Assessment at Historically Black Colleges and Universities (HBCUs)

VERNA F. ORR

RESEARCH ANALYST, NATIONAL INSTITUTE FOR LEARNING OUTCOMES ASSESSMENT
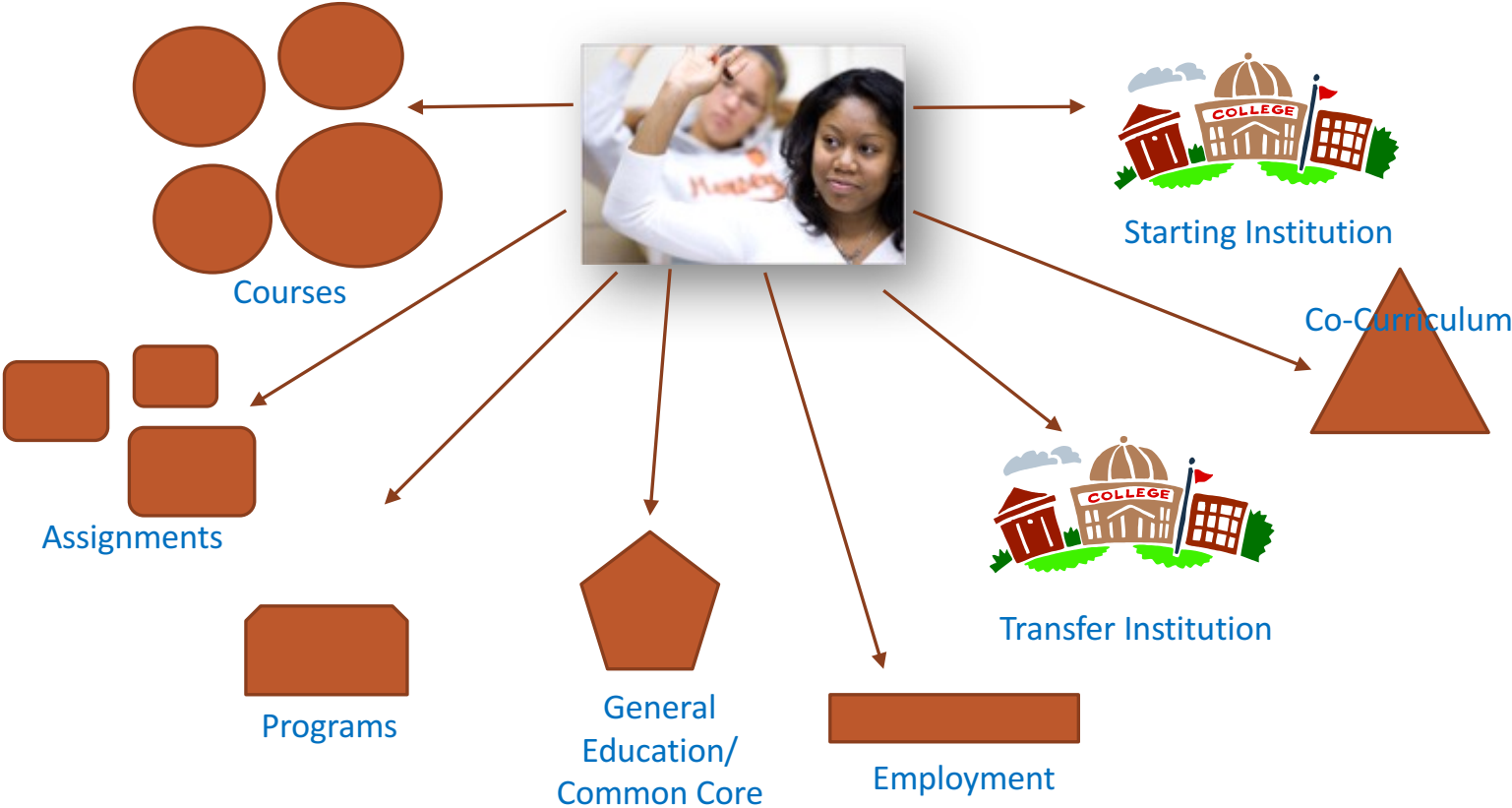
NILOA

NILOA's mission is to discover and disseminate effective use of assessment data to strengthen undergraduate education and support institutions in their assessment efforts.

