

THE GUIDING PRINCIPLES OR VISION THAT THE ATTENDEES LISTED DURING BRAIN-STORMING SESSION

Purpose

Guiding Principles

- Improved student learning (& Teaching Assessment)
- Make explicit what is implicit (for all parties) ~ Congruence
- Promote Learning Community (and all that comes with it)
- Improved metacognition (& lifelong learning ~ a preparedness for success in global community and marketplace)
- Collaboration & Partnership (Co-participation in advising at large)
- Consistency for all aspects of the educational environment.
- Utilization of results by all parties, including but not limited to:
 - decision-making
 - planning
 - continuous improvement.
- Interested parties have a voice AND are heard.

Process

- Understanding the feedback loop.
 - Articulate outcomes
 - Select appropriate measures
 - Collect data
 - Analyze and utilize data for improvement
- Process cannot be an add-on, but viewed as integrated into what we're doing.
- Congruency with guiding document such as mission statement
 - Assumption that data will be used by administration for decision-making
- All constituents (e.g. faculty in department) are made aware and have input into the process. This should also include students.
- Put people in place that will advocate for assessment and keep the process going
- Locate assessment strategically e.g. in activities or core courses

Vision:

All students know (are given, understand, can state) the learning outcomes they are expected to know: in courses, programs, general education, university.

Attendees developed during Joni Spurlin's presentation on "Develop an Institution-wide Vision for Assessment, [2006 NC State 4th Annual Undergraduate Assessment Symposium](#), April 6-8, 2006.

Involvement

Guiding Principles:

- Identify stakeholders at all levels (students, faculty, service providers, alumni, community, employers, administration) who have an interest in, as well as an impact, on student learning.
- Design process based on inclusion of all stakeholders.
- Administration provides leadership, direction and support (including resources).
- Create teams to manage and design assessment process.
- Engage stakeholder groups to ensure buy in.

Evidence

- **Categories:**
 - Outcomes learning
 - Application of learning
 - Involvements / Engagements
 - Inputs / Entering Characteristics
- Not just self report
- Not just grades
- Direct & Indirect
- Qualitative & Quantitative Rubrics
- Ongoing not Episodic
- Multiple measures

Use of Results

- The assessment of student learning plays a pivotal role in understanding the improvement of students through academic and co-curricular programs

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