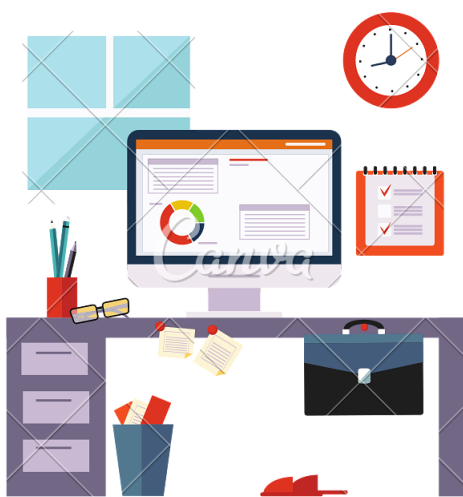


ASSESSMENT IN ACTION: FACULTY AS KEY LEADERS

Emory University, Fall 2018, CFDE ALC

Student learning assessment is defined as “the systematic collection of information about student learning, using the time, knowledge, expertise, and resources available, in order to inform decisions about how to improve learning” (Walvoord, 2004)



FACULTY EXPERTISE

The expertise and discipline-specific knowledge of faculty members is critical for the development of authentic assessment instruments and successful implementation of these tools (Baker et al., 2012; Van Dyke, 2013).

AUTHENTIC ASSESSMENT

Curriculum-embedded and faculty-administered approaches to assessment align program-level learning outcomes with already existing course-level learning outcomes and integrate assessment activities into course requirements (Cummings, Maddux & Richmond, 2008).



ASSESSMENT FOR THE PURPOSE OF ENHANCING TEACHING AND LEARNING

Adopting an assessment process that involves multiple stakeholders working together to focus on improving student learning welcomes a culture of inclusivity, distributed leadership and quality teaching (Goff et al., 2015).



LEARNER ENGAGEMENT

Students are more motivated to perform well in authentic assessment tasks as they are already integrated into existing course activities (Cummings et al., 2008; Rhodes, 2012).



ASSESSMENT AS A SCHOLARLY ACTIVITY

Assessment becomes scholarship when it is disseminated, implemented, critically reviewed, evaluated, and further developed by the larger educational community (Schulman, 1993). The use of assessment data is critical to continuous quality improvement of courses and of a program's entire curriculum.

Key reference: Goff, et al. (2015). Learning outcomes assessment a practitioner's handbook.

More resources: <http://opb.emory.edu/assessment/index.html>