Slide 1

Authentic Assessment
Holistic Learning
YIELD
Competency-based Education
The Changing Landscape

Slide 2

Challenges Facing Higher Education

U.S. HIGHER EDUCATION

Measure of Student Learning
Nature System
Charging Students’ Profile
Measure of Institutional Quality
Millennium Generation
Lack of public confidence

E-12 Collaboration
Decrease in State Funding
Increase in Regulatory Requirements
Rising Costs

Competition
Expectations from Employees not met
Scientific and Engineering Knowledge
Changes in Accreditation Requirements

Student Retention and Graduation Rates

US Department of Education, 2015
Top 10 Skills Employers Want in 2015

1. Work in a team structure
2. Make decisions and solve problems
3. Obtain and process information
4. Analyze quantitative data
5. Proficiency with computer software programs
6. Create and/or edit written reports
7. Plan, organize, and prioritize work
8. Technical knowledge related to the job
9. Sell and/or influence others
10. Communicate verbally with people inside and outside an organization

Assessment

...should be rated on three scales

- Relevance
- Importance
- Consequence or Harm
The “Big Picture”

What is Culture of Assessment???

"Culture eats strategy for breakfast."

- Peter Drucker
Assessment Environments

**Didactic Environment**
- **Basic Didactic**
  - Tests with binary responses
- **Applied Didactic**
  - Consist of prompts for short answer or essay answers

**Experiential Environment**
- **Quantitative Skills Assessment**
  - Number of specific experiences were successfully encountered
- **Qualitative Skills Assessment**
  - Standard for evaluating/observing “competence” for specific tasks

**Discussion Environment**
- **Case/Report Assessment**
  - Problems or clinical scenarios are presented to student research and presentation or report
- **Problem-based Learning**
  - Open discussion between student and faculty to explore various topics.
  - The goal of PBL is not prescriptive

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Deconstructing and Reconstructing

**Step 1 Deconstructing**
Analyzing learning objectives and student learning and student learning difficulties

**Step 2 Brainstorming**
Gathering ideas and resources based on student learning objectives

**Step 3 Composing**
Developing student learning tasks and resources

**Step 4 Reconstructing**
Selecting different pieces to form a coherent mobile curriculum

**Step 5 Implementing**
Students carrying out learning activities in and out of classroom

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Looi et al., 2009; Zhang et al., 2010
Cycle of Continuous Improvement

Shewhart & Deming, 1939

1. **(PLAN)** Identify intended learning outcomes and benchmarks.
2. **(APPROACHES)** Identify approaches to measure selected program outcomes.
3. **(DATA)** Gather exhibits, presentations, projects, presentations, portfolios, etc.
4. **(SHARE)** Review & Discuss Data.
5. **(CLOSE THE LOOP)** Make changes-teaching strategies/curriculum.

**Data-Driven Assessment**

Continuous Improvement of Student Learning through Culture of Evidence.

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