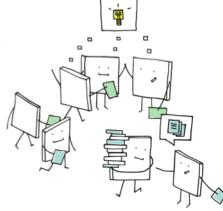


Assessment Fellow Program Midterm Update

Feb 4, 2022

SUNY OLD WESTBURY
ACADEMIC ASSESSMENT

SAS Assessment Fellows Program



- ▶ 12 SAS Fellows + SPS Audit
- ▶ Objectives
 - ❑ Prep for the Assessment Coordinators System (pending funding)
 - ❑ "Training trainers"
 - ❑ Interdepartmental network – Collective problem solving
 - ❑ Refine the S21 Program Assessment Plan
 - ❑ Coordination of departmental assessment

What Fellows Have Done

- ▶ Biweekly meetings: Skills workshops and roundtable discussions
- ▶ "Homework activities" to facilitate departmental discussions and assessment practices

Topic
Oct 2021 Nov 13 RT: Oct 27
What Do We Want To Know?: Articulating Learning Goals and Aligning the Curriculum, Program and Institutional Mission
Nov 2021 Nov 10 RT: Nov 17
How Do We Learn about Learning? #1: Course Embedded Measures of Student Learning
Nov 1 RT: Dec 15
How Do We Learn about Learning? #2: Measures of Student Learning Outside of the Course Framework
Feb 2022 Feb 1 RT: Feb 16
Diversity and Equity in Assessment of Learning
Mar 2022 Mar 17 RT: Mar 16
Fostering Culture: Opportunities, Obstacles, and Strategies
Apr 2022 Apr 1 Apr 20
May 2022 May 4 May 18
"Closing the Loop": How Can We Make Use of Student Learning Data?

Assessment Fellows Activities

Activity	Objectives
Curriculum Conversation Report (Sept)	<ul style="list-style-type: none"> Document past "Closing the Loop" practices! Raise awareness of action-oriented assessment Provide a forum for data-driven curriculum building within the department
Assessment of Assessment* Exercise (Oct)	<ul style="list-style-type: none"> Facilitate conversations over assessment data utilization in the department without naming assessment Promote peer learning and reflection on how assessment data can inform curriculum building, course curricular and pedagogical issues, and the utilization of data Identify goals/best practice for different aspects of PSLO assessment Collectively evaluate the current status of departmental assessment practice and strategize for improvements
F21 Assessment Update (Nov)	<ul style="list-style-type: none"> Ensure the progress in the assessment data collection according to the Assessment Plan Share departmental colleagues with assessment needs Facilitate reflections on peer implementation of departmental assessment
PSLO-Mission Alignment Exercise (Nov)	<ul style="list-style-type: none"> Clarify the linkage between institutional values and learning outcomes
Assessment Measure Inventory (Feb)	<ul style="list-style-type: none"> Facilitate central documentation, review and sharing of measurement tools within the department

Assessment Calendar

Month	Activity	Responsibility
Jan	Complete F21 assessment data analysis & construct an assessment report Instructor reminder (Measure check, PSLO on syllabus) for S22 Schedule assessment meetings for S22	Assigned faculty
Feb - Apr	Enter key findings from F21 assessment into Weave+ (Preliminary Entry Target date: Feb 11) Departmental discussions of F21 assessment reports & action planning Enter F21 action plans & updated F21 findings in Weave+ (Target date: Feb 28) S22 Assessment Mid-semester instructor check-in Discuss S21 Assessment Plan revisions/refinements (A larger project that will likely take multiple meetings)	AFs AFs + Departments AFs + Departments Co-DAA + AFs Co-DAA + AFs
May	Complete S22 assessment data analysis & construct an assessment report	Assigned faculty

S21 Program Assessment Plan

"Assessment results will be shared and discussed in a department meeting" is the almost universal CTL activity

Assessment Fellows Midterm Feedback

- ▶ Anonymous feedback gathered Dec 17, 2021-Jan 7, 2022 via Microsoft Form
- ▶ Prompts
 - ❑ Assessment Fellows Program (AFP) reflections
 - ❑ Weave+ training & support feedback
 - ❑ Feedback for the assessment calendar draft
 - ❑ Suggestions for the Coordinator Program
 - ❑ Suggestions for S22 AFP

The Value and Need of (More) Training

*The most valuable aspects of the AFP are 1) **the structured and scaffolded assignments** that assisted my department in creating a robust assessment program and 2) **the ability to discuss assessment with my colleagues** from across the School of Arts and Sciences.*

*I think there is general **more time needs to be devoted to training faculty about what exactly is assessment, about basic terminology and how to organize this project** for each program.*

Workload Concerns

The AF program has taken substantial amounts of my time [...], and I think a course release was really the minimum compensation that could be offered for this [...] so I am a little concerned as to how heavy the workload will be with the Assessment Coordinator System, especially if the compensation will be reduced.

*[It] would also be incredibly helpful if there was **one AC per Program - not per department**. There is a lot to manage for each Program, and having someone who could focus on each would not only make this a more realistic workload, but ensure that the "bigger" major isn't neglected in terms of assessment/CTL.*

Alignment & Coordination

We need an alignment between what we are learning in AFs roundtables/workshops and what the College infrastructure looks like. For example, the roll out of Weave as a simplistic reporting tool seemed to really undermine emerging investment in developing a culture of assessment - as did conversations about carrots and sticks. [...] Inconsistent messaging [...] makes the roles of Afs politically quite complicated in their departments, and therefore potentially unsustainable.

This is not necessarily reflective of the AF program, but we were getting uncoordinated assessment tasks and information from various campus authorities over the course of Fall 2021, and that made the process unnecessarily confusing."

College-wide Conversation & Vision

*There really needs to be an almost college-wide discussion that centers on what has to happen with assessment. Meaning **all faculty need to know that those doing the coordinating are only trying to get a job done and done effectively**. How that is done I don't know. But it seems unfair for Assessment Coordinators to have to run into walls to try to get things done.*

*If we don't develop better tools re: the basics of assessment and clear messaging from AA about **the value of assessment to faculty - not the requirement or risk of discipline** - we will not be able to do this job in any meaningful way.*

Takeaways

- ▶ To move forward, we need:
 - ▣ Enhanced assessment skills training and inter-departmental conversations in the Assessment Fellows Program
 - ▣ Coordinated initiatives and messaging with a clear vision: Assessment as a constructive, college-wide project
 - ▣ Explicitly defined expectations for academic assessment & Fellows/Coordinator roles
 - ▣ College-wide conversations to facilitate shared understanding
 - ▣ Enhanced support for departments with multiple academic programs

