

BUILDING A COMMUNITY OF ASSESSMENT (PRACTICE)

Background

- Middle States Accreditation: A drive for curriculum mapping and outcome-based assessment; began to prepare fully for Middle States at the iSchool in 2017
- Institutional Effectiveness and Assessment: Established cyclical program review and course reviews
- Community of Practice: (COP) members: Program Directors, Program Managers, Faculty, Director of Faculty Center for Teaching and Learning (FCTL), Academic Operations Analyst

School of Information Studies
Peggy Takach
Margaret Craft

Stages of COP**

STAGE 1. Defined network of people; no specific process

1. Potential

Individual program assessment meetings (pre-network)

STAGE 2. Each academic program began regularly discussing assessment

2. Coalescing

Programs evaluated curriculum, looked at maps, measures, PLO's

STAGE 3. Assessment Taskforce formed (across programs)

3. Maturing

Planned 4 year cycle, shared tools and data quality standards for 1st full year of assessment

STAGE 4. Program Directors/Managers steering; FCTL Director, consultant

4. Stewardship

Added syllabus certification, course review process, individual meetings with PoR's

STAGE 5:
All community members are using/assessing the process

5. Evaluation

Gathering feedback; revising as we go

Findings | Successful Strategies

- Establish assessment lead/point person across academic programs, curriculum, and UAAC (as a member of all committees)
- Some processes can be applied holistically, and some need to be individualized
- Use a strategist to design and facilitate communications and data to COP
- Willingness to iterate
- Openness to all feedback (you never know where it will lead you!)
- Visualizations to show new processes, check understanding, and get feedback

Action Plans | Next Steps

- Collect samples of all key assignments for 2021 Assessment
- Blend new assessment processes with iSchool Instructional Quality Cycle (instructor onboarding, course evaluations, syllabus review, newly established guidelines for iSchool Professor of Record, and teaching observations)

**Based on Etienne Wenger's "Communities of Practice: Development Stages" (2009)