SIU
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CARBONDALE

Assessment Showcase

from the Office of Assessment and Program Review • **Spring Issue** • **2016**

Annual SIU Assessment Conference Call for Proposals

Moving Beyond the "A" Word to Student Learning and Engagement
Thursday, February 23, 2017
8:30 a.m.-4:30 p.m.
Morning and Afternoon Sessions
In Morris Library
Hosted by:
Campus-Wide Assessment Committee and Co-Curricular Assessment Committee

Who Should Submit?: The ultimate goal of assessment is to improve student learning. Assessment of student learning should be more than a compliance issue, it should be a process that fosters progress in higher education. The Third Annual Assessment Conference will focus on student learning and engagement, diversity and inclusion, and the how and why of assessment.

How do we as assessment practitioners use data to position our students to meet the challenges of today's diverse world? How have faculty and co-curricular units taken action to improve programs, learning, and student outcomes? If you have a solution or experience you can share that will benefit others, we invite you to participate in the upcoming conference.

Why Should You Submit?: As good assessment professionals, we know that actionable data lead to improved practice. However, do your colleagues have the same vision? Conference presenters will have an opportunity to help build the culture of assessment at SIU and beyond: to share your scholarly work related to student learning and engagement, to report on best practices,

Welcome
from the Associate Provost for Academic Programs

Another academic year is nearly over. How did it fly by so fast? The busier we are, the quicker time seems to pass. And we have all been exceptionally busy working on our our students' learning.

Take a look at the thoughtful reflections of the spring semester's Assessment Fellows (**Andrew Balkansky**, Anthropology and University Studies; **Elaine Jurkowski**, Social Work; and **Nolan Wright,** Law). I am delighted to see what they have made of their commitment to student learning in their respective programs. I think you will see how rewarding this work has been, not just to their programs, but to their colleagues in other programs, especially on the student affairs side of the university. That's a collaboration we have long wanted to see develop, and it's beginning to have a real effect. We'll see what else our new Fellows, Kim Little and Alicia Guebert, can do as well.

Please consider adding your own collaborative activities in support of student learning at the next Assessment Day. We are planning for a February date instead of October in order to give colleagues more time to consider what they would like to contribute. Sharon Walters and I will be visiting the College-Wide Assessment Teams this fall to stimulate some interest in this university-wide sharing of interest in assessment and its many ways to improving programs. So stay tuned.

Next fall we also start asking for assessment plans and reports to be submitted on Sharepoint, our new database for managing documents and collecting data. There are some amazing technological possibilities here, as evidenced already from the results of pilot assessments of student learning in the University Core Curriculum. Although the Core's assessment activities are not yet on Sharepoint, the value of document and data sharing Pat Manfredi has made possible is what we hope to realize with degree programs with the new IT system. You'll be hearing more about how to use Sharepoint when the faculty are back on campus for the fall semester.

Finally, I would like to share with you our plans to review the university's curricular commitment to diversity and inclusiveness. I have asked the Campus-Wide Assessment Committee (CWAC) and the Co-Curricular Assessment Committee to participate in an inventory of all the student learning objectives in multiculturalism, irrespective of academic programs, and the outcomes of our student learning in this area. I think we'll find some real achievements and, yes, some serious deficiencies. The idea is not to find fault, but to expand our students' learning in an important field of inquiry across the university's academic mission. It's a great way to rethink what we do to promote cultural competence, inclusion, and social justice.

Have a great summer. I look forward to seeing you all back again next fall.

Jim Allen
Associate Provost for Academic Programs

to discuss what student learning and engagement practices worked and didn't work, to identify ways that academic and non-academic units can use assessment data, or maybe even to present an student learning and engagement or assessment problem you are dealing with and elicit feedback from an audience of peers.

Who Is the Anticipated Audience?: The conference will be designed to meet the needs of faculty, staff, and graduate students who deal with or are interested in learning more about student learning and engagement, diversity and inclusion, and classroom-level and program-level assessment, both academic and co-curricular, to improve programs.

What Type of Proposal Should I Submit?: We seek proposals that illustrate student learning and engagement of all aspects of university life, including classroom, academic support, student life, service learning, and the like. Sessions should go beyond the theory of the assessment process to provide specific examples of ongoing academic, co-curricular, and program-level assessment and the application of assessment results in meaningful ways to improve student learning wherever it occurs. We expect participation that reflects the best thinking in the field, informed by theory, research, and practice. Share how YOU evaluate learning and use your results to improve your work with students.