● SURVEYS ● WEB SCANS ● CASE STUDIES ● FOCUS GROUPS ● OCCASIONAL PAPERS ● WEBSITE ● RESOURCES ● NEWSLETTER ● PRESENTATIONS ● TRANSPARENCY FRAMEWORK ● FEATURED WEBSITES ● ACCREDITATION RESOURCES ● ASSESSMENT EVENT CALENDAR ● ASSESSMENT NEWS ● MEASURING QUALITY INVENTORY ● POLICY ANALYSIS ● ENVIRONMENTAL SCAN ● DEGREE QUALIFICATIONS PROFILE ● TUNING ● LEARNING SYSTEM

www.learningoutcomesassessment.org

How do you demonstrate student learning in various ways while also being transparent about learning that is taking place?

Courses

Assignments

Programs

General Education/ Common Core

Employment

Starting Institution

Co-Curriculum

Transfer Institution

Morgan State University

Assessment Techniques and Projects	When it is Administered?	Who Administers (College/Schools)?	Transparency
Electronic Portfolio: also known as an e-portfolio, digital portfolio, or online portfolio	Freshmen through the senior years	Programs in all College and Schools	**Continuous improvement process:** stakeholders (faculty, peers, mentors, etc.) can collaborate and provide feedback that students can use to improve different aspects of the project before, during, and after the completion of the project.
Reflective Journals and Learning Logs: A reflective journal is a personal record of student's learning experiences (Dewey, 1933).	Freshmen through the senior years	Programs in all College and Schools	**Online and traditional journal entries** are utilized by students to reflect on personal and major experiences: Field-Experience, Internship, Community partnerships, Student Organization, etc.
Senior Research Projects: undergraduate programs require students to complete an independent research project in their major field prior to graduation.	Junior and Senior Years	Programs in all College and Schools	**Opportunity to present, showcase and receive feedback** on all aspects of the research projects to stakeholders (faculty, peers, mentors, community partners (etc.). Opportunity to showcase the project (poster and/or online via LMS system).
Oral Presentations: effectiveness of oral presentation assessment in a variety of disciplines.	Freshmen through the senior years	Programs in all College and Schools	**Group and Individual presentations or demonstration of content knowledge:** Opportunity to use PowerPoint and transparencies as visual aid to improve quality of oral presentations to a variety of audience. Opportunity to receive feedback from stakeholders.

Central State University

The Push-Pull of Assessment

How do we demonstrate student learning in various ways while also being transparent about learning that is taking place?

•Central State University and the Voluntary System of Accountability

•Assessment of Written Communication and the AAC&U VALUE Rubrics

University of Maryland Eastern Shore

Mission-Driven Assessment

"The University of Maryland Eastern Shore (UMES), the state's historically black 1890 land-grant institution, has its purpose and uniqueness grounded in <u>distinctive learning, discovery and engagement opportunities</u> in the arts and sciences, education, technology, engineering, agriculture, business and health professions."

UMES Student Population
- Underrepresented
- Academically underprepared
- Financially disadvantaged
- Limited exposure outside of Maryland, Mid-Atlantic region, and U.S.

Demonstrating Student Learning and Transparency
- Curricular (Division of Academic Affairs)
  - Doctor of Pharmacy program – ambulatory care rotation and international medical missions
  - Richard A. Henson Honors Program – honors junior seminar and international service learning
- Co-Curricular (Division of Student Affairs)
  - Alternative Spring Break

