

The Challenges of Authentic Assessment

Building Culture, Collaboration, and
Information Sharing at a Research University

Introductions

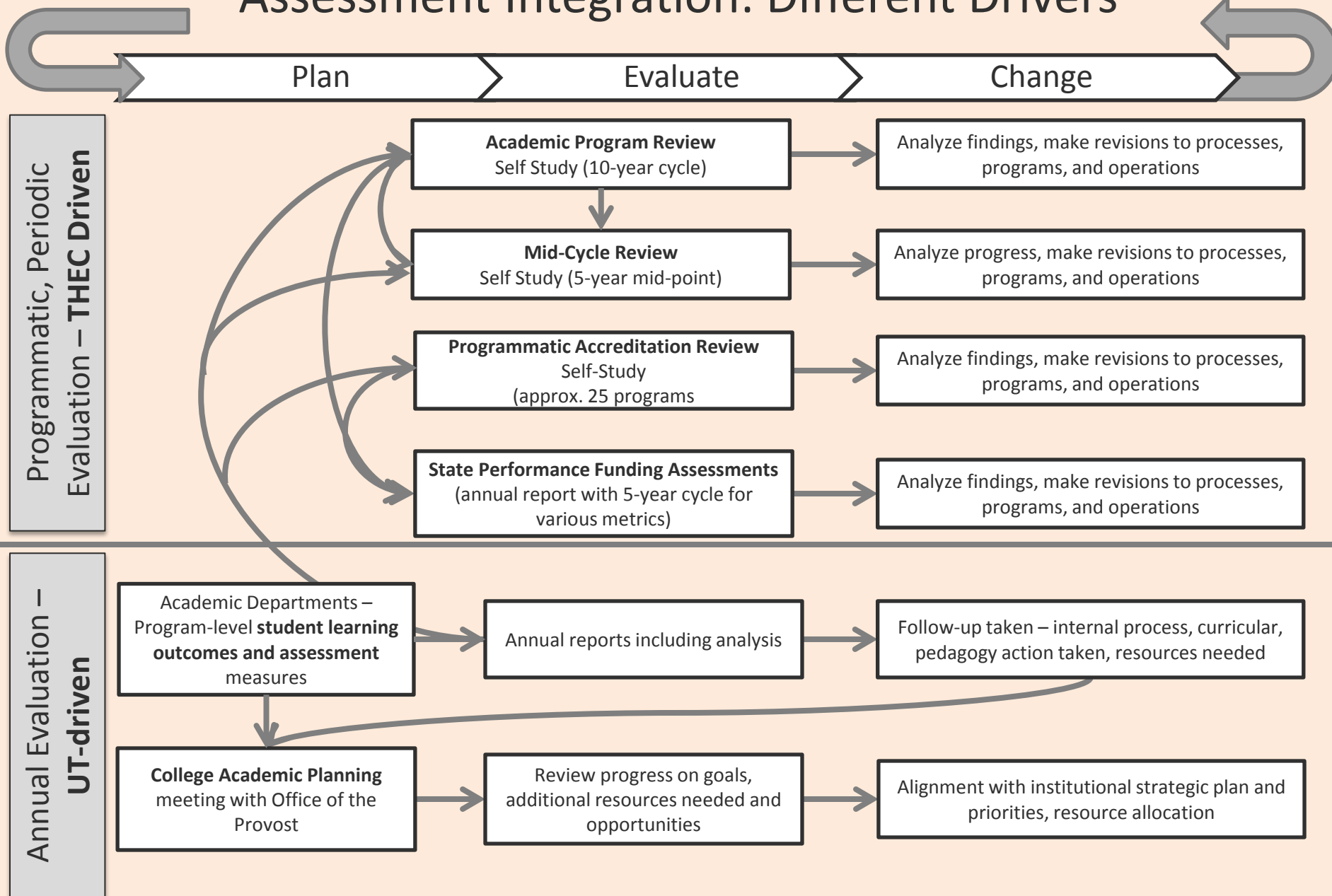
- Dr. Taimi Olsen, Tennessee Teaching and Learning Center
- Dr. Corinne Nicolas, Tennessee Teaching and Learning Center
- Dr. Denise Gardner, Office of Institutional Research and Assessment
- Dr. Mary Albrecht, Office of Accreditation and SACS Liaison

Outcomes for Participants

For assessment of student learning, participants will:

1. Understand the importance of mapping relationships between entities on campus and encouraging collaboration and communication.
2. Analyze and choose resources needed for supporting different populations.
3. Examine means of providing information and answering questions of those involved in assessment.
4. Evaluate the different programmatic constraints and opportunities.
5. Map these variables (at their own institutions) and plan for information sharing and reporting.

