Authentic Assessment
A Process for Organizational Change

University of Nebraska at Omaha (UNO)

Sheri Rogers
Associate Vice Chancellor for Academic and Student Affairs

Deborah Smith-Howell
Assistant Vice Chancellor for Academic and Student Affairs
• For 98 years, UNO has been a part of Omaha's progress.
• Committed to interaction with metropolitan area
• Public institution
• Member of Coalition of Urban and Metropolitan Universities (CUMU)
• 15,000 undergraduate and graduate students
Strategic Planning

- Data driven decisions
- Accountable to constituents
- Focused on learning
- Continuous quality improvement
A Learning Culture

As an AQIP institution, UNO is committed to a culture of learning.

• *Analyzing and using evidence* about student learning to sustain and improve educational quality.

• *Shared responsibility, collective effort, and broad participation* in support of student learning and a commitment to continuous educational improvement.
A Learning Culture

Understanding Students’ and Other Stakeholders’ Needs

- Valuing People
- Leading and Communicating
- Supporting Institutional Operations
- Planning Continuous Improvement
- Building Collaborative Relationships

Measuring Effectiveness

- Helping Students Learn
- Accomplishing Other Distinctive Objectives
Accountability

- Accreditation Requirements at University, College, and Program Levels
- Answerable to:

  Students
  Parents
  Campus Partners
  Regents
Accountability
Goals

• Assess student learning
• Illustrate unique attributes of metropolitan university
• Align strategic mission, vision, values with accountability
Measures

Rely on no single measure for a complete picture of student learning
Direct Measures

Performance-based assessments:
- Measure content knowledge + skill sets
- “What students know and what they can do with what they know.”
Measurement Tools

Direct Measures
- ePortfolio system
- Collegiate Learning Assessment

Indirect Measures
- National Survey of Student Engagement
- Faculty Survey of Student Engagement
- Your First College Year
- PK-16 alignment of survey questions
- Graduation Survey
- Cooperative Institutional Research Program
CLA Advantages

• Performance-based, nationally-comparable general education test

• Longitudinal option
  – Constitutes data on same cohort of students
    • Direct measure of value-added
  – Aggregate data provided to students as well as faculty
  – Feedback is provided to students
  – Tests are more extensive
Challenges of the CLA

• As a low-stakes test, motivation is a problem

• Does not include:
  – Quantitative
  – Diversity
  – Affective

• Limited to only three general education areas:
  – Writing
  – Critical Thinking
  – Analytic Reasoning

• Does not take into account other factors such as technology
ePortfolio Advantages

- Performance-based assessment in all disciplines and competencies
- Faculty-driven
- Flexible
  - Responsive to local contexts, unique missions, range of constituencies
- Course-embedded
  - Assessment is high-stakes for students and faculty
- Accommodates multiple measures of student learning
  - Provides full picture of value-added over time
Challenges of ePortfolios

Assessment of data can be labor and time-intensive for those unfamiliar with performance-based assessment.
Challenges of ePortfolios

Most available systems are not designed for assessment of student learning.
Guiding Principles

• Shifting a culture of teaching to one of learning
• Authentic assessment
• Demonstrate standards and competencies
• Focus on the process, not the tool

• Respect the culture - shared governance
  – Customizable
• Document the value-added experience at UNO
• Reporting
  – Data driven decision making
• Model Continuous Improvement
Academic and Student Affairs (ASA) redesigned Academic Assessment Planning

- Departmental meetings outlining expectations
- Assessment Coordinator
  - Consultative service to departments
  - Serves on myMAPP Project Team
- Assessment mini-grants
- Assessment Workshops
  - Cohort of Assessment Mentors
- Assessment Website
  [http://www.unomaha.edu/assessment](http://www.unomaha.edu/assessment)
Course Level Assessment

At the course level, faculty perform course-embedded assessment focused on improving instruction, instructional materials, and achievement of student outcomes. These assessments are performance-based and iterative, eventually providing data for assessment at the program level.

