



What is Assessment and Why Do We Do It?

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Academy of Criminal Justice Sciences - Annual Conference 2017
Pre-conference Assessment Workshop
March 21, 2017



Personal Experience

Why did we (at my prior institution) “do” Assessment?

- Buzzword
- Top down
- Faculty expected to justify:
 - student benefit of program & course
 - institutional benefit of program & course
 - learning objectives, effective teaching, and appropriate methods of assessment
- Limited faculty control or input of:
 - Method & scope of assessment
 - Time and manner of administration

What is Assessment?

Two responses:

1. Assessment has a variety of meanings in higher education. It includes “any activity designed to collect information on the success of a program, course, or University curriculum” in order to “improve institutional practices” (Stassen et al., 2001, p.5).
2. Program assessment “focuses on assessing student learning and experience to determine whether students have acquired the skills, knowledge, and competencies associated with their program of study” (Stassen et al., 2001, p.7).

What changed?

Old with the old:

- No longer “an accountability device, a quality control vehicle concocted by others higher in the organizational food chain to ensure that work is being done well, with resource allocation decisions lying in wait.” (Terenzini, 1993, Introduction section, 4).

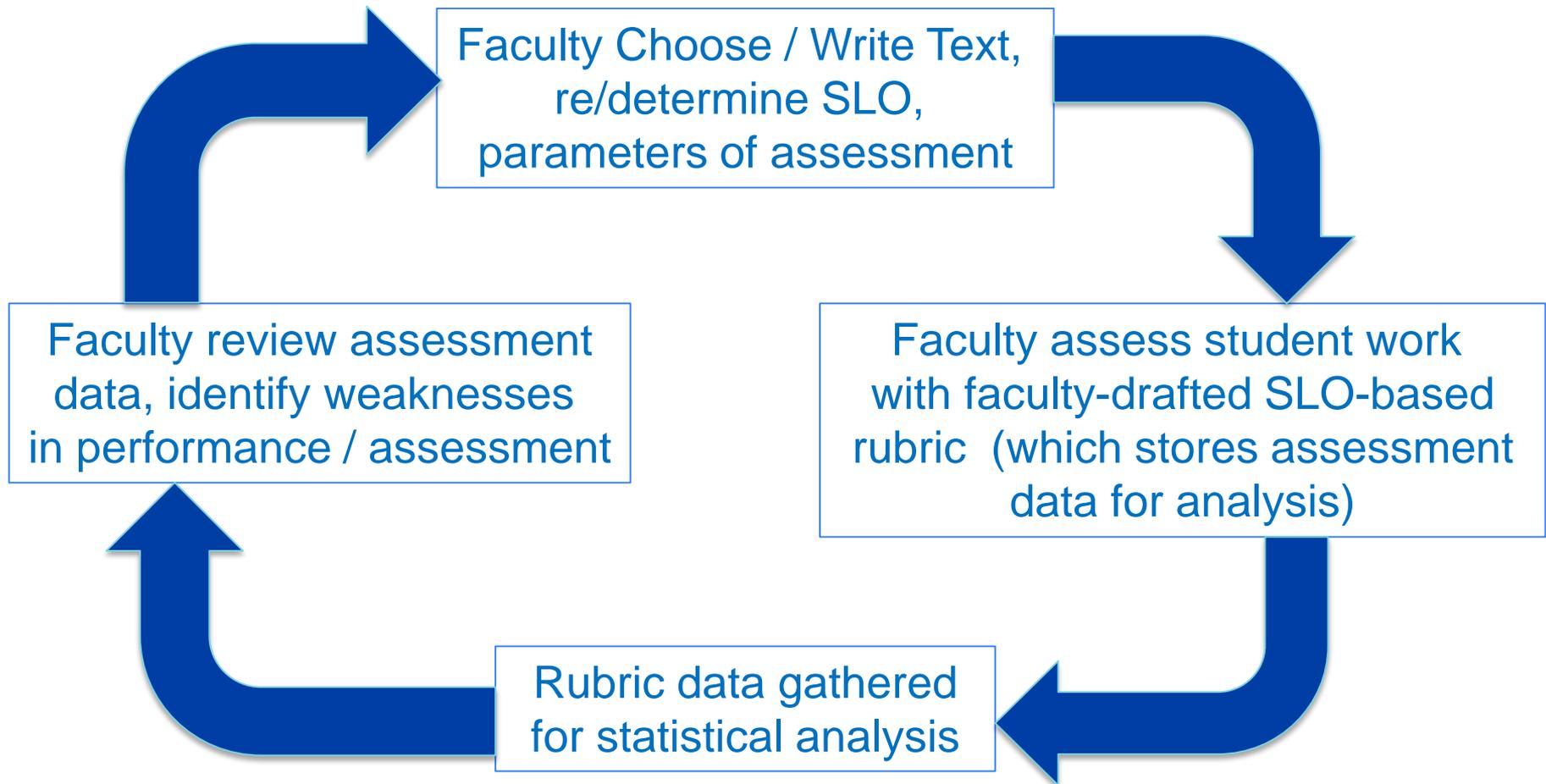
In with the new:

- Evolution of the process and goals: administration relinquished control and allowed faculty to focus on institutional, department, and course goals. Assessment served to affirm that our collective faculty were teaching to student learning objectives that we agreed upon and affirmed in our program review. To this end, there are three typical levels of assessment: the institutional level, the program or department level, and the course level (Hutchings, 2011, p. 1).

Why do we Assess now?

- Pride.
- Ownership.
- Integrity.
- Standards.
- Insights & understanding.
- Improvement & development.
- *Evidence-based teaching & learning.*

Opening and Closing Our Loop



Sources

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Thank You!

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