

## PEAQ PEER REVIEW PARADIGM SHIFTS

### Assessment of Student Learning: Deepening the Commitment in the New Criteria

PREVIOUS CRITERIA & ASSESSMENT	NEW CRITERIA AND ASSESSMENT
<p><b>Integration with Criteria</b></p> <p>Assessment not embedded in criteria--an added requirement that took over Criterion 3--position statement updated from 1989, matrix developed in 1999-2000</p>	<p><b>Integration with Criteria</b></p> <p>Student learning is fundamental and central to organizational quality and evident across all five Criteria. Thus, the commitment to student learning and to assessment as a strategy for improving student learning is deepened and more fundamental than ever to the accrediting relationship. Assessment is not something to be evaluated separate from the Criteria.</p>
<p><b>Focus for Assessment of Student Learning</b></p> <p>Focus on assessment (vs. learning), plans, processes, infrastructure, and whether institutions are assessing and assessing well. Matrix used as tool.</p>	<p><b>Focus for Assessment of Student Learning</b></p> <p>Focus on improving student learning using assessment data on student learning; i.e. results. Focus on improvement of educational programs and the broader institution continues. Five fundamental questions shift focus from assessment as an ends to a strategy. Questions are directly related to Core Components and intended to be used to focus conversation on commitment to and shared responsibility for student learning.</p>
<p><b>Team Practice</b></p> <p>Single team member does majority of review--focusing on evaluation of the assessment program and processes.</p> <p>Monitoring increases dramatically--so that majority of institutions receiving some sort of monitoring on assessment.</p> <p>Matrix used as checklist.</p> <p>Dogma on "right way" to assess and to set up an assessment program dominates.</p> <p>C-E "expert" role in assessment common.</p>	<p><b>Team Practice</b></p> <p>All team members participate in conversations about student learning. Conversations are with multiple groups, individuals, at multiple levels and across the institution. Team identifies evidence through conversations--and through other documents/resources. Once evidence identified, the team steps away from the fundamental questions, looks holistically, relating the evidence to the core components--not to the idea of what an assessment program should be--nor to the questions--rather to the Criteria. Core Components will force focus on results and on learning, and on assessment as ways to get data on learning and make improvements to learning (not just to other areas).</p> <p>No one right process, or structure, or resources for assessing--approach should be rooted in context &amp; mission of the institution. Monitoring reserved for institutions not demonstrating fulfillment of core components or not showing a true, sustained, committed effort in assessing... (need a stick because they aren't in progress on their own and don't think they will be without a strong prod). Expanded consultation in advancement section. The 2000 - 2003 Matrix is no longer in use by teams--may be useful to institutions at the beginning stages.</p> <p>Academy for Assessment of Student Learning &amp; the HLC Office for Assessment Support Services and Initiatives being launched.</p>
<p><b>Mindset:</b> Expert, examiner, auditor, judge, watchdog--"appropriate assessment practices" perspective</p>	<p><b>Mindset:</b> Generalist, systems thinker, critic, advisor, coach--"assessment meaningful, useful for improved student learning--workable approach, reasonable timetable, committed effort--Results oriented, Core-Component minded</p>