



Leveraging Meta-Assessment to Improve Faculty Engagement

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BEFORE WE BEGIN, PLEASE TEXT **adler2018** TO **37607** TO PARTICIPATE IN A FEW LIVE POLLS

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- 1
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- 1
- 2

Goals for Today



- Introduction to Adler University
- SLOAP Reengineering Project
- Action / Training Plan
- Faculty Engagement
- Lessons Learned
- Looking Ahead

About Adler University



- Private, not-for-profit graduate school based in Chicago
- 3 campuses: Chicago, Vancouver, Online
- 31 active academic programs:
 - 6 doctoral
 - 23 masters
 - 2 certificates
- ~1,500 FTE students
- ~200 full-time staff and faculty



What type of institution do you come from?

Community, Junior, or Vocational **A**

Baccalaureate **B**

Graduate or Professional **C**

Tribal **D**

Other **E**

Total Results: 0

In one word, what do you think of when you hear "meta-assessment"?

Student Learning Outcomes Assessment Program



- Established in 2003 under the Office of Academic Affairs in Chicago
- By 2016, it was time for a review of our assessment practices across the University.

2016 – 17 Excellence Goal for Academic Affairs:

“Reengineer the Student Learning Outcome Assessment Program (SLOAP) conceptual framework, process, timeline, faculty training needs, and report structure across the University for President and Board review in August 2017.”

SLOAP Reengineering Project



Participants

- Academic leadership for each academic program across all three campuses
- Senior Manager of Institutional Assessment
- Department of Educational Design & Innovation

Methodology

- Interviews
- Documentation & Data Review
- Meta-Assessment Rubric

Meta-Assessment Rubric



Seven Domains of Program Level Assessment:	Status of Student Learning Outcomes (SLOs)
	Alignment of SLOs / Curriculum Mapping
	Assessment Methods
	Assessment Results
	Closing the Loop
	Cycles and Timelines
	Faculty Engagement & Training

Meta-Assessment Rubric



Status of Student Learning Outcomes (SLOs)

Alignment of SLOs / Curriculum Mapping

Assessment Methods

Assessment Results

Closing the Loop

Cycles and Timelines

Faculty Engagement & Training

SLOs refer to faculty expectations of their graduates. What are the knowledge, skills, and abilities graduates of the program are expected to exhibit? Articulated as SMART goals.

Meta-Assessment Rubric



Status of Student Learning Outcomes (SLOs)

Alignment of SLOs / Curriculum Mapping:

Assessment Methods

Assessment Results

Closing the Loop

Cycles and Timelines

Faculty Engagement & Training

Programs must demonstrate alignment of SLOs throughout the curriculum. Each SLO should be introduced, reinforced, and mastered.

Meta-Assessment Rubric



Status of Student Learning Outcomes (SLOs)

Alignment of SLOs / Curriculum Mapping

Assessment Methods:

Assessment Results

Closing the Loop

Cycles and Timelines

Faculty Engagement & Training

How will each SLO be assessed? What tools will be used? (Tools include rubrics, student evaluations, practicum evaluations, seminar evaluations, etc.)

Meta-Assessment Rubric



Status of Student Learning Outcomes (SLOs)

Alignment of SLOs / Curriculum Mapping

Assessment Methods

Assessment Results:

Closing the Loop

Cycles and Timelines

Faculty Engagement & Training

What is the extent to which evidence exists to measure student progress toward meeting expectations? Did all faculty, core and adjunct, participate in producing evidence for evaluation?

Meta-Assessment Rubric



Status of Student Learning Outcomes (SLOs)

Alignment of SLOs / Curriculum Mapping

Assessment Methods

Assessment Results

Closing the Loop:

Cycles and Timelines

Faculty Engagement & Training

Assessment results are clearly used to inform continuous improvement of the program to benefit student learning.

Meta-Assessment Rubric



Status of Student Learning Outcomes (SLOs)

Alignment of SLOs / Curriculum Mapping

Assessment Methods

Assessment Results

Closing the Loop

Cycles and Timelines:

Faculty Engagement & Training

The program has a cycle of assessment that meets institutional expectations and accreditor requirements for reporting and continuous improvement.

