

What draws you?

The best in art and life comes from a center, something urgent and powerful, an ideal or emotion that insists on its being.

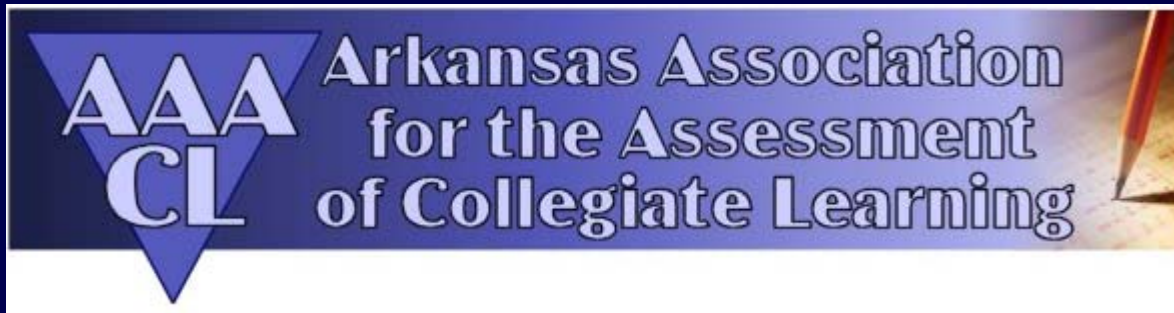
from that instance a shape emerges and creates its structure out of passion.

If you begin with a structure,

you have to make up the passion, and that's very hard to do.



--Roger Rosenblatt



Fall 2008 Assessment Conference

*Assessment and Accreditation:
Current Patterns and Emerging Trends*



Jonathan Keiser

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...with much, much credit to

Lynn Priddy, PhD

Director of Education and Training,
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What we'll be talking and thinking about....



What matters most?

What's Working?

What's Not?

What's Next?

Today's Agenda

10:00-10:15am Welcome & Introductions

10:15-11:00am Assessment & Accreditation:
Current Patterns and
Emerging Trends

11:00-12:00pm Assessing Co-curricular
Learning

12:00-12:45pm Lunch

12:45-2:45pm Applying the Patterns of
Success to your
Institution and Culture

2:45-3:00pm Wrap-Up and Closing

Commitment to Student Learning



Extended

Deepened

More Fundamental

...and assessing to improve learning

What matters most?



- What do you most want your students to learn during their time with you? To get from their whole experience at your institution?
- What are they actually learning?
- Is it the right learning? Right level? (effective for what and for whom?)

What matters most?



- What difference do you want to make in their lives? What difference does that make to society? To their profession?
- What evidence do you have that you're worth the investment? That they achieve the learning intended?

New Questions from Many Audiences

Learning Focus Across Criteria

Multiple Core Components

**Future
Preparation**

Core Components

**Student Learning
& Effective
Teaching**

Core Components

**Mission &
Integrity**

Core Components

**Acquisition,
Discovery,
Application of
Knowledge**

Core Components

**Engagement
& Service**

Core Components

Higher Learning Commission Assessment Documents

- **Criteria and Core Components Related to Student Learning**
- **AQIP Expectations on Assessing Student Learning**
- **Position Statements**
- **Expanded Position Statement on Assessing Student Learning**
- **The Academy for Assessment of Student Learning and other workshops and programs**

HLC's Commitment

**Development of
OASIS**

**Office of Assessment Support
Initiatives and Services**

OASIS

Assessment Workshop

2+ Day Workshop

Mentored Teams Sessions

Interactive Concurrent Sessions

Assessment Academy

Four year sequence of events & interactions

Assessing & improving learning

High Benefit, Low Stakes environment

Presentations to broad audiences



How does the Commission
define assessment?

Assessment

The strategies, method, and approaches for

UNDERSTANDING

CONFIRMING

IMPROVING

Student Learning

Assessment is...

A *process* based in inquiry:

1. What do our students learn?
2. Is what they learn what we say they will learn?
3. How do we know they have learned?
4. What do we do with our knowledge?
5. How can we improve student learning?

Assessment is...

Predicated on clear delineation of student learning outcomes:

- What students can *do* with what they *know*
- Aligned at several levels:
 - Institutional mission
 - Program/major purpose
 - Course's contribution to both

Assessment is...

A form of action research that can include:

- Observations
- Judgments
- Validated data


Assessment is...

Evidence of commitment to student learning as a core value

- ✓ NOT compliance
- ✓ NOT reporting
- ✓ NOT stakeholder appeasement
- ✓ NOT faculty evaluation
- ✓ NOT easy

The Key Points

- **Assessment is ongoing**
- Assessment is related to institutional and individual planning
- **Assessment is both individual and cross-institutional**
- Assessment has both public and private aspects



***Fundamental
Questions as
Prompts for
Conversation***

Fundamental Question

How are your stated student learning outcomes appropriate to your mission, programs, students, and degrees?

Fundamental Question

What evidence do you have that students achieve your stated learning outcomes?

Fundamental Question

In what ways do you analyze and use evidence of student learning?

Fundamental Question

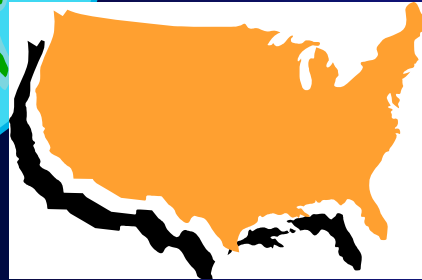
How do you ensure shared responsibility for student learning & assessment of student learning?

Fundamental Question

How do you evaluate and improve the effectiveness of your efforts to assess and improve student learning?



Demand for access



Public accountability & higher education

Changing contexts, few boundaries

*Reauthorization
of Higher Education*

*International
pressure...
professional
mobility*

Emerging Question

In what ways do you inform the public about what students learn and how well?



***What have we
observed Current
Patterns and
Emerging Trends***

Current Practice: Trends

- Figuring out shared responsibility, engagement
- Documenting changes in learning
- Redefining general education, the baccalaureate
- Restructuring institutional processes, systems, structures

Future Practice: Trends

- Broadening definitions & boundaries-- where learning occurs, via what means, & with whom
- Creating “deep” assessment that gets at the complexities of what we most hope is learned
- Inventorying, aligning, revamping systems, structures to focus on learning & assessing

Future Practice: Trends

- Creating consortia, partnerships, “My Space’s” for learning--making work & learning visible
- Creating “deep” assessment that gets at the complexities of what we most hope is learned **AGAIN** and **BETTER**
- Integration of technology to shift from static to live data, data generated, created, and used

Future Practice: Trends

- Communicating what and how well students learn more widely (“Learning Impact Report”)
- Evidence of student learning used to demonstrate effectiveness and accountability
- Quality, credibility, and integrity of institution tied to student learning

Some Videos to Watch...

Web 2.0 The Machine is Us/ing Us

<http://www.youtube.com>

Did you Know? (revised)

<http://www.youtube.com/watch?v=pMcfrLYDm2U>

A Vision of Students Today

<http://www.youtube.com/watch?v=dGCJ46vyR9o>