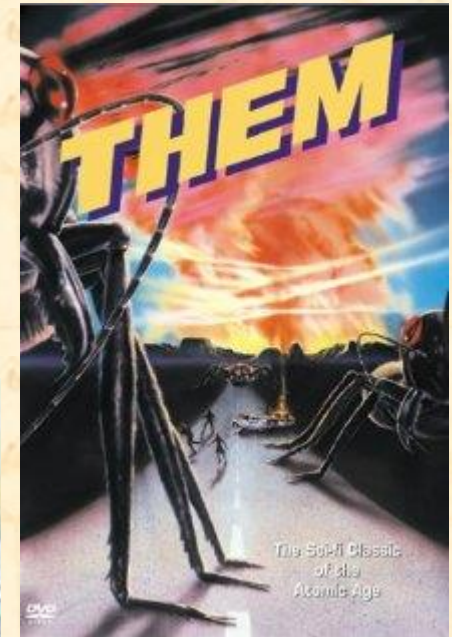


**US**

# Assessment

## Two reasons:

- For “Them.”



- For us:





Them:

- The Dean
- The Provost
- The University President
- The Accreditation Organizations

Then there are

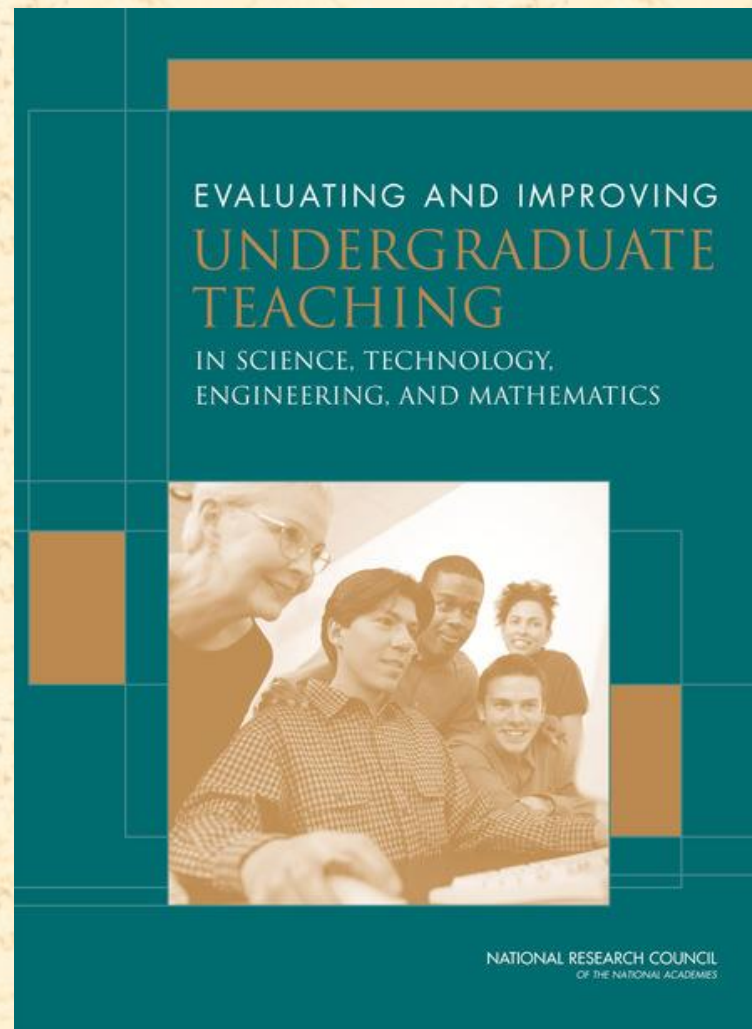
- Students
- Parents (who want their money's worth.)
- Curriculum Committee (or comparable)



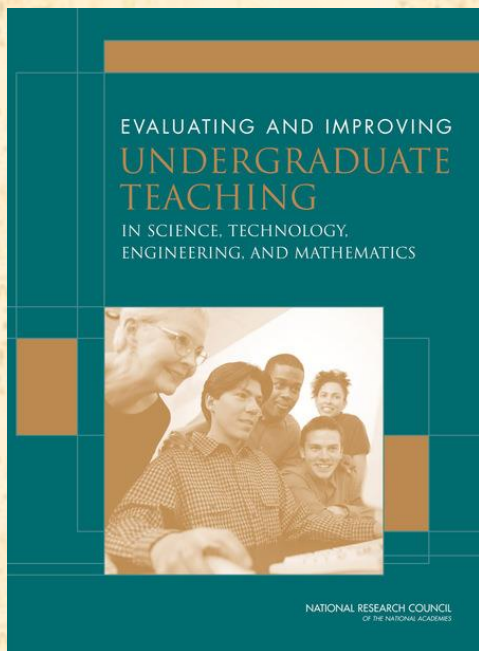
Us: Departments of Mathematics,  
Our colleagues.



My goal is for those who have figured out some workable solutions to the various problems associated with assessment, to share them with the rest of us who still are struggling with these types of issues. And I'm interested in anything helpful! If in doubt, speak up.



