Moving from a Centralized Assessment Model to a Decentralized Assessment Model

Margaret A. Hamilton, Ph.D.,
Vice President for Academic Affairs
Camden County College, Blackwood, New Jersey

Vanessa O’Brien-McMasters,
Associate Dean of Curriculum and Assessment
Camden County College, Blackwood New Jersey
Goals

1. To provide tools to use during the self-study process to evaluate an institution’s student learning outcomes program
2. To improve outcomes by moving away from a centralized, administrator-driven, assessment model toward a decentralized, faculty-driven assessment model
Objectives

- Identify factors to consider when establishing a decentralized assessment process that empowers faculty and academic deans to collectively share responsibility for an assessment program.

- Examine your institution’s assessment processes and outcomes to identify strengths and weaknesses within existing assessment program, utilizing resources such as the Document Roadmap.

- Identify and utilize faculty leadership to strengthen your existing assessment program, reducing reliance on administrators and creating a culture of shared responsibility between deans, faculty, and administration through the use of SLOA faculty liaisons.

- Provide samples of assessment resources to include in campus-wide, faculty-driven training initiatives.
Centralized, Administration-Driven Assessment Model vs. Decentralized, Faculty-Driven Assessment Model
Factors to Consider

- Who evaluates your SLOA Plan each year?
- Who completes your annual SLOA report?
- Who reviews the annual report?
- Who makes recommendations to the faculty based on the findings from this year’s plan?
- Who are faculty accountable to in completing their SLOA plans?
Centralized, Administrative Driven Assessment Model

- An assessment administrator evaluates the SLOA Plan.
- An assessment administrator completes an annual SLOA report.
- A dean and/or vice-president reviews the SLOA annual report.
- An assessment administrator makes for change to the AO.
- Faculty are accountable to the assessment administrator.

Decentralized, Faculty-Driven Assessment Model

- A faculty SLOA Committee evaluates the SLOA Plan.
- A faculty SLOA Committee completes an annual SLOA report.
- An assessment administrator, the dean and the AO all review the SLOA annual report.
- The faculty SLOA Committee makes recommendations for improvements to the SLOA Plan.
- Faculty are accountable to the academic dean.
Evaluating Your SLOA Model

- Middle States Document Roadmap
- Department Minutes
- Faculty Review
- SLOA Committee Review
- Summary Chart per unit(s)
Strengthening Faculty Leadership

- Identify and nurture faculty leaders
- Provide positive feedback
- Provide professional development
- Empower faculty leaders
- Have their backs!
Who Are the SLOA Leaders?

- Read department minutes
- Attend assessment meetings
- Ask your assessment coordinator
- Ask your academic deans
- Ask who is presenting at conferences
- Ask the deans and other faculty
Provide Positive Feedback

- Emails to faculty acknowledging their assessment discussions in department minutes
- Highlight improvements in student success in departments at campus meetings
- Highlight faculty assessment leaders at Board meetings, celebrating their student success.
Provide Professional Development

- Middle States Regional Conference
- Middle States Assessment Conferences
- State and National Assessment Conferences
- Campus Best Practice Conferences
- Assessment Newsletter
- Assessment Website
Empower Faculty Assessment Leaders

• Have faculty report on assessment results at faculty meetings rather than your assessment coordinator.

• Have faculty identify gaps in compliance.

• Have faculty make recommendations to administration on professional development.
SLOA Faculty Liaisons

- Good understanding of the *Characteristics of Excellence*
- Good understanding of the SLOA process
- Good track record of closing loops
- Good communicator
- Respect of the faculty
Provide Samples of Assessment Resources on College Website or Network Drives

- Well-written, course level, student learning outcome statements
- Well-written, program level, student learning outcome statements
- Samples of loop closures from their colleagues
Provide Samples of Assessment Resources on College Website or Network Drives

- Exemplars of how student success was improved
- Middle States Resources, Assessment Newsletters etc.
- Assessment Websites
- Library maintained Assessment Resource Center (libguide) for faculty & staff
Participant Survey

Do you have an assessment administrator on campus?
1) Yes
2) No

Based on our discussions today, how would you describe your assessment model:
1) Centralized
2) Decentralized