ASSESSMENT FUNDAMENTALS

“CLOSING THE LOOP”
Program assessment is an on-going process designed to monitor and improve student learning.

Faculty:

- Develop explicit statements of what students should learn.
- Verify that the program is designed to foster this learning.
- Develop a meaningful, manageable, sustainable assessment plan.
Elements of an Assessment Plan

- What assessment evidence will be collected?
- When and how often will it be done?
- Who will assess and reflect on the results?
- How will results, implications, and related changes be documented?
Some Basic Vocabulary

- Direct vs. Indirect Assessment
- Value-Added vs. absolute Learning Outcomes
- Embedded Assessment
- Formative vs. Summative assessment
- Authentic assessment
- Triangulation
Closing the Loop

- Sometimes results support the status quo. **Celebrate!**
- If the results suggest the need for change, you might consider these four types of change:
  - **Pedagogy**—e.g., changing course assignments; providing better formative feedback to students; use of more active learning strategies to motivate and engage students
  - **Curriculum**—e.g., adding a second required speech course, designating writing-intensive courses, changing prerequisites
  - **Student support**—e.g., improving tutoring services; adding on-line, self study materials; developing specialized support by library or writing center staff; improving advising to ensure the courses are better sequenced
  - **Faculty support**—e.g., providing a writing-across-the-curriculum workshop; campus support for TAs or specialized tutors