*Evaluating and Improving Undergraduate Teaching in Science, Technology, Engineering, and Mathematics.* (2003) From the National Academies.



“Valid summative assessments of teaching should not only rely on student evaluations, but should include peer reviews and teaching portfolios used for promotion, tenure, and post-tenure review.”



*Assessment Practices in Undergraduate Mathematics,*  
Bonnie Gold, Sandra Z. Keith,  
and William A. Marion, Editors.

From the MAA.

## Discussion Questions:

1. Fill in the blank: “\_\_\_\_\_ is the primary reason that assessment is conducted at my institution.”

How seriously do we take it?



Assessment in the abstract:

The Association for the Assessment of Learning  
in Higher Education <http://www.aalhe.org/>

AALHE: an organization of practitioners interested in using effective assessment practice to document and improve student learning. As such, it aims to serve the needs of those in higher education for whom assessment is a tool to help them understand learning and develop processes for improving it.

AALHE began to take shape in late 2009. Formed in part because no other organization had emerged to replace the range of resources and opportunities for interaction that the Assessment Forum of the American Association for Higher Education had offered until it closed in 2005, AALHE's Founding Board of Directors launched this organization with the intention of providing robust online resources and a wide range of both online and face-to-face interactive opportunities.

# Resources

<http://www.assessmentcommons.org/>

## **About Assessment Commons:**

Ephraim Schechter first posted this list in 1995 at the University of Colorado at Boulder.

Later, it lived at the University of North Carolina system office and at North Carolina State University.

Beginning in 2014, he passed control and maintenance of the list over to Robert J. Pacheco and [www.assessmentcommons.org](http://www.assessmentcommons.org).

The list currently has about 1,600 links, including over 500 college and university assessment sites.

# Regional Accreditation Organizations (List from Assessment Commons):

<http://assessmentcommons.org/#accred>

E.g.:



Examples - the Accrediting Bodies (for me, as a school in Alabama it will be SACSCOC):

<http://www.sacscoc.org/>

Southern Association of Colleges and Schools.

Their standards:

<http://www.sacscoc.org/pdf/2012PrinciplesOfAccreditation.pdf>

## SACS (Example) Regarding “Learning Outcomes.” Stages:

1. State in advance what is expected of students; this must include a learning outcome.
2. Set up procedures that assess the extent to which it achieves the outcomes.
3. Provide evidence of improvement (of program, not students) based upon the results of the assessment process.

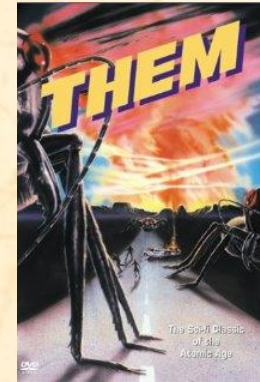
From “The Single Most Appropriate Response”

[http://www.aalhe.org/wp-content/uploads/Downs\\_The-Single-Most-Appropriate-Response.pdf](http://www.aalhe.org/wp-content/uploads/Downs_The-Single-Most-Appropriate-Response.pdf)

What is the psychology behind helping a faculty member arrive at the conclusion that assessment is worthwhile? What about the politics or symbols associated with advancing assessment [that] actually promotes and supports assessment as an institutional way of thought?

## Discussion Session I.

### Responding to “Them.”



Main topic: What assessment techniques do you use in response to your administration and accrediting bodies? What problems and issues do you have with this type of assessment requirements?



Deans and Provosts are sometimes willing to provide additional resources. Assessment data can provide justification for the need for additional resources – especially if the “need” is identified as a result of the re-accreditation process!

Regarding our favorite assessment process:

Student evaluations:

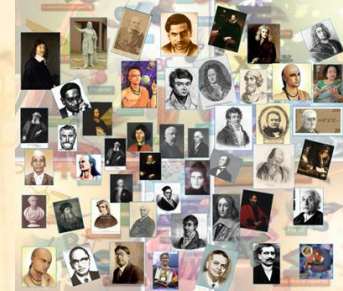
Grade inflation is not a significant problem.

Most published literature argue that student evaluations correlates with other teacher evaluation processes such as peer review.

No large scale studies have been done..

## Discussion Session II.

“Us!” What are our needs?



Main topic: How do you assess your own programs? What problems and issues do you have with them? How hard/easy is it to do?

## Discussion Session III. Questions and Issues Collected from the floor.

Discussion Questions IV. (If time permits.)

Main topic: Meta-assessment; improving the  
assessment process.

Some thoughts – additional questions to consider.

- Assessing the assessment process.

Thanks to Drew Clark; Director of Institutional Research and Assessment at Auburn University for pointing me in some good directions and resources.

<https://oira.auburn.edu/>

The background features a repeating pattern of a geometric design on aged, yellowish paper. The design consists of a grid of squares, with each square further divided into smaller triangles and rectangles by diagonal and horizontal lines. The overall appearance is that of a traditional textile or paper pattern.

**Many  
Thanks**