



FAIRMONT  
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PIERPONT  
COMMUNITY & TECHNICAL  
COLLEGE

# Building a Technology-Supported Culture of Assessment: Software Readiness Considerations

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TAMU, 2/23/09

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# Presentation Overview

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- Four themes/Our path
- Breakout sessions
  - Readiness Questions
  - Readiness Rubrics
  - Action Plans
- Feedback/Improvement

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## Four Themes Underlying Technology Choices

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1. **Assessment originators and drivers**
2. **Faculty and staff engagement**
3. **Assessment processes and procedures**
4. **Reporting/data storage needs**

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# Theme 1: Assessment originators and drivers

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- Triggers for software-supported assessment efforts?
- Key players?
- Formal or informal assessment leaders?
- Funding?
- Administrative support for *adoption*?
- Administrative support for *implementation*?
- What needs will software support?



# 2006-2011 Strategic Plan

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## **Goal 1** *Empower faculty and students to achieve high levels of teaching and learning*

- Support teaching and learning as the central focus of the institution.
- Maximize facilities (virtual and physical) for effective teaching and learning.
- Support learning through a fully outcomes-based curriculum.

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## Fall 2007: Software Investigation Project Initiation

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- Encouraging immediate software adoption:
  - President (Accreditation, General Studies, Program Review)
  - Education (NCATE), Engineering Tech (ABET)
- Assessment leaders:
  - Rejuvenated Assessment Committees (FSU/PC&TC , WV)
  - Nursing, Occupational Safety, Physical Therapy Assisting
- Fall 2007 demonstrations and meetings
  - LiveText, TK20, Blackboard, Sakai, Adobe

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# Project Management Approach

December 2007

- Director of Strategic Planning and Assessment
  - Project Management Office, CIO
- President (adoption \$), Provost (implementation \$)
- Institutional Assessment Committee
  - Faculty, Deans, Chairs
  - Institutional Research, Center for Teaching
  - Associate Provost, General Studies Committee Chair
  - Learning Technologies

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# Spring 2008: Software Pilots

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## Goals:

- Develop software requirements
- Assess market status
- Assess institutional readiness for implementation
- Reality-checking



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## Theme 2: Faculty and Staff Engagement

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- Mechanisms for engagement in program/course assessment?
- Mechanisms for collaboration?
- Level of collaboration?
- Experience with “closing the loop”?
- Incentives for faculty engagement?
- Access/enter data and conduct analyses?
- Comfort with technology?
- Use of electronic assessments?



# FSU/PCTC Engagement

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- Program and 1000-level course outcomes (started 2006)
- Concurrent revision of General Studies (started 2006)
- Revision of Program Review (5-year cycle)
- “Closing the Loop” ~25% understand; 10% engaged
- KISS - Syllabus/gradebook in Blackboard ~70%
- Annual faculty evaluation - strategic plan work 5%
- Two Assessment Workgroups for Spring 2008
  - ~15 members, self-selected, facilitated by assessment directors

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# Assessment Workgroups

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Spring, Summer 2008

## **Workgroup 1: Software research**

- Collaboration in FSU Wiki
  - Mock University to compile software needs
  - Software requirements development
- Software pilots, evaluation, due diligence
  - TaskStream, TK20, WeaveOnline, LiveText, (Blackboard, Sakai)

## **Workgroup 2: Annual assessment report process**

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article discussion view source history

## Mock University

### Mock University

As instructors and program faculty, we will want to see developmental progress even when that won't be included as the only direct measure for the program outcome.

#### Contents [hide]

- 1 [Link to Program Outcomes for Mock Program 1: Mainly Elementary Education](#)
  - 1.1 Direct measure types for program outcomes:
  - 1.2 Courses:
- 2 [Link to Program Outcomes for Mock Program 2: Mainly Nursing \(Associate's degree\)](#)
  - 2.1 Direct measure types for program outcomes
  - 2.2 Courses:

### [Link to Program Outcomes for Mock Program 1: Mainly Elementary Education](#)

Deb, Sharon, Carolyn, Fran, Jack.

