Principles of Sound Assessment

The American Association of Higher Education (AAHE) endorses the following principles as the basis for quality assessment at the class, course, program, and institutional level.

1. The assessment of student learning begins with educational values.

2. Assessment is most effective when it reflects an understanding of learning as multidimensional, integrated, and revealed in performance over time.

3. Assessment works best when the programs it seeks to improve have clear, explicitly stated purposes.

4. Assessment requires attention to outcomes but also and equally to the experiences that lead to those outcomes.

5. Assessment works best when it is ongoing, not episodic.

6. Assessment fosters wider improvement when representatives from across the educational community are involved.

7. Assessment makes a difference when it begins with issues of use and illuminates questions people really care about.

8. Assessment is most likely to lead to improvement when it is part of a larger set of conditions that promote change.

9. Through assessment, educators meet responsibilities to students and to the public.

Extensive research on American college students reveals...that when colleges and universities systematically engage in these good practices, student performance and satisfaction will improve.

Making Quality Count in Undergraduate Education
Education Commission of the States

Opportunity to Enhance Teaching and Learning

Assessment is a process used for the purpose of improving quality. Assessment is critical for growing life-long learning skills and elevating performance in diverse contexts. However the value of assessment is not always apparent, nor is the process always understood. Because of the heavy reliance on summative evaluations that focus on the quality of higher education products, there has been considerable confusion over the last decade how to approach assessment so that the feedback is valuable. This faculty development event was conceived to highlight the largely unrecognized role of real-time and formative assessment as catalysts for elevating teaching and learning performance.

Assessment – A process of measuring and analyzing a performance or product to provide feedback to improve future performance or products.

Real-Time Assessment – Assessment that occurs simultaneously with the process under study and that offers continuous, constructive feedback to the assessee.

Formative Assessment – Assessment performed by collecting and analyzing evidence at specific points within a process to determine what should be done to improve the overall performance in current and future efforts.

Summative Evaluation – A process of measuring the quality of a performance, work product or use of a process against a set of standards to make a judgment or determination if, or to what level, the standards have been met. Evaluation results in a decision or scoring that typically brings closure to a process.

Registration Information

Dates

May 31 - June 3, 2005
starts Tuesday May 31st at 8:30 AM
ends on Friday June 3rd at 4:30 PM

Location

Student Commons, Whitewater Room
University of Idaho, Moscow, ID

Fee

$250/person for UI, WSU, & LCSC
Scholarships are available. Contact Steve Beyerlein <sbeyer@uidaho.edu> for more information.

$500/person for outside attendees or $1,200 for a team of three from the same institution

Fee includes registration, materials, lunches and snacks. *Contact Pacific Crest for options regarding lodging.*

How to register

For UI, WSU, and LCSC attendees:
Contact Steve Beyerlein: (208) 885-4932
or by email <sbeyer@uidaho.edu>

For all other attendees:
Contact Pacific Crest: (630) 737-1067
or by email <karl@pcrest.com>

About Pacific Crest

Pacific Crest is an educational consulting and publishing company working to improve the quality of educational outcomes by focusing on five key processes—teaching, learning, mentoring, curriculum design, and assessment.

Pacific Crest
906 Lacey Ave, Suite 211
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Assessment Institute

Laying a Foundation to Elevate Student and Faculty Performance

May 31 - June 3, 2005

Moscow, ID

sponsored by:

Enriched Learning Environment (ELE) Project

University of Idaho

&

Pacific Crest

Institute Focus

This four-day faculty development event is for professors, chairs, deans, and administrators. The event will develop skills and competencies that allow attendees to recognize high performance, to measure performance, assess performance, grow performance, and evaluate performance. Attendees will learn about growing their own performances and about growing the performances of those who they manage, teach, or lead.

Institute Objectives

Learn principles and practices for:

- Elevating undergraduate and graduate student performance as learners and professionals.

- Elevating faculty, chair and administrator performance.

- Creating innovative and enriching learning environments.

- Enriching learning and assessment in capstone experiences.

- Building regional synergy among UI, WSU, and LCSC including entrepreneurship initiatives at UI and WSU.

Pre-institute activity

Changing Landscape for Assessment in Higher Education

- Draw distinctions between assessment and evaluation processes, identifying strengths and limitations of each inside and outside the classroom for their intended purpose.

- Review how assessment and evaluation have been adopted in the classroom throughout higher education institutions.

Day 1

Internalizing a Positive Assessment Mind-set

- Share personal backgrounds and formulate goals along with measurable outcomes for the Institute.

- Survey best practices in assessment that will be illustrated throughout the Institute.

- Examine and establish consensus on criteria for a quality assessor.

Learning Fundamentals for Doing Quality Assessment

- Explore an assessment methodology that can be used to elevate the quality of assessment design, data collection, and reporting.

- Apply a simple assessment format (SII) that includes describing **S**trengths, areas for **I**mprovement, and **I**nsights associated with a work product or a performance.

- Discover applications for self-assessment in various contexts and receive feedback on self-assessments from mentors.

- Illustrate how taking time to assess assessment reports done by others can elevate the quality of assessments.

Day 2

Implementing Formative Assessment

- Learn how to effectively use a learning journal (for faculty and students) to document growth in knowledge and comprehension .

- Learn how to effectively use a learning assessment journal (for faculty and students) to document growth in skills and attitudes .

- Inventory classroom assessment techniques that support formative assessment.

Improving Learner Performance in Self-Growth

- Apply Bloom's taxonomy to write learning objectives for specific situations.

- Design performance criteria for courses and classes based upon learning objectives.

- Assess progress toward personal learning outcomes with the purpose of identifying changes in time management, effort, and focus that are needed to achieve personal goals for the Institute.

Day 3

Designing Assessment Systems with Appropriate Measures

- Experience steps in the process of designing an efficient and effective program assessment system.

- Experience steps in the process of designing an effective course assessment system.

Improving the Assessor's Performance

- Differentiate between techniques used for assessing a process as opposed to a product.

- Identify opportunities for constructive intervention and gain experience implementing these in fishbowl teaching/learning activities.

Day 4

Integrating Assessment with Evaluation

- Explore strategies for linking course assessment systems with course evaluation (grading) systems.

- Inventory techniques to change an evaluation culture into an assessment culture.

- Design a quality assessment system for faculty to support tenure and promotion.

Putting Assessment into Practice

- Recognize how assessment can be used to enhance scholarship in teaching/learning.

- Scope and sequence personal assessments to achieve important long-term goals.

- Provide feedback to the organizer of the Institute to assure improved outcomes from future Assessment Institutes.