SHOOTING FROM THE PERIMETER & IN THE PAINT

FACULTY DEVELOPMENT FROM ALL ANGLES to BUILD a CULTURE of ASSESSMENT

UCONN | UNIVERSITY OF CONNECTICUT

OFFICE OF ACADEMIC PROGRAM ASSESSMENT

PRESENTERS

LAUREN SCHLESSELMAN

Executive Director, Office of Academic Program Assessment

DIEGO VALENTE

Assessment Fellow & Associate Professor in Residence

INSTITUTIONAL HISTORY

- HAUNTED BY BAD PLAYS
- LACK OF TEAM PARTICIPATION
- TOO MANY GAMES PER SEASON
- MISSED TRAINING CAMP

TIME FOR PRACTICE

What institutional factors may be or were holding back your assessment culture and assessment activities?

Dream Team's Core Values

FACULTY OWNERSHIP

SYSTEMIC - NOT "ONE & DONE"

FEASIBLE & SUSTAINABLE

LEARNING OBJECTIVES

INFORMATION SHARING

ADMINISTRATIVE SUPPORT

ONGOING PROFESSIONAL DEVELOPMENT

CELEBRATION OF SUCCESS

Skill building at the point

DEANS

Meetings to explain initiative, assist in program selection, address any concerns they have or are hearing

DEPT HEADS

Kickoff meeting to explain initiative; flexibility of structure; routine follow-up, workshops, meetings

DATA AWARENESS

Building awareness of importance of student success and equity in outcomes

TIME for PRACTICE

How do you get administrative support?

SHARED GOVERNANCE

- Faculty led program-level assessment activities
- University Student Learning Assessment Committee
- Assessment fellows
- Common Curriculum fellow and faculty navigators

TIME FOR PRACTICE

HOW DO YOU ENSURE SHARED GOVERNANCE IN ASSESSMENT?

THE TEAM MEETING

Where faculty believe knowledge/skills are strong

- Identifying purpose of program-level assessment
- Identifying purpose of defining SLO before designing course
- Identifying purpose of aligning activities to SLO
- Developing learning objectives

SURVEY OF FACULTY

Where faculty believe knowledge/skills are not strong

- Mapping courses to program objectives
- Aligning assessment with SLOs
- Pro/Con of assessment tools
- Creating bias-free & socially-just assessments
- Developing MCQs
- Developing rubrics
- Developing surveys
- Utilizing item analysis

HOME COURT

- Defining program elevator pitch
- Defining SLOs
- Mapping courses
- Aligning assessments
- Course sequencing

Pick-up Game

- 1-on-1 work with faculty for course objectives, assessments, alignments
- Resources and website
- Book club

ASSESSMENT INSTITUTE

- Keynote speaker
- Initiative background
- Breakout sessions
  - Defining SLOs
  - Curricular mapping
  - Assessment plans
  - Institutional data
  - Equity through assessment
  - Rubric design
- Assessment 101

Time for Practice

DRILL #1

What assessment areas/topics have you identified for faculty development needs?

DRILL #2

By what format(s) and activities do you provide faculty development? Academic program-level, individual faculty, small groups, large events?

Culture of Assessment

FURTHER REQUESTS FROM ACADEMIC PROGRAMS

- Comparison with similar programs
- Creating exit surveys
- Creating program-wide rubrics
- Assisting with juried review
- Marketing strategies
- New program SLOs
- Data analysis

REQUESTS BEYOND ACADEMIC PROGRAMS

- Common Curriculum
- Service learning
- Grad school
- Institutional LOs

FINAL PRACTICE

HOW DO YOU KNOW WHEN YOU HAVE A CULTURE OF ASSESSMENT?

REQUESTS FROM ACCREDITED PROGRAMS

- Institutional data
- Data collection
- Accreditation process
- Reaccreditation documents

ASK THE COACH - QUESTIONS?

THANK YOU FOR JOINING US

CONTACT US

Lauren Schlesselman
laurens@uconn.edu
assessment@uconn.edu

Diego Valente
diego.valente@uconn.edu