Meta-Assessment Rubric



Status of Student Learning Outcomes (SLOs)

Alignment of SLOs / Curriculum Mapping

Assessment Methods

Assessment Results

Closing the Loop

Cycles and Timelines

Faculty Engagement & Training:

Faculty understand the value and purpose of assessment. Faculty are involved in data analysis and action planning.

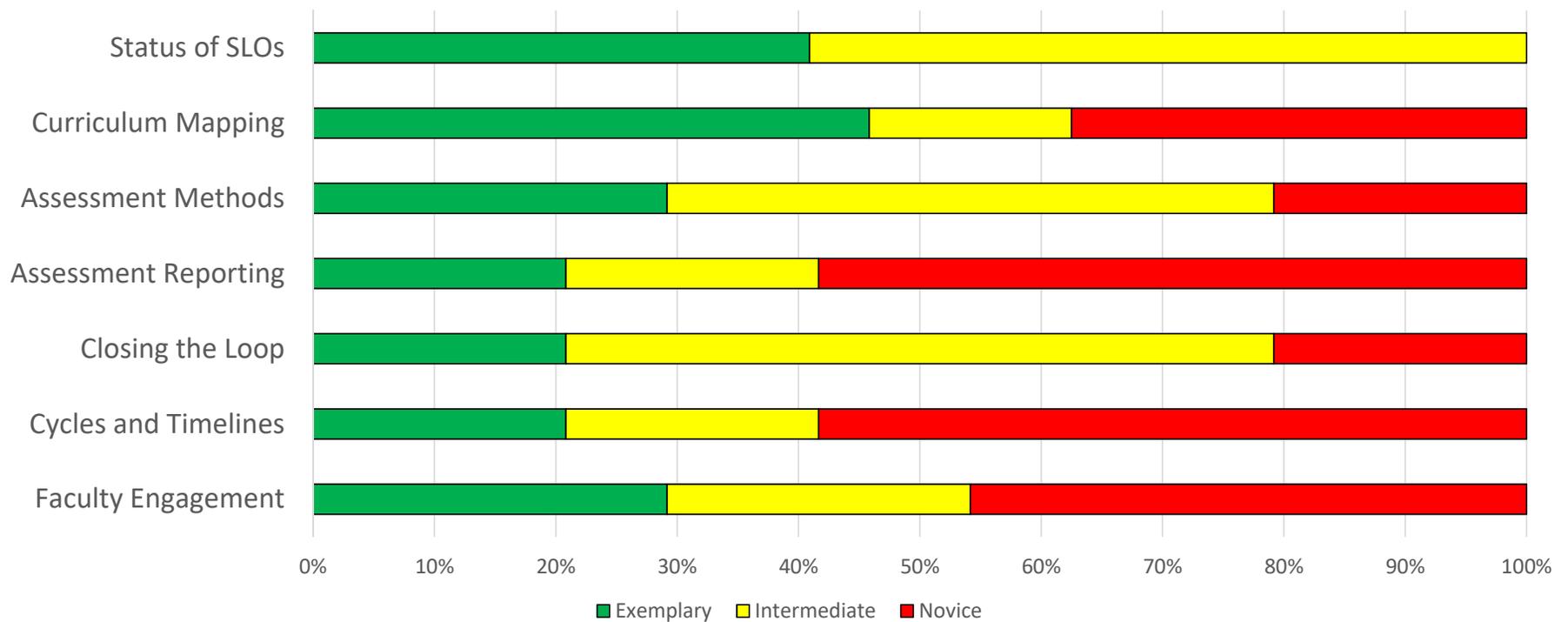
	Exemplary Minimal or No Training Needed	Intermediate: More Work/Training is Needed	Novice: Starting from Scratch
<p>Objective 1 Status of Student Learning Outcomes (SLOs)</p> <p>SLOs refer to faculty expectations of their graduates. These should be articulated as SMART goals for student performance upon completion of the program.</p>	SLOs describe the measurable and/or observable knowledge, skills, abilities, or values that students should be able to do or demonstrate upon completion of the degree program.	<p>One or more SLOs are not stated in measurable or observable terms.</p> <p>SLOs are too broad, not measurable.</p>	SLOs are missing
<p>Objective 2 Curriculum Mapping / Alignment of Student Learning Outcomes</p> <p>Programs must demonstrate that each SLO is aligned throughout at least three levels: institution, program, and course. If the program has specialized accreditation, then a fourth level of alignment with accreditor SLOs is also required.</p>	The program has developed a comprehensive curriculum map that clearly demonstrates the linkage between course, program, institutional, and accreditor (if applicable) learning outcomes, and when these outcomes are introduced, reinforced, and mastered.	<p>A curriculum map was developed, but the SLOs are not aligned across all levels.</p> <p>SLO introduction, reinforcement, and mastery needs to be mapped.</p>	A curriculum map has not yet been developed for this program.
<p>Objective 3 Assessment Methods</p> <p>How will each SLO be assessed?</p>	Multiple measures/tools have been developed and implemented which efficiently and effectively measure each SLO. Faculty have designed assignments to serve as artifacts. Performance targets have been set.	Direct and indirect methods have been determined, but the tools have not yet been developed or are in the early stages of development.	Assessment methods have not yet been determined
<p>Objective 4 Assessment Results</p> <p>What is the extent to which evidence existed to measure student progress toward meeting expectations? Did all faculty, core and adjunct, participate in producing evidence for evaluation?</p>	All faculty participated in assessment and produced evidence for analysis. All metrics have more than sufficient evidence to assess attainment of performance goals.	<p>Sufficient evidence exists to assess most metrics. Some metrics cannot be assessed due to lack of evidence.</p> <p>Work is needed to ensure better faculty participation in the future.</p>	No evidence exists to assess student learning outcomes for this program.