Can you please share some of your assessment approaches that takes various needs of different student populations, for instance, culture and diversity, into consideration?
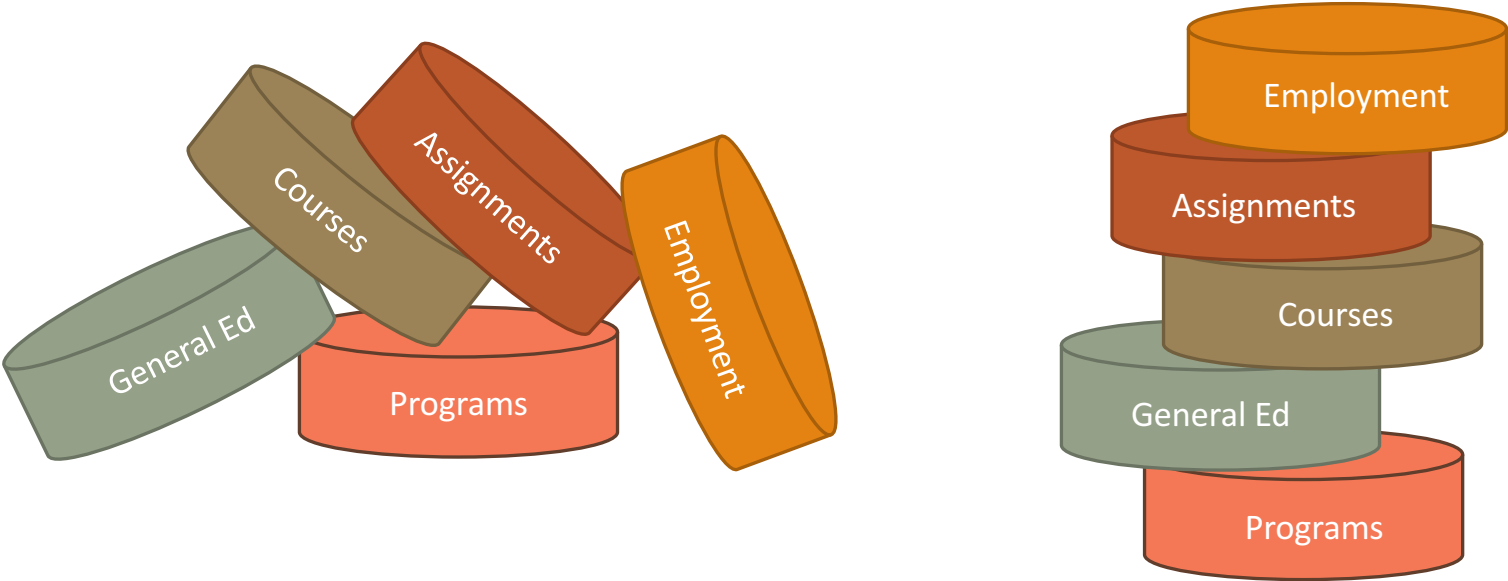
Delaware State University

PRIDE 2020 – Strategic Plan
- KPI focused in high impact practices and student success metrics
- UC Comprehensive Advising and wrap around student services
- Individualized Development Plans

Assessment Data Collection System – General Ed Curriculum

Adaptive Learning Tools – ALEKS

Establishment of an Office of Institutional Effectiveness
- IRPA
- Office of Teaching, Learning and Assessment
- Data Analytics
- Dashboard Access

Morehouse School of Medicine

Student-Centered Learning Assessment

Ongoing efforts include:

Learning style and preference inventories, analysis, and training

Linking specific assessment tools/results to various instructional strategies for program evaluation

Use of cultural contexts in assessment materials

Tagging elements of assessment tools based on Bloom's levels, content, and context for the purpose of archiving and longitudinal analysis

Use of retrospective and predictive analyses to:
- Refine instruction
- Revise curriculum
- Prescribe individualized tutoring and academic support
- Design more culturally-relevant tasks and assessments

Formalizing student perception and feedback loops for the purpose of improving instruction and assessment designs

Wilberforce University

Value Proposition: Liberal Arts focused institution with an entrepreneurial intent.

