

Learning Outcomes Lunch Session (LOLs)

Fall 2015 @ CTE

12:00 pm–12:15 pm **Lunch¹, KU Assessment Example**

12:15 pm–12:35 pm **Discussion Part I: Why assessment?**

I: Reasons for Assessment: Identifying Internal and External Drivers

Assessment is really not about complying with external mandates from system offices or accrediting agencies. These external forces are on the periphery of our assessment efforts, but they should not prescribe what we deeply care about as a college. To use an analogy, it boils down to the difference between a student who learns based on what appears on the next test and one who learns based upon a passion to understand. Which of those will translate best into a self-sustaining, life-long model of learning and self-renewal (Retrieved from <http://www.anokaramsey.edu/en/about/Information/Assessment/Philosophy>)?

Suggested Discussion Questions:

- How can we use the same process to document student learning for others (e.g., accreditors) and ourselves?

II: Organizational Curiosity: Forming Assessment Questions

When institutions are internally motivated to learn about student learning, assessment moves beyond a periodic activity to an organic and systematic cycle of inquiry, involving a shared commitment among faculty, staff, and administrators (Maki, 2002²).

Suggested Discussion Questions:

- What kinds of inquiries on student learning would make investment of faculty time and commitment worthwhile? What do faculty care about and value?

12:35 pm–12:55 pm **Discussion Part II: How-to**

I: Assessment as Collective Efforts: From My Work to Our Work

Assessment becomes a collective means whereby colleagues discover the fit between institutional or programmatic expectations for student achievement and patterns of actual student achievement (Maki, 2002).

Suggested Discussion Questions:

- What would your department do to ensure the fit between programmatic and course expectations for student achievement and discover patterns of student achievement throughout the curriculum?
- How would you leverage assessment requirements to promote departmental conversations on student learning?

¹ Lunch will be available as early as 11:50 am.

² Peggy Maki. (2002). Developing an Assessment Plan to Learn about Student Learning. *The Journal of Academic Librarianship*, Volume 28, Number 1, Page 8-13.

II: Assessment Roadmap: Where shall we start and how to make a progress?

No matter how inadequate you think your data are, put the annual meeting in place now, without waiting for the perfect data. Choose an action item based on the data you have. Then, if needed, take steps to gather better data (Walvoord, 2010³).

Suggested Assessment Roadmap

Schedule a faculty meeting right away to discuss the following questions:

- Which learning outcomes do we want to focus on? What questions do we care about regarding those learning outcomes?
- Where in our curriculum do students receive opportunities to practice and demonstrate those learning outcomes?

Schedule a meeting with faculty who are in charge of those courses to discuss the following questions:

- Which assignments/projects/tasks are aligned with the learning outcomes?
- Do we have any existing information from those assignments/projects/tasks?
- What additional information about the learning outcomes do we need in order to address our assessment questions?

Share collected information with your faculty and get their feedback and recommendations.

- What criteria do we use to determine how well our students did in the learning outcomes? How good is good enough?
- What works and what would help students learn better?
- How to implement those recommendations?

Document the discussions and results generated from those meetings to populate your assessment reports.

Implement changes and repeat the same process again for the next year.

12:55 pm–01:00 pm

Wrap-up

³ Barbara Walvoord. (2010). *Assessment Clear and Simple: A practical Guide for Institutions, Departments, and General Education*. Jossey-Bass.