



## CULTURE OF ASSESSMENT

### Creating a Culture of Assessment

Faculty see value and claim ownership of student learning through effective assessment and feedback.

**Faculty ownership of assessment:** Faculty create effective assessments and descriptive rubrics to assess student learning and plan improvement through data driven decision making.

**Feedback:** Faculty give effective and timely feedback on all assignments, formative or summative, to guide student learning and improvements.

**Professional Development:** Faculty and the unit invest in ongoing professional development to improve skills for providing innovative and up to date assessment and instructional design practices.

**Leadership Support:** Administrative encouragement of assessment and investment and support in faculty innovation by rewarding faculty who demonstrate exceptional ability in this space.

**Assessment Plan:** The unit creates a plan on how assessments are conducted, and data collected for improvement purposes.

**Systematic Assessment:** Faculty create and are authors of systematic assessments that guide student learning objectives for all programs and courses.

**Course Reviews:** Regular comprehensive course reviews and updates by faculty.

**Program Reviews:** Regular program reviews by faculty leads, chairs, and leadership.

**Co-Curricular Activities:** Activities that align with the curriculum should be assessed for student learning, and data collected should be part of data analysis.

**Institutional Effectiveness:** Assessment of overall institutional effectiveness and application of results for improvement.

**Celebrating Successes:** Celebrating success can highlight what is working effectively, but also it could point to weaknesses that may need attention. We often overlook the fact that one can learn from successes as well as from failures.

Source: AAUP – <https://www.aaup.org/article/establishing-culture-assessment#.Y1mYfuzMKZw>