



ABET Symposium  
April 2013  
Portland, Oregon

# Changing the Conversation about Assessment

---



THE UNIVERSITY  
of  
**WISCONSIN**  
MADISON

**Dr. Steven Cramer, Associate Dean**

University of Wisconsin-Madison, CoE

[cramer@engr.wisc.edu](mailto:cramer@engr.wisc.edu)

**Mr. Mustafa Sualp, President**

AEFIS, LLC

[msualp@AEFIS.com](mailto:msualp@AEFIS.com)



# For Today's Discussion

- ▶ Hear how one institution is **approaching alignment of assessment and reaccreditation efforts**.
- ▶ Participants will be exposed to **strategies to organize student learning outcomes from multiple levels** to support the mission statements of the institution, college, department, and goals presented by ABET.
- ▶ Participants will see how **faculty participation** in assessment and reaccreditation can be redirected to highest value contributions.
- ▶ Participants will be introduced to a **timeline for engaging instructors in assessment and evaluation processes**.
- ▶ Participants will make **connections between assessment and accreditation practices** in order to develop a roadmap for unifying multiple processes.

# The All-Too-Often Mode of Operation

## Academic Program Operations

- ▶ Meet with industry constituencies
- ▶ Evaluate student progress in courses and curricula
- ▶ Revise curricula and course content

## Accreditation Preparation

- ▶ Meet with industry constituencies
- ▶ Evaluate student progress in courses and curricula
- ▶ Revise curricula and course content
- ▶ Document the whole process according to ABET specs

# Organizing and Documenting – the Faculty Time Challenge

- ▶ Collecting and organizing outcome ABET documentation is a lot of work!
  - Individual faculty spreadsheets
  - Home-grown software packages
  - Analyzing the data
  - Presenting the data
  - Writing the narrative

# Organizing and Documenting – the Faculty Time Challenge

- ▶ Collecting and organizing outcome ABET documentation is a lot of work!
  - Individual faculty spreadsheets
  - Home-grown software packages
  - Analyzing the data
  - Presenting the data
  - Writing the narrative
- ▶ These are not the primary activities of our faculty
- ▶ Highest value use of faculty time
  - Teaching
    - Assessing student learning
    - Analysis of outcomes
    - Revising course and curricula
  - Research

# Problems

- ▶ Faculty time and effort being strained
  - Faculty morale
- ▶ Who's backing up the data?
- ▶ Continuity planning – what happens if Prof. X leaves



# The Goal

- ▶ Align processes such that accreditation is merely a subset of the academic process
- ▶ Leverage technology solutions:
  - Assign faculty in the process to the highest value use of their time
  - Use sustainable systems that endure through personnel changes
  - Standardize, standardize, standardize
- ▶ Watch faculty morale improve

# Engaging Instructors

## ▶ **Developing a Workflow for Instructors**

- Exploit current faculty activities (i.e. syllabus development)
- Provide data directly to faculty (i.e. student course evaluation results)
- Demonstrate administrative reactions

## ▶ **Creating a Consistent Timeline**

- Tie activities to weeks in the semester



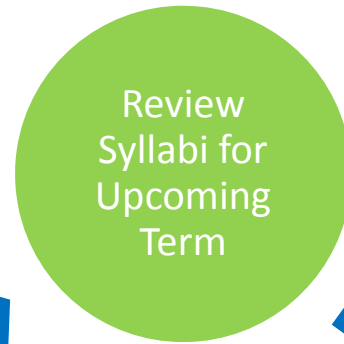
# Start with One Department to Implement Evolutionary, *Not Revolutionary* Processes

↓ We are here!

## AEFIS Academic Implementation Levels

	Level 1	Level 2	Level 3	Level 4
<b>Survey Tools</b> Design and deploy custom surveys	✓	✓	✓	✓
<b>Course Evaluation Tools</b> Automate custom evaluations and manage results	✓	✓	✓	✓
<b>Syllabi Repository</b> Develop course objectives for indirect assessment		✓	✓	✓
<b>Academic Program Management</b> Design academic programs and manage student learning outcomes			✓	✓
<b>Direct Assessment Measures Management</b> Plan and document embedded assessments and manage direct assessment results				✓

# Creating a Workflow for Instructors



- Administrative Byproducts:
1. **Course Objectives Need to Be Reviewed**
  2. **Alignment to Program Outcomes Need to Be Reviewed**



- Administrative Byproducts:
1. **Understand student performance related to program outcomes**
  2. **Adjust performance goals and/or assessment schedule**



