Assessment and the HLC

August 27, 2015
Reaffirmation of Accreditation

- Calvin met all 21 core components.
- Calvin’s accreditation is reaffirmed through 2024-25.
- Core Component 4B (Assessment) met with concerns.
- Calvin must provide a progress report on 4B by Summer 2017.
Core Component 4B

The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.
Subcomponents

1. The institution has clearly stated goals for student learning...
2. The institution assesses achievement of the learning outcomes that it claims...
3. The institution uses the information gained from assessment to improve student learning.
4. The institution’s processes and methodologies to assess student learning reflect good practice...
Levels of Assessment

- Course level
- Program level
- Core curriculum
- Co-curricular
- All college outcomes
Review Process

- An assurance argument. (Developed by Stob and DeHaan in consultation with the Assessment Committee)

- Evidence. (Assessment reports, syllabi, committee minutes, etc.)

- Additional evidence requested by peer reviewers.

- On-site interviews by peer reviewers.
The team’s big question

How are the decisions that you are making informed by the evidence of what students are learning?
Observations of the team

The core lacks learning goals.
Observations of the team

The discussions concerning core “are not based on assessment evidence of whether courses are meeting Core Student Learning Outcomes”
Observations of the team

Many departments are engaged in assessment activities but some departments and programs do not even “write annual assessment reports”
Observations of the team

There is no mechanism to compel departments to assess their programs
Observations of the team

Since 2010, program and course revisions must include student learning outcomes and assessment plans. But there is no mechanism for ensuring older courses and programs to have such.
Observations of the team

The student life division has only recently developed student learning outcomes and does not yet have a systematic assessment plan.
Observations of the team

The Rhetoric Across the Curriculum program lacks assessment data (and a means to compel departments to provide such)
Observations of the team

There is no mechanism for ensuring that course level student learning outcomes are consistent with the course proposal.
Observations of the team

A sample of course syllabi shown that about 75% had measurable outcomes.
Observations of the team

The prioritization process and strategic planning process did not use assessment data.
Requirement for Commission Monitoring

Progress report by July 2017 that addresses:

1. Establishment of comprehensive learning outcomes for the entire Core. These outcomes should connect with, and expand on, the institutional learning goals now listed in the Educational Framework document.

2. The adoption of a comprehensive plan for assessing the core goals (whether the core is revised or not) and for assessing all programs and Student Life goals.
What will we do?

1. The core committee will adopt a set of 4-8 goals for the core curriculum this fall.

2. The core committee, working with the assessment committee, will develop a plan for assessing the core.

3. Faculty will ensure that their syllabi contain student learning outcomes that are consistent with the original course proposal and, if appropriate, the core category in which it is offered.

4. Programs will refresh their assessment plans and, especially, report more carefully on their activities.

5. The Student Life Division will complete its assessment plan and begin to implement.