

# Assessment Faculty Learning Communities

## BUILDING INDIVIDUAL & INSTITUTIONAL ASSESSMENT CAPACITY & KNOWLEDGE

### PURPOSE

Middle Tennessee State University's Assessment Faculty Learning Community (FLC) is designed to promote assessment best practices that are aligned with expectations for continuous improvement, as required by its institutional accreditor, SACSCOC, and many discipline-specific accrediting bodies. Beyond assessment for compliance purposes, the FLC seeks to assist participants in identifying strategies to leverage assessment as a method for strengthening program quality and enhancing the student experience. The FLC prepares participants to conduct their own assessments and serve as resources for, and leaders of, assessment at all levels of the University.

### LEARNING OUTCOMES & DELIVERABLES

At the end of the Assessment FLC, participants will be able to:

- articulate clear outcomes and goals
- map curriculum to student learning outcomes
- create meaningful direct and indirect measures
- use assessment results to promote continuous improvement
- apply their knowledge and skills to (re)design and present an assessment plan for their academic program or department

### TARGET PARTICIPANTS

The Assessment FLC seeks to attract a diverse group of 8-10 participants across all MTSU academic colleges. Participation is open to any faculty member interested in assessment and is particularly suited to those who have an interest in program assessment.

### PROGRAM FACILITATION & COSTS

The Assessment FLC is co-facilitated by two of MTSU's College Assessment Coordinators. Program costs include a \$400 for textbooks and a \$500 per participant stipend for their year-long commitment to the program.

### PROGRAM TEXTBOOK

Banta, T. W. & Palomba, C. A. (2014). *Assessment Essentials: Planning, implementing, and improving assessment in higher education*. Jossy-Bass.



### PROGRAM ADMINISTRATION

The Assessment FLC uses a course shell in the institution's learning management system to organize program materials and enable asynchronous discussion and collaboration. Content includes links to assessment associations, conferences, and media, as well as resources for curriculum mapping, direct and indirect assessment measures, student learning outcomes, and department and program goals.

### FALL ACTIVITIES

- October session one: participants read and discuss chapters 1-3
- October session two: participants read and discuss chapters 4-7
- November session one: participants read and discuss chapter 10
- November session two: workshop on assessment of student learning outcomes at MTSU
- November session three: workshop on assessment of department and program goals at MTSU; meet with college assessment coordinators

### SPRING ACTIVITIES

- January: participants select an academic program for their assessment plan project
- February: participants meet with chairs, program coordinators, and faculty to discuss and evaluate current plan or needs for a new plan
- March: participants continue work on their assessment plan
- April: participants present their audit and analysis of current plan/needs, as well as proposed new or revised plan

### PRESENTER CONTACT INFORMATION

- Jeff Gibson, Associate Dean, College of Liberal Arts, Jeff.Gibson@mtsu.edu
- Layne Bryant, Assistant Vice Provost for Institutional Accreditation, Layne.Bryant@mtsu.edu