**Plan**
- Create student learning outcomes
- Formulate rubrics/criteria/standards
- Determine performance indicators
- Identify assessment points
- Develop course learning outcomes master matrix
- Identify gaps and repetition
- Formulate change plan
- Determine measures for objectives

**Collect**
- Collect data and/or artifacts
- Assemble analysis team(s)
- Choose analysis and interpretation methods
- Formulate logistical plan
- Transform data into evidence

**Improve**
- Review results
- Compare results to expectations
- Identify weaknesses and strengths
- Formulate action plan
- Implement action plan
- Report results and begin next assessment cycle

**Tools**
- Tips for Writing SLO’s
- Writing Student Learning Outcomes

**Samples**

**Resources**
- Writing Learning Outcomes - AALL
- How to Write SLO’s - Kansas
Approach to ePortfolio

**Academic and Student Affairs (ASA)**
- Sponsorship
- Accountability for process improvement
- Coordination of Faculty Involvements
- Research Initiative
- Coordination of assessment integration

**Information Technology Services (ITS)**
- Reorganized to support development of electronic assessment tools
  - Project Management
  - Front End Analysis
  - Programming

**Multidisciplinary myMAPP™ Project Team**

**Faculty ePortfolio experts**

**Advisory Board**
- Support of assessment and development of myMAPP™ tool
myMAPP™ Design

myMAPP Integration

Campus Strategic Plan  myMAPP/campus

- myMAPP/faculty
- myMAPP/student
- myMAPP/staff

myMAPP/department

myMAPP/college
myMAPP™ Design

Institutional Portfolio

myMAPP™/campus provides aggregate campus data addressing quality indicators through indirect measures

http://unoportfolio.unomaha.edu/
welcome to the institutional portfolio/strategic plan

Goal 1: UNO will be recognized as a student-centered metropolitan university.

As we strive to achieve our vision, students are always UNO’s key constituency. UNO commits to build and serve a diverse student body reflecting a dynamic metropolitan environment.

Select an indicator from Sub-Goal A to view

Sub-Goal A: UNO’s academic programs and support services will reflect the varying and evolving academic, career, and personal goals of traditional and non-traditional students.

Objective 1: Curricula will provide a strong academic foundation.

Objective 2: Student development, goal identification and attainment will be in the top tier of UNO’s peers.

Objective 3: Student’s ease of transfer into UNO from community colleges, four-year colleges and universities as well as international institutions will increase.

Objective 4: Distance education and other alternative delivery methods will increase accessibility and flexibility of academic programs consistent with student demand and resource availability.
welcome to the institutional portfolio стратегический план

Goal 1: UNO will be recognized as a student-centered metropolitan university.

As we strive to achieve our vision, students are always UNO’s key constituency. UNO commits to build and serve a diverse student body reflecting a dynamic metropolitan environment.

Sub-goal A  Sub-goal B  Sub-goal C  Sub-goal D  Sub-goal E

Select an indicator from Sub-Goal A to view

Select an indicator from Sub-Goal A to view

Ethnicity and Student Level
Age Group and Gender
Average Age of Undergraduate Students
Average Age of Graduate Students

Objective 3: Student’s ease of transfer into UNO from community colleges, four-year colleges and universities as well as international institutions will increase.

Objective 4: Distance education and other alternative delivery methods will increase accessibility and flexibility of academic programs consistent with student demand and resource availability.
welcome to the institutional portfolio/strategic plan

Goal One  Goal Two  Goal Three

Goal 1: UNO will be recognized as a student-centered metropolitan university.

As we strive to achieve our vision, students are always UNO's key constituency. UNO commits to build and serve a diverse student body reflecting a dynamic metropolitan environment.

Sub-goal A  Sub-goal B  Sub-goal C  Sub-goal D  Sub-goal E

Average Age of Undergraduate Students

The change in average age of undergraduate students coincides with the decline in part-time and non-traditional students that tended to be older. The full-time undergraduate today is younger and carrying a larger credit hour load more typical of a traditional student. Part-time undergraduates also are younger and carrying a larger credit hour load.
myMAPP™/faculty

- Help faculty to understand the advantage of ePortfolios by gaining experience populating their own portfolios.
  - Annual Review
  - Reappointment, Promotion, and Tenure (RPT)
    - New Faculty
- Transparency effects:
  - Revelation #1 – Power of articulated expectations
  - Revelation #2 – Goals in common
## Requirements myMAPP™/faculty

<table>
<thead>
<tr>
<th>Need</th>
<th>Solution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acquaint faculty with ePortfolios</td>
<td>Start with process faculty are required to complete - Annual Review</td>
</tr>
<tr>
<td>Address shared governance</td>
<td>Rapid prototyping with volunteer departments/college</td>
</tr>
<tr>
<td>Generate aggregate data on faculty</td>
<td>Database by categories, category detail, and other pertinent fields</td>
</tr>
<tr>
<td>– Support of learning</td>
<td></td>
</tr>
<tr>
<td>– Accreditation requirements</td>
<td></td>
</tr>
<tr>
<td>Data on AQIP Projects</td>
<td>Required categories and category detail</td>
</tr>
<tr>
<td>Customization of data collected</td>
<td>Administrative functions for chairs</td>
</tr>
<tr>
<td>Reduce &quot;administrivia&quot; for faculty</td>
<td>One time entry with the ability to create and &quot;views&quot; of data collection</td>
</tr>
<tr>
<td>Ability to attach documents</td>
<td>Attachment feature</td>
</tr>
<tr>
<td>Support self-reflective practice</td>
<td>Ability to store reflections</td>
</tr>
<tr>
<td>Allow faculty to control who sees data</td>
<td>Share function</td>
</tr>
</tbody>
</table>
Add Entry