Can You Provide Me with Some Ideas?: CWAC and Co-CAC invite proposals for presentations, panel discussions,

workshops, poster sessions, and multimedia displays on assessment that result in actionable data. The idea is to help us to:

- Discuss the basics of student learning and engagement and assessment
- Promote the concepts of diversity and inclusion
- Promote actionable assessment strategies, such as formative assessment or backward course design
- Highlight innovation and cutting-edge content
- Stimulate and provoke discussion and audience engagement
- Discuss best practices using approaches for different types of learners
- Present evidence based on or supported by research
- Target new, mid-career, and seasoned professionals
- Share how to apply evidence to support campus decision-making
- Provide new approaches to gathering, analyzing, or presenting data
- Demonstrate new methods or case studies of using evidence to assess and improve student learning
- Test new technologies
- Integrate classroom/co-curricular assessment practices

What if I Think I Might Want to Submit, But Don't Know for Sure?:

The April 2016 newsletter from the Association of American Colleges and Universities (AAC&U) feature article, "Faculty Development for Student Success at Bronx Community College" discusses the need for more training for faculty with limited teaching experience.

SPRING 2016 PROVOST ASSESSMENT FELLOWS

Three outstanding faculty members served as Provost Assessment Fellows during the spring 2016 semester. Dr. Elaine Jurkowski, professor with the School of Social Work, Dr. Andrew Balkansky, professor with the Department of Anthropology and Nolan Wright, assistant professor with the School of Law Library.

When asked what about his experiences as an Assessment Fellow, **Dr. Balkansky responded:**

Balkansky

I have a much greater appreciation for co-curricular activities, and the impact on students. I think most faculty don't fully understand the kinds of support systems that are in place, or their importance for many students. Most of us did well in school, and were focused on our studies, so the needs of our student population are beyond our experience.

I have already implemented the "activity sheet" described in the talk by the Andrew Wood, Professor, Department of Plant Biology at a Conversation About Student Learning (CAStLE) event. So hearing what other faculty do in their classrooms is very helpful.

I continue to doubt the validity of most of the assessment results (including my own). If we asked faculty (particularly those in the sciences) whether they could publish results on their own research using the same methodological protocols as used in the assessment reports, the answer would be a resounding no. It's not even close. I don't see a solution to that problem until there is more faculty/departmental commitment to assessment (or whatever the preferred term might be!).

I think one way to get a better set of assessment reports, and more faculty buy-in, is to intentionally pair faculty with AP staff, i.e. people who know how to access databases and in many instances have stronger advisement roles than the faculty member. I have been meeting with Kim Little, director of undergraduate online student services for the College of Business to learn more about the institutional reports available regarding my students, and I'm convinced it's having a tremendous impact on our understanding of University Studies (UST).

I continue to enjoy the interaction with Sharon, Jim, and the assessment team. That's the best part of being a Fellow.

Dr. Jurkowski responds:
1.   **What did you learn about assessment that you maybe didn't know?**
I learned many things, but two main takeaways were the value and importance of co-curricular (student affairs and extracurricular events) in supporting the academic side of the institution. The breadth of services and how these create a "whole" student product was enlightening to me. The second takeaway was the range of assessment strategies across academic programs, depending upon college and major.

Jurkowski

2.   **What projects did you work on as fellows?**
The projects I worked on included:
a.   Worked with the College of Education program coordinators in the assessment plan, report and review phases.
b.   Worked on the new SharePoint data administration system for the Office of Assessment. This also included helping to build beta testing and training materials for faculty/program coordinators.
c.   Participated and facilitated CAStLE conversations.
d.   Worked with Co-Curricular Assessment Fellows to build/prepare two publications on the interface between academic and co-curricular assessment and student engagement.
e.   Developed training resources/new faculty orientation for new faculty members on "What is Assessment of Learning and Student Engagement".
3.   **What did you like best about being an Assessment Fellow?**
I liked the opportunity to learn about other colleges and units across campus, and to be exposed to what they do relative to assessment. The Assessment Fellowship also enabled me to learn about the co-curricular side of student engagement and its value in the campus experience for students.
4.   **What would you change?**
If I could change one thing, it would be to

have started working on my projects sooner – that, is during the fall semester, when I first learned about being appointed an Assessment Fellow.

5. Do you have any recommendations for the next Assessment Fellows?

My recommendation to other Assessment Fellows would be to be open and flexible about your learning opportunities, and be willing to step "outside the box" and your comfort zone.

Mr. Wright responds:

Bottom Line: I appreciate the opportunity I had by virtue of being selected as an Assessment Fellow to work with Jim and Sharon and the other Assessment Fellows. It was a lot of work but was also an honor and I would do it again in a heartbeat.