- Administrative Byproducts:
1. **Understand student concerns about faculty and course centric issues**
  2. **Compare Direct and Indirect Student Assessment Results**

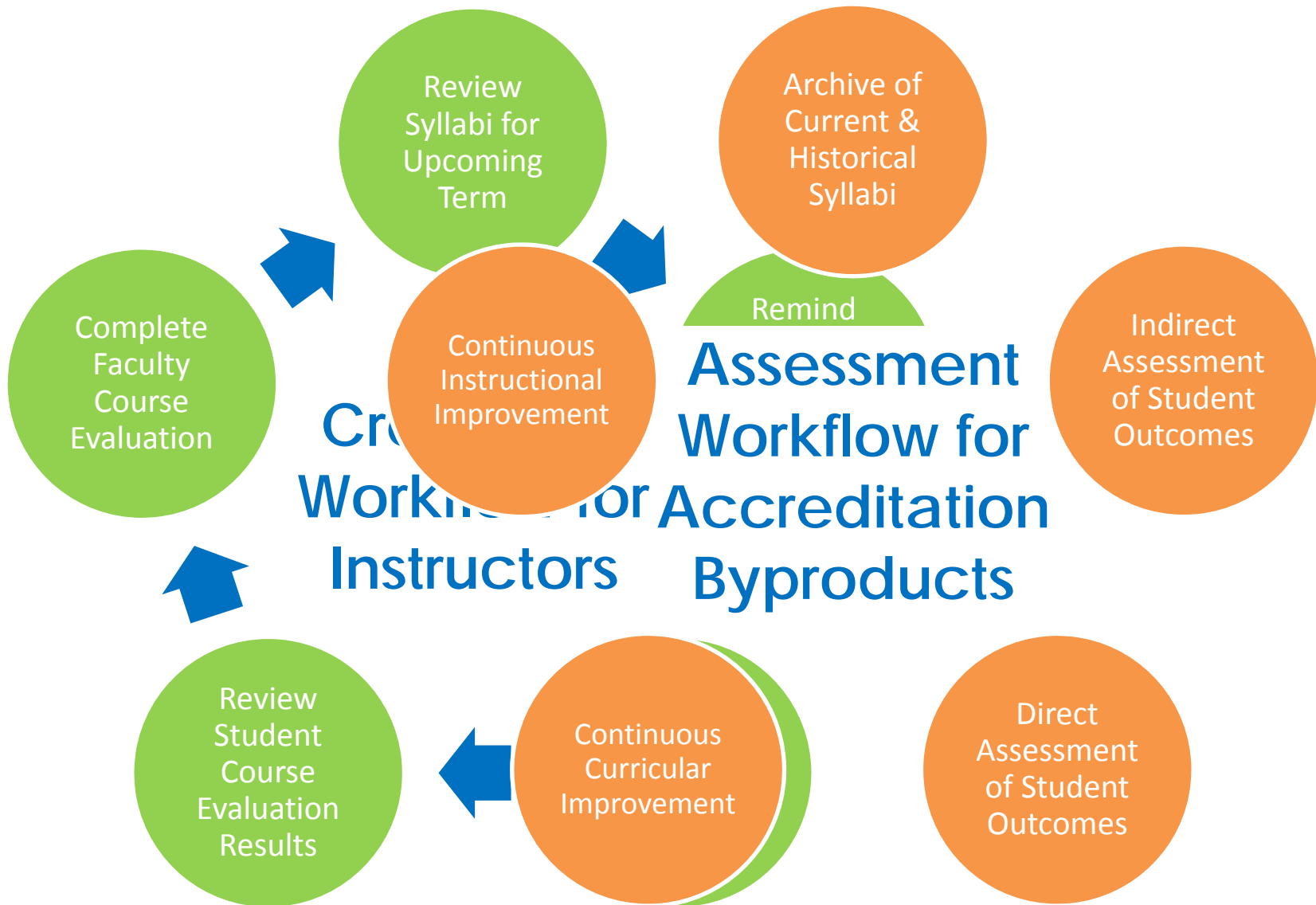


- Administrative Byproducts:
1. **Learn how faculty intend to improve course in future terms**
  2. **Understand faculty concerns about student and course centric issues**
  3. **Review Course Catalog for future terms**

