Designing Collaborative Assessment that is Inclusive & Actionable
Meghan Bathgate & Jennifer Claydon

Yale Poorvu Center for Teaching and Learning
Introductions and Quick Links

Who we are & how we came to assessment

Meghan Bathgate, PhD
Associate Director of Educational Program Assessment

Jennifer Claydon, PhD
Assistant Director of Training Program Assessment

- Find our materials on the Assessment Institute website at https://assessmentinstitute.iupui.edu/
- The handout at the website above will walk you through reflections to apply these ideas after the session.
- Feedback welcomed on the ideas and model presented today! Please use this link https://yalesurvey.ca1.qualtrics.com/jfe/form/SV_0vtgAaSBuFqJ3g2.
Today’s Take-Aways

- Reflect on challenges & assumptions related to developing assessment partnerships on campus
- Consider how assessment builds relationships across institutional departments and centers
- Discuss a novel approach (CAM) that guides impactful assessment through the lens of actionable, inclusive, and sustainable approaches; Can be applied with a variety of evaluation models

A note about language
Consider your role with assessment

Where are you “housed” on campus? How many assessment teams are on your campus?
- Office of Institutional Research, within a department, Provost’s office...
- Growing roles in teaching and learning centers

Affects types of questions being asked, who asks them, and the flexibility of your input
Consider your portfolio of assessment work

- Consulting on existing assessment (Ex: providing feedback on a tool)
- Providing research field standards for specific project or assessment type (Ex: validated scales)
- Consultations to build a new assessment based on program goals
- Design an evaluation plan
- Administer program assessment (Ex: Distribute and monitor survey or conduct focus groups)
- Data processing (Ex: Querying, merging, cleaning)
- Data analysis (Ex: Using particular methods to answer concrete questions)
- Writing and presenting reports based on data
What does successful assessment look like?

Consider a past assessment experience and reflect on a few questions:

- What was the context and what role did you have?
- What was successful about the experience, and what challenges arose?
- What interpersonal factors may have contributed to these outcomes?

<table>
<thead>
<tr>
<th>Effective communication</th>
<th>Transparent Goals</th>
<th>Well developed timeline</th>
<th>Poor communication</th>
<th>No follow-up after sending a report</th>
<th>Low response rates</th>
</tr>
</thead>
</table>


What does successful assessment look like?

Consider a past assessment experience and reflect on a few questions:

• What was the context and what role did you have?
• What was successful about the experience?
• What were the challenges?
• What factors may have contributed to these outcomes?
Collaborative Assessment Model (CAM)

- **Aligned**: Clearly relate to the goals and outcomes of program activities
- **Actionable**: Produce concrete next steps and long-term vision
- **Sustainable**: Findings can be translated appropriately with a lens towards sustainability
- **Inclusive**: Accessible to and respectful of varied needs and values of the audience

Successful Collaboration and Product
Collaborative Assessment Model (CAM)

- Defining the outcome: What are the goals and questions being answered? (May need to guide!)
- Apply backward design to help stakeholders see the purpose and use of the assessment
- Reflect the nature of the program activities
- Who is “at the table?” Are stakeholders represented to assure alignment in expectations?
- Gently challenge assumptions from previous assessment experiences
Collaborative Assessment Model (CAM)

- Able to be supported over time, as needed
- Approachable for developers and stakeholders
- Practical for others to carry on and incorporate, if needed; Building capacity when appropriate
- Define data storage and IRB considerations
- Explore long-term needs or possible phasing (exploratory, proof of concept, application, transfer)
Collaborative Assessment Model (CAM)

- Design conveys value: What and how you ask communicates to participants
- Whose voice is represented? Who is missing?
- “Talk alouds” helpful (cognitive interviewing)
- Formative & embedded; Design for commitment
- Surveys are great! Sometimes.

Successful Collaboration and Product

Inclusive
- Accessible to and respectful of varied needs and values of the audience
Collaborative Assessment Model (CAM)

Actionable
 Produce concrete next steps and long-term vision

- Direct actions from findings: “What are you hoping to do with this data? ...item?”
- How will participants know you are using the data? How will you share your findings and plan for responding to data?
- What are the deadlines for implementing change based on the results of your assessment?
Collaborative Assessment Model (CAM)

- Focused on community building, not (only) the data you need
- Goal is about change in the community
- These interactions affects how your institution views assessment, data, impact
Example: STEM Department at Yale

The request: Help review and prepare for launch of diversity, equity, inclusion, and belonging (DEIB) data collection.

Establishing the relationship:

- **Aligned** – Met with team to discuss goals and item development; Related to DEIB strategic plan with FAS guidance
- **Sustainable** – Navigated process so most analysis and reporting done by department
- **Inclusive** – Major emphasis of the work; Served as buffer between department and participants; Involved student voice in creation of assessment
- **Actionable** – Emphasized *why* not only *whether* successes and challenges existed
Example: Graduate School of Arts & Sciences

The request: Review existing dataset, complete comprehensive quantitative analyses and qualitatively code responses to produce a summary report.

