

Planning and Assessment Update

Chairs' Meeting, 9/26/06
Jim Meek

***“Hindsight, after all,
is caused by a lack of foresight.”***

Anonymous undergraduate quoted in Anders Henriksson,
Non Campus Mentis. New York (Workman, 2001), 2.

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Assessment Update

- What we mean
- Why it matters
- What is required
- Where we go from here

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Assessment

Is a **process**
of evaluating **effectiveness**
in achieving stated **goals**
by gathering **evidence** about outcomes
for continuous **improvement**.

Asks:
How well are we doing?
How do we know?

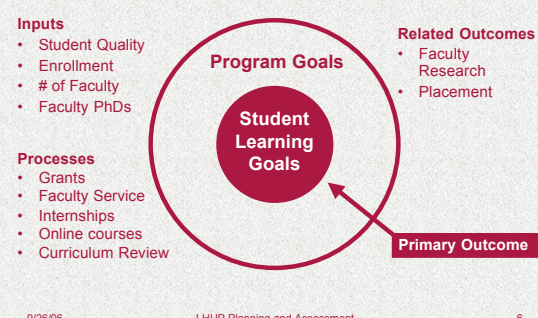
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Assessment Matters

- Good practice
- Public expectations
- Accrediting requirements
 - Middle States report: October 2007
 - Middle States visit: 2009-2010
- Telling your story / telling our story
- Attracting resources

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Program Assessment



Inputs

- Student Quality
- Enrollment
- # of Faculty
- Faculty PhDs

Processes

- Grants
- Faculty Service
- Internships
- Online courses
- Curriculum Review

Program Goals

Student Learning Goals

Related Outcomes

- Faculty Research
- Placement

Primary Outcome

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Outcomes Thinking

- False “outcomes”
 - Expose students to . . .
 - Provide opportunities for students to . . .
- Impossible-to-assess outcomes
 - Students will *appreciate* . . .
 - Students will *value* . . .
- Good outcome statements
 - Have **students** as the subject
 - Use strong, specific, behavioral **verbs**

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Sample Learning Outcomes

- Students will find, evaluate, and effectively use source materials to support their positions. (English)
- Students will satisfactorily apply the scientific method to address a question in biology.
- Students will demonstrate knowledge of the culture of the countries where the target language is spoken, and appropriately contrast their own culture with that culture. (French)

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Good Assessment

- Simple
- Meaningful
- Authentic
- Direct
- Embedded
- Specific
- Owned
- Assures of learning
- Leads to improvement
- Is documented

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Assessment Does *Not* Require

- Tracking individual students’ progress
- Pre-test / post-test
- Attending only to things we can count
- Impossible amounts of time and effort

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Assessment Process

1. **Define** learning goals and objectives
2. **Connect** curriculum with goals
Where do *we teach* what students need to learn?
Where do *students demonstrate* they learned it?
3. **Identify** means and measures
Consider capstone projects or portfolios
Consider external evaluation
4. **Gather** and **analyze** information
5. **Use** information to **improve** learning
6. **Evaluate** and improve assessment

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Assessing Assessment

- Some programs
 - Have implemented assessment processes
 - Lack stated outcomes, data, improved learning
- There remains
 - Lack of understanding of assessment
 - Little connection between assessed learning with planning and budgeting
- Assessment is not yet
 - Everyone’s job
 - An essential part of the way we do business

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Assessment Agenda

- We must show (do and document) that we
 - State outcomes
 - Connect outcomes with curriculum
 - Identify means of assessment
 - Gather and analyze evidence
 - Improve learning
- In
 - Every program and department
 - General education

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Assessment Agenda

- Support
 - Meet with your department
 - Support groups
 - Link to resources on web site
- Coordinate reporting
 - Assessment, annual, and program review
 - External and internal
- Encourage

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Questions or Comments?

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