Assessments:
Challenges and Successes

Don Viands
What is the Assessment Process?

- Use the Results
- Establish Learning Goals
- Assess Student Learning
- Provide Learning Opportunities

The assessment process is a cyclical process that involves:

1. Use the Results:
   - Analyze data
   - Identify strengths and weaknesses

2. Establish Learning Goals:
   - Set clear, achievable objectives
   - Align with curricular frameworks

3. Assess Student Learning:
   - Evaluate progress towards goals
   - Use formative and summative assessments

4. Provide Learning Opportunities:
   - Adapt instruction based on needs
   - Offer additional support and resources

This cycle continues, ensuring ongoing feedback and improvement.
Purposes of Assessment

1. Reveals gaps in curriculum
Purposes of Assessment

1. Reveals gaps in curriculum
2. Improves curriculum
Purposes of Assessment

1. Reveals gaps in curriculum
2. Improves curriculum
3. Efficiently utilizes resources
Mandates for Accreditation

1. Middle States Commission on Higher Education

   (Required for institutions receiving Title IV funding—federal, student financial aid)
How is the Process Being Implemented?

1. Core Assessment Group

2. Laura Brown, Kathy Edmondson, Kent Hubbell, David Way, Terry Plater, College associate deans
Resources

1. Provost web site

2. Center for Teaching Excellence web site
1. Curriculum Committee: learning outcomes

2. Committee on Support of Teaching and Learning: implementation process
1. Curriculum Committee: learning outcomes

2. Committee on Support of Teaching and Learning: implementation process
CALS Learning Outcomes

Students will be able to:

Explain, evaluate, and effectively interpret factual claims, theories and assumptions in the student’s discipline(s) (especially in one or more of the college’s priority areas of land grant-agricultural sciences, applied social sciences, environmental sciences, and life sciences) and in the sciences and humanities

Find, access, critically evaluate, and ethically use information
Integrate quantitative and qualitative information to reach defensible conclusions

Communicate effectively through writing, speech, and graphical displays

Articulate the views of people with diverse perspectives

Demonstrate the capability to work both independently and in cooperation with others
Panel Discussion
March 4

Introduction: Don Viands
Kathy Edmondson

Panel: David Way (Facilitator)
Ed McLaughlin (AEM)
Alicia Orta-Ramirez (Food Sci.)
Brian Chabot (SNES)
Ian Merwin (Vit. & Enol.)
Reactions

1. Denial
Reactions

1. Denial
2. Why are we doing this? What’s broken?
1. Denial
2. Why are we doing this? What’s broken?
3. Fear: lot of work and time
Reactions

1. Denial
2. Why are we doing this? What’s broken?
3. Fear: lot of work and time
4. Forced upon us
Reactions

After jumping those hurdles, most majors who have begun the process are on board and making significant progress.
What is the Assessment Process?

1. Establish Learning Goals
2. Provide Learning Opportunities
3. Assess Student Learning
4. Use the Results

This process is cyclical, allowing for continuous improvement and adaptation based on assessment outcomes.
Process

1. Simple

2. Flexible
Learning Outcomes

Expressed from the perspective of students

For example, “Students will be able to . . . “
Assessments

Direct measures (exams, capstone experiences, senior thesis, etc.)

Indirect measures (surveys, exit interviews, job placement statistics, etc.)

Needs to be at least one direct measure
Use the Results

Essential to complete the process and be useful