Our mission:
Learning is Preeminent.

But, what about Assessment of Learning?

“My Objections to Outcome [Note the Singular] Assessment”

“Assessment is __________.”

Our solution:
Transfer the ownership of assessment

Faculty-driven

Assessment and Educational Effectiveness Committee
A Faculty Senate Committee

- Faculty: 9
- Students: 2
- Administrator: 1
- Ex-Officio: 6
University Policy Statement

Assessment shall be intentional, ongoing, timely, student-centered, program-controlled, collegial, respectful of diversity and academic freedom, integrated, and institutionally supported. It shall promote faculty and staff development.

Assessment and Educational Effectiveness Plan

Network of Accountability

Distributed Leadership

Common Documentation Platform

Shared Responsibilities
Community of Assessment Practitioners
Collegiate Exchange & Feedback

- Campus-wide Assessment Conversations
- Individualized Assessment Feedback
- University Assessment Report

Customized Training
Prompt Response to Faculty Needs

Content/Process Workshops
- Percent of ratings
  - 20
  - 40
  - 60
  - 80
  - 100
- Fall/General
- Spring/Customized

Documentation Workshops
- Average Rating (4pt scale)
  - 3
  - 3.25
  - 3.5
  - 3.75
  - 4
- Fall/Demo-only
- Spring/Hands-on

Useful/Very Useful
Effective/Very Effective

Outcomes Developed
- 44 Undergrad programs
- 16 Grad programs
- 3 Administrative divisions

Solid Progress
Measures & Beyond

- 54 Direct assessment
- 16 Indirect assessment
- 47 Improvement plans

Documentation

- 350 Users in Compliance Assist
- 133 Training participants
- 68% Utilization rate
- 399 Outcomes entered

“Assessment is __________.”

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Questions & Comments