What’s expected?

* By May 31, all degree-granting programs must submit an assessment plan:
  * Student learning outcomes
  * Curriculum map showing the relationship between outcomes and core courses
  * Description of what student work (evidence) you’ll collect
  * Description of your evidence review process (i.e., the who, when, and how of your assessment)
How close are we now to meeting these expectations?

Fall 2012 assessment inventory (39 responses):

- Nearly all (97%) reported having learning outcomes. Of those with outcomes, 94% have reviewed them for relevance and accuracy in last five years.
- About 70% have some version of a curriculum map. Of those with this map, 93% have reviewed it for relevance and accuracy in the last five years.
- We have made the most progress in the area of learning outcomes and curricular mapping. This is largely due to academic program review including assessment questions.
How close are we now to meeting these expectations?

Fall 2012 assessment inventory—assessment process findings:

* 60% have decided on their assessment evidence.
* Two thirds (66%) have decided which faculty will partake in the assessment.
* Roughly half (53%) have agreed on when the assessment will take place.
* Roughly half (47%) have agreed on how they will do the assessment.
How close are we now to meeting these expectations?

Fall 2012 assessment inventory:

* When asked if program faculty have conducted an assessment at any point in time, approximately two thirds (68%) responded in the affirmative.

* When asked if would attend an annual forum showcasing exemplary SMC assessment projects, nearly all (96%) responded in the affirmative.

* When asked how the IR Office could help, emphasis on consultative role and on the assessment forum.
Quick Poll

- “My program faculty have fully discussed and completed our assessment plan.”
- “We have not completed the plan but we’re in discussion about it and have some solid ideas.”
- “My program has not yet begun to discuss our assessment plan.”
Handouts

* Guidelines for Reviewing Assessment Plans
* Learning outcomes:
  * Action verbs
* Evidence:
  * Examples of direct and indirect evidence
  * Barbara Wright’s “Direct Assessment Methods”
* Rubrics:
  * Types of rubrics (analytical, holistic, checklist)
  * VALUE rubrics
  * Stevens & Levi’s meta-rubric
Discussion

* What assessment planning questions have not yet been answered by your program? Are you stuck on any of these questions?
* What existing processes (that you may or may not call “assessment”) can be built upon?
* How will you balance a credible assessment process with practical considerations, such as feasibility, time, effort, and cost?
* Can your process be simplified while still holding the potential for useful, meaningful results?