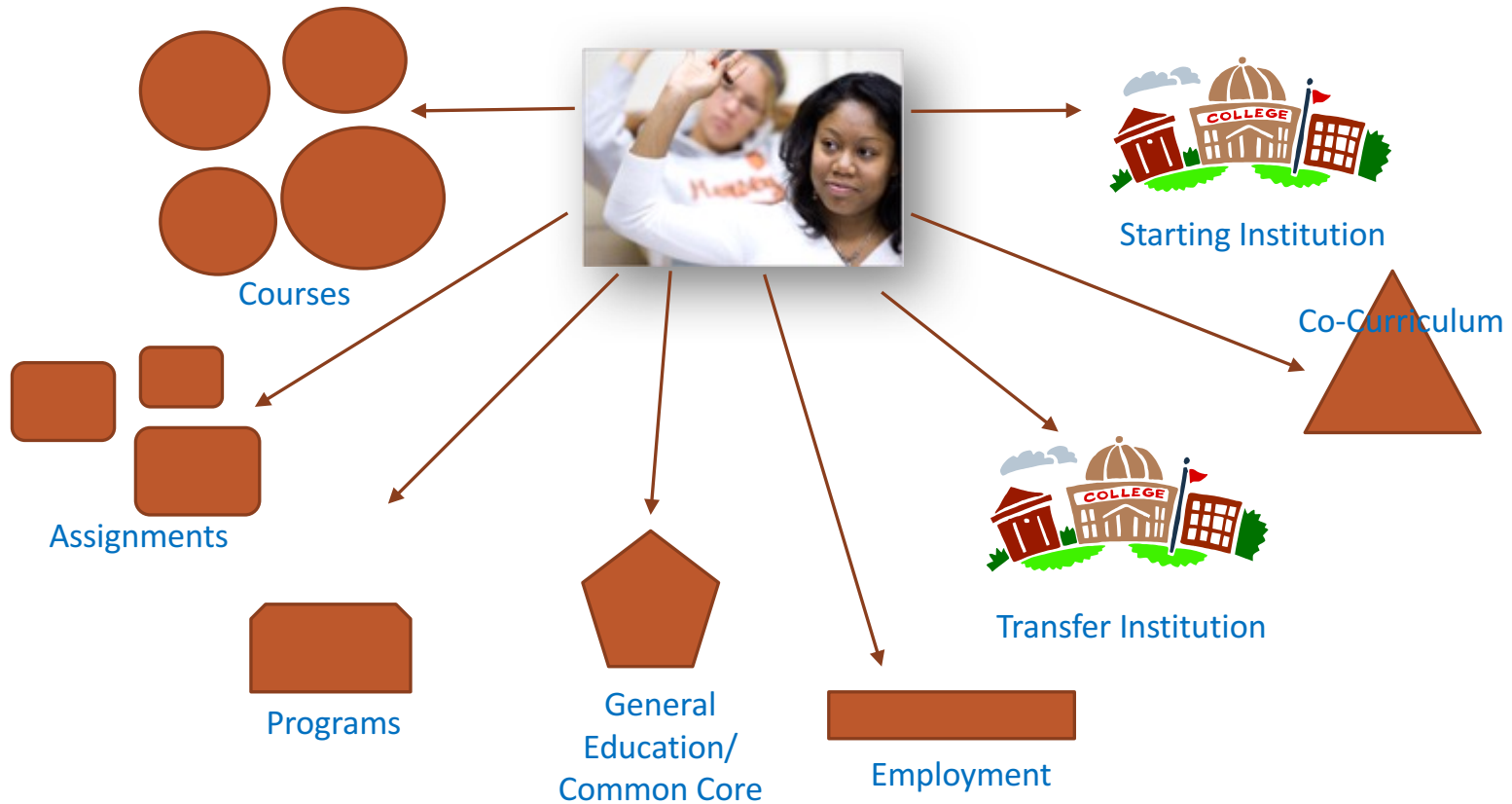Second oldest Cooperative Education program in the US.

Participant with the Assessment Academy through the Higher Learning Commission and the UNCF Career Pathways Initiative

Creating a culture of assessment by eliminating assessment anxiety.

Data and assessment used for internal process optimization, improvement, and campus-affiliated responsiveness **vs**. external reporting that considers the standardization, reporting, and expectations (or lack thereof) of constituents often unfamiliar or unrelated to the campus and history of such campuses.

◦ Wilberforce takes into account niche student access, meaning the acceptance of students who are under/unprepared for the collegiate experience drive assessment and the narratives necessary to further the mission and facilitation of graduation and career outcomes for students.

◦ We also take into consideration how such student populations must be assessed at the point of access to further the professional development and information presented to not only faculty, but student engagement staff for student success in and out of the classroom.

Can you please tell us what has worked well on your campus to guide improvement while leveraging accountability expectations?

Courses

Assignments

Programs

General Education/ Common Core

Employment

Starting Institution

Co-Curriculum

Transfer Institution

Howard University

- **13 Schools and Colleges**

- **109 degree programs**
  - Annual Reports / Program Review
  - KPIs and Dashboards
  - Program Prioritization (institution-wide)

Howard Forward:
- Advance Academic Excellence
- Inspire New Knowledge
- Serve our Community
- Improve Efficiency & Effectiveness
- Achieve Financial Sustainability

Bowie State University

Cultivating a Culture of Assessment

Four Pillars: accountability, transparency, collaboration, & innovation/reward

University Student Learning Assessment Committee (USLAC) + Center for Academic

Programs Assessment (CAPA)+ Planning, Analysis, & Accountability (OPAA) + students

