### Overcoming the Faculty-Assessment Language Barrier

Dr. Chris Heavey  
Vice Provost for Undergraduate Education, UNLV  

Dr. Lindsay Couzens  
Assistant Director of Academic Assessment, UNLV  

Dr. Larry Teli  
Associate Professor, Department of Chemistry, UNLV  

Dr. David Henry  
Professor & Chair, Department of Communication Studies, UNLV

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### Communication

- Culture Change: Compliance to Meaningful
- Words: Academic Assessment
  - Faculty thought bubble?
- Assessment Committee:
  - Have you ever done assessment that was useful to you?

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### Communication Gap Challenges

- We are from the administration!
- Don't know what we mean by "assessment"
- Don't know how what they are doing does or does not fit into realm of "assessment"
  - May report wrong thing
- May question value of "assessment"

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### Communication Gap at Your Institution

- Table Discussion
  - Identify communication gaps within your program/unit/institution
  - What problems arise as a result?
  - What do you think are the causes/exacerbating factors?

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### Communication Gap Reality

- Other Contributing Factors
  - Teaching vs. Learning (the act of delivering content does not in and of itself ensure learning)
  - Rotating responsibilities (I'm the new assessment coordinator and I have no idea what I'm doing)
  - Lots of them, few of us
- We're often actually more in alignment than either side thinks: One Story

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### Our Communication Gap Strategies

- Simple definition of assessment:

  The evaluation of student learning with the intent to improve it.
This example is designed to clarify how grades can be used to assess student learning.

Grades & Assessment

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam 1</td>
<td>A</td>
</tr>
<tr>
<td>Exam 2</td>
<td>B+</td>
</tr>
<tr>
<td>Paper</td>
<td>C</td>
</tr>
</tbody>
</table>

The Questions

- What are the student learning outcomes? Please provide a numbered list.
- Which learning outcomes were assessed?
- How were they assessed? (Programs must use at least one direct assessment of student learning.)
- Undergraduate programs should assess at least one University Undergraduate Learning Outcome (UULO) each year, which may or may not overlap with a program learning outcome.
- Graduate programs should assess at least one outcome related to one of the following graduate level requirements each year:
  - student engagement in research, scholarship, creative expression and/or appropriate high-level professional practice
  - activities requiring originality, critical analysis and expertise
  - the development of extensive knowledge in the field under study
- What was learned from the assessment results?
- How did the program respond to what was learned?
- What is your plan for sharing the assessment results and acting on them (i.e., closing the loop)?

Simple Guide: Why Not Grades?

<table>
<thead>
<tr>
<th>Grades &amp; Assessment</th>
<th>This example is designed to clarify how grades can be used to assess student learning.</th>
</tr>
</thead>
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</tbody>
</table>

Simple Guide

- Plan Form
- Report form
- Exam 1
- Exam 2
- Q 1 - 10
- Q 11-20
- Q 21-30
- Q 31-40
- LO1
- LO2
- LO3
- LO4

Examples can be found here: http://provost.unlv.edu/Assessment/map.html

Simple Plan & Report Forms

- Report form
- Exam 1
- Exam 2
- Q 1 - 10
- Q 11-20
- Q 21-30
- Q 31-40
- LO1
- LO2
- LO3
- LO4

Graduate programs should assess at least one outcome related to one of the following graduate level requirements each year:
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Program Information:

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This example is designed to clarify how grades can be used to assess student learning.

### Grades & Assessment

**Overall Grade by Student**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Exam 1</th>
<th>Exam 2</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper</td>
<td>8.6</td>
<td>5.8</td>
<td>14.4</td>
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<tr>
<td>Assignment</td>
<td>9.2</td>
<td>9.5</td>
<td>18.7</td>
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<tr>
<td>Overall</td>
<td>8.9</td>
<td>8.7</td>
<td>17.6</td>
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</table>

**Q 1 - 10**

<table>
<thead>
<tr>
<th>LO1</th>
<th>LO2</th>
<th>LO3</th>
<th>LO4</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.2</td>
<td>7.5</td>
<td>9.5</td>
<td>6.5</td>
</tr>
<tr>
<td>9.5</td>
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<td>8.5</td>
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<tr>
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<td>9.5</td>
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<tr>
<td>9.5</td>
<td>7.5</td>
<td>8.5</td>
<td>6.5</td>
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</table>

