

HLC and Assessment

Academic Forum

8/16/2010

BEMIDJI STATE UNIVERSITY
Shaping Potential, Shaping Worlds.



Noon today

- Workshop to get us ready for Wednesday's session.
- Please bring your laptop with you (wireless-ready)
- Bring if you have them- dept. mission and vision, program learning outcomes, course-level outcomes



Two goals today

- Explain whys and whats:
 - Why program assessment, and why now?
 - HLC expectations
- Strategies to get (all) faculty involved
 - How?



Why do program and course assessment?

- To improve student learning
- To have data to show what students know and can do
- Important for both internal and external constituencies



Why now?

- Focus- *improving student learning*
- Encouragement:
 - HLC expectations
 - Avoiding a more structured HLC process in the future (annual reports, progress reports, five-year review cycle for site visits)
 - System expectations (course outcomes)



Data suggesting assessment matters

- Most of the data has been in the form of case studies
- Examples:
 - Banta, Jones, Black (2009)- “Designing effective assessment”
 - Bresciani (2006)- “Outcomes-based academic and co-curricular program review”



Alternative viewpoint

- Real Q?, though-
- *How do we make decisions about how to improve student learning?*
- Goal of assessment- appropriate info. for decision-making

(Walvoord (2010) *Assessment Clear and Simple*)



HLC report: In the BSU portal

My BSU> BSU Tools> HLC Master Data
Site

[Bemidji State Home Page](#)



HLC expectations

- Key points- site visit team (handouts)
 - program, course-level, lib. ed. learning outcomes, assessment
 - ongoing, systematic information gathering
 - use of information for improvement
 - connecting assessment, planning, and budgeting
 - all programs incl. Gen Ed. Grad., CEL



HLC expectations (continued)

- Focused visit in three years
- Focused visit expectations (handout)
- Assessment Academy



Change in focus of assessment

- Past- Institutional- Dimensions of student learning
- Present:
 - Institutional
 - **Program**
 - **Course**



Change in focus with assessment

- Past
 - Add-on, only addressed every five years
- Goal heading forward
 - Integral part of our ongoing work



How can we help you and other faculty?

What has been done so far:

- Simplifying the review, self-study process
- TaskStream- piloting (UG, Grad, CEL)
- Assessment coordinators
- CPD



How do we get faculty involved?

- Faculty need to be the leaders for this to be successful. (Point people, but all.)
- Group work session
- Talk to your colleagues, then we will come back as a group



- What is your response to the HLC concerns?
- What is your response to the the draft timeline?
- What barriers do you anticipate?
- How could these barriers be addressed? What resources would be helpful?
- Any other suggestions or questions?

