Assessment Update 2016

(Or, how I learned to stop worrying and love assessment)
Why we do it: ACCREDITATION

4.A
Assessment
4.A.1 The institution engages in ongoing systematic collection and analysis of meaningful, assessable, and verifiable data—quantitative and/or qualitative, as appropriate to its indicators of achievement—as the basis for evaluating the accomplishment of its core theme objectives.

4.A.3 The institution documents, through an effective, regular, and comprehensive system of assessment of student achievement, that students who complete its educational courses, programs, and degrees, wherever offered and however delivered, achieve identified course, program, and degree learning outcomes. Faculty with teaching responsibilities are responsible for evaluating student achievement of clearly identified learning outcomes.

4.A.6 The institution regularly reviews its assessment processes to ensure they appraise authentic achievements and yield meaningful results that lead to improvement.

4B
4.B.2 The institution uses the results of its assessment of student learning to inform academic and learning-support planning and practices that lead to enhancement of student learning achievements.
Standard 4.A.3 again

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Do we actually do that?

We do “formative assessment” - trying to improve teaching and learning - reasonably well with SAC-led assessment projects.

We do not do “summative assessment” - how well our students are achieving our core outcomes - in any kind of “regular and comprehensive” manner.
So...what do we do about it?

For what we already do:

Get people to take the assessment class

Work with your assessment coach

For what we need to do:

Expect some changes - general education courses are probably going to require instructors to contribute student work for the purpose of summative assessment.

Consider participating in the Multi-State Collaborative (Kendra will elaborate.)
On to the awards!

Assessment awards were determined by peer review feedback and the maturity of assessment work this time, not just “perfect scores.”