

Learning Assessment Council
Pre-meeting Share & Discuss 12:45 -1:15
February 21, 2014 Friday
Priscilla V. Loanzon, EdD, RN

From April 2013 Assessment Network of New York (ANNY) Conference-Workshop

Plenary Presentation by Jodi Levine Laufgraben, Temple University

Twenty questions –What you really want to ask about assessment

Abstract: Dr. Laufgrabe facilitated an interactive discussion on the participants' burning questions related to quality and meaningful assessment of student learning.

Faculty resistance was brought up many times at the sessions I attended. Practical, relevant and realistic solutions were offered.

Strategies to resolve clash in perception between union & management regarding course assessment by students include the following related issues:

- 1) Issue of trust
- 2) Loss of employment due to poor teaching performance
- 3) "Grade inflation" to secure job

How do we establish trust?

- Articulate the "what" & the "why" (e.g. program growth & favorable accreditation)
- Provide the required level of support (e.g. one-on-one support)
- Recognize & reward the work (personal letter, involve leadership people, establish an assessment day)

How do we help faculty integrate outcomes to student learning?

- Form assessment committee and curriculum committee as one committee.
- Use curriculum mapping.
- Describe the students who are doing/meeting them when formulating learning goals.
(Ask: What in your teaching can you do to take the "poorly" learning students to be like the "excellently" learning students?)

E-Portfolios

- Search for best practices in the use of e-portfolios
- Use assessment technology to help with assessing e-portfolios
- Have a "good buy-in" in the use of the assessment tool.
 - Define the goals and requirements of a portfolio
 - Have a faculty evaluation of the portfolio so that faculty may be able to connect the assessment tool.
 - Start/Pilot its use through a manageable-sized program

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- Conduct seminar on how to use portfolio as early as the first year orientation.
- Collect data for two (2) years.

E-portfolios for PCC/A Recommendation

- This information may be helpful as we start to look at using student portfolios. We may even wish to adopt using Program Portfolio as an approach to program assessment.

Non-faculty members who are in-charge of assessment

How do we help faculty without stepping on them with regards to making class assignments?

- Recognize faculty expertise in their field
- Allow faculty to recognize deficits in the learning outcomes, assignments, and assessment.
- Acknowledge that the faculty owns the curriculum.

How much assessment is enough?

- Assessment should be on-going.
- It should be comprehensive, sustained, and systematic.

How do we recognize that the assessment has adverse effects?

- Look for feeling of frustrations for a good work that receives poor feedback.
- Use better assessment reviewers
- Make changes based on assessment findings as well as statistics to support the report.