minutes (*45 minutes*)
- Break: 10 minutes (*55 minutes*)
- Small Group Discussion using the Discussion Framework and Reporting Template: 30 minutes (*85 minutes*)
- Report-outs and Large Group Discussion: 25 minutes (*110 minutes*)
- Individual Action Planning, Wrap-up, and Adjournment: 10 minutes (*120 minutes*)



# Remarks from Triton Leadership



# Context for Assessment and Improvement Work in Higher Education (Stephen)

- We ***exist in a dynamic, complex higher education landscape*** of institutional types with distinct missions, histories, cultures, structures, and resources
- We ***offer an impressive array of academic programs*** increasingly organized and delivered in interdisciplinary, experiential, and technology influenced contexts
- We ***attract and serve diverse constituencies***, including those historically underserved and –resourced higher education institutions
- We ***operate in a challenging environment*** faced with cries for racial justice, pandemic-related recovery, increased competition, resource constraints, a looming enrollment cliff, and a sometimes-skeptical public questioning our value



# **Five Enduring Higher Education Assessment Issues**



# Enduring Assessment Issue #1 (Cori)

The importance of *student learning outcomes to guide educational aims and purposes*, including establishing goals for student learning at the institution-, program-, course-, and assignment-levels, along with comparable goals in the co-curriculum.



## Enduring Assessment Issue #2 (Stephen)

A recognition of, and appreciation for, *the various contexts and experiences in which student learning occurs throughout the collegiate enterprise*, all involving an array of faculty, staff, external partners, and students themselves.



# Enduring Assessment Issue #3 (Cori)

Use of *a variety of instructional and assessment methods and approaches to promote and determine student achievement of learning outcomes*, thereby honoring disciplinary ways of knowing and embracing diverse ways of learning.



## Enduring Assessment Issue #4 (Stephen)

The need for *coupling ongoing professional development with rewards and recognition* to develop capacity for this work, foster buy-in from faculty and staff, and sustain efforts over time.



# Enduring Assessment Issue #5 (Cori)

Establishing *processes to document student learning and communicate institutional effectiveness to various internal and external stakeholders* in ways that are meaningful for, and valued by, specific audiences.



# Five Emerging Higher Education Assessment Opportunities



# Emerging Assessment Opportunity #1 (Cori)

A greater focus on *learning systems alignment and integration*, in which learning architects become intentional in the ways learning gets constructed within courses and programs, across the institution, and through inter-institutional collaborations.



# Emerging Assessment Opportunity #2 (Stephen)

An increased *emphasis on equity, quality, and scalability in educationally purposeful interventions*, including through such high impact practices as undergraduate research, service learning, electronic portfolios, and global learning.



# Emerging Assessment Opportunity #3 (Cori)

Continued efforts to *promote diversity, equity, and inclusion* through culturally responsive instruction and assessment and by disaggregating data to enhance our understanding of student interest in, access to, and outcomes from learning experiences.



# Emerging Assessment Opportunity #4 (Stephen)

An emphasis on *providing for students agency in their learning* by honoring their backgrounds and lived experiences and through their greater involvement in co-creating the learning process with designers of learning.

