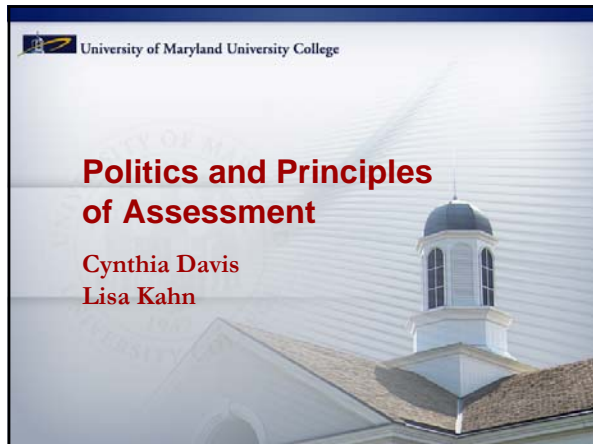


University of Maryland University College


Politics and Principles of Assessment

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The History


- First phase: floundering
- Second phase: top-down
 - Mandated process
 - Little building on early attempts
- Focus on Core Learning Areas for all degrees, both Schools
- MAPP test in classes, punitive sanctions
- Massive reports but little program-level analysis
- Weak feedback loops
- Force program outcome statements to fit institutional template



The Principles


What we Learned the Hard Way

- Be transparent : process, goals, limits, mandates
- Make buy-in an explicit goal
- Start with programs
- Allow for multiple levels, variation by program
- Build on what has been done, however imperfect
- But admit and undo what was done wrong
- Help people understand long-term process, not just short-term tasks
- Build robust feedback loops
- Integrate with other academic projects



The Current Process

- SUS Plan
- An inclusive and reiterative process designed
 - Assessment Steering Committee
 - Director workshops
 - Specialist in Office of Evaluation and Assessment
- Missions reviewed and revised
- Hallmarks, new terminology
- Learning objectives reviewed and revised
- Levels of assessment determined
- New parameters set for sampling and rotation




Our Tools

- Types of measures
- Curriculum mapping
- 5-year plans
- Samples and worksheets



Integrating with Other Projects

- Program design
- Authentic assessment
- Test data bank
- Academic Program Reviews
- Course design and revision
- All academic projects related





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