

## Hamline University Assessment: Plan and Standards

### Intellectual Promises to Our Students

Assessment is *the systematic collection, review, and use of information* undertaken for the purpose of *improving student learning and development*.<sup>1</sup> Through the assessment process, learning outcomes establish a set of intellectual promises<sup>2</sup> - what we believe students will be able to make or do as a result of their Hamline experience. When we collect, analyze and act on data associated with those learning outcomes, we work to fulfill those promises to the best of our ability.

Assessment must be systematic, robust, and sustainable, providing evidence of continuous efforts to enhance student learning.

Assessment of learning occurs at many levels. Hamline's current assessment priorities are to:

- 1) implement assessment plans for each academic and student affairs program, focusing on measurement at the most mature point of student learning,
- 2) aggregate data on an annual basis and document changes to curriculum and co-curricular activities that result from the study of this data, and
- 3) implement assessment plans for core curriculum areas (e.g., undergraduate Hamline Plan), preparing for deliberative analysis of collected data.

Hamline must maintain an ongoing record of assessment activity and resulting institutional changes. To that end, this document sets forth standards and reporting expectations that will ensure efficient and understandable assessment output.

Evidence of assessment planning, data and programmatic improvements is a vital part of the case Hamline will make for reaccreditation by the Higher Learning Commission in 2017.

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<sup>1</sup> Palomba, Catherine and Trudy Banta (1999), *Assessment Essentials: Planning, Implementing, and Improving Assessment in Higher Education*, Jossey-Bass Publishers, San Francisco, CA.

<sup>2</sup> Bain, Ken (2004), *What the Best College Teachers Do*, Harvard University Press, Cambridge, MA.

## **Assessment of Individual Programs**

All academic and student affairs programs will:

- maintain an updated Program Assessment Plan which articulates the assessment approach for each program learning outcome, and that will
  - focus first on measuring student learning at the most mature points of the student experience
  - provide current program learning outcomes and Program Assessment Plan to the dean for internal and/or external transparency
  - communicate current learning outcomes to students through course syllabi
- provide electronic syllabi to dean
- implement Program Assessment Plan
- report annual activity (program or curriculum conversations/changes based on assessment activity)
- report measures and data on an annual basis through Blackboard or other approved method
- participate in cross-program review of assessment activities (e.g., peer review sessions)

## **Standards for Assessment Measures**

For Rubric-based assessment:

- Rubric format should be four columns from left to right: (1) Does not meet expectations; (2) approaches baseline expectations; (3) meets baseline expectations (i.e., basic competency); (4) exceeds baseline or meets capstone expectations
- For institutional aggregation purposes, “at or above baseline expectations” is defined as 3 or 4, “below baseline expectations” is defined as 1 or 2
- Assessment data can be entered in Blackboard by the instructor (Bb Learn) or by one or more additional evaluators (Bb Outcomes); Institutional Research can then generate reports for each program based on the data entered, so that programs can focus on assessment and evaluation of the resulting data

For other forms of assessment:

- Programs can contact their school’s CLOA representatives to identify alternative measures appropriate to the learning outcome and resources to support this form of assessment

**Assessment of the Hamline Plan**

Working groups are now constituted for each Hamline Plan component that include a UCC representative, a CLOA representative and, where appropriate, a program director. These groups are developing assessment plans for each HP component.

All those teaching Hamline Plan courses will be expected to:

- o communicate HP-letter learning outcomes in the course syllabus
- o create a Blackboard assignment and align with appropriate learning outcome
- o instruct students to upload artifacts via Blackboard
- o possibly participate in assessment of artifacts