Establishing the relationship:

- **Aligned** – Defined a subset of items & population stakeholders would need now
- **Sustainable** – Outside of routine scope of our work; Discussed building capacity
- **Inclusive** – Data already collected; Importance of interpretation and representation of voices in the data
- **Actionable** – Defined timeline for when committee would meet and how the data would be used; Helped confirm alignment
Example: Professional School at Yale

The request: Advice on revamping graduation survey given after receiving degree

Establishing the relationship:

• **Aligned** – Relied on recent strategic plan; Involved multiple levels of stakeholders
• **Sustainable** – Discussed importance of running annually & interpretation of results; Deepened capacity on their existing team
• **Inclusive** – Emphasized belonging, inquired on inclusion without “calling out,” reviewed by students
• **Actionable** – Discussed and shared at multiple levels; Decided to run for all students annually for formative change; Focused on why
Applying CAM to your work

What resonates with you about this approach?

How do the collaborative relationships you are building affect your work?

In our worksheet:
• Choose a current assessment initiative you are involved with on campus
• Reflect on the tone of the relationship (what is successful, what is challenging?)
• Practice reviewing each of the CAM elements in your work: Where is there alignment, sustainability, inclusivity, and actionability (or lack of any of these)?

Feedback welcomed!
We would love to hear from you:

Meghan Bathgate, PhD
Associate Director of Educational Program Assessment, Yale University, 301 York Street, New Haven, CT 203-432-7144
Meghan.Bathgate@yale.edu

Jennifer Claydon, PhD
Assistant Director of Training Program Assessment, Yale University, 301 York Street, New Haven, CT 203-671-3172
Jennifer.Claydon@yale.edu

Please take our short 3 question survey! https://yalesurvey.ca1.qualtrics.com/jfe/form/SV_0vtgAaSBuFqJ3g2.

References
Cubarrubia, A.P. (October 13, 2019). We all need to be data people. The Chronicle of Higher Education. Retrieved from: https://www.chronicle.com/article/We-All-Need-to-Be-Data-People/247306
Designing Collaborative Assessment that is Inclusive and Actionable
Meghan Bathgate¹, PhD & Jennifer Claydon², PhD

¹Associate Director of Educational Program Assessment, Yale University, 301 York Street, New Haven, CT 203-432-7144 Meghan.Bathgate@yale.edu

²Assistant Director of Training Program Assessment, Yale University, 301 York Street, New Haven, CT 203-671-3172 Jennifer.Claydon@yale.edu

Big take-aways

• Reflect on challenges & assumptions related to developing assessment partnerships on campus
• Consider how assessment builds relationships across institutional departments and centers
• Discuss a novel approach (CAM) that guides impactful assessment through the lens of actionable, inclusive, and sustainable approaches; Can be applied with a variety of evaluation models

Consider your role with assessment

Where are you “housed” on campus? How many assessment teams are on your campus?

__________________________________________________________________________

__________________________________________________________________________

Consider your portfolio of assessment work

☐ Consulting on existing assessment (Ex: providing feedback on a tool)
☐ Providing research field standards for specific project or assessment type (Ex: validated scales)
☐ Consultations to build a new assessment based on program goals
☐ Design an evaluation plan
☐ Administer program assessment (Ex: Distribute and monitor survey or conduct focus groups)
☐ Data processing (Ex: Querying, merging, cleaning)
☐ Data analysis (Ex: Using particular methods to answer concrete questions)
☐ Writing and presenting reports based on data
☐ Other(s): _____________________________________________________________________
What does successful assessment look like?
Consider a past assessment experience and reflect on a few questions.

• What was the context and what role did you have?

• What was successful about the experience, and what challenges arose?

• What interpersonal factors may have contributed to these outcomes?

Collaborative Assessment Model (CAM)

- **Aligned**
  Clearly relate to the goals and outcomes of program activities

- **Actionable**
  Produce concrete next steps and long-term vision

- **Sustainable**
  Findings can be translated appropriately with a lens towards sustainability

- **Inclusive**
  Accessible to and respectful of varied needs and values of the audience
Applying CAM to your work

What resonates with you about this approach?

__________________________________________________________________________

__________________________________________________________________________

How do the collaborative relationships you are building affect your work?

__________________________________________________________________________

__________________________________________________________________________

Choose a current assessment initiative you are involved with on campus

• Reflect on the tone of the relationship (what is successful, what is challenging?)

__________________________________________________________________________

__________________________________________________________________________

• Practice reviewing each of the CAM elements in your work.

Alignment: _________________________________________________________________

__________________________________________________________________________

Sustainability: ______________________________________________________________

__________________________________________________________________________

Inclusivity: __________________________________________________________________

__________________________________________________________________________

Actionable: ________________________________________________________________

__________________________________________________________________________

Thank you! Please take our short 3 question survey!
https://yalesurvey.ca1.qualtrics.com/jfe/form/SV_OvtgAa5BuFq13g2.