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# Addressing dissention, limiting bureaucracy, and enhancing learning through assessment processes

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**Academic Chairperson's Conference**  
**Houston, Texas - Hyatt Regency Houston February 6-8, 2019**

1. **Title of presentation (10 words or less):** Addressing dissention, limiting bureaucracy, and enhancing learning through assessment processes.
2. **Primary presenter information and CV or short biographical sketch:**

Dr. Frederick Burrack, Director of Assessment, Kansas State University

Frederick Burrack is Director of Assessment, Professor of Music Education, and Distinguished Graduate Faculty. He received his Ph.D. in Curriculum and Instruction from the University of Illinois in Urbana; Masters from Northwestern University in Evanston, and Bachelor from Wartburg College. Dr. Burrack's research interests include student learning processes and assessment of learning, cross-disciplinary instruction, and instructional thought development in music teachers. He guides professional development seminars across the United States, has numerous publications in music education and assessment journals, and has presented many conference sessions nationally and internationally. His recently published book, *Applying Model Cornerstone Assessments in K-12 Music: A Research Approach* was developed from his leadership in the national pilot of Model Cornerstone Assessments aligned with the new National Standards for Music Education. Additional information about Dr. Burrack can be found <https://www.k-state.edu/assessment/fburrack/>.

3. **Additional presenter information (if applicable):**

Dr. Ryan Chung, Director of Assessment, Oklahoma State University

Dr. Chung is the Director of University Assessment and Testing at Oklahoma State University. He completed a BA in Business Administration at the National Taiwan University of Science and Technology (NTUST) in Spring 2001. In June 2004, he arrived in Springfield, Massachusetts as an international student at Springfield College, where he earned a master's degree in 2007 and a Ph.D. in 2011 in Teaching and Administration. He worked as the Coordinator of Institutional Research at Rockford University in Rockford, Illinois and later as Assistant Director in the Office of Academic Assessment at the University of Oklahoma (OU). While at OU he also taught a general education course, "Personal Health," in the Department of Health and Exercise Science. At Oklahoma State University, Dr. Chung teaches "Statistical Methods in Education", and "Research Design and Methodology" in the Department of Research Evaluation Measurement, and Statistics (REMS). Dr. Chung's research fields include but are not limited to: global aspects within higher education in the US; quantitative and qualitative research methods and survey design; student learning outcomes assessment; and general education assessment. Among his

**Academic Chairperson's Conference  
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accomplishments, Dr. Chung has published a book in Taiwan: *The Truth Be Told: Across Time and Space – The Wisdom of Lao Zi*(2014).

Dr. Sheri Barrett, Director of Assessment, Johnson Community College

Dr. Barrett serves as the Director of the Office of Assessment, Evaluation and Institutional Outcomes at Johnson County Community College in Overland Park, Kansas. Dr. Barrett received her Doctorate in Educational Leadership and Policy Studies from the University of Kansas; Masters in Public Administration from University of Missouri-Kansas City, and bachelors from Baker University. Dr. Barrett has presented on assessment at both national and regional conferences including the Assessment Institute, Association for General & Liberal Studies, League for Innovation Learning College Summit, Association of Institutional Research, Association for the Assessment of Learning in Higher Education, the National Benchmarking Institute, Kansas City Area Professional Development Council, the Kansas State Learning Assessment Institute, and Assessment Matters Conference. Dr. Barrett has also consulted and presented both regionally and nationally for colleges and universities on strategic planning, assessment and program review. Additional information on Dr. Barrett can be found on her assessment blog site – [Assessment by Design](#).

**4. Abstract for the program book and website (25-50 words):**

This panel is an open conversation around strategies that brings together curriculum and instruction, data on student learning, and assessment practices that can lead to program improvements to enhance curriculum, teaching, and learning, as well as expose misconceptions of assessment practice and how assessment leaders can contribute to, or hinder student success.

**5. Keywords (no less than five):** Assessment, Learning, Instruction, Curriculum, Collegiality

**6. Presentation topic theme:** Operating the Department

**7. Target audience:** Program and assessment leaders

**8. Type of presentation:** Interactive Workshop (105 minutes)

**9. Objectives of the presentation:** Session participants will be able to:

- identify/determine specific strategies and assessment processes which have been discussed in the session that can be possibly applied/implemented at their institutional settings (depending on assessment cultural and support, resources, etc.)

**Academic Chairperson's Conference**  
**Houston, Texas - Hyatt Regency Houston February 6-8, 2019**

- determine specific guides and possible solutions for the issues/concerns on teaching, learning, and assessment at their institution for future decision (what they can learn from the presenting institutions and those who provided comments and suggestions among the session participants.)

**10. Description of the session:**

This panel of assessment representatives from three institutions (Oklahoma State University, Kansas State University, and Johnson County Community College) will lead the session participants in an open conversation concerning an assessment process focused on the enhancement of student learning. Questions will be posed, followed by related scenarios to involve the audience in further discussion. Strategies that bring together curriculum and instruction, data on student learning, and assessment practices will be shared that can lead to program improvements, enhanced curriculum, revised instruction. We intend to address current issues and concerns related to assessment by discussing positive actions/solutions that have been implemented on campuses. The session will expose misconceptions of assessment practice and how assessment leaders can hinder student success.

In addition to developing a positive culture of assessment among faculty, the session will discuss intentional design to involve student understanding of general education learning beyond attaining grades. Examples will be provided as to how assessment staff can align student needs toward a roadmap for enhanced learning. Specific examples from each institution will show significant faculty engagement with assessment (institutional assessment committee-related work, assessment champions, etc.), and how assessment facilitators can work closely and collaboratively with faculty to establish limit bureaucracy in assessment practice.