

Assessment Practices

So as a leader, you ask, "What evidence should we collect to show that things will be better if we carry out your proposal? Will students learn more, or will they be more satisfied if we do this?" Always ask for data and help faculty see that assessment is important in the work they do. We always want to be checking, assessing, and evaluating to see if we're accomplishing our goals. If our data say we are not accomplishing our goals, then what are we going to change?

—Dr. Trudy Banta, 2009

CONFERENCE SCHEDULE

- 9:00-9:30 Continental Breakfast
- 9:30-9:40 Welcome/ Introduction:
Dr. Gayle R. Davis— Provost
- 9:40-10:25 Keynote Speaker :
Dr. Trudy Banta, Rm. 215
- 10:30-12:00 **Session I** (see abstracts inside)
College of Education, Consultation with Dr. Banta, Rm. 411
- 12:15-1:15 Lunch
- 1:30-3:00 **Session II** (see abstracts inside)
College of Liberal Arts and Sciences, Consultation with Dr. Banta, Rm. 411
- 3:15–3:45 University Assessment Committee
- 3:45-4:00 Wrap-up

Sponsored By:

- Academic Services & Info Technology
- Brooks College of Interdisciplinary Studies
- College of Community & Public Service
- College of Education
- College of Health Professions
- College of Liberal Arts and Sciences
- Kirkhof College of Nursing
- Padnos College of Engineering & Computing
- Pew Faculty Teaching & Learning Center
- Provost Office
- Seidman College of Business
- Student Academic Success Center
- Student Services
- University Libraries



University-wide Assessment Conference

Friday, January 7, 2011
Eberhard Conference Center
Pew Campus, Grand Rapids
Register at www.gvsu.edu/seminar
select Teaching & Learning



Keynote Speaker

Trudy W. Banta, Ed.D., is a Professor of Higher Education and Senior Advisor to the Chancellor for Academic Planning and Evaluation at Indiana University–Purdue University Indianapolis. The recipient of eight national awards for her innovative assessment work, Dr. Banta has consulted with faculty and administrators in 47 states.

Dr. Banta is a prolific writer, authoring or editing 17 published volumes on assessment, 27 chapters in published works, and more than 200 articles and reports. She is also the founder and editor of *Assessment Update*, a bi-monthly periodical in the field.



validation. The difference between direct and indirect measures will be discussed, as well as how to use both qualitative and quantitative data. The importance of obtaining assessment information from both internal and external stakeholders to the program or unit will be featured. Examples from the recent re-accreditation process for the School of Engineering and College of Business programs will be shared. Case study exercises will be used to engage attendees in development of effective methods.

Math/ SPA's

The Joy of Learning and Growing Through Assessment

Nancy K. Mack, Professor, Department of Mathematics

Assessment is fun! Assessment is informative! Assessment helps us make progress towards our goals! In this interactive session, we will explore important general characteristics that contribute to the Mathematics Department's success in using assessment to continually learn about and strengthen its' programs. Come prepared to think about how you can help your department/college embrace assessment as a valuable process for learning and growing towards shared goals.

Rm. 310

Session I, 10:30-12:00

Student Services

Rm. 311

Academics Beyond the Classroom: Student Learning Outcomes in the Co-curriculum

Michelle Burke, Associate Director of Student Life & **Steven Lipnicki**, Assistant Dean of Students

For the past several years, the units of the Student Services Division have been incorporating learning objectives and assessment to be more intentional about how programs and activities can support classroom learning. To this end, the Division has incorporated learning outcomes and a nationally normed survey instrument to align its programming with specific learning outcomes to support faculty and students.

University Libraries

Rm. 314

Think Big: Integrating a Liberal Education Principle into the Curriculum

Pete Coco, **Emily Frigo**, **Hazel McClure**, & **Debbie Morrow**, Liaison Librarians

Libraries AACU's LEAP VALUE rubrics have sparked discussion on integrating skills into curriculum. What tools support the transition to integration? Attendees will hear a report on the Libraries' benchmark assessment of GVSU students' information literacy (IL) skills; they'll learn how the University Libraries have developed and assessed a conceptual framework that scaffolds and maps IL skills goals and objectives into the curriculum; and they'll learn about a self-assessment tool for their own integration of IL into assignments. Finally, attendees will be engaged in a discussion of how these approaches might be useful to their units and to GVSU.

General Education

Rm. 316

The Next Step in General Education Assessment: Raising the Bar

Roger Gilles, Professor, Writing Department, General Education Committee, Chair, & **Carol Griffin**, Professor, Biology Department, General Education Program, Director

In 2010, the General Education program completed its first three-year round of assessment, giving us data on the 280 courses in the program. GVSU also received data from the Collegiate Learning Assessment (CLA) and the National Survey of Student Engagement (NSSE). The results are encouraging, with good news in virtually all GE goals. And yet we sense that all faculty believe we can do better. We will present our assessment data and focus on two crucial assessment areas—writing and integration—and discuss how the GEC is working to raise the performance bar over the next several years.

