Creating Faculty Assessment Leadership at Edison State College

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The Transition Phase

- Edison State College experienced a major re-structuring post-SACS review in 2012 – 2013.
- The assessment standing committee, composed mostly of faculty, was dissolved in Spring, 2013.
- The ESC faculty union and administration agreed to start fresh with the Learning Assessment Standing Committee in Fall, 2013.
Challenges for the Learning Assessment Committee

- Many new faculty were appointed to the committee, with varying degrees of experience with assessment.
- The Department Chairs coordinated course-level assessment in their respective disciplines; however, they had few faculty support positions to assist with complex assessment planning.
- The course-level assessments needed to be standardized and housed on Compliance Assist.
- The Seybert model used for General Education assessment had finished its three-year cycle and needed to be updated in tandem with the changes to the General Education at the state level.
The Assessment Coordinator

- The Learning Assessment Committee initiated surveys and focus groups to pinpoint faculty concerns.
- The committee took the results and began to draft a new position: Faculty Assessment Coordinator.
- The VPAA worked with LAC to finalize the job description and ask departments to elect Assessment Coordinators.
- Each AC attended a three-hour workshop in early May.
Departmental Assessment Leadership

- Each new Assessment Coordinator has been trained and is automatically a member of the Learning Assessment Committee.
- The Department Chair and Assessment Coordinator collaborate on the discipline-related course-level assessments.
- The Assessment Coordinators will serve as team-leaders for the new General Education Assessment.
- All course-level assessment is generated by the faculty through the coordinator and Learning Assessment Committee.
COORDINATOR OF ASSESSMENT
JOB DESCRIPTION

• Administer, in cooperation with the Dean and/or Department Chair, all assessment activities related to the department.
  • Regularly communicate with department faculty regarding assessment
  • Work with department faculty to develop assessments, to prepare for scoring, and to administer assessment activities.
• Assist Dean and/or Department Chair in updating and maintaining college-wide assessment databases.
• Work with the Dean and/or Department Chair and the appropriate assessment administrator to develop assessments and an assessment process for dual enrollment courses.
• Serve as the Department’s representative to the Learning Assessment Committee.
• Complete research related to Departmental assessment planning.
An overview of the English Department’s Assessment Coordinator, including a course-level assessment project.
The English Department Assessment Coordinator worked with the Assessment Director to design a course-level assessment plan.

For the 2013-2014 school year, we chose to assess Composition I (ENC1101).

We chose the following learning outcomes:

- Students must demonstrate the ability to write essays following various rhetorical modes, strategies, and purposes.
- Students must demonstrate the ability to organize essays with clear thesis statements; coherent, unified paragraphs; and varied sentence structure and lengths.
- Students must demonstrate effective research skills, and incorporate documented direct quotations and paraphrases from a variety of sources, using MLA format.
In the English Department, we collected a 10% random sampling of ENC1101 research essays during the Fall 2013 semester. We chose a direct measure collected at the end of the course.

The assessment director provided the random sample list.

Around midterm, I alerted the instructors who had to send ungraded electronic artifact files at the end of the semester.

I sent the following instructions:
Greetings!
I just received the random selection list for our ENC1101 Assessment project. Please review the excel file to see which of your students are listed. For your convenience, I have highlighted your section. After reviewing the file, please follow the instructions below. If you have any questions or concerns, please let me know. I am more than willing to help you through this process. Thank you!!!!!!

1. After reviewing this excel file, please have the students on this list submit an electronic copy of their final research paper as a Word or .rtf file. If you are teaching a ground course, ask students to send the project to you via e-mail as an attachment. If you are teaching an online course, ask students to submit the project to you either as an e-mail attachment or as an attachment in the Canvas assignment dropbox. If the student listed is not active in the course and you do not have a research project from them, then please request the project from the next active student on your roster.

2. Create a folder on your desktop: Right click to “New” and “New Folder.” Name the folder “ENC 1101 Instructor Name.”
3. When a student sends a project to you, open it and replace the student name with Banner ID, which you can find on the excel file and your course roster. Delete your name, if included, and save it to the folder now created on your desktop. Name each file by Banner ID, not by student name.

4. Create a ZIPPED folder for that folder by right-clicking on the folder. Choose “Send to” and “Compressed (zipped) Folder.”

5. E-mail the zipped folder to me at atrogan@edison.edu by December 9, 2013. To clarify, the file you send should be ungraded.

6. Grade the assignment based on your own method of scoring and the guidelines you establish for your course.

Thank you for all of your hard work and commitment.
THE SCORING TEAM

- There are six English faculty members on the scoring team.
- In our first meeting during Fall 2013, we discussed the assessment rubric.
- We made sure that everyone on the team understood the rubric and how to use it to score artifacts.
- We made sure that we were confident that the rubric aligned with the student learning outcomes we were assessing.
At the beginning of Spring 2014, the scoring team performed an agreement level study with ten of the artifacts.

After each team member scored the ten artifacts within two weeks, we had another meeting to discuss our alignment.

We found that we were pretty well-aligned, but there were a few discrepancies.

The meeting was an opportunity to get on the same page in terms of scoring with the rubric.

For example, we needed to decide how we were going to handle suspected plagiarism.
After that was complete, I sent each of the 6 members a folder of 35-45 artifacts to score.

They were given a month to grade those artifacts and send me the scores.

Next year, I will give them an excel file to complete. This will make it easier on the scorers and create less work during the analysis process.
Once the scoring was finished, I performed a statistical analysis of the data. This can be done by an Assessment Director.

We compared the mean score of the dual enrollment artifacts to the non-dual enrollment artifacts. (FS 1007.271.6a and FS 1007.271.6c)

The means were not significantly different based on statistical outcomes. This is what you want to happen.

Even better news, we found areas that we can improve student learning.
With the support of our department chair, we will focus on MLA instruction and plagiarism.

We have decided that we need to push for our entire English faculty to utilize the course management software (Canvas).

This will make it easier for faculty to send the electronic files to the coordinator since Canvas has assignment dropboxes.

Also, the assignment dropboxes utilize turnitin.com.

Besides, we never want to go back to the days when we were transporting portfolios in wheelbarrows!

I have supplied the report and rubric for this assessment as well as our assessment plan for next year.