Professors enhance classes because they are conscientious. Problem has been capturing those data ... and rewarding those who make course enrichments.
ACCREDITED DISCIPLINES

Journalism, engineering, computer science typically do assessment... to meet association standards

Greenlee School at ISU among select group of continuously re-accredited programs

ACEJMC Accrediting Standards

- Standard 1. Mission, Governance and Administration
- Standard 2. Curriculum and Instruction
- Standard 3. Diversity and Inclusiveness
- Standard 4. Full-Time and Part-Time Faculty
- Standard 5. Scholarship: Research, Creative and Professional Activity
- Standard 6. Student Services
- Standard 7. Resources, Facilities and Equipment
- Standard 8. Professional and Public Service
- Standard 9. Assessment of Learning Outcomes
ISU COMPLIES WITH NEW LEGISLATION

This year we must assess high-enrolled courses

Focus on “outcomes” defined as ...

- What students should know
- What they should understand
- What they are able to do at the end of a course
REGENT UNIVERSITIES ALSO REPORT

Number of undergraduate programs doing assessment
Number with specific assessment plans
Number measuring learning outcomes
  ▪ and whether outcomes are met for program improvement
TYPICAL ASSESSMENT QUESTIONS

Process
- what, precisely, are we measuring?

Academic freedom
- don’t we control course content?

Shared Governance
- who is mandating all this anyway?

Time Management
- how can we find the hours to do this?

Recognition
- why should we do this when there is no reward?
THE ASSESSMENT PLAN

All academic programs should have plans developed by faculty.

Plans can be based on mission statements.

They also should adhere to college and university strategic plans.

- Revisit those documents before creating any plan.

Iowa State University Strategic Plan

The Plan

The Iowa State University Strategic Plan for 2010-15 is available online at the Office of the President.

Developing the Plan

The process for developing the Iowa State University Strategic Plan for 2010-15 is available online at the Office of the Senior Vice President and Provost.

Prior Plans

Links for prior Iowa State University Strategic Plans are available online.

Strategic Plan Progress Reports

- [2013](#)
- [2012](#)
SAMPLE: ISU POLITICAL SCIENCE MAJORS

Understand the nature of politics, public values, and the institutions and processes of politics in their various forms.

Understand and be able to interrelate the leading theories, literature, and approaches in the subfields of American Government, political theory and methods, international relations, and comparative politics.

Be able to analyze and formulate effective argumentation in written and oral forms, including

- The ability to appreciate and accommodate diverse political ideas
- The ability to collect and critique information in ideas of others in support of original arguments

Appreciate the knowledge and civic responsibilities required for effective participation in political life.

- Visit http://www.pols.iastate.edu/outcomes-assessment/ to see the entire plan
ASSESSMENT AND ACADEMIC FREEDOM

- Process should not mandate what outcomes should be
- Academic Freedom “is necessary not just so faculty members can teach their own courses, but so they can enable students ... to acquire the learning they need to contribute to society.”

For more on academic freedom and assessment, visit: www.aacu.org/about/statements/academic_freedom.cfm
ASSESSMENT AND SHARED GOVERNANCE

Assessment ensures we live up to the catalog course

- This is especially important in multi-section courses

Professors may use different methods to achieve learning outcomes

- But they violate shared governance when they stray from teaching what the catalog states
ASSESSMENT AND TIME MANAGEMENT

Assessment is worth the time because without it:

- Courses drift from catalog descriptions because of lack of oversight
- Quality of instruction varies from one professor to the next
  - Especially in multi-section courses, because of little coordination
- Curricula may expand or depart from mission
  - No one monitors pedagogy for innovation and duplication
- Placement of majors may decline
  - Due to little input from professionals or researchers
- Enrollment may drop because of all of the above, affecting budget
REWARDING ASSESSMENT

Revise annual review expectations in teaching
- *Do not only base teaching effectiveness on student evaluations*

Ask professors to *report changes made to courses in academic year*
- *Review syllabi for compliance with learning objectives, catalog*
EXAMPLES

**Syllabi:** “Met with other faculty to coordinate assignments in multi-section courses.”
- (Course enhancement: changes based on feedback from various measures.)

**Evaluations:** “Created an evaluation rubric for clients and professionals to help judge student campaign projects.”
- (Direct measure: evidence of outcomes based on objective examination, such as professional reviewing student work.)

**Outcomes:** “Added more quizzes to my class at the request of students on a midterm evaluation I conducted.”
- (Indirect measure: perception of outcomes based on feedback from students in evaluations, focus groups, exit interviews, etc.)

**Other:** “Incorporated social media into my class assignments to prepare students for communications in digital newsroom.”
- (Course innovation: changes based on new learning.)
ASSESSMENT AND TRANSPARENCY

Post assessment plans, outcomes, course enhancements
Students and families should know what tuition is buying

Visit the Greenlee transparency page at www.jilmc.iastate.edu/greenlee-facts
ASSESSMENT AND DOCUMENTATION

In the short term ...
- assessment affirms profs adhere to the course catalog
- multi-section courses cover the same learning objectives

In the medium term ...
- assessment shows how research, society influence discipline
  - Advances in science, methodology, technology, practice and ethics

In the long term ...
- assessment shows how discipline navigated innovation
INSTITUTIONS THAT VALUE ASSESSMENT ...

*Endorse the value of a college degree*
UNDERSTANDING AND REWARDING ASSESSMENT