ASSessment Committee
Minutes
November 16, 2015
3:00 p.m. A212

Members Present: Tyler Billman, Kelsie Bond, Carla Burns, Lori Cox, Jason Fitzgerald, Chad Flannery, Jerri Harbison, Lisa Hite, Gary Jones, Dana Keating, Robbie Lindhorst, Anita Lowery, Jeff Miller, Greg McCulloch, Stacy Moore, Amy Murphy, Scott Reed, Gina Sirach, Debbie Suh, Karen Weiss

Members Absent: Allan Kimball, Jennifer Roehm, Kellye Whitler

Others Present: Cara Lehman

Dr. Keating called the meeting to order at 3:03 p.m. The following information was discussed.

Dr. Keating updated the committee about upcoming changes to the accreditation process.

Gina Sirach and Karen Weiss reminded the committee there are a few 2015-16 assessment plans that have not been submitted and we are still waiting on 2014-15 results from a few areas. They will get in touch with department chairs about what is missing. They mentioned that committee members should remind their departments that plans should be student-focused when written. If you plan to use the same initiatives as previous years, be sure to state that the same assessment will be used over multiple years.

Dr. Tyler Billman gave a presentation to the committee entitled “Meaning It: Finding Ownership in Assessment”. He recently attended an assessment workshop at SIUC and passed along information to the committee. A copy of the presentation will be posted on intrinsic for faculty to review.

Dr. Keating closed the meeting at 3:32 p.m.
Respectfully submitted by Cara Lehman
Meaning it: Finding ownership in assessment

Tyler Billman, Ph.D.
Southeastern Illinois College
November 16, 2015
“Assessment is like breathing”

- Assessment simply asks you to test your daily work to see if what you are doing is actually working for students.

- Assessment is a learner-centered process:
  - Establishes clear, measurable expected outcomes of student learning;
  - Gathers, analyzes, and interprets evidence to determine how well student learning matches our expectation;
  - **Uses the results to understand and improve student learning.**
“I can’t think of another plan”

- What do you expect students to know, to be able to do, and to value as a result of completing your class, completing your program, etc.?
- Are students learning what you want them to learn (and how do you determine this)?
- What if my assessment plan is a total flop and shows negative results?
“Why do we have to do assessment every year?”

- To see if you are doing an effective job
- To demonstrate that you are doing a good job
- To improve services
- To respond effectively to changes
- Because someone makes you
Find out what you ACTUALLY want to know - not what you think will “pass”

- Sometimes we are only looking to assess what is “safe”
- The Higher Learning Commission (HLC) tells us why we have to assess, but the how is totally up to us.
- Don’t be afraid to get creative.
  - Sometimes conducting the same assessment project over 3 years is appropriate to see trends in your program and to make arguments for specific needs and wants in your area.
Don’t overthink this...

A potential format for learning outcomes:
Students will be able to (insert action verb) (insert what you want students to learn)

Example: Students will be able to (demonstrate) (increased critical thinking regarding contemporary social issues).
Perfect Assessment does not exist

- We cannot determine an exactness of anything.
- We can look at samples of their behavior.
- We must strive to make assessment as truthful and reasonable as possible.
- Assessment teaches us beyond the grades received...
  - “Grades alone are usually insufficient evidence of student learning for assessment purposes” (Johnstone, Ewell, & Paulson, 2001).
Assessment Planning

- Takes time
- Should save you time in the long-run
- Should be meaningful to YOU
- Should be manageable
- Focus on learning goals that lead to student learning
Begin with the end in mind

- Work backwards
  - Look at the data already collected
  - What do you want from your plan?
  - What does your area or class need to work on the most?
  - What does a successful student look like when they exit your course?
  - How will you know that a student has learned what you intended them to learn?