Wright

1. What did you learn about assessment that you maybe didn't know?

The opportunity to serve as an Assessment Fellow has actually expanded my awareness and understanding of assessment a great deal. I did not realize how much my own thinking on the subject was focused almost entirely on direct teaching, particularly on development of knowledge and skills. I have a much greater appreciation now for assessing values and perspectives as well, and the importance of including co-curricular activities in assessing student learning. The shear amount of information available on assessment has also been a revelation, and a challenging one, given the nature of my fellowship project.

2. What projects did you work on?

I am working on developing a new student learning and assessment website to make helpful information resources (both internal resources at SIUC, and external resources) more accessible to faculty and staff involved in assessing student learning at the course, co-curricular activity, or programmatic level—or who just want to learn more about it. Toward that end, the site will include information about the important role that assessment plays in student learning, the reasons for related institutional requirements at SIUC, methods for carrying it out, resources for help in doing so, and answers to other frequently asked questions.

3. What did you like best about being an Assessment Fellow?

I enjoyed having the opportunity to meet other individuals engaged in thinking about student learning and assessment outside my own unit, to hear about their assessment related activities and concerns, and having the push I needed, or excuse if you will, to immerse myself more deeply in the subject generally and discover how much more there is to know.

4. What would you change?

If I could change one thing it would be to have allocated more time earlier in the process, even it would have had to be in smaller chunks, instead of waiting for larger blocks of available time after completing the bulk of my teaching and other responsibilities for the semester.

5. Do you have any recommendations for the next Assessment Fellows?

My recommendation to future Assessment Fellows would be to grab every opportunity you have through your time as a Fellow to be exposed to what others are doing and thinking in this arena. You never know what you might encounter that will change your perspective and galvanize your own thinking and contributions.

National Institute for Learning Outcomes Assessment
Making Learning Outcomes Usable & Transparent

The April 2016 newsletter from the National Institute for Learning Outcomes Assessment (NILOA) contains a timely and interesting Occasional Paper, "The Simplicity of Cycles." The newsletter and website contain a wealth of information regarding assessment and transparency.

If you have a presentation idea, but don't know for sure if it is what the Committees are looking for or if you need assistance in fully developing an idea, please contact Sharon Walters at sharon@siu.edu or 453-5669.

Presentation Formats

When submitting a proposal, please select one of the following presentation formats:

1. **Presentation** (45 minutes) – One or more individuals make a 30-minute presentation on a single topic, followed by an additional 10 to 15 minutes of Q&A with the audience.

2. **Panel discussion** (45–60 minutes) – Each panel member makes a brief presentation, followed by open discussion and Q&A with the audience.

3. **Workshop/Interactive Presentation** (120-minute sessions) – Individuals will provide hands-on assessment related opportunities for conference attendees. Should focus on practical tools/strategies/methods for attendees to use.

4. **Multimedia Display** (45-minute session) – Individuals or small groups present a project or results with multimedia or mixed applications on one or two 3- by 4-foot screens on a media:scape or at a BizTable. Presenters can display Powerpoint, video, and/or web-based applications. Conference attendees circulate through a variety of "posters" and engage in conversations with the presenters.

5. **Poster** (45-minute session) – Individuals or small groups explain a project that is summarized on a printed poster displayed on an easel or taped to the wall. Conference attendees circulate through a variety of "posters" and engage in conversations with the presenters.

How to Submit a Proposal

E-mail proposals that include the elements listed below by the end of the day **Friday, October 14, 2016**, to assess@siu.edu. Please specify the presentation format (i.e., presentation, panel, poster, multimedia) and times you would be available to present. If you have any questions, please contact Sharon Walters, Assistant Director,

Assessment and Program Review at 453-5669.

Proposal Guidelines and Submission Requirements

• Presentation/Panel/Workshop/Poster/Multimedia Display Title: The title should accurately reflect the assessment focus of your presentation and make the reader want to learn more.

• Identification of All Presenters: Full contact information includes name, title, telephone number, and e-mail address.

• Session Description: Include a brief (50-80 words) description, summary, and highlights of your session. Please be concise, accurate, and specific. Should your session be chosen by our Proposal Review Committee, this description will be used in program materials. Please do not use abbreviations or acronyms in your description. We reserve the right to edit content for brevity, grammar and clarity.

• Session Outcomes: What will the audience learn? What content and skills do you hope to provide your participants?

• Engagement of Session Participants: Include an outline of the specific active instructional strategies the session will employ to engage session participants with the session materials and/or produce a session deliverable.

How are Proposals Reviewed?