Assessment Integration: Different Drivers



The Challenges

- How can those directing the accreditation process work with others to support programmatic faculty leaders in developing and carrying out assessment plans?
- How can these key people and units move between those in graduate programs, in undergraduate majors, and in general education?
- How do messages, resources, and communication methods need to be adapted for success?
- When do faculty need one-on-one support from administrators and centers of support, and when can faculty help each other?

Our Approach

- Address the complex relationships, assumptions, resources, and processes of very different academic communities through collaboration.

Thinking about your campus

Structures

People

Symbols
& Values

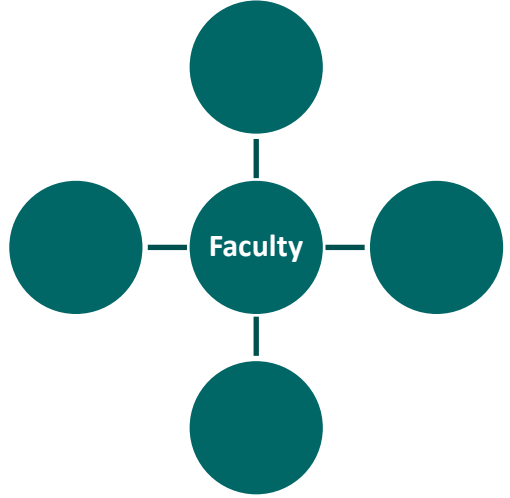
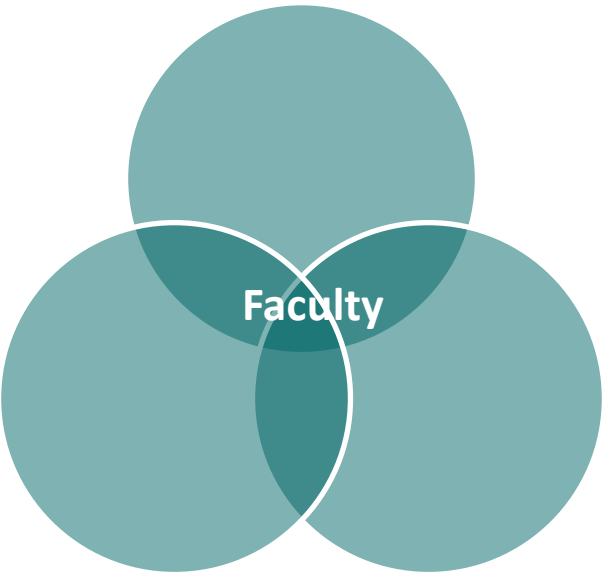
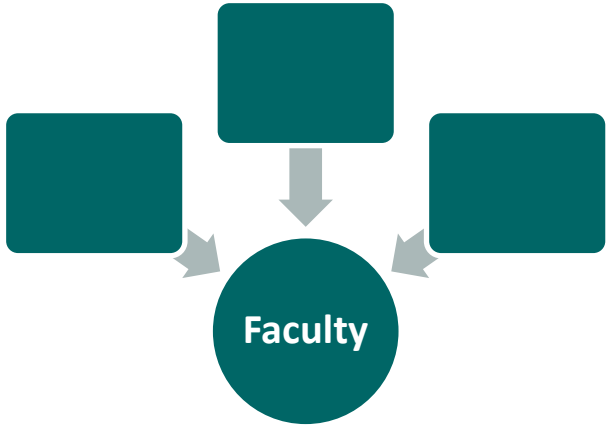
Politics

Mapping activity overview

- Understand the importance of mapping out relationships among entities on campus
 - Campus culture
 - Communications
 - Collaborations
 - Choosing resources/where are the resources
 - Providing information and answering questions
 - Evaluate constraints and opportunities

Activity #1: Collaboration

- Structure
 - Centralized v. Decentralized
- People
 - Who could you put on an assessment team?
 - What units could you look to for help?
 - Who else might be involved, in a peripheral way?
 - Who needs to “do” assessment and work on some or all of the assessment cycle?
- Politics
 - What committees, units, or offices might need to advise, approve, or otherwise be informed about the team’s work?
 - Who is impacted by those decisions?