Padnos College of Engineering & Computing

Rm. 410

Seidman College of Business

Effective Assessment Methods and Principles

Chris Plouff, Assistant Professor, PCEC & **Hari Singh**, Professor, SCOB

Typically the process of assessment is regarded by faculty as a time consuming meaningless chore. The trick is to make the assessment process both meaningful and unobtrusive. In order to meet these seeming contradictory goals, we need to follow some key principles that will encourage strong faculty buy-in, generate results that can be used for continuous improvement, and don't create an excessive workload. One key is to obtain timely data that provides relevant feedback and external

The Teagle Foundation with Political Science & Classics

Rm. 414

The Teagle Assessment Project (TAP): An interim report

Rachelle Brooks, Ph.D., Principal Investigator, Teagle Assessment Project
Northwestern University

GVSU's Departments of Classics and Political Science are members of a consortium of twelve institutions participating in an assessment project sponsored by the Teagle Foundation in New York, entitled, "A Longitudinal Study of Critical Thinking and Postformal Reasoning: Assessing Undergraduate Outcomes Within Disciplinary Contexts." The project employs a three-year longitudinal research design and instrumentation developed within the two disciplines. Administration of the initial survey instrument was completed in Fall 2009. Preliminary analyses of the data find that the discipline-specific elements of the survey demonstrate a high degree of validity in their construction to measure critical thinking and analytical reasoning.

School of Social Work

Rm. 317

Learner-centered E-portfolio's: A Formative and Summative Assessment Tool

Scott Berlin, Assistant Professor & BSW Program Director, **Jamie Langlois**, Affiliate Faculty, & **Shelley Schuurman**, Assistant Professor

This training will showcase the Capstone E-portfolio project, an assignment implemented in the final phase of the GVSU School of Social Work's Comprehensive Assessment Model. Presenters will demonstrate how both assessment for learning (formative assessment) and assessment of learning (summative assessment) take place as students provide evidence of mastery of competency-based learning objectives while simultaneously reflecting on the development of their professional identity. Participants will learn how the E-portfolio is integrated throughout the social work curriculum, how to incorporate the integral role of peer assessment, and how faculty assess student mastery through Chalk and Wire. Evaluation rubrics and examples of quality artifacts will be provided.

Session II, 1:30-3:00

Classics and Anthropology

Rm. 414

Completing a Unit Self-study: Process and Product

Charles F. Pazdernik, Associate Professor & Department of Classics, Chair, &

Russell Rhoads, Associate Professor & Department of Anthropology, Chair

The Department of Classics submitted its Self-Study in May 2010. As a small and cohesive academic unit, we faced the challenge of articulating expressly our intuitive understanding of our program's purpose and our implicit sense of its success in a manner that demonstrated accountability to external audiences and constituencies. The presentation will describe the process through which we arrived at our distinctive Self-Study product, making particular reference to our evolving sense of the audiences and constituencies to which we felt we ought to hold ourselves accountable. As we progressed we developed a conceptual map of these interrelationships, which we called "the clock": this proved analytically useful as an alternative, non-linear way of evaluating our accomplishments and assessing strengths and weaknesses.

Those who attend this session will learn about the experiences of the Anthropology Department over the course of a year leading to the completion of the self study (May 2010). Information will address how the department organized work groups and assignment tasks in

an effort to involve the participation of all faculty in the data gathering and reflective processes. Emphasis is placed on adapting a SWOC approach to the self study findings and on using this to create a vision for the future strategic plan. Finally, attendees will learn about potential pitfalls and missteps, as the Anthropology Department experienced them. Several handouts modeling the self study process will be distributed.

Writing Department and College of Education

Rm. 310

Assessment from the Ground Up: How to Integrate Assessment with Program Development, Teaching, Mentoring, and the Annual Work of the Department

Dan Royer, Professor, Department of Writing, Chair, **Chris Toth**, Assistant Professor, **Ellen Schendel**, Associate Professor

Every three years, each department must assess student learning outcomes. Typically we use a deductive approach—begin with strategic plans, mission and values, a broad sense of what we want to learn, and then produce questions, goals, objectives, measures, and results. This approach loads the front end of the process with much anxiety, thinking, and planning. The process funnels into nearly preordained results and recommendations rather than opening out to new possibilities. We will describe a practical way to make assessment an annual, rewarding part of your department culture that makes the entire process interesting, easy, organized, and useful.

Interrater Reliability: A Program's Attempt Toward Improved Content, Clarity, & Consistency

Paula Lancaster, Associate Professor, COE

Annually, graduate faculty in the Learning Disabilities Program systematically reviews the master's degree and endorsement programs. Information gleaned from this review is used to guide program improvement and contributes to accreditation. The primary objective of this presentation is to describe the process faculty members undertook in order to analyze assessments of records and the rubrics used to measure them for each of the courses in their program. While a brief description of background information related to the rationale for and purpose of the process will be provided, most of the time will be spent describing the process, sharing the results, and answering questions.

College of Health Professions & Kirkhof College of Nursing

Rm. 314

Assessing the Assessment Before Assessing Curriculum: Reconsidering the Fundamentals

Michael Wambach, Assistant Professor, CHP

Assessment of curricula often becomes an episodic process where over-extended faculty race to complete the project on deadline. As a result, data gathering, conversion to useful information, and the necessary reflection for meaning can be compromised. Curricular decisions are then made on less than optimal parameters. This presentation will demonstrate the importance of close attention to assessment planning fundamentals including type of assessment, level of assessment, selection of metrics, and construction of meaning from those results. Examples will be used to involve the audience in these topics. In addition, administrative elements of resource support will be discussed.

Describing and Assessing Critical Thinking and Clinical Reasoning in Undergraduate Nursing

Elaine S. Van Doren, Associate Professor & Associate Dean for Undergraduate Programs, KCON

Critical thinking has been the leading mantra in nursing education. However, increasingly faculty believe that nursing programs have not produced the level of thinking required for today's practice environment. Clinical reasoning has been suggested as an additional tool. Clinical reasoning incorporates critical thinking but goes beyond this more quantitative process. Objectives for this presentation are: describe critical thinking and clinical reasoning; discuss assessment strategies; and explore possible applications for other courses.

See Session I for abstracts...

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