

# **Assessment Update**



*Report to the University Senate*  
*3 October 2006*



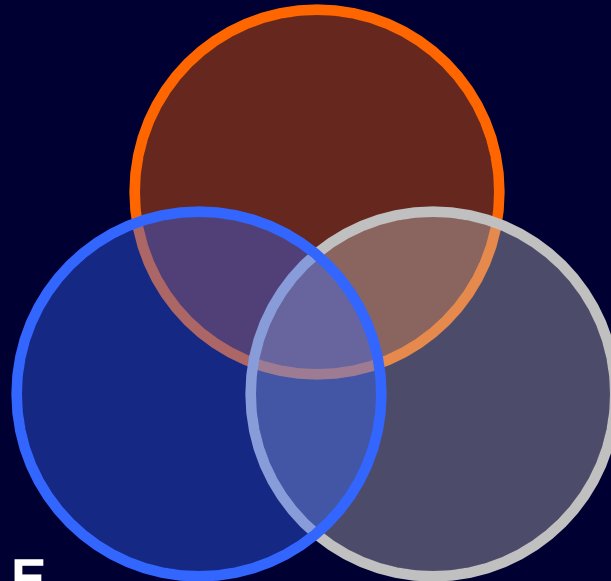
Office of the Provost

# Why Assess?

**TO CERTIFY  
INDIVIDUAL ACHIEVEMENT**

**TO BE  
ACCOUNTABLE**

**TO IMPROVE  
PROGRAMS**

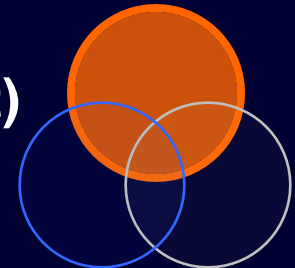




Office of the Provost

# Assessing To Certify Achievement

- Individualized evaluations
- Course grades
- Constructs like credit-hours and GPA
- Aptitude and entrance exams
- Direct observations of competency (e.g., swim test)

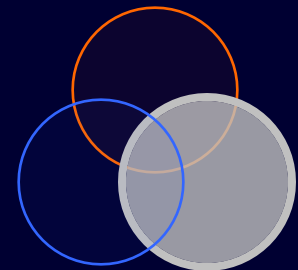




Office of the Provost

# Assessing To Improve Programs

- Working agreement about program purposes or outcomes
- Isolation of a few outcomes for observation
- Feedback about “what happens, really” as students work toward those purposes
- Adjustments to program in light of assessment evidence

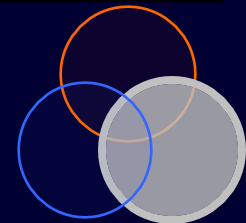




Office of the Provost

# SACS Standards

1993	<b>SACS Recommendation</b> <b>Must begin to assess student learning</b>
2004	<b>SACS Commendation</b> <b>Praise for AU assessment efforts so far</b>
2013	<b>SACS _____ ?</b> <b>Evidence that assessment infuses all key teaching and learning processes</b>

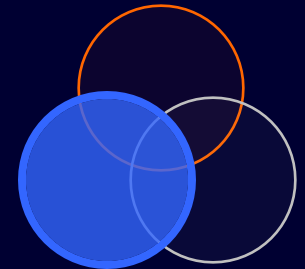




Office of the Provost

# Assessing To Show Accountability

- How well are we doing, institutionally?
  - COMPARED TO WHAT?
- Past emphasis on input variables (e.g., mean ACT)
- New models are devoting increasing attention to
  - *Key educational processes*
  - *Key learning goals*

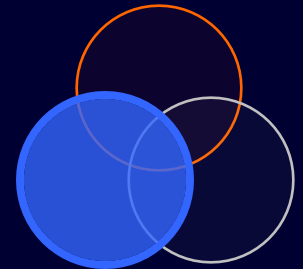




Office of the Provost

# Spellings Commission

- Postsecondary education institutions should measure and report meaningful student learning outcomes.
  - *Colleges should measure the growth of student learning taking place*
  - *Students and the public should have access to aggregate summary data about student learning*

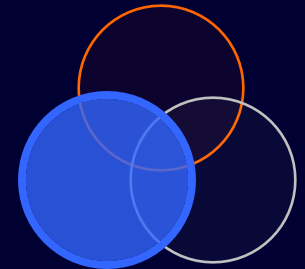




Office of the Provost

# The Collegiate Learning Assessment

- CLA is a national assessment to measure some essential academic abilities like
  - *Analysis*
  - *Critical thinking*
  - *Written communication*
- Uses performance tasks based on realistic problems
- Requires students to read, analyze, assimilate information and write







Office of the Provost

# The National Survey of Student Engagement

- Data about the impact of college on students in
  - *Acquiring a broad general education*
  - *Acquiring work-related knowledge and skills*
  - *Writing clearly and effectively*
  - *Using computing and information technology*
  - *Working effectively with others*
  - *Other outcomes of college*
- National and peer comparisons possible