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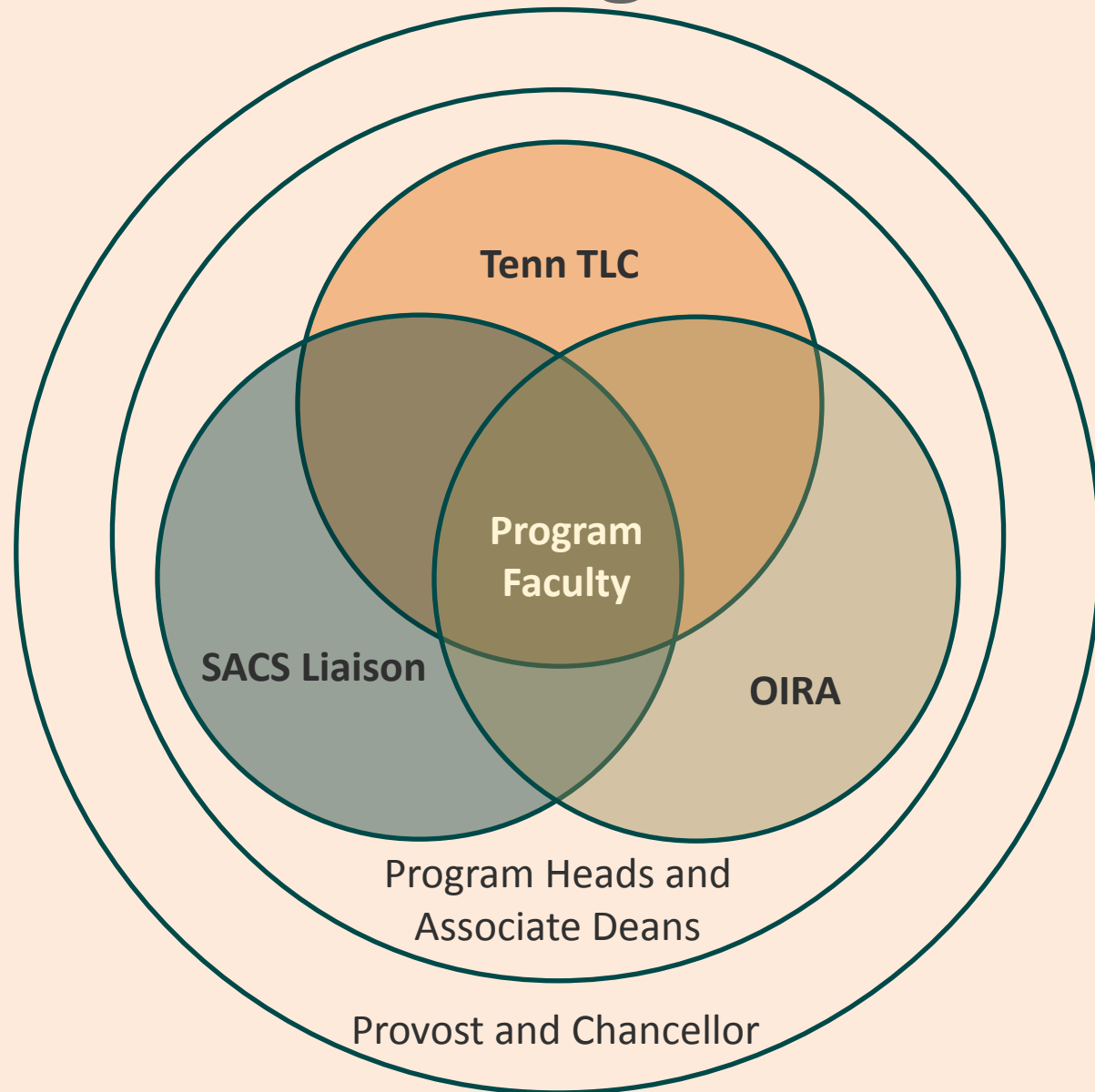
UT: Collaboration among units

Program Faculty = Assessment planning, reporting, and action for each undergraduate and graduate major and graduate certificate