Entry | Attachments
Title: Love's Jazz & Arts Center - A Community Project: Bringing It All To
Area: Teaching
Category: Service Learning

Definition:
Record each service-learning course or project conducted in association with the UNO Service-learning Academy. Service-learning emphasizes student participation in community service activities that target underserved populations in relationship with a community organization.

Category Detail: Credit Courses
Location: Local
Semester/Year: Spring / 2006
Number of Students: 25

This service learning project will expose my students to a variety of learning experiences that cannot happen within the confines of a classroom. It is my intention this project will give my students the opportunity to:

- Experience first-hand strategic planning in a non-profit environment
- Participate in a multidimensional team with administrators and staff from a non-profit, teachers and students from a magnet high school, and university faculty, staff and students
- Demonstrate to the students that what they do makes a difference
Reflect on this Entry

Love’s Jazz & Arts Center - A Community Project: Bringing It All Together

Details

<table>
<thead>
<tr>
<th>Teaching</th>
<th>Service Learning</th>
<th>Credit Courses</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Location</th>
<th>Local</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Number of Students: 25.0 |

Semester / Year: Spring 2008

Description

Entered: 2006-09-05 17:19:22.108

This service learning project will expose my students to a variety of learning experiences that cannot happen within the confines of a classroom. It is my intention this project will give my students the opportunity to:

- Experience first-hand strategic planning in a non-profit environment
- Participate in a multidimensional team with administrators and staff from a non-profit, teachers and students from a magnet high school, and university faculty, staff and students
- Demonstrate to the students that what they do makes a difference

This service learning project did much more than I intended as there were 3 university courses involved in this project. The students had to interact on so many different levels they truly experienced teamwork and the importance of meeting deadlines in a project of this size. If deadlines were not met other people on the team could not complete their objectives. It was a wonderful experience as an instructor to see how the students from the magnet school and UNO were able to work side by side and complete this project.

It took more work on the part of the instructors to pull this off but the extra work was well worth what the students gained. I am sold on service learning projects. Bring them on.

Identify what students should know and be able to do with what they know (student learning outcomes)

Assessment of student learning and assessment planning are embedded within the system
- Identify artifacts to measure learning outcomes
  - General Education competencies
  - Department Assessment Plans

Aggregate data for assessment reporting and improvement purposes
The 4960 course on Public Relations and Organizational Communications objectives were to help us understand strategic planning and create a framework that the Jazz and Arts Center can use for membership drives and community awareness. I participated in wrap up of this project. Our subteam created a PowerPoint explaining the different aspects of this project and how it all tied together in the end. Attached is the powerpoint that shows the importance of having a clear structure to get across the message.
The Miles Ahead album by Miles Davis was during his Sketches of Spain period. Particularly the songs Miles Ahead, Blues for Pablo and New Rumba influenced my composition. These three songs stretched my improvisation skills.
The Miles Ahead album by Miles Davis was during his Sketches of Spain period. Particularly the songs Miles Ahead, Blues for Pablo and New Rumba influenced my composition. These three songs stretched my improvisation skills.

I really enjoyed this class. The teacher was able to guide us in so many directions during our class discussions. The majority of the students also were able to add to the discussion and got me thinking in so many different ways. What was really cool -- these discussions continued outside of the classroom. 2 classmates and I spent hours listening, talking, and playing with Sound Forge in the lab.
myMAPP™ Design

myMAPP™ Architecture

- Information System Architecture
  - Technical/System Architecture
  - Information/Semantic Architecture
- Process Architecture
  - Process driven framework
myMAPP™ Design

Technical/System Architecture
myMAPP™ Design

Information/Semantic Architecture

• Collecting
  – Entry
    • Ontological Classification
    • Reflections
  – View
    • Collection of entries
      – Annual Review
      – RPT
      – CV

• Share
  – Share a view for comment
    • Chair
    • Dean
Information/Semantic Architecture cont’d