	Exemplary Minimal or No Training Needed	Intermediate More Work/Training is Needed	Novice Starting from Scratch
<p>Objective 5 Closing the Loop</p> <p>Assessment results are clearly used to inform continuous improvement of curriculum.</p>	A realistic action plan with implementation steps and timeline has been developed. Continuous improvement initiatives are evident and prioritized. The success of the action plan will be assessed in the next cycle.	An action plan has been developed, but there is no clear implementation plan or timeline for achieving the goals of the plan.	No action plan has been developed. Results are not being used to inform continuous improvement of the program and curriculum.
<p>Objective 6 Cycles and Timelines</p> <p>The program must have a cycle of assessment that meets institutional and accreditor requirements for reporting and continuous improvement.</p>	Each SLO is assessed according to a realistic and actionable cycle that meets the needs of the institution and any applicable programmatic accreditors while also allowing time for continuous improvement efforts to be assessed. The program does not intend to assess every SLO every year.	The program has an idea of what they want their cycle to look like, but they need help fleshing it out. or The program is measuring too many SLOs too frequently; no time for action plan implementation before the next cycle begins.	No timeline or cycle exists. The program needs to start from scratch.
<p>Objective 7 Faculty Engagement & Training</p> <p>Faculty involvement in the development and continuous improvement of the program via the assessment plan.</p>	Core and adjunct faculty all have a clear understanding of the value and purpose of assessment. All faculty have participated in the development of assignments that allow for measure of SLOs.	Faculty are not engaged and are doing the bare minimum for accreditation. Adjunct faculty have not been involved or informed about assessment. Participation is low.	The Program Director or Department Chair is the only member of a program that is involved in assessment efforts.

Findings

Campus/ Program	Objective 1 Status of Student Learning Outcomes (SLO's)	Objective 2 Curriculum Mapping/ Alignment of Student Learning Outcomes	Objective 3 Assessment Methods	Objective 4 Assessment Results	Objective 5 Closing the Loop	Objective 6 Cycles and Timelines	Objective 7 Faculty Engagement & Training
Chicago							
A	Summarize observations in each cell						
B							
C							

Summary of Findings – All Programs



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- All faculty can benefit from learning more about the value of assessment beyond compliance
- Curriculum maps can be strengthened for many programs
- All programs need an Assessment Plan
- Course-based rubrics should be reviewed and refined
- Opportunities to implement and train faculty on newer technologies for collection of assessment data

Summary of Findings



Accredited Programs

- Clearly defined and mapped SLOs;
- Robust menu of assessment tools in use;
- Formal reporting expectations are redundant;

Non-Accredited Programs

- Training needed to restate and map SLOs throughout curriculum;
- Minimal assessment tools available;
- Formal reporting is minimal and inconsistent;

Action Plan



Over-arching goal: bring all programs and faculty to the ‘intermediate’ level or better in each domain.

