Grand Challenges Facing Assessment Practitioners: The Third Millennium

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Plan for Today

- The Power of Grand Challenges to Drive Progress
- The Process to Identify Grand Challenges for the Assessment Field
- Broadly Supported Grand Challenges for Assessment in Higher Education
- Beginning the Work of National Strategic Planning
The Value

Broad commitment to a grand challenge can:
- Unify and focus efforts
- Support continuous improvement
- Attract public support
Identifying Grand Challenges: The Process

- Identified four characteristics of a Grand Challenge
- Used recent published literature to identify Grand Challenges (10)
- Distributed a survey broadly – newsletters, listservs, emails, etc.
- 230 individuals responded
Top Four Grand Challenges

1. Use assessment findings to increase equity
2. Use assessment findings to direct immediate pedagogical improvements
3. Produce visible and actionable assessment findings that drive innovation
4. Examine changes in institutional effectiveness (including student learning) over time
Supporting Challenges

**Increase equity**
- Disaggregate data to include important student characteristics.

**Immediate pedagogical improvements**
- Involve students in authentic self-evaluation of their own learning.

**Visible and actionable findings that drive innovation**
- Communicate relevant, timely and contextualized information about student learning to stakeholders.
- Use assessment findings to inform budgetary initiatives.

**Examine changes over time**
- Leverage technology to analyze massive data sets within and across institutions.
- Use ePortfolios to capture students’ learning over the entire span of their education.
Current Efforts

Initiation Team
Karen Singer-Freeman, UNC Charlotte
Christine Robinson, UNC Charlotte
Gavin Henning, Past-President, CAS
Jeremy Penn, Past-President, AALHE
Jane Marie Souza, President, AALHE

Endorsements
- American College Personnel Association (ACPA)
- Association for the Assessment of Learning in Higher Education (AALHE)
- Association for Institutional Research (AIR)
- Council for the Advancement of Standards in Higher Education (CAS)
- IUPUI Assessment Institute
- NASPA, Student Affairs Administrators in Higher Education (NASPA)
- National Institute for Learning Outcomes Assessment (NILOA)
- Student Affairs Assessment Leaders (SAAL)
Organizational Structure

- Project Initiation Team
- Leadership Team
- Sponsors
- Working Group 1
- Working Group 2
- Working Group 3
- Working Group 4
## Proposed Timeline

<table>
<thead>
<tr>
<th>Actions</th>
<th>Target Date</th>
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<tbody>
<tr>
<td><strong>Leadership Team</strong> sets operations and expectations</td>
<td>January 2020</td>
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<tr>
<td><strong>Workgroups</strong> draft white papers</td>
<td>June 2020</td>
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<tr>
<td><strong>Workgroups</strong> draft strategic plans</td>
<td>October 2020</td>
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<tr>
<td><strong>Leadership Team</strong> reviews plans and identifies funding sources and partners</td>
<td>March 2021</td>
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<tr>
<td><strong>Workgroups</strong> begin implementation of revised strategic plans</td>
<td>June 2021</td>
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Pick a Challenge You Find Compelling

Team members to discuss and record the following:

1. What steps could be taken nationally to address this challenge?
2. How would these national steps lead to local action?
3. Who would need to be involved nationally and locally?
4. What resources would be needed nationally and locally?
5. What are the expected deliverables nationally and locally?
Gallery Walk

Take a group of post-it notes and a pen.

SILENTLY, move around the room to each poster, reviewing your colleagues’ responses.

Use the post-it notes to make comments, suggestions for implementation, or ask clarifying questions on the chart paper.

Try to review/visit as many charts as possible.

The goal is to provide ideas/actionable feedback to colleagues.
Questions