Members of the Proposal Review Committees will review proposals according to the following criteria: Availability of space, presenter mix, presentation type, and perceived quality and impact. **Applicants will be notified Friday, November 18, 2016. The Conference schedule will be finalized by Friday, December 16, 2016.**

> *"Tell me and I forget. Teach me and I remember.*
> *Involve me and I learn."*
>
> –Benjamin Franklin

HIGHLIGHT

INTRODUCING THE FALL 2016 PROVOST ASSESSMENT FELLOWS

We are pleased to have two administrative/professional staff members serve as fellows during the fall 2016 semester.

Kim Little, director of undergraduate online student services for the College of Business, and **Alicia Guebert,** coordinator of recruitment and internships for the College of Mass Communication and Media Arts (MCMA), will serve in the Assessment Fellows Program during the Fall 2016 semester.

Guebert leads professional development workshops and administers the College of Mass Communication and Media Arts summer studies internship program. She plans to explore the correlation of co-curricular professional development engagement to student learning in MCMA. She also hopes to develop a method of assessment to determine the success and impact of co-curricular professional development activities on student learning outcomes and to use these data to build co-curricular programs that work towards more measurable outcomes.

Guebert

Little serves as the chair of the Advisory Council on Academic Advisement, coordinates the annual campus wide Summer Summits and has served as an academic advisor both on-campus and now online in the College of Business. She plans to assess student learning outcomes on the College of Business Advisement syllabus. She is also working with Dr. Andrew Balkansky, Director of University Studies, College of Liberal Arts, to develop a collaborative outreach effort with online University Studies and online business minors showing specific student populations a targeted path to degree completion.

Little

We are honored to have two outstanding assessment fellows to work with this Fall. Faculty and A/P staff members who are interested in the fellowship can apply during the 12th week of each semester for appointment the following semester, excluding summer semester.

QUESTIONS?

Each quarter we will present what we believe to be practical information regarding assessment practices. However, because we believe assessment works best when feedback is sought, we encourage you to submit any questions regarding any aspect of the assessment process (i.e., at the course level, department level, college level, etc.) to us at assess@siu.edu. We will attempt to answer these questions in the following quarterly's newsletter and post them on our website under FAQs.

SIU Advantage

During the spring 2016 semester, Dr. Deborah Barnett, coordinator, Non-Traditional Student Services, and Heather Brake, coordinator, office of Student Involvement, have continued their ongoing assessment initiatives as they continue to promote SIU Advantage.

Hopefully most remember because of their successful work, they received a select invitation to represent SIU as one of only 25 institutions nationwide that gathered in Washington, DC, to discuss the idea of a comprehensive student record. This conversation was sponsored and led by National Association of Student Personnel Administrators (NASPA) in collaboration with American Association of Collegiate Registrars and Admissions Officers (AACRAO), and the Lumina Foundation.

During the spring 2016 semester, they worked with Greg Wendt, Center for Teaching Excellence, and graduate assistant Curtis Wideman, to develop short student-led videos to educate staff and students about the program. We would like to strongly encourage you to view these videos and share them campus-wide. To learn more about the SIU Advantage, visit getinvolved.siu.edu. The student-led videos will be posted to the website this summer.

UPDATE ON ASSOCIATE PROVOST FOR ACADEMIC PROGRAMS' PROJECT MANAGEMENT

It has been a busy semester for the Associate Provost for Academic Programs staff, as well as for the Project Management staff. We have made tremendous progress on developing a more effective assessment plan/report submission and review process utilizing Sharepoint.

As some of you might remember, we started trying to find a more effective method to track assessment reports/plans after attending an assessment conference in June of 2013. Later, during the summer 2015 semester, we started working with Dr. Arden Lockwood, assistant manager, Project Management Office, Office of Information Technology to streamline the way the Associate Provost for Academic Programs' office functions.

Throughout the summer and early fall semesters, we educated Dr. Lockwood and her staff on exactly what our office does, and maybe more importantly, who it affects. This was also a great learning opportunity for us, since we realized that we needed to make some revisions in our website, as well as in the ways we communicate our expectations regarding assessment to faculty and staff.

During the fall 2015 and early spring 2016 semester we began the process of creating forms in Sharepoint. We are now working with a group of volunteers from the College of Education and Human Services to test the forms (i.e., Assessment Plans and Annual Assessment Reports along with the rubrics). Training and short videos on using the forms/rubrics is also being planned.

Upcoming Spotlights

Check out the showcase newsletter where we will provide you with details about the many assessment activities scheduled for the fall 2016 semester.

BRAGGING RIGHTS

Students from SIUC made history recently, winning the top spot in two regional competitions aimed at testing their abilities and creativity as up-and-coming engineers. *This is definitely something to brag about.*