Action Plan



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Dept. of Educational Design and Innovation:

- Develop a basic assessment training that can be delivered online and in-person
- Meet individually with applicable programs for “curriculum refinement”

Action Plan



Over-arching goal: bring all programs and faculty to the ‘intermediate’ level or better in each domain.

Dept. of Educational Design and Innovation:

- Develop a basic assessment training that can be delivered online and in-person
- Meet individually with applicable programs for “curriculum refinement”

Office of Institutional Effectiveness:

- Implement new technology to manage assessment processes
- Provide templates and on-demand resources for faculty
- Restructure the SLOAP Committee

Welcome to the Adler University Assessment Training

[GLOSSARY OF KEY TERMS](#) | [SUPPLEMENTAL RESOURCES](#)

Welcome to Assessment of Student Learning Outcomes Training! This training is designed to give you both skills and tools to not only develop an aligned curriculum, but also generate strong outcomes statements and measurable objectives to enhance the curriculum in courses. The training is divided into several modules:

[MODULE 1: Strategies for Assessment](#)

*For the purposes of this training, the terms **objectives**, **aims**, and **competency** are used synonymously.*

The goal of week 1 is to invite you to delve into the types of assessment as well as explore some strategies for assessment. You will discover a variety of ways to measure student learning. You will also explore how assessment can be used as a tool to improve student learning as well as a tool that can enhance instruction.

[MODULE 2: Writing a Measurable Objective](#)

The goal of week 2 is to deliver tools and instruction that will allow you to create objectives that are **SMART**.

- *Specific*
- *Measurable or Observable*
- *Achievable*
- *Relevant*
- *Targeted*

Curriculum Refinement



Instructional Designers:

- Curriculum Mapping
 - Program Objectives / SLOs
 - Course Objectives

Institutional Effectiveness:

- Assessment Planning
 - Program Objectives
 - Learning experiences
 - Course Objectives → Rubrics





Assessment Plans

- For each student learning outcome:
 - Alignment to institutional Broad Learning Outcomes (if applicable)
 - Learning and assessment opportunities
 - Assessment methods and tools
 - Success thresholds for each method
 - Schedule of analysis
- Structures each program's data collection efforts, and guides the work of OIE each year.

Faculty Engagement

- SLOAP Committee
- Faculty Champions
- Updated technology
- Ongoing training

SLOAP Committee

Members:

- OIE (Chair)
- Program Leadership
- Instructional Designer
- Faculty Champions

Twice-monthly meetings to discuss faculty questions or concerns; training opportunities; Annual review of program-level reports and action plans; Annual review of institution-level outcome data.



Faculty Engagement

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Faculty Champions



- Recommended by Program Leadership
- Provide the faculty's perceptions and needs regarding SLOAP
- Promote & participate in training opportunities for faculty

Faculty Engagement

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Updated Technology

- Qualtrics
- Time 2 Track
- Canvas
- Zoom for online webinars and meetings
- Someday, an assessment management platform!



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Ongoing Training



Process-related:

- Cycles and Timelines
- Rubrics in Qualtrics
- How Rubric Data are Used
- Review of Available Resources

Upcoming:

- Embedded Assessment
- Identifying Ideal Artifacts

Faculty Engagement

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- Faculty Champions
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Discussion Time:

Would these methods work on your campus?

What kind of trainings or webinars would be useful to your faculty?



Lessons Learned



- Meet faculty where they are and provide targeted training
- Streamline data collection and analysis
- Be clear about intentions regarding use of assessment data
- Recruit faculty to your assessment committee who are already appreciative of assessment
- Templates, templates, templates!

Looking Ahead



- Embed assessment rubrics into Canvas
- Identify additional assessment methods for non-clinical programs
- Reduce annual documentation and incorporate thorough assessment reporting in the program review process
- Revisit expectations of the President's Cabinet and Board of Trustees



ADLER UNIVERSITY

Thank you!

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