Assessment in Action Conference

‘Moving from Compliance to Continuous Improvement’

Friday, March 13, 2020
Fetzer Center

Conference Schedule and Descriptions

8:15-9 a.m. – Registration, Check-in and Continental Breakfast
Lobby

9-10:30 a.m.
Room 1035/1045

Welcome and Introductions

Provost Jennifer Bott

Question and Answer Panel Discussion

Megan Good, Director, Academic Quality and Improvement, Auburn University
Vicki Wise, Director of Assessment and Accreditation, Oregon State University

Facilitated by Ciji Heiser, Director Assessment and Effectiveness, Division of Student Affairs and Dave Reinhold, Associate Provost for Assessment and Undergraduate Studies
Bring your assessment-related questions and participate in an interactive conversation about assessment and student success. To start things off, our guest speakers will be sharing their definition of assessment and thoughts about ‘moving from compliance to continuous improvement’ in regards to assessment. After that, we will open it up for your questions.

**2019-20 Assessment Fellows Brief Presentations**

Brief overview of the 2019-20 Assessment Fellows grant-funded projects.

**Break**

**10:45 a.m.-12:15 p.m. - Breakout Session I**

**Option I: Curriculum Mapping – the Key to Using Assessment Results for Improvement**
Room 2016/18
Facilitator: Megan Good

One critical purpose of assessment is to use results to improve student learning. Once results are in-hand, however, it can be difficult to determine what to do next. An accurate curriculum map, collaboratively created by faculty, can generate insights into next steps following the analysis of assessment results. In this session, participants will 1) explain what a curriculum map is and its basic function, 2) articulate why curriculum mapping is essential for using assessment results for improvement, and 3) identify one area in their own department where curriculum mapping conversations would be beneficial.

**Option II: Envisioning Ourselves as Educators: Practices for Student Affairs**
Room 2020
Facilitator: Vicki Wise

NASPA and ACPA collectively created seven Principles of Good Practice for Student Affairs (1997) as a framework for how student affairs can put student learning at the heart of its work. In this session, we will explore these seven principles for
student affairs and uncover ways to move from theory to action. We will move from principles to effective practice through development of a learning syllabus. A syllabus guides students as to what is expected of them in a program (course) to be successful. It is a guide for students as to the teaching and learning they can expect in a course and, if well-constructed, it motivates students to take responsibility for their own learning.

12:15-1 p.m. - Lunch, Assessment in Action 5-Year Club Awards, & Prize Raffle
Room 1035/1045

Join us for a luncheon, presentation of the Assessment in Action 5-Year Club Awards, prize raffle and an opportunity to network with colleagues from WMU and beyond.

1-1:30 p.m. - 2019-20 Assessment Fellows Poster Session and Dessert
Lobby

View the 2019-20 Assessment Fellows posters and talk with the grant recipients about their projects, have dessert and mingle with colleagues.

1:30-3 p.m. - Breakout Session II

**Option I: Learning Improvement – Analyzing Situational Factors to Position Change**
Room 2016/18
Facilitator: Megan Good

It is often stated that the purpose of assessment is ‘to improve student learning.’ However, evidence of ‘learning improvement’ is scarce across the nation (Kuh, 2011; Banta & Blaich, 2011). The lack of evidence is often due to many ‘situational factors’ that academic programs face (e.g., turnover, reward structures, social dynamics). By identifying and analyzing situational factors prior to engaging in a learning improvement project, programs are better positioned for success. In this session, participants will 1) define ‘learning improvement’, 2) analyze the challenges associated with learning improvement, and 3) explore situational factors in their own department prior to launching a learning improvement project.
Option II: Importance of Reflective, Collaborative and Transparent Practices to Close the Assessment Loop and to Sustain a Culture of Student Learning
Room 2020
Facilitator: Vicki Wise

In this session we explore the importance of closing the assessment loop and how collaboration, reflection and transparency are necessary conditions for doing so. The importance of closing the loop is to make evidence-informed decisions about:

- what our students know and can do,
- how effective we are in the delivery of our programs and services,
- how programs align with the university/division mission and goals, and
- to determine if we are good stewards of resources.

This session offers up practical ways and promising practices to encourage collaboration, reflection and transparency to make assessment more meaningful.