# Making a Timeline of Activities (Example)

<i>AEFIS Activity</i>		<i>Responsible Person(s)</i>	<i>Module</i>	<i>Start Date</i>	<i>End Date</i>
<b>Upload Term Data</b>		<i>Gene Masters</i>	<i>Data Upload Manager</i>	<i>Anytime</i>	<i>-4 weeks prior to term start date</i>
<b>Department Review of Course Content and Objectives</b>	<i>review Course Objectives and other details relevant to all sections of department courses prior to the generation of section specific syllabi.</i>	<i>Department Administrator</i>	<i>Course Catalog</i>	<i>Anytime</i>	<i>-3 weeks prior to term start date</i>
<b>Faculty Review of Syllabi</b>	<i>review Course and Syllabus Objectives, as well as syllabus content for distribution to students and propagation of objectives to end of term course evaluations.</i>	<i>Faculty, Staff Support</i>	<i>Course Sections &amp; Syllabi</i>	<i>-3 weeks prior to term start date</i>	<i>Friday Morning of Week 2</i>
<b>Administrative Review of Syllabi</b>	<i>review and finalize "Faculty Reviewed" syllabi for distribution to students and propagation of objectives to end of term course evaluations. Any syllabi that are not finalized by administrators will be forced finalized by the system.</i>	<i>Department Administrator, Staff Support</i>	<i>Course Sections &amp; Syllabi</i>	<i>-3 weeks prior to term start date</i>	<i>Monday of Week 3</i>
<b>Upload Term Data</b>		<i>Gene Masters</i>	<i>Data Upload Manager</i>	<i>After Student Add/Drop Period</i>	
<b>Administrative Review of Course Evaluations</b>	<i>review student and faculty course evaluations. Check that all course assignments, survey dates, and email templates are up to date.</i>	<i>Gene Masters</i>	<i>Survey Scheduler &amp; Results</i>	<i>After Student Add/Drop Period</i>	<i>Day Before Survey Start Date</i>
<b>Student Course Evaluations</b>	<i>students are invited to evaluate course content, logistics, and instructors via online surveys.</i>	<i>Associate Dean, Students</i>	<i>Survey Scheduler &amp; Results</i>	<i>End of Term -2 Weeks</i>	<i>End of Term +1 Week</i>
<b>Faculty Course Evaluations</b>	<i>faculty are invited to evaluate course content, logistics, and teaching practices via online surveys. Data collected is used at the discretion of Department Heads, but is continuously available to instructors.</i>	<i>Faculty</i>	<i>Dashboard Action Item, Course Sections &amp; Syllabi</i>	<i>End of Term - X Weeks</i>	<i>End of Term +/- X Weeks</i>
<b>Student Course Evaluation Results Released</b>	<i>faculty may review student course evaluation results after the close of surveys.</i>	<i>Faculty</i>	<i>Course Sections &amp; Syllabi</i>	<i>Close of Survey Period</i>	<i>Anytime</i>

# Connecting Assessment to Accreditation



# Organizing Outcomes

## ▶ **Dealing with “Outcome Inflation”**

- Create relationships between Institutional, Unit, Department, and Program (ABET) Outcomes

## ▶ **Putting Outcomes in the Students’ and Instructors’ Perspectives**

- Relate Program Outcomes to Course Objectives on the Syllabus

# Creating Reports Out of Direct Assessment Data

## Student Learning Outcomes

**Program Specific Outcome (Equivalency)**  
*"Ability to communicate effectively."*

*"Upon graduation, students*

*"Communication Skills - to*

*"Ability to communicate*

**Assessment  
Measurement Tool**  
(AEFIS Toolkit)

Test Question | Homework | Project

Report on  
**Institutional**  
Outcomes

Report on  
**Academic Unit**  
(College)  
Outcomes

Report on  
**External**  
Outcomes



# Communicating Outcomes to Students and Instructors

## Course Catalog Management

### Course A

**Course Description**  
from University Systems

**Course Details**  
(i.e. credits, pre-requisites) from  
University Systems

**Course Objectives**  
(Associated Program  
Outcomes/Rubrics)

**Course Syllabus Defaults**  
(Master Syllabus)

## Course Section Management Course Section Dashboard

Course A – Section 1

Course A – Section 2

Instructors can  
**ADD Section Level objectives,**  
but **NOT delete or edit**  
shared **Course Level objectives.**

Enrollment

Direct Assessment Results

Indirect Assessment Results

Enrollment

Direct Assessment Results

Indirect Assessment Results





ABET Symposium  
April 2013  
Portland, Oregon

Changing the Conversation  
about Assessment

# Questions? and Discussion...

## Contact Us

**Dr. Steven Cramer, Associate Dean**

University of Wisconsin-Madison, CoE

[cramer@engr.wisc.edu](mailto:cramer@engr.wisc.edu)



**Mr. Mustafa Sualp, President**

AEFIS, LLC

[msualp@AEFIS.com](mailto:msualp@AEFIS.com)