1. Faculty course release-time to serve on USLAC, plus college-level assessment coordinators – supported through Title III

2. Annual reports/accreditations/program reviews

3. Feedback rubrics with peer-to-peer reviews

4. Assessment awards/professional development/assessment conferences

5. Nationally-normed general education assessment instruments

6. Collaboration with OPAA for strategic planning, accreditation, and indirect campus-wide assessments

7. Participation in national assessment studies: WAVES writing study and HEIghten Civic Engagement and Multicultural/Diversity Competency

North Carolina Agricultural & Technical State University

Putting Our Past in Perspective
- ◦ Pain and Progress

Scaling up our Office of Strategic Planning and Institutional Effectiveness
- ◦ 'A' Face of Assessment
- ◦ A 'Culture' of Assessment

Preeminence 2020 as our Guidepost
- ◦ Vertical and Horizontal Gaze for SLOs
- ◦ Ownership at all Levels for Student Learning
- ◦ Strategies/Key Metrics for each of our 6 university goals

Transparency
- ◦ Tasktream E Portfolio
- ◦ Dashboard Access

What you are most hopeful about in terms of assessing student learning at your institution?
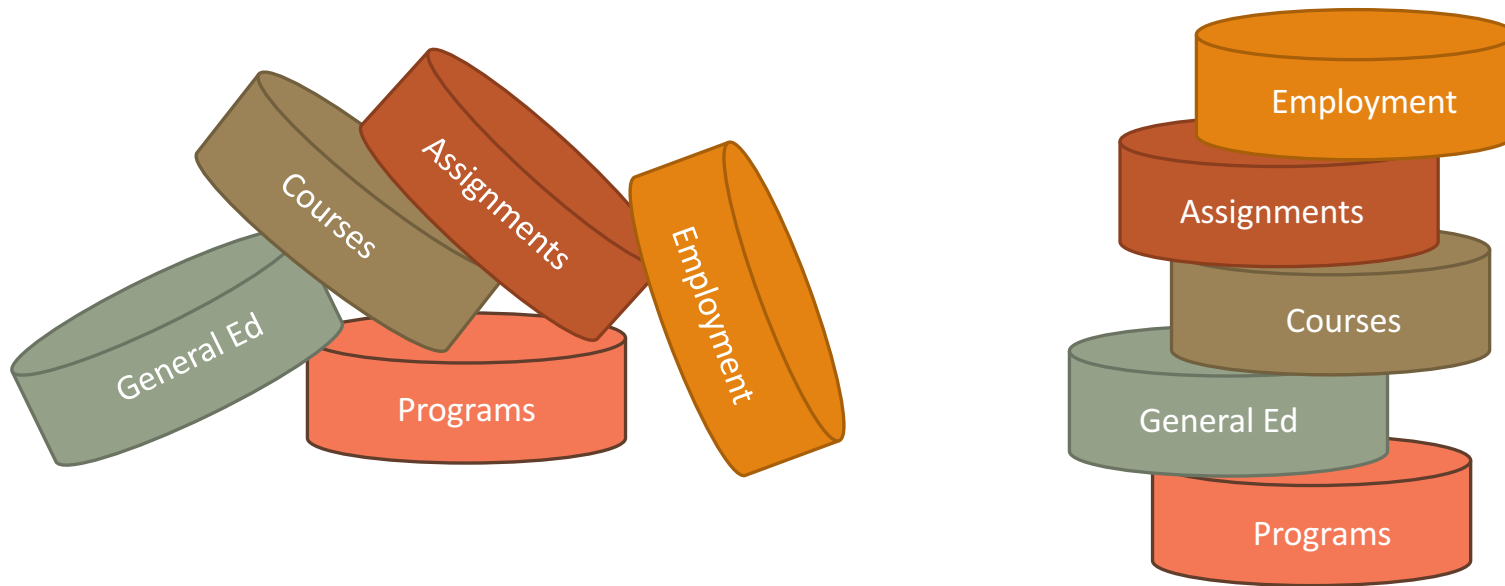
Questions and discussion

Email: vorr2@Illinois.edu or niloa@education.illinois.edu

http://www.learningoutcomesassessment.org

www.assignmentlibrary.org

www.degreeprofile.org