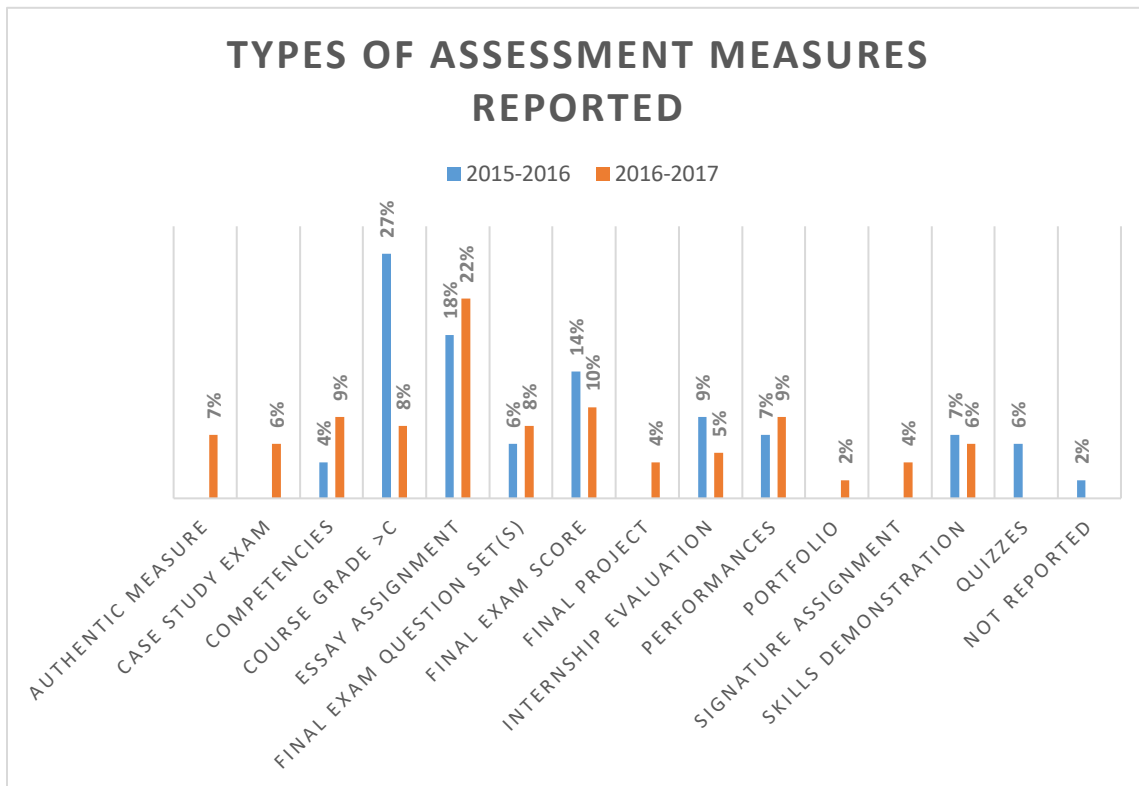


How are we measuring up?

Over the past three years CSN faculty have taken great effort to document evidence of the assessment activities and measures used to collect data for student learning outcome achievement. It is apparent that a paradigm shift is occurring in the types of assessment instruments faculty decide to use to determine student learning and outcome achievement.

The numbers tell the story, drawn from 51 programs within three academic schools that submitted annual assessment reports for 2015-2016 and 2016-2017. Faculty have increased the variety of assessment measures used as well as made decisions to use more direct and authentic assessment measures that are aligned with course student learning outcomes rather than traditional activities of using final exam total scores and final grades as compensatory measures of ability. This has also generated more evidence of learning achievement being submitted with annual reports and narratives indicating how student performance data is being used at the program level.

As the Office of Assessment Advisory Committee convenes to provide peer review feedback to programs, I anticipate the overall peer review scores and feedback show great promise for many programs to move from Emerging* (Inconsistent documentation and evidence of assessment elements and reporting processes) to Developed* (Consistent documentation and evidence of assessment elements and reporting processes).



*based on NWCCU Rubric Evaluation Levels