• Assessment
  – Competencies
  – Learning Outcomes
  – Performance
  – Tools
    • Review Scoring
    • Rubrics
myMAPP™ Design

Process Architecture

- Plan: Identify SSF, Collect Data, Classify Events
- Collect: Collect Data, Reflect, Select
- Improve: Map Data, Evaluate
myMAPP™ Design

Benefits

• Context Relative
  – Higher Education
  – Staff Development

• Not limited to specific domain
  – Education
  – Business

• Pluggable Taxonomy
myMAPP™ provides aggregate views of data for:

- Institutional Quality Indicators
  - Student learning achievements
  - Faculty contributions to strategic planning goals and improved student learning outcomes
- Program Reviews
- Accreditation
  - AQIP
  - Schools, Departments, and Colleges
- Assessment plans for departments and colleges
Results

Quality Indicator: Faculty Community Engagement - Collaboration/Partnership

- Advising Governmental Agencies and Private Organizations
- Consulting for Government
- Consulting for Public Agencies/Non-Profit
- Grant-Related Activities
- Guest Lecturer
- Holding Office
- Informal Talks and Presentations
- Instructor at Noncredit Workshops and In-service Programs
- Interviewed for Media Source
- Leadership Positions in Community Organization
- Other
- Presentations to Community Groups
- Volunteer Work
- Collaborations/Partnerships in the Community

Number of Activities Across Categories:

- Advising: 17, 2
- Consulting for Government: 14, 7
- Consulting for Public Agencies/Non-Profit: 29, 8
- Grant-Related Activities: 19, 8
- Guest Lecturer: 26, 8
- Holding Office: 28, 16
- Informal Talks and Presentations: 35, 14
- Instructor at Noncredit Workshops and In-service Programs: 35, 28
- Interviewed for Media Source: 28, 16
- Leadership Positions in Community Organization: 35, 29
- Other: 17, 2
- Presentations to Community Groups: 29, 19
- Volunteer Work: 14, 7
- Collaborations/Partnerships in the Community: 19, 8
Results

Quality Indicator: Student Involvement as Evidenced by Interaction with Tenure/Tenure Track Faculty

Active/Experiential Learning

- Civic Participation: 968
- Internship Supervision: 102
- Practicum Supervision: 5
- Service Learning: 166
- Integration of Technology: 226
- Internship Coordination: 44
- Practicum Coordination: 37
- Project Organization: 22
- Project Supervision: 29
- Student ePortfolio work: 93
- Student Teaching Supervision: 198

94 Faculty Reported
4043 Students
Results

Success to Date

• Academic Assessment Planning Redesign
• Revamp New Faculty Orientation to:
  – Introduce assessment processes and tools
  – Facilitate implementation of myMAPP™/faculty and myMAPP™/student
• Establish Center for ePortfolio-Based Assessment (CeBA)
  – Faculty conduct research in the areas of performance-based assessment and electronic portfolios
Success to Date

- ITS and Academic and Student Affairs partnership
  - Establishment of trust
  - Listen to students, faculty and staff needs
  - Rapid response
- myMAPP™/faculty
  - Piloted in 04 – 05
  - Fully implemented 06 - 07
- Prototyping myMAPP™/student
  - Developing and integrating assessment plans
  - Supporting General Education review
Focus on learning - modeling what we expect of students, staff, faculty, and administrators...

Continuous improvement and learning

Bottom up — Top down
Understand it is a process
Integrate into instruction
Campus-wide coordination
Align to strategic plans
Provide solutions to existing faculty & program needs
Expectation that programs should be revised and improved
Campus-wide support from the highest levels
Service model – ITS restructuring & commitment
Future

Continue the path to improved student learning
URLs

- URL: myMAPP™
  http://mymapp.unomaha.edu

- URL: myMAPP™/campus
  http://unoportfolio.unomaha.edu/

- URL: myMAPP™/faculty
  http://mymapp.unomaha.edu/demo.php

- URL: Assessment web site
  http://www.unomaha.edu/assessment
Special Thanks

Joyce Crockett
Project Manager

Matt Morton
Senior Web Architect

Jay Killion
Senior Instructional Designer
Authentic Assessment
A Process for Organizational Change

Sheri Rogers
sherirogers@mail.unomaha.edu

Deborah Smith-Howell
dsmith-howell@mail.unomaha.edu
Other UNO ePortfolios

- General Education
  “Assessment Exchange” collaboration with Metropolitan Community College
- Honor’s Student Design (student)
- College of Education
- Two Middle School Magnet ePortfolios
- Early Entry Omaha Public Schools/UNO Pilot Program ePortfolio collaboration