



Sam Houston  
State University

# Supporting Faculty Engagement in Ongoing and Innovative Assessment Practices Through Assessment Mini-Grants

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# First, a show of hands...

- ▶ How many of you are from:
  - Public Institution?
  - Private Institution?
  - 2-year College?
  - 4-year University?

# Institutional Profile

- ▶ 4-year, public university approximately 1-hour north of Houston, Texas
  - ▶ Current enrollment over 20,000 undergraduate and graduate students
    - 80+ bachelor's degree programs, more than
    - 50+ master's degree programs, and
    - 6 doctoral programs
  - ▶ Classified by the Carnegie Commission on Higher Education as a “Doctoral Research University” and a “Community Engaged” University
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# Overview–Assessment Mini–Grants

- ▶ SHSU's OAPA awards competitive mini–grants for assessment–related activities in the amount of \$1000
  - ▶ Mini–grants are available to all SHSU faculty and staff
  - ▶ OAPA maintains a dedicated budget of \$15,000 to award up to 15 Assessment Mini–Grants a year
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**Purpose of Mini-grants is to  
Encourage and Support  
Faculty and Staff Engagement  
in Innovative and Ongoing  
Assessment Practices**



# Application Process

- ▶ Invitations to apply are sent via email to faculty and staff starting during the third week of August and continue through the Fall semester
- ▶ Invitations to apply are also included in SHSU's Academic Affairs Newsletter
- ▶ <http://www.shsu.edu/dept/academic-planning-and-assessment/assessment/assessment-mini-grants.html> application link.

# Assessment Mini-grant Application (See Handout)

# Application Evaluation

- ▶ Independently, each OAPA staff member carefully reads, evaluates, and ranks all applications based on:
  - Completeness of application materials
  - Clarity of relevance to assessment
  - Merit of the proposed assessment project

# Application Evaluation

- ▶ OAPA staff meet to discuss each other's evaluations and ranking of applications and to make a final selection of mini-grant award recipients
- ▶ Awards are announced on, or before, January 31

# Past Mini-Grant Awards

- ▶ 2014–2015
  - 10 applications
  - 10 mini-grants awarded
- ▶ 2015–2016
  - 4 applications
  - 4 mini-grants awarded
- ▶ 2016–2017
  - 29 applications
  - 10 mini-grants awarded
- ▶ 2017–2018
  - 16 applications
  - 15 mini-grants awarded

# Assessment Projects

- ▶ Practices and instruments to assess and inform curriculum decisions
  - Assessed and compared the outcomes of online and face-to-face instruction at the beginner and intermediate levels of Spanish courses in order to review the effectiveness of both types of instruction
  - Implemented a Calculus Preparation Project to assess the prerequisite tracks leading to a Math course in order identify and improve program effectiveness and to make informed decisions about student placement in these tracks

# Assessment Projects (continued)

- ▶ Travel to present assessment-related conferences and workshops
  - Presented at the Transcultural Nursing Society Annual Conference on an evaluation of the effectiveness of an isolated culture course in increasing transcultural self-efficacy in baccalaureate nursing students
  - Attended a Program Directors Workshop and participated interactive sessions focused on assessment, program improvement, and preparation for accreditation site visits

# Assessment Projects (continued)

- ▶ Residence Life student satisfaction assessment
  - Improved the university's Residence Life's marketing efforts in order to increase student completion of surveys, to gather feedback, and to identify areas where improvement was needed

# Assessment Projects (continued)

## ▶ Assessment Events

- Hosted a college-wide, full-day “Artful Assessment” mini-conference focused on providing faculty and staff in the College of Education with the opportunity to review assessment practices and processes
- Assessed an inter-professional education roundtable event by using pre- and post-survey measures, observation measures, and student reflective measures

# Assessment Projects (continued)

- ▶ Learning community assessment
  - Assessed the effectiveness of Residential Learning Communities (RLC) by gathering data on student engagement, student retention, and student performance
  - Created a comprehensive assessment program for Freshman Learning Communities that involved researching best practices, and developing and/or refining assessment measures

# Assessment Projects (continued)

- ▶ Program improvement and accreditation efforts
  - SHSU's Teacher Preparation Program developed the Teacher Capstone Portfolio (TCP) to assess and measure pre-service teachers' proficiency in accreditation standards
- ▶ Development of assessment instruments
  - Developed an instrument and implemented procedures to measure knowledge levels of master-level Educational Diagnostician candidates

# Assessment Projects (continued)

- ▶ Acquisition and use of assessment-related technology and software
  - Purchased technology equipment allowing students in a teaching program to video themselves while teaching in order to increase the number of observations per student and to provide real-time feedback about students' teaching abilities
  - Purchased iPads and installed kiosks to collect survey data to assess visitor satisfaction with their experience at SHSU's museum

# The Future of Mini-Grants

- ▶ Design and implement a rubric for evaluating mini-grant applications
  - ▶ Identify and implement new marketing strategies to increase the number of assessment mini-grant applications
  - ▶ Identify funding sources to increase the number and/or amount of mini-grants awarded
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# Questions?



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