



# Reassessing Assessment

Chris Tokpah & Danamarie Every

# Common Concerns of Faculty

- Will OA encroach on academic freedom?
- Will OA lead to increase in workload?
- Will OA be used to evaluate faculty?
- Is the purpose of OA to find fault?
- Is this not leading to standardized testing?
- Is this a new fad that will go away when I wake up tomorrow?



# Common Pitfalls

- Gathering data no one will use
- Making the process too complicated
- Mere compliance with external demands
  - Walvoord, 2010



# Currently...

- Every course is subjected to a formal review
- Focuses on success rates and retention in courses
- There is an unclear distinction between program assessment, course assessment & program review.
- The process is difficult to complete and requires a lot of time.



# Re-assessing Assessment

- What is Assessment?



# What is Outcomes Assessment (OA)?

- What do we expect students to be able to know and do (outcomes) ?
- How do we know if students have met our expectations (assessment)?
- How can we use the result from our assessment to improve learning (closing the loop)?



# Why Assess?

- To help improve instruction
- To be accountable to stakeholders
- To attract future students



# Benefits for Faculty

- Helps identify what's working/not working
- Facilitate interdisciplinary and intercampus discussion
- Provide concrete evidence to justify request for resources
- Provide assurance that students are experiencing the same core content





# Why not use grades?

- Grade is often a function of individual instructor
- Grades do not provide information about students performance on discrete tasks



# State Requirements

- All **programs** that offer degrees/certificates must be **reviewed** once every 5 years.
- Reviews are generally supervised by accrediting agencies.
- Accrediting agencies do not dictate how we conduct reviews but insist that we have a reasonable process in place.



# Assessment & the APC

- Identify one of the college competencies for assessment
- Ask for volunteers to submit artifacts
- Reviews artifacts and submits feedback



# Assessment & the APC

- Some faculty may not be aware and/or choose not to participate because of the absence of anonymity.
- Ability to offer professional advice on a different discipline.
- Systematic follow-up to determine if suggestions from the committee were followed.



# Ideas for the way forward

- Evaluation at 3-levels
  - Course Assessment
  - Program Assessment
  - Program Review



# Course Assessment

- Determine if students developed mastery of course learning competencies.
- Conducted, each time a course is taught, by an individual instructor or a group of instructors
- Provides immediate feedback
- Feedback must be used for course improvement (closing the loop)



# Program Assessment

- Determine if students developed mastery of program learning competencies.
- Program identifies key courses to assess periodically.
- Assess all program competencies within 4 years
- Feedback must be used for program improvement (closing the loop)



# Program Review

- Conducted every 5-years
- Internal and External reviewers
- Mission Statement
- Student Profile & performance
- Students Satisfaction
- Curriculum





# Program Review

- Program Assessment
- Information about graduates
- Program cost/revenue
- Faculty/Staff



# Ideas for the way forward

- Dialogue among faculty to ensure that the process is useful
- Holding a series of faculty forums during Q-time, or in-service to solicit feedback
- Share information via email
- Ensure that both adjunct and full-time faculty engaged in the process



# Breakout Questions

- How do we create “program” assessment for units that don’t have a program?
- How do we ensure that both full-time and adjuncts are involved in the course assessment, program assessment and program review processes?
- What support resources will faculty need?