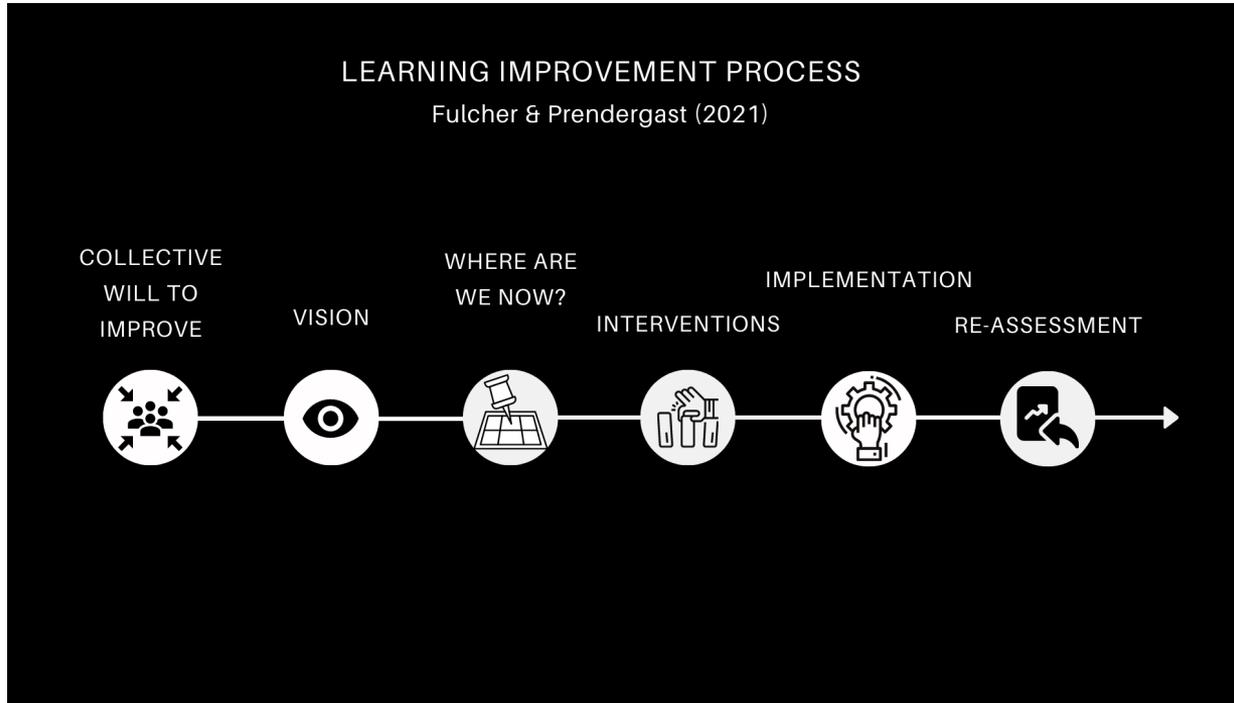


# Emerging Assessment Opportunity #5 (Cori)

The need for us to *improve student learning at scale*, in which we move beyond often isolated, fragmented, and incremental changes to create sustained cultures of transformative improvement on our campuses—and, indeed, across the entire higher education sector.



# Strategies to Incorporate Assessment and Improvement into the “Day Job” (Stephen)



# Strategies to Incorporate Assessment and Improvement into the “Day Job” (Cori)

- Promote ***student learning and success*** in our individual and collective spheres of influence
- Construct ***supportive environments*** aimed at producing holistic graduates prepared to thrive and adapt in ever-changing futures
- Use ***evidence-informed interventions and innovations*** throughout the collegiate experience to foster learning and development within and for our students
- Sustain this work through ***institutional cultures relentlessly focused on continuously improving***—at scale—the varying conditions, resources, and experiences for student learning to occur



# Join us for this year's Assessment Institute (Both)

- Assessment Institute is the oldest and largest U.S. higher education event focused on assessment and improvement
- We will offer a **virtual engagement** and provide **complimentary registration** to members of the higher education community
- 250+ unique educational sessions covering a range of trends, topics, and themes
- Sunday, October 24 – Wednesday, October 27, 2021
- Learn more and register: [assessmentinstitute.iupui.edu](https://assessmentinstitute.iupui.edu)



# Preview of Group Discussion Questions

1. Which enduring assessment issue is most meaningful to you? Why?
2. Which emerging assessment opportunity excites you the most? Why?
3. How do you incorporate assessment and improvement into your “day job” at Triton? What are strengths in doing so? What challenges remain?

**Break (10 minutes)**



# Small Group Discussion using the Discussion Framework and Reporting Template

- Random group assignment
- Use the *Discussion Framework* for instructions, including selecting a timekeeper, scribe, and spokesperson
- Record answers on the *Reporting Template* to:
  - Prepare a brief (3-5 minute) oral summary of key points from group discussion
  - Share with other workshop participants as a summary resource



# Report-outs and Large Group Discussion

- Oral summary of key points from group discussion
- Reactions / large group discussion / Q&A



# Individual Action Planning, Wrap-up, and Adjournment

- Refer to *Note Taking Handout* to capture main points and action items from this workshop: start doing, stop doing, continue doing, and consider doing
- Final thoughts and next steps
- Contact information
  - Cori Renguette: [crenguet@iupui.edu](mailto:crenguet@iupui.edu); 317-274-0018
  - Stephen Hundley: [shundley@iupui.edu](mailto:shundley@iupui.edu); 317-274-2876
  - Website: [assessmentinstitute.iupui.edu](http://assessmentinstitute.iupui.edu)



# Remarks from Krysti Reece

