

What Does “Faculty-Driven” Assessment Look Like?

Today’s session is based on a talk presented at the

Assessment Fair 2015 by

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Who Are We?

Routine and
frequency

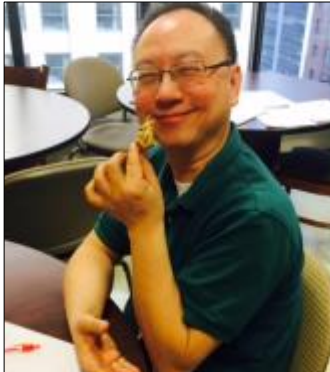


Human
factor



[Assessment Committee Website](#)

Subcommittee work



SNACKS!



Camaraderie!

Making it Work

- Renaissance of Assessment at HWC
- Slow Build Up
- Momentum
- A community of practice that has strong membership and ownership
- Differentiating between evaluation and assessment
- Share the Wealth: [Assessment Committee Documents and Resources](#)

Resources for Change

- Bottom-Up: Faculty-Driven
 - Buy-In
- Top-Down: Administrative Support
 - Money and Time

Common Practices

- Structure – Regular, consistent, frequent
- Recognition – Outside of time and money
- Expectations –Committee charge, regular review, maximize roles across diverse players
- Formal and informal check-ins

Shared Language

- **Assessment**—communal expertise building to understand student learning (outcomes +)
- **Unit-Level Assessment**—a unit of study: general education, program level, a series of courses, multiple sections of a course, etc.
- **Culture**—who we are, what we believe and what we do with those things
- **Reflective Practice**—thinking about teaching and student learning.
 - As members of an Assessment Committee, using data to support this practice.
- **Objectives**— What the unit of study provides
- **Outcomes**— What the student will know and be able to do upon completion of the unit of study

Closing the Loop

- Assessment data are collected each fall
- Reports that include recommendations are written each year
- Faculty have access to information that may be useful to planning and classroom level assessment

How can you make use of the recommendations?

Closing the Loop

Assessment Committee Recommendations

- Diversity
- Effective Writing
- Oral Communication

NOTE: The full reports are housed on the [HWC Assessment Committee website](#)

Closing the Loop: Diversity

Diversity Recommendations: “faculty professional development”
(Diversity Report 2012)

- I researched resources for my field and developed a new unit
- Responding to questions about LGBT topics

In-class project

- What did you know about how to respond to questions about LGBT topics before today's session?
- How have your views changed or how have they been reinforced after going through today's activities?
- How does this experience/information relate to Standard Two: Building Family and Community Relations?

“After practicing the sample ways of responding to the LGBT sheet I was better able to articulate my responses to parents and children. It’s important to speak to children and families in a meaningful way.”

“Before last week’s session, I honestly knew next to nothing about how to respond to questions regarding LGBT topics.... However, last week was the first time in my academic career that anyone has actually addressed how we as teachers can go about answering questions about LGBT topics.”

“Discussing this issue hit a soft spot for me being able to analyze this issue from different experiences and outcomes made this discussion a great also a scary topic for me. Being in early child hoop educator, I accept any child who enters my classroom as well as their families dynamic, however me personally identity as lesbian/ homosexual makes me nervous in group disputations knowing the basis people have on the issue. Then thinking of the hurdles my future children my encounter by having same sex parents sent my brain into overdrive. Overall, I am very excited that this was brought to the table in order to discuss relationships and tools to navigate the ways in which educators speak with parents on topics that may be uncomfortable.”

Closing the Loop: Effective Writing

Effective Writing Recommendations: “They have more difficulty assessing themselves in terms of the specific areas of writing (Focus, Organization, Voice, Elaboration, Conventions, and Style and Diction)”. Effective Writing Report

- Applied Science Department revised a rubric based on the assessment tool designed by the HWC assessment committee
- I looked more carefully at the style of writing expected in my discipline
- Designed an assignment: write one document for two different audiences (colleagues, families)

Closing the Loop: Oral Communication

Recommendations: “Harold Washington College should continue to have high standards for oral presentations throughout the curriculum, not only in the Speech Department” (Oral Com. Report)

- I designed an advocacy speech assignment that spanned several weeks.
- Used the rubric, designed by the Assessment Committee: 1) to explain the assignment, 2) for students to use in the peer workshop, and 3) for grading.



Speech Process

Week 9: Rough drafts

Week 12: Focus on the terms

Week 13: speech workshop on content

Week 14: Practice delivery – superhero pose!

Week 15: Present & submit



“I have always believed in the power of Play, but had never tried to put it in a persuasive form, advocating for its countless benefits for young children. I found having the opportunity to work on it and prepare in class very beneficial, as it allowed for a valuable feedback and support from my peers and instructor”



“Giving the speech made me wonder how different a lot of children’s lives could be if their parents came across similar speeches or engaged in a conversation with a teacher with a similar passion and standpoint on the topic”



“This semester I watched myself transform from a stressed out, new preschool teacher and college student, to a confident, healthy early childhood professional who knows the value of seeking inspiration from others, how to take the time to breathe, and to remember to listen to that little child that’s in all of us”

Closing the Loop Goals 2014-2015

- Diversity
- Effective Writing
- Oral Communication
- Information Literacy
- Have you designed learning opportunities for your students based on information from Assessment recommendations?
- For this academic year, what are you thinking of implementing based on Assessment recommendations?

See more SLOs on
[assessment website](#)

Please share!

Q and A

For further questions or support:

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