**Q 11-20**

<table>
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<th>LO4</th>
</tr>
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<td>9.5</td>
<td>6.5</td>
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<td>8.5</td>
<td>8.5</td>
<td>7.5</td>
<td>8.5</td>
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</table>

**Q 21-30**

<table>
<thead>
<tr>
<th>LO1</th>
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<th>LO3</th>
<th>LO4</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.2</td>
<td>9.5</td>
<td>7.5</td>
<td>9.5</td>
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<tr>
<td>9.5</td>
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<td>8.5</td>
<td>8.5</td>
<td>7.5</td>
<td>8.5</td>
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</table>

**Q 31-40**

<table>
<thead>
<tr>
<th>LO1</th>
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<td>6.8</td>
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<tr>
<td>4.5</td>
<td>4.5</td>
<td>8.5</td>
<td>8.5</td>
</tr>
</tbody>
</table>

**Simple Feedback**

- **Student A**
  - LO1: 9.2
  - LO2: 7.5
  - LO3: 9.5
  - LO4: 6.5
- **Student B**
  - LO1: 8.4
  - LO2: 9.5
  - LO3: 9.5
  - LO4: 6.5
- **Student C**
  - LO1: 7.5
  - LO2: 8.5
  - LO3: 8.5
  - LO4: 5.5
- **Student D**
  - LO1: 6.8
  - LO2: 7.5
  - LO3: 8.5
  - LO4: 4.5

**Overall Score by LO**

<table>
<thead>
<tr>
<th>LO1</th>
<th>LO2</th>
<th>LO3</th>
<th>LO4</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.0</td>
<td>8.9</td>
<td>8.3</td>
<td>8.6</td>
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<tr>
<td>7.5</td>
<td>8.5</td>
<td>8.5</td>
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**Assessment Coordination**

- **Department Chair**
- **Program Assessed**
- **Reviewed By**

**Program Information**

- **College**

**Assessment Report Review Form**

- **Reviewer Comments**
- **Rate the quality of report**
- **within the report**
- **of each question**

**Overall Quality of Report**

- **to what was learned?**
- **assessment results?**
- **What was learned from the learning?**
- **assessed?**
- **of student learning with the intention to improve it. This can take many in mind the philosophy of assessment at UNLV, which is that meaningful assessment is programs are engaging in ongoing, thoughtful analyses of the attainment of student.**
Simple Feedback

INSTRUCTIONS FOR REVIEWERS:
• Please rate the report on the quality of each of the questions listed below.
• Please keep in mind the philosophy of assessment at UNLV, which is that meaningful assessment is the evaluation of student learning with the intention to improve it.
  – This can take many forms, from focused faculty discussions about student learning, to very complex systems with multiple measures of student learning.
• The key is to identify the extent to which programs are engaging in ongoing, thoughtful analyses of the attainment of student learning outcomes and an explanation about how they will act on their data.

Simple Feedback

Rate the quality of each question as addressed within the report:
• **Good**, **Adequate**, **Needs Revision**
• Provide brief comments
Questions:
• Which learning outcomes were assessed?
• How were learning outcomes assessed? (Must use at least one direct assessment of student learning.)
• UULO/Graduate Component
• What was learned from the assessment results?
• How did the program respond to what was learned?
• Overall Quality of Report

Your Communication Gap Strategies

• Table Discussion
  – What have you done to address these problems?
  – What has worked and what hasn't?

Thank you!

• Chris Heavey
  – Vice Provost for Undergraduate Education, UNLV
  – chris.heavey@unlv.edu

• Lindsay Couzens
  – Assistant Director of Academic Assessment, UNLV
  – lindsay.couzens@unlv.edu

• Larry Tirri
  – Associate Professor, Department of Chemistry and Biochemistry, UNLV
  – larry.tirri@unlv.edu

• David Henry
  – Professor and Chair, Department of Communication Studies, UNLV
  – david.henry@unlv.edu