Moving Towards a Data-Informed Community through Collaborative Assessment Practices

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Agenda

• Introductions and Organizational Structure
• Capacity Building
• Student Learning Outcomes Assessment
• Data Utilization and Collaboration
• Application of Knowledge
• Questions and Dialogue

Learning Outcomes

• Understand roles of OPEIR in collaborative methods of data utilization
• Understand how capacity building supports continuous improvement
• Identify specific collaborative methods to assess student learning and service outcomes
• Develop ways to encourage capacity building and apply specific methods at your institution
The goal of a matrix model is to assure that informed decisions routinely occur across the University in an efficient and effective manner (Swing & Ross, 2016).

- Broader range of decision makers are supported by the IR function
- Student focus is maintained without disrupting required reporting and support

An intentional process to increase individual motivation, knowledge, and skills, and to enhance a group or organization’s ability to conduct evaluation (Labin, 2014).
History of OPEIR

- OPEIR: official source of data, but previously virtually unknown across campus
- Core responsibilities:
  - Federal, State, and Local Reporting
  - Assessment (Learning Outcomes, General Education, Student Support Services)
  - Strategic Planning
  - Program Review
  - New Academic Program Proposals

Student Learning Outcomes Assessment

- Support from administrative leadership
- Communicate assessment requirements and expectations
- Hold training sessions for faculty, staff, and administrators
- Implement processes and timeline – continue training and open labs
Expanding Our Reach

• OPEIR now works with many divisions within the university to collaborate and provide assistance with assessment needs
  — Enrollment Management and Student Success
  — Walker Center for Teaching and Learning
  — College of Engineering and Computer Science
  — University Career Services
  — UTC Graduate School

Data Utilization and Collaboration

• Efficient and effective communication and increased involvement across campus
• Focus on building relationships
• Identify and collaborate with super users across campus
• Provide training
• Resource for research methodologies, evaluation, and assessment
Examples

• IAE Committee
• EAB (Campus and Guide)
• New Faculty Orientation
• General Education
• Student Success (15-4, Bridge)
• Program Profiles (CECS)
• Career Development Alliance/Handshake
• Grad Council
• CADH

Brainstorming and Application

• What is one thing you wish you knew about your students?
• How have you tried to gain that information in the past?
• Based on our examples, can you think of innovative ways to collaborate with IR staff on your campus to gain the information you need?
• What challenges do you foresee and how could you potentially address them?

Wrap-Up and Questions

• Training, technology, communities of practice, and collaboration are methods to increase assessment and evaluation practices on your campus.
• Building relationships is a key element of capacity building and effective OIR practices.
• OIR staff are your friends.
• Questions?
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Thank you!