TennTLC = Assessment training and consulting

OIRA = Survey and data assistance and consulting

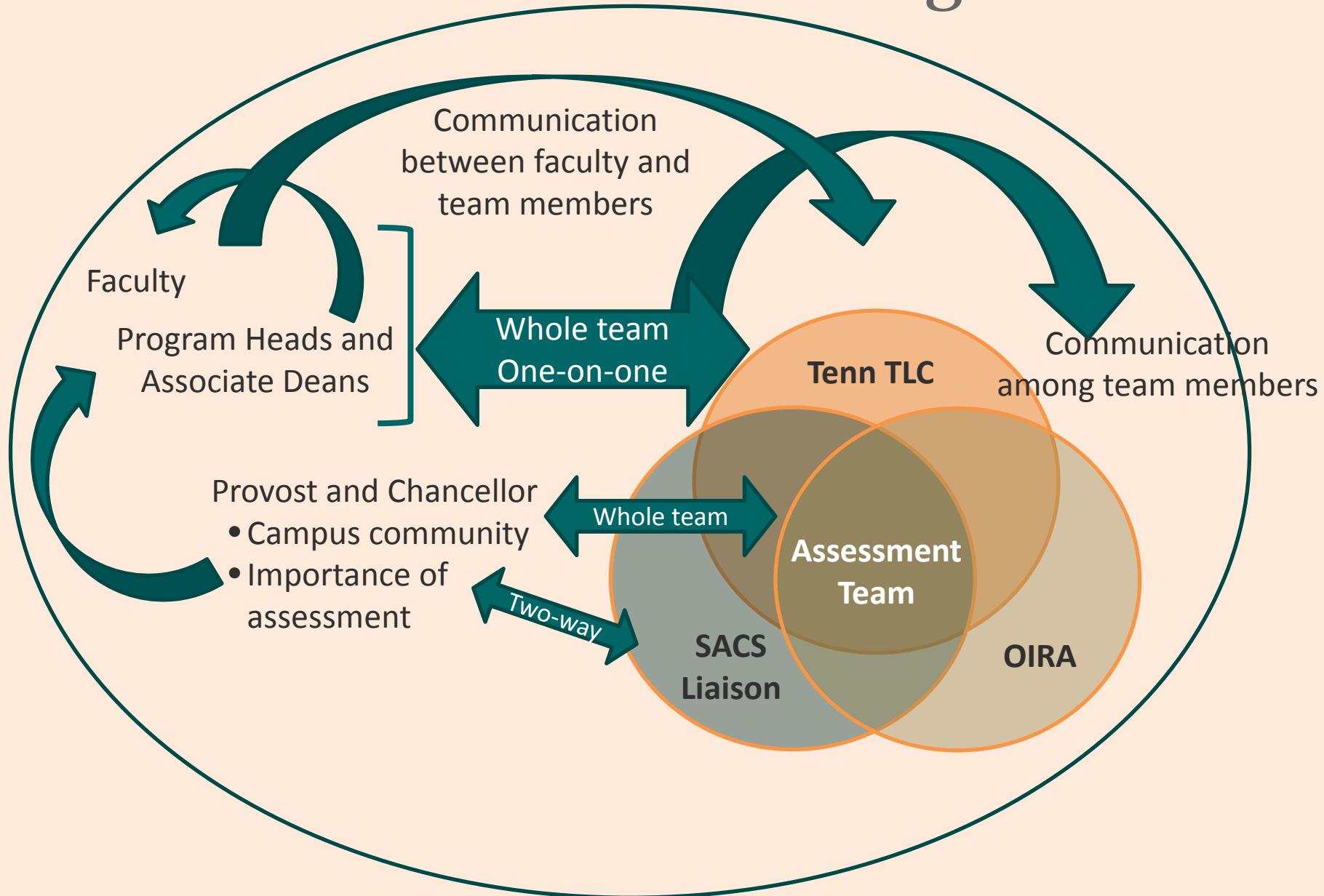
SACS Liaison = Institutional effectiveness reporting and compliance; central point for submitting reports; consulting



Activity #2: Collaborative Communications

- Where does this fit into the map?
 - One-way v. two-way
 - Top-down v. bottom-up
 - Who does the communication of the different messages?
 - Who is targeted with the different messages?