#### Direct measure types for program outcomes:

- Rubric score on field-based experiences. (business, tech, ed, nursing clinicals)
- Rubric score on portfolio
- Score on standardized test
- field or content gpa - as a direct measure of content in selected situations -- Deb will make sure this is added as a direct measure for one of the program outcomes in Mock Program 1.
- Interview or exit interview

#### Courses:

- EDUC 2201 Instructional Technology
- EDUC 3390 Elementary Classroom Organization and Practices
- PHED 3325 Psychomotor Analysis
- COMM 2200 --COMM 2200 outcomes mapped to LS outcomes
- BUSN 4415 (Word)
  - BUSN presentation rubric (Word)
  - BUSN case study rubric (Word)
  - BUSN critical thinking rubric (pdf)
  - BUSN weekly progress rubric (Word)

### [Link to Program Outcomes for Mock Program 2: Mainly Nursing \(Associate's degree\)](#)

Jim, Tanya, Erica, Rick, Bill

#### Direct measure types for program outcomes

- reflection/analysis (journal)
- Single assignments (homework problems, case studies, group work, care plans, discussion postings and even transcripts of class discussions, process recording)
- Exam or quiz

#### navigation

- Main Page
- Student Organizations
- Strategic Planning
- Academic Programs
- Current events
- Sandbox
- Recent changes
- Random page
- Categories
- Help
- Fairmont State home

#### search

#### toolbox

- What links here
- Related changes
- Upload file
- Special pages
- Printable version
- Permanent link



## Theme 2: Faculty and Staff Engagement

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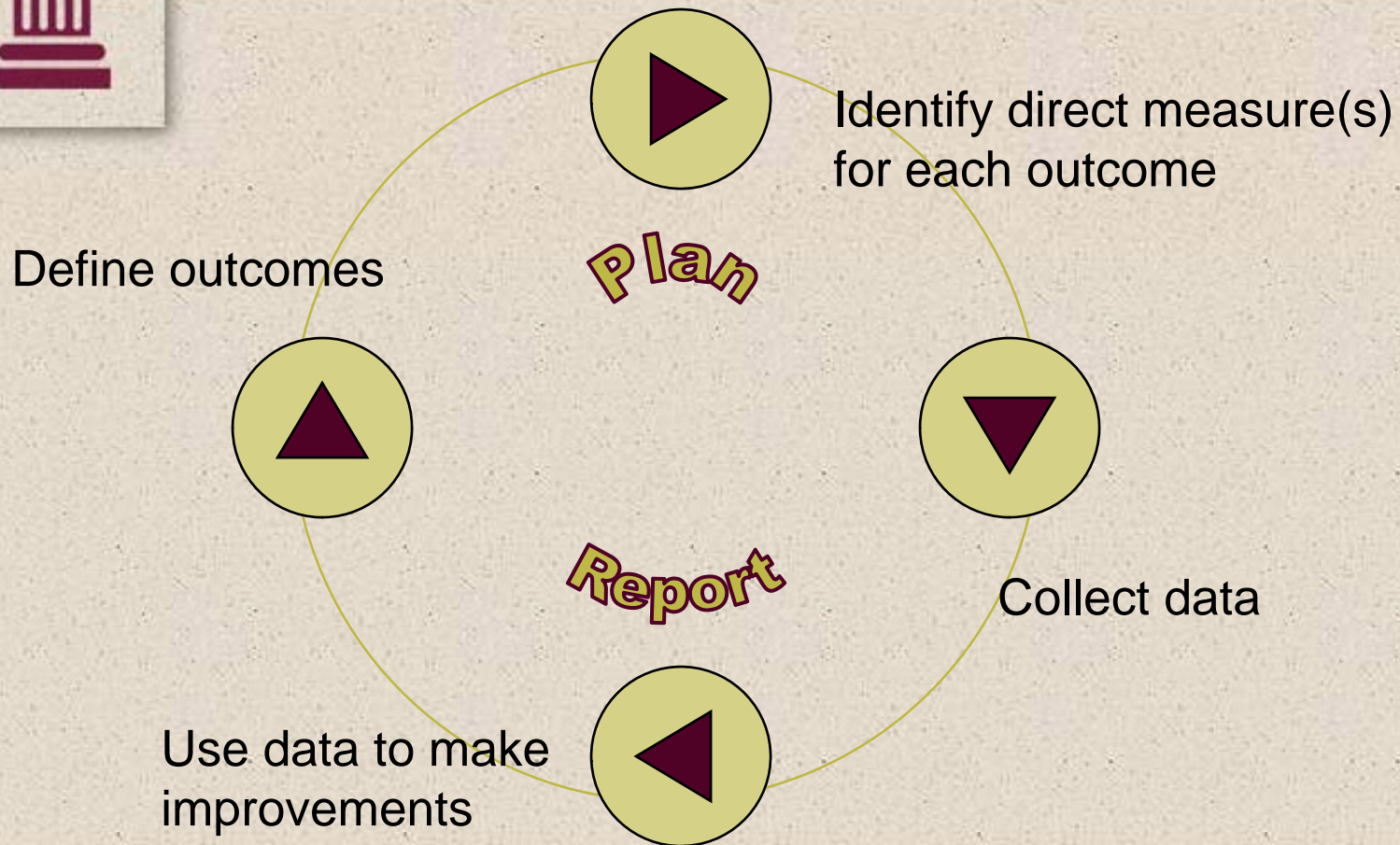
## Theme 3: Assessment Processes and Procedures

