

ASSESSMENT COUNSEL

Need help? Contact your Assessment Coordinator!

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Recap & Updates

For the first year of submitting electronic assessment reports in WEAVE, over 90% of the programs submitted findings on student learning outcomes assessment. Considering assessment is a learning process for all, many of the programs have launched plans to revise their assessment plans as well as review their curriculums.

Congratulations to the programs receiving the 2012/2013 Provost Assessment Awards:

- Broadcast & Cinematic Arts
- Athletic Training and Sports Medicine
- Apparel Merchandising and Design (Partial Award Winner)
- Music Theatre BFA (Partial Award Winner)

Announcements:

- Annual Assessment Reports are due October 1, 2013.
- Stephanie Bechtel will chair the Assessment Council for 2013/2014.

SUMMER IS AROUND THE CORNER! FALL'S NEXT?

Summer is fast approaching, and we hope that you will have a great one. We are writing to remind you and your departmental colleagues, however, about the planning that makes sense to do now before we return, so you will be ready for Fall, 2013. To better reflect the goals of our assessment processes, the Assessment Council has modified the Analysis Questions that accompany your annual report of findings which are due by October 1, 2013. One new important question about ACTIONS TAKEN has been added, and the order of questions has changed to give primacy to your DISSEMINATION of findings and discussions with colleagues. The four questions that will be included in your October report are:

1 (Dissemination of Findings):
How and with whom are the results shared?

Dissemination is at the department's discretion. At a minimum, however, results and findings should be shared with program faculty and chair/director. Discuss how the findings were/will be shared among stakeholders (e.g. departmental discussions, classroom discussions with students, alumni, and web site postings).

2 (Analysis of Results):

Reflecting on this year's assessment(s), what conclusions and/or discoveries have you made regarding student learning when considering the data overall; how does that analysis change when compared with

previous evidence?

To answer this question, compare evidence from previous years to the evidence from the current year. Discuss trends of evidence that increases your confidence in the strengths of the program. Also discuss trends of concern (e.g. students struggling to achieve particular student learning outcomes). Your answer should be different from your summary of discoveries included in the Findings section in WEAVE, since this answer is based on the program as a whole.

3 (Action Plans): Based on your program's assessment findings, what subsequent action(s) will be recommended for your program?

The purpose of this question is to provoke thoughtful action to either improve the program or to maintain the high level of student learning already present within the program. If a program is producing exceptional results, obviously there are elements of success. The action plan details should describe how that level of success will be maintained in the future.

For programs striving to achieve a higher level of success, discuss how the program will take action to improve student learning as a result of the findings.

As an assessment plan is implemented, program faculty may find that the plan itself needs to be modified. A discussion of these types of changes can be included in this section

of the Assessment report as well.

Note: WEAVE offers a component called Action Plan Tracking that allows programs to develop action plans for more information, please contact the Office of Curriculum and Assessment at 774-7714.

4 (Actions Taken):

Reflecting on the previous year's actions plans, what actions have been taken?

Secondly, assessment needs to be a collegial enterprise, not an assignment that falls to one individual working in isolation. Therefore, we encourage you to schedule meetings with your faculty colleagues to ensure you will have time before semester's end (or in the Fall prior to October 1) to analyze the assessment data that you are collecting during 2012-13 and to discuss its implications for program improvement. The last several weeks of the semester have flown by, so getting meeting dates on calendars sooner rather than later makes sense.

Finally, as we have mentioned before, make sure that you and your colleagues do save (or make copies) of your student work that is integral to the assessment analysis that you are conducting this year. This may mean making copies of student essays, exams, paper, or projects or asking students to turn in two copies (or electronic copies) of their work (one that can be returned to students and one that programs save for assessment analysis).