Mission

▶ The University of Southern Mississippi engages students at all levels in the exploration and creation of knowledge. Our hallmark is a fully engaged *lifelong learning approach* integrating inspired teaching, collaborative research, creative activity, and service to society. Southern Miss produces graduates who are ready for life; ready to succeed professionally and as responsible citizens in a pluralistic society.

Lifelong Learning

▶ **Learning** refers to:

  o Acquiring new knowledge, skills, or behaviors

  o Can happen without immediate results or measurable gains (e.g., understanding concept but not yet applying it effectively).

  o Is more about the *process* – grasping new information, ideas, or experiences

▶ **Improvement** refers to:

  o A measurable positive change or progress in performance or outcomes

  o Usually involves the application of knowledge or skills already learned

  o It's outcome-oriented – focusing on doing something better than before

Lifelong Learning

▶ **Learning fuels improvement:** Acquiring new knowledge often leads to improvement but only when applied correctly.

▶ **Improvement confirms learning:** Demonstrating improvement (e.g., faster problem-solving or better grades) can be a sign that learning has taken place.

What is required of coordinators?

Program Coordinator Responsibilities ⤷ **Copy Link**

The Program Coordinator Appointment Form (PCAF) must list the specific responsibilities of the coordinator. Several responsibilities are expected of all Program Coordinators. These responsibilities are:

1. Monitoring the academic quality of the programs within their purview;

2. Coordinating assessment of the programs within their purview; and

3. Working with stakeholders to maintain curricular relevance.

Additional program coordinator responsibilities may be required to meet the unique needs of each program. Program Coordinator's of graduate programs, graduate certificates, graduate minors, and graduate badges have additional responsibilities as outlined by the Graduate School and must be included on the PCAF. Graduate coordinator responsibilities include, but are not limited to, chairing graduate admissions committees, serving as faculty liaison between graduate faculty and the Graduate School, and understanding and reporting of program milestones.

Four Hallmarks of Program Quality

▶ Qualified and Engaged **Faculty**

▶ Relevant **Curriculum**

▶ Student Interest and **Enrollment**

▶ Quality **Graduates**

Survey Results & Discussion

▶ ***The Chronicle of Higher Education & Watermark*** conducted a national survey about assessment

    o 871 people responded

▶ We asked attendees select questions from the survey

    o 104 people responded

Assessment is collaborative

"**Faculty tend to see assessment as a bureaucratic nightmare, and it just doesn't have to be that way. In an ideal world, assessment is a collaborative inquiry into student learning — and I think both administrators and faculty members could get behind that.**"

- Laura Palucki Blake, assistant vice president for institutional research and effectiveness at Harvey Mudd College
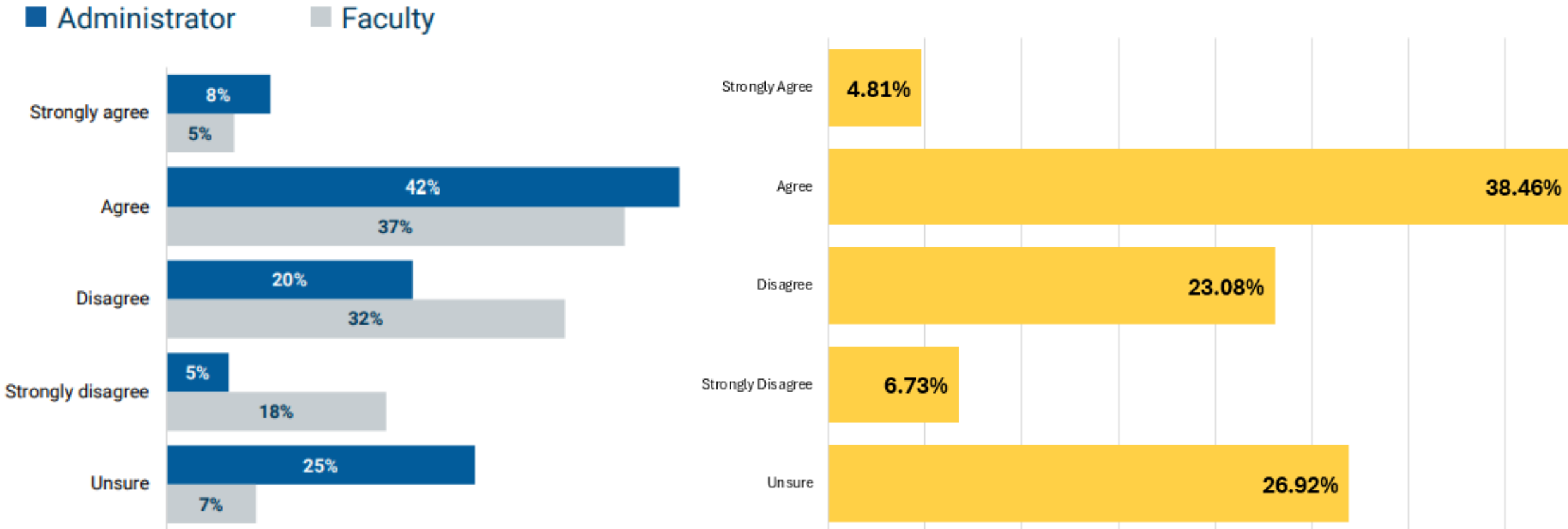
Assessment is insightful & helpful to the institution