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- Formal, documented assessment processes?
- Informal assessment processes?
- Groups/people charged with assessment activities?
- How is assessment quality ensured?
  - Internal/external reviews?
- Mechanisms for improving assessment processes?
- Specific assessment challenges?



# Assessment Cycle



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## Workgroup 2: Annual Assessment Report Process

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- Draft Assessment Plan for joint institutions (Summer, 2008)
- Program and course outcomes on website (2007-2008)
- Annual Assessment Reports (academic programs, Fall 2008)
- Assessment Steering Committee
- Annual Assessment Report reviews, critical friends
- Inter-Institutional Assessment Council
- External Advisory Boards
- General Education mapping

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## Specific assessment challenges:

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- State system-wide course management system
- Minimal formal assessment culture prior to Strategic Plan
- Summer 2008
  - Legislatively mandated split of FSU and PC&TC
  - Interim President at FSU



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  - Internal/external reviews?
- Mechanisms for improving assessment processes?
- Specific assessment challenges?



## Theme 4: Reporting/data storage needs

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- Assessment information to be stored?
- Current storage methods?
- Assessment data/report/review sharing methods?
  - Internal
  - External
- Desirable level of information transparency?
- IT/Technical support available for assessment?
- Conceptual support available for assessment?



# Prioritized needs, FSU/PC&TC

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- Annual Assessment Reports for academic programs:
  - Program, course outcomes, measures, data, improvement plans , reviews
- General Studies outcomes tracking, mapping
- External accrediting self-studies and reviews
- Student portfolios
- Signature assignment scores
- Student work artifacts

## Added Bonuses:

- Strategic plan progress reports
- Program reviews
- Institutional Research data
- Standardized test results
- Student demographics
- Faculty portfolios
- Survey results
- Field placement management
- Rubrics and web pages

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# Overarching Requirements

- Tangible framework and container for continuous improvement, common language
- Minimal duplication of effort (e.g. connect to CMS)!
- Simple and easy to use
- Strong user support and training
- Hosted
- Support transparency in reporting, external evaluators
- Support collaboration

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# TaskStream



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# TaskStream AMS

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- Workspaces encourage faculty collaboration to maintain program/course assessment plans, outcomes and reports
- Electronic discussion/interactions between program faculty, stakeholders and reviewers
- Mapping course – program – institutional outcomes
- Reports easy to generate and share in a variety of ways
- Permissions logical, flexible and easy to manage
- Powerlink to Blackboard.
- Flat license fee based on FTE.

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# TaskStream LAT

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- Deployment and rubric-based evaluation of outcomes-linked assignments to students
- Students, faculty can create portfolios and export to an external website or CD-rom.
- Multiple reviewer capabilities; standard and custom reports
- Close to a CMS
- Extra support for School of Education activities (e.g., lesson plan builder, field placement, linking to external standards)
- Licensed on a per-student fee basis.

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# General Findings

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- Separable assessment functions (AMS/LAT)
- Market immature and rapidly evolving
- Significant setup and data entry required
- Wishlist:
  - Import and report against externally-generated data
  - True integration with SIS, CMS
  - Auto-publish course, program outcomes directly to standard syllabi, catalog, scheduling tool





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# Breakout Sessions

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- Divide up by preferred Theme (below)
  - Readiness Questions
  - Readiness Rubrics
  - Action Plans

1. **Assessment originators and drivers**
2. **Faculty and staff engagement**
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# Feedback

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**Readiness Questions?  
Rubrics?**

**THANKS!**

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## Lessons Learned

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- Have a plan, but be flexible
- Use immature market to your advantage
- Recruit committed members
- Articulate and stay focused on the requirements needed
- Support from academic leadership and IT is crucial

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## Difficulties/Lessons

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- Changing the institutional assessment culture while evaluating software systems
- Wide range of technology skills
- Finding a common language
- Replication of CMS features
- Differing expectations for software.
- Financial due diligence limited information – immature market