UT: Communication among units



Activity #3: Resources

- Where are the resources located?
 - Fiscal
 - Human
 - Information
- How do you adapt and deploy the resources?
 - One-on-one
 - Faculty training – structured, unstructured
 - Collaboration

UT Resources

Central Funding Supports:

Positions

- SACS Liaison office
- Assessment specialists in OIRA and TennTLC

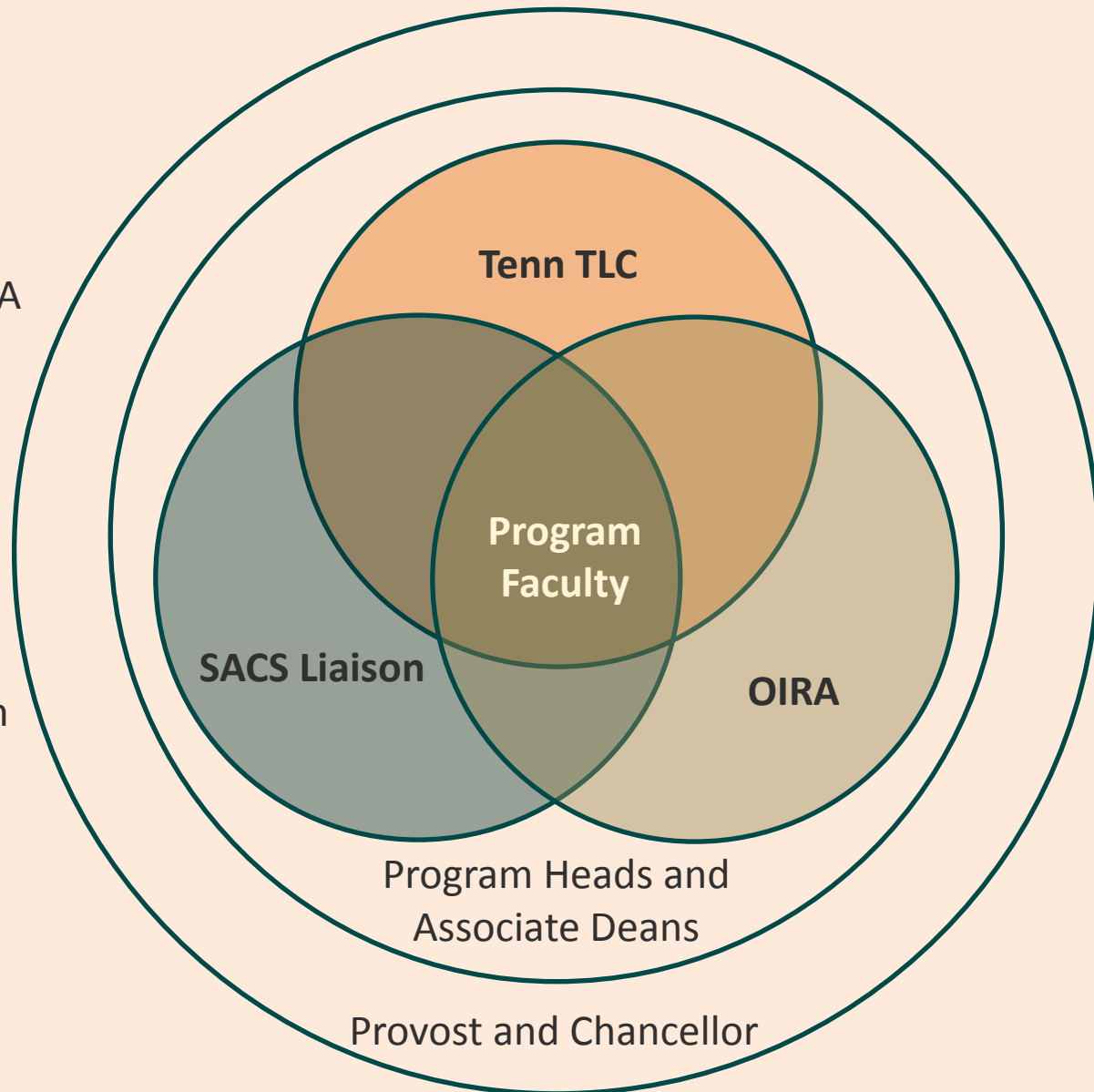
Positions support

- Consultation time
- Workshop delivery
- Resources delivered to associate deans and program heads

Accreditation management system (AMS)

Team trained to maintain AMS

Additional web-based resources



Share your map

Evaluate your map for opportunities and constraints.

What are the similarities in structure, people, funding?

What differences?

Where are the opportunities for improvement?

What's one valuable take-away?

Questions?

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If you want a revised handout, contact
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Implementing the Learning Enhancement Cycle

