

Institutional Readiness Questions, Part A: “Assessment originators and drivers”
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TAMU Assessment Conference 2/23/09

Circle all choices that apply, and fill in details where possible.

1. What are the triggers for technology-supported assessment efforts on your campus? To what extent are they compelling for the members of your campus community?
 - a. Specific individuals or groups – who?
 - b. Accreditation: institutional, program
 - c. Strategic initiatives: institutional, system-wide, state, Board of Governors
 - d. Other:

2. Who are the key players in a technology-supported assessment initiative?
 - a. Institutional assessment committee
 - b. Programs or departments (which ones?)
 - c. Program or dept committees
 - d. Center for Teaching
 - e. Provost’s office
 - f. Institutional Research
 - g. Assessment office
 - h. Registrar
 - i. IT
 - j. Learning Technologies
 - k. Other non-academic areas (Finance, Student Affairs, Physical Plant, Advising, Research, Admissions, Student Services)
 - l. Other:

3. What groups or programs currently serve as formal or informal assessment leaders?
 - a. Institutional assessment committee
 - b. Programs or departments (which ones?)
 - c. Center for Teaching
 - d. Provost’s office
 - e. Institutional Research
 - f. Registrar
 - g. Assessment office
 - h. Other:

4. What level of funding is available for technology to support assessment?
 - a. Amount and source:
 - b. Unknown
 - c. None

5. What level of administrative support is needed/available for *adoption* of technology to support assessment?
 - a. President
 - b. President’s cabinet (e.g. CIO)
 - c. Provost
 - d. Dean
 - e. Chair
 - f. Unknown
 - g. Other:

6. What level of administrative support is needed/available for *implementation* of technology to support assessment?
- a. President
 - b. President's cabinet (e.g., CIO)
 - c. Provost
 - d. Dean
 - e. Chair
 - f. Unknown
 - g. Other:
7. What level of consensus is present about the specific assessment needs* to be supported by software adoption?
- a. High
 - b. Medium
 - c. Low
 - d. Unknown

*Example needs might include:

- a. Program reviews
- b. Course-level outcomes, measures, data, and continuous improvement process
- c. Program-level outcomes, measures, data, and continuous improvement process
- d. External accreditation self-studies and reviews
 - i. Institutional
 - ii. Departmental or program-level
- e. Strategic plan progress reports and updates
- f. Institutional Research data
- g. Standardized test results
- h. Test, assignment scores for courses or programs
- i. Student work artifacts
- j. Student portfolios
- k. Faculty portfolios
- l. Survey results
- m. Field placement management
- n. Operational plan progress reports and updates, budget requests
- o. Other

Institutional Readiness Questions, Part B: “Faculty and Staff Engagement”
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1. By what mechanisms do faculty/staff currently engage in assessment of their programs? ...their courses?
 - a. Formal annual assessment reports
 - b. External accreditation reports
 - c. Periodic program review (what cycle length?)
 - d. Informal but documented activities
 - e. Informal, undocumented activities
 - f. Other:

2. What mechanisms currently support *collaboration* for assessment activities?
 - a. Dedicated time (e.g. Assessment Day, faculty-only work time) set aside for program faculty/staff to collaborate
 - b. Assessment-related faculty/staff development activities occur regularly
 - c. Communication methods with archiving capabilities are in place (e.g. discussion boards)
 - d. Faculty/staff can see and ask questions about each others’ work
 - e. A collaborative peer review process is in place
 - f. Other:

3. What levels of assessment-related collaboration exist?
 - a. Faculty collaborate regularly within program groups and across program boundaries
 - b. Program faculty are integrally involved and collaborate regularly for program assessment
 - c. Course/section instructors collaborate regularly on course assessment
 - d. A core group of faculty in a given program is involved
 - e. One faculty member or coordinator in a course or program does the assessment
 - f. Assessment is handled at a level above the program (discipline)
 - g. Other:

4. What fraction of faculty/staff have actually participated in the process of “closing the loop” (i.e., using assessment data to make improvements)?
 - a. Virtually all
 - b. A majority
 - c. About half
 - d. A minority
 - e. Very few
 - f. Other:

5. What incentives exist for faculty/staff engagement in assessment?
- a. Grants
 - b. Program funding tied to engagement in assessment or results of assessment
 - c. Continuation of program by institution
 - d. Continued program accreditation by external group
 - e. Merit or annual evaluation process
 - f. Tenure or promotion or continuation process
 - g. Public recognition, awards
 - h. Other:
6. Who needs to access/enter assessment data?
- a. Special assistants for data entry
 - b. All faculty members
 - c. Coordinators at the program or discipline level
 - d. Chairs
 - e. Deans
 - f. Provosts
 - g. President
 - h. Assessment professionals (director, institutional research directors)
 - i. Other:
7. Who needs to conduct data analyses?
- a. All faculty members
 - b. Coordinators at the program level
 - c. Chairs
 - d. Deans
 - e. Provosts
 - f. President
 - g. Assessment professionals (director, institutional research directors)
 - h. Other
8. What fraction of faculty/staff is comfortable with technology and will adapt easily to a new system?
- a. Virtually all
 - b. A majority
 - c. About half
 - d. A minority
 - e. Very few
 - f. Other:
9. What fraction of administrators is comfortable with technology and will adapt easily to a new system?
- a. Virtually all
 - b. A majority
 - c. About half
 - d. A minority
 - e. Very few
 - f. Other:
10. What is your current course management system (if any)? What fraction of faculty is using it substantially to deliver course assessments?
- a. Virtually all
 - b. A majority
 - c. About half
 - d. A minority
 - e. Very few
 - f. Other:

Institutional Readiness Questions, Part C: “Assessment Processes and Procedures”
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1. What formal assessment processes and procedures exist on your campus?
 - a. Written and accepted assessment plan
 - i. Institutional level
 - ii. Institutional committees (e.g. General Studies)
 - iii. School/college level
 - iv. Departmental level
 - v. Program/discipline level
 - vi. Course level
 - vii. Non-academic areas
 - viii. Other
 - b. Assessment cycle reports (what cycle length? What level(s))
 - c. Program review process (cycle?)
 - d. External Accreditation
 - e. Higher Learning Commission/Regional Accrediting agencies
 - f. Institutional research policy
 - g. External advisory board feedback
 - h. Standardized testing: levels?
 - i. Portfolio evaluation
 - j. Surveys
 - i. Graduating students
 - ii. Alumni
 - iii. Employers of graduates
 - iv. Other
 - k. Other:

2. Where are the assessment processes and procedures documented?
 - a. Faculty/staff handbook
 - b. Previous institutional accreditation documents
 - c. Institutional website
 - d. School, department or program-level website
 - e. Paper or electronic copies in a central office or repository
 - f. Paper or electronic copies in multiple offices
 - g. Other:

3. What informal, unwritten assessment processes and procedures exist on your campus?
 - a. Institutional level
 - b. School/college level
 - c. Departmental level
 - d. Program/discipline level
 - e. Course level
 - f. Committees (e.g. General Studies)
 - g. Non-academic areas:
 - h. Other:

4. What groups or people are charged with what assessment activities?
 - a. Institutional assessment committee
 - b. Programs/departments (which?)
 - c. Program or dept committees
 - d. Center for Teaching
 - e. Provost’s office
 - f. Institutional Research
 - g. Assessment office
 - h. IT
 - i. Registrar
 - j. Learning Technologies
 - k. Non-academic areas (Finance, Student Affairs, Physical Plant, Advising, Research, Admissions, Student Services)

5. How is assessment quality ensured by internal review? (Who is involved?)
 - a. Peer review
 - b. Chair review
 - c. Dean review
 - d. Peers outside the discipline (critical friends)
 - e. Assessment Committee reviewers (what level?)
 - f. Other

6. How is assessment quality ensured by external review? (Who is involved?)
 - a. Advisory Boards for programs
 - b. External accrediting agencies
 - c. Board of Governors
 - d. State groups
 - e. Other

7. What mechanisms exist for improving the assessment processes themselves? Periodic review of assessment by:
 - a. Regional accrediting agencies
 - b. Senior administrative officers/President's cabinet
 - c. Institutional assessment group or committee
 - d. Faculty Senate
 - e. College/School groups
 - f. Department groups
 - g. Program groups
 - h. Other

8. What specific assessment challenges do you face? What support is available for these challenges?

Institutional Readiness Questions, Part D: “Reporting/Data Storage”

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1. What assessment information needs to be stored at your institution?
 - a. Program reviews
 - b. Course-level outcomes, measures and continuous improvement process
 - c. Program-level outcomes, measures and continuous improvement process
 - d. External accrediting self-studies and reviews
 - i. Institutional
 - ii. Departmental/program
 - e. Strategic plan progress reports and updates
 - f. Institutional Research data
 - g. Standardized test results
 - h. Test, assignment scores for courses or programs
 - i. Student work artifacts
 - j. Student portfolios
 - k. Faculty portfolios
 - l. Survey results
 - m. Field placement management
 - n. Operational plan progress reports and updates, budget requests
 - o. Other

2. How do you currently store your data and analyses?
 - a. Paper in a central location
 - b. Paper in various locations
 - c. On the web
 - d. Software/database
 - e. Word and Excel and pdf
 - i. in folders on hard drives
 - ii. On shared drives
 - f. Other:

3. How is information shared with internal entities? What types of information are being shared?
 - a. Paper document room during visit
 - b. Electronic/paper combination
 - c. Web site
 - d. Software for information sharing
 - e. Other

4. How is information shared with external entities? What types of information are being shared?
 - a. Paper document room during visit
 - b. Electronic/paper combination
 - c. Web site
 - d. Software for information sharing
 - e. Other

5. How does information sharing support a culture of assessment? What level of information transparency is desirable?
 - a. All faculty and staff see all reports and reviews.
 - b. Selected groups of faculty see reports and reviews
 - c. Only administrators see reports and reviews
 - d. Only senior administrators see reports and reviews
 - e. Other:

6. Reports and reviews are shared via:
 - a. Web posting
 - b. Posting in a central location
 - c. Email
 - d. Presentation in a public meeting
 - e. Password or no password?
 - f. How long are reports available?
 - g. Not shared
 - h. Other:

7. To what extent is local IT support available for assessment?
 - a. Strong IT support with capability to develop and implement on-site, self-hosted solutions.
 - b. Intermediate support.
 - c. Weak IT support – need a hosted solution, with minimal user assistance provided at the local level.

8. For what ongoing needs is IT/technical support/assistance available to local users?
 - a. Data entry
 - b. Report generation
 - c. Data analysis
 - d. Database configuration
 - e. Database management
 - f. Front-end management and configuration
 - g. Account/affiliation management
 - h. Training of users
 - i. Other:

9. For what ongoing needs is conceptual assessment support/assistance available to local users?
 - a. Data entry
 - b. Report generation
 - c. Data analysis
 - d. Front-end management and configuration
 - e. Account/affiliation management
 - f. Training of users
 - g. Other