Assessing Transformation

WSU, NLII EDUCAUSE, CNI, & TLT Group
6/20/03

All dimensions of the transformative process presume sensitivity to the particular institutional, college, departmental, and individuals' contexts...

1. Assessment Purpose

The assessment plan aligns with other institutional plans and promotes a collaboration of administration, faculty, students, and community.

1	2	3	4	5	6

Administrative	Progressive	Transformative

2. Data Acquisition & Analysis

Data from multiple and diverse sources illuminate students' learning, learning processes, and learning purposes, particularly learning as those aspects of learning extend beyond course-specific outcomes.

1	2	3	4	5	6

Administrative	Progressive	Transformative

3. Application of Findings

The assessment findings are used to *systematically* inform and reshape teaching and learning practice to improve effectiveness, efficiency, and/or value, and specifically to promote an *operational* "culture of evidence" (e.g., influence promotion and tenure decisions).

1	2	3	4	5	6

Administrative	Progressive	Transformative

4. Dissemination

Results are reported internally and externally with plans for expanding the collaboration for transformation.

1	2	3	4	5	6

Administrative	Progressive	Transformative

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1. Assessment Purpose

	Administrative		Progressive		Transformative	
	1	**2**	**3**	**4**	**5**	**6**
1.	The assessment results are **reported to** a single constituency that does not include or engage faculty or students, often an external agency.		The assessment results may be available to students and faculty, but implications for improving teaching and learning may require additional assessment or the establishment of support programs and response protocols. Results may be open to public inquiry.		The assessment results are designed for multiple constituencies; the assessment plan includes feedback and corresponding resources and protocols for improving student learning, faculty teaching, administrative support, or some combination of these features. Assessment is open and fosters reflection.	
2.	The assessment reflects a single measure or **snap shot in time.**		The assessment reflects pre-post design.		The measure or combination of measures captures multiple time points beyond a single course or term (e.g. Survival Analysis).	
3.	The assessment is summative and valuable for reporting outcomes (but does not address designs or processes that yield those outcomes). There is **no clear plan to apply results** (student evaluations) to improve learning processes or outcomes.		The assessment has formative potential for addressing student or faculty processes, but there is not evidence of corresponding mechanisms that encourage change in process to yield change in outcomes. Strategies for responding to results may tie reward or funding		The assessment addresses activities or behaviors that engage students and faculty in reflection and change. Strategies for responding are tied to *evidence of change* and evidence of conceptualizing and articulating new, valuable outcomes (achievement of outcomes may be secondary to identification of new, more valuable outcomes).	
4.	Assessment, even when results are positive, targets learning **context** constrained to a class; no clear ties to students' lives or benefits to society.		Assessment has social implications, but the connections may require additional mediation or further assessment.		Assumptions integrate classroom learning with life and societal enrichment; the context extends beyond tradition of playing school.	
5.	**Cost assessment** is isolated from returns on investment in terms of learning, social benefit, etc. Focus on common expectations of all institutions.		Some effort is made to qualify costs with learning effectiveness as well as efficiencies. May or may not target aspects that suggest a unique institutional strength or brand.		The assessment integrates learning impact with cost efficiencies. Focuses on institution's unique assets.	

4. Data Acquisition & Analysis

	Administrative		Progressive		Transformative	
	1	**2**	**3**	**4**	**5**	**6**
6.	**Data is easily obtained** (if not easily assembled). Characterized by quantity (retained, graduated, etc.)		Assessment data focus on one or more dimensions of student critical skills—i.e., synthesis and analysis; facts and discrete content are integrated in broader learning tasks. Encourages reflection or looking at old data in new ways or with regard to new implications. For instance, time on task is qualified by the nature of the task.		Assessment data integrate multiple dimensions; focus on student's unique purposes for learning; acknowledge what students' may bring to the learning process, and explicitly stretch students' approaches to learning. Creatively triangulates from multiple sources	
7.	The measure targets learning as a context-free, **independent unit**; may or may not include concepts along with a general measure that quantifies discrete facts.		Assessment considers interdisciplinary or social context, though the connections may require additional mediation or further assessment.		The assumption extends beyond discipline content to address ethical or other, broad contextual concerns.	

3. Application of Findings

	Administrative		Progressive		Transformative	
	1	**2**	**3**	**4**	**5**	**6**
8.	Results focus on traditional educational **context**—improved standardized test scores, retention counts, etc. Minimal feedback required to source or data suppliers		Results extend traditional learning context—provide new way of conceptualizing and measuring learning.		Results suggest or establish a new context for learning; may integrate with other courses or community efforts. Reflects risk and learning from failure.	
9.	Assessment **reflects** constituencies' **expectations.** It does not challenge institutional structures, processes and communication challenge.		The assessment is new and provides constituencies with a new vantage on the mission of education as a shaping, versus reflecting, social and economic force.		Assessment fosters new understanding of educational endeavors; embodies vision of a changing profession and the changing values that will be required to adapt in environment of increased scrutiny, competition, and fewer resources.	
10.	Results may be published in reports and journal articles, but there is no additional **reward structure** for assessment effort.		Assessment is rewarded; perhaps influence tenure and promotion as a "tie-breaker."		The assessment effort alone, perhaps independent of results, contributes to reward and promotion. Formative assessment is recognized as a professional responsibility.	

4. Dissemination

	Administrative		Progressive		Transformative	
	1	**2**	**3**	**4**	**5**	**6**
11.	Results are **reported to external agencies** with little or no feedback to institutions; perhaps tied to funding. Usually targeted to needs of coordinating or governmental agencies, regents, etc.		Results are shared broadly, though evidence of ensuing change is spotty or absent.		Results are reported to external agencies and within institution with clear strategies and support for change (funding, teaching & learning centers, etc); Assessment is educative and informs coordinating or governmental agencies, regents, etc by introducing new ways of thinking about education.	
12.	Assessment professionals, institutional research, and perhaps a few faculty researchers are **engaged** in the effort.		Key administrative support, interest in community is stimulated. Faculty participation extends beyond "usual suspects." Students are involved in the effort. *Leaders recognize they must institutionalize change.*		Results increase community engagement, grassroots faculty, students, and administrative support and reflection, discourse, and experimentation; clear paths to change in teaching and learning practice are evident and broadly accepted.	

Transformative Assessment Scoring Form		
Rater:	**Project:**	
❑ Faculty	❑ Administration	
❑ Student	❑ Assessment Specialist	
❑ Community Colleague	❑ Other _____	
Rating		
1.	**Assessment Purpose**	
2.	**Data & Data Acquisition**	
3.	**Application to Transformation**	
4.	**Dissemination**	
5.	**Average Score**	
Comments:		