

Building a Culture of Assessment in Higher Education and Evaluation Capacity

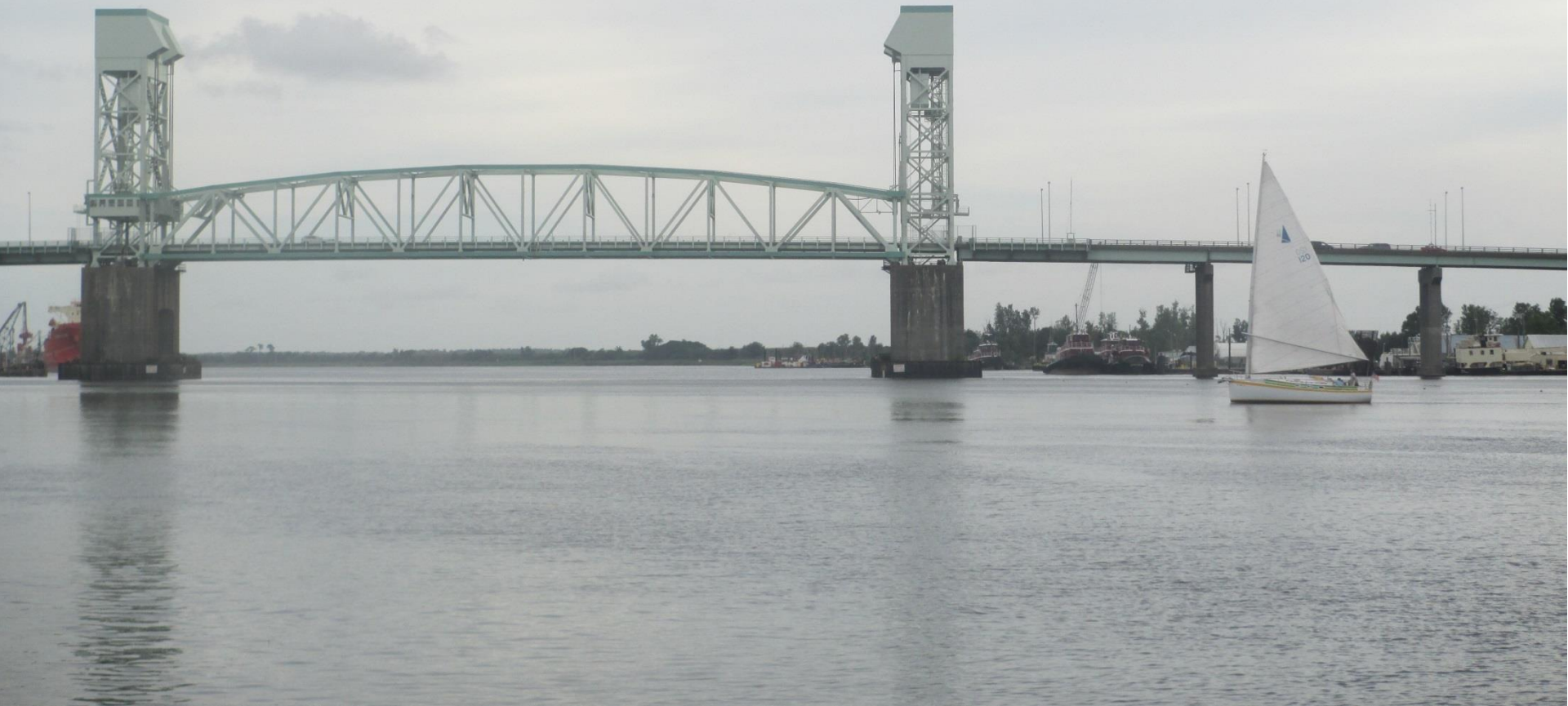
Building: *A Tale of Two Literatures*

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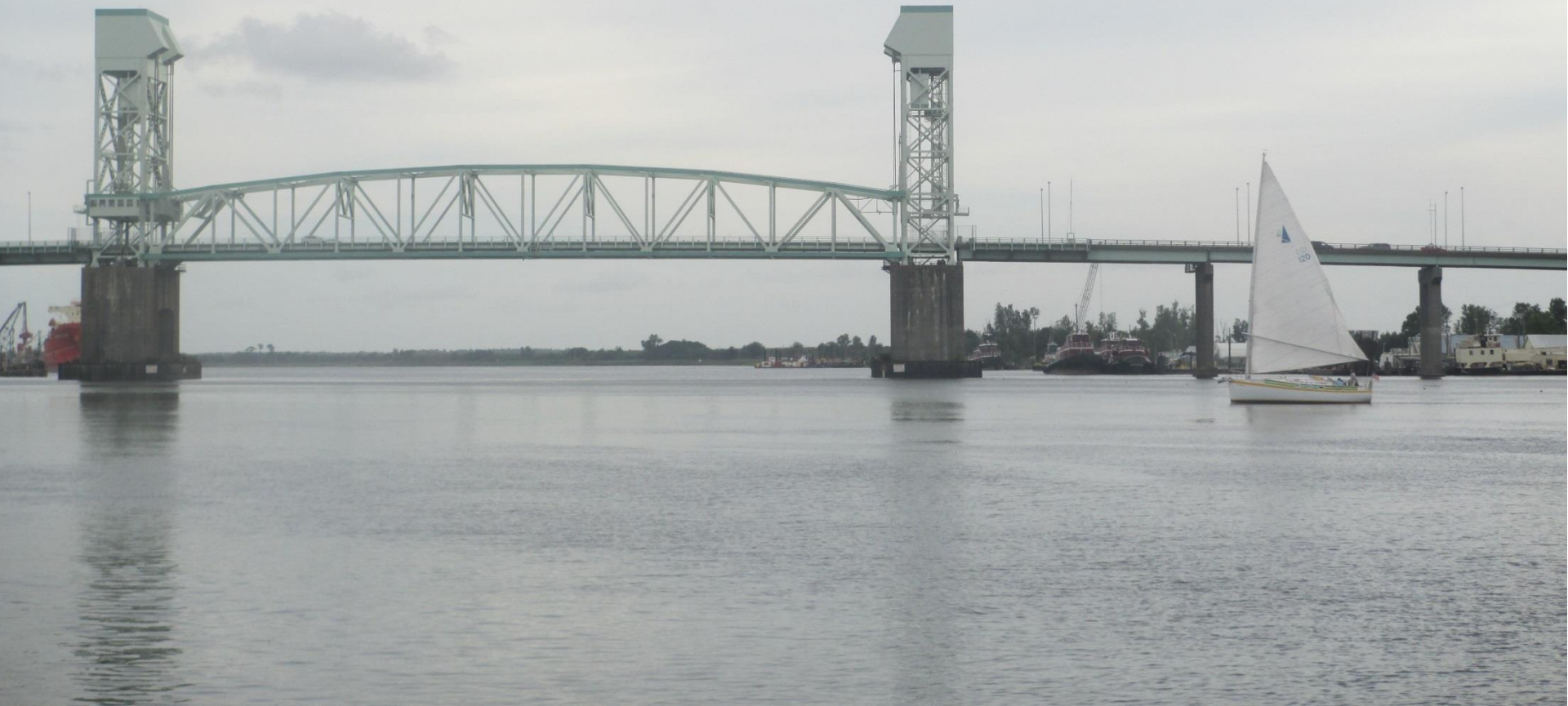
Integrating the “extensive body of knowledge and good practices from the field of program evaluation into higher education assessment”
(Davis, 1989, p. 18)

Building a Culture of Assessment



Building a Culture of Assessment

Evaluation Capacity Building



Building a Culture of Assessment

1. Understanding assessment
2. Engaging in fair assessment practices
3. Using assessment results
4. Involving faculty in the assessment process
5. Leadership support for assessment
6. Meeting the information needs of higher education stakeholders and other audiences

1. Understanding Assessment

Some Challenges

Sharing assessment results (Bers, 2008)

Some Challenges

Designing and conducting assessments (Kramer, 2009)

Some Challenges

Analyzing and interpreting results (Kramer, 2009)

Some Challenges

Using assessment results to inform decisions

(Bers, 2008; Kramer, 2009)

Are these challenges familiar to any of you?

Organizational Learning

(Torres, Preskill, & Piontek, 2005; Weiss, 1998; Yarbrough, Shula, Hopson, & Caruthers, 2011)



Evaluation Capacity Building

(Compton, Baizerman, & Stockdill, 2002; Cousins & Bourgeois, 2014; Leviton, 2001; Patton, 2008; Preskill & Boyle, 2008; Yarbrough et al., 2011)



2. Engaging in Fair Assessment Practices

Some Challenges

Finding and/or developing appropriate measures of student learning outcomes (Bers, 2008; Murray, 2009)

Some Challenges

Results will be used unfairly (Kramer, 2009)

Are these challenges familiar to any of you?

Understanding Culture and Context

(Conner, Fitzpatrick, & Rog, 2012; Dahler-Larsen & Schwandt, 2012; Fitzpatrick, 2012; Patton, 2008; Yarbrough et al., 2011)



Accuracy Standards

(Yarbrough et al., 2011)



3. Using Assessment Results

“The goal of assessment is information-based decision-making...the end of assessment is action”

(Walvoord, 2010, p. 4)

Some Challenges

Little impact on academic decisions at the institutional level (Kuh & Ikenberry, 2009; Peterson & Augustine, 2000; Peterson & Einarson, 2001) and faculty levels (Peterson & Einarson, 2001)

What are some things you've done to promote use of assessment results?

Evaluation Use—Findings Use and Process Use

(Amo & Cousins, 2007; King, 2007; Patton, 2008; Yarbrough et al., 2011)



4. Involving Faculty in the Assessment Process

Most Critical (Magruder, McManis, & Young, 1997; Palomba & Banta, 1999)

AND

Most Challenging (Bers, 2008; Kuh & Ikenberry, 2009; Palomba & Banta, 2001; Wang & Hurley, 2012)

What challenges have you faced when involving faculty in the assessment process?

Some Challenges

External mandate not relevant to teaching and learning (Kramer, 2009)

Some Challenges

An uncompensated burden (Kramer, 2009)

Some Challenges

Threat to academic freedom and autonomy

(Kramer, 2009)

Some Challenges

Not part of their skill set (Kramer, 2009)

Some Challenges

Will take time away from scholarly activities

(Wang & Hurley, 2012)

Understanding Culture and Context

(Conner, Fitzpatrick, & Rog, 2012; Dahler-Larsen & Schwandt, 2012; Fitzpatrick, 2012; Patton, 2008; Yarbrough et al., 2011)



Stakeholder Involvement and Empowerment

(King, Cousins, & Whitmore, 2007; Miller & Campbell, 2006; Patton, 2008; Yarbrough et al., 2011)



Organizational Learning

(Torres, Preskill, & Piontek, 2005; Weiss, 1998; Yarbrough, Shula, Hopson, & Caruthers, 2011)



Evaluation Capacity Building

(Compton, Baizerman, & Stockdill, 2002; Cousins & Bourgeois, 2014; Leviton, 2001; Patton, 2008; Preskill & Boyle, 2008; Yarbrough et al., 2011)



5. Leadership Support for Assessment

“[T]he ultimate goal is that assessment is so embedded into the systems that affect the department’s money, faculty lines, facilities, policies, or the provost’s good graces that assessment carries its own rewards”

(Walvoord, 2010, p. 44)

What does leadership support for assessment look like to you?

Organizational Learning

(Torres, Preskill, & Piontek, 2005; Weiss, 1998; Yarbrough, Shula, Hopson, & Caruthers, 2011)



Evaluation Capacity Building

(Compton, Baizerman, & Stockdill, 2002; Cousins & Bourgeois, 2014; Leviton, 2001; Patton, 2008; Preskill & Boyle, 2008; Yarbrough et al., 2011)



6. Meeting the Information Needs of Higher Education Stakeholders and Other Audiences

The institution and faculty: What is working in our units and programs? (Murray, 2009)

The general public, employers, and graduates: Are the institution's graduates competent and qualified? (Murray, 2009)

What are some things you've done to meet the information needs of your different audiences?

Communicating and Reporting Findings

(Torres, Preskill, & Piontek, 2005)



Stakeholder Involvement and Empowerment

(King, Cousins, & Whitmore, 2007; Miller & Campbell, 2006; Patton, 2008; Yarbrough et al., 2011)



Building a Culture of Assessment

Understanding assessment

Engaging in fair assessment practices

Using assessment results

Involving faculty in the assessment process

Leadership support for assessment

Meeting the information needs of higher education stakeholders and other audiences

Building a Culture of Assessment

Evaluation Capacity Building



Questions, Input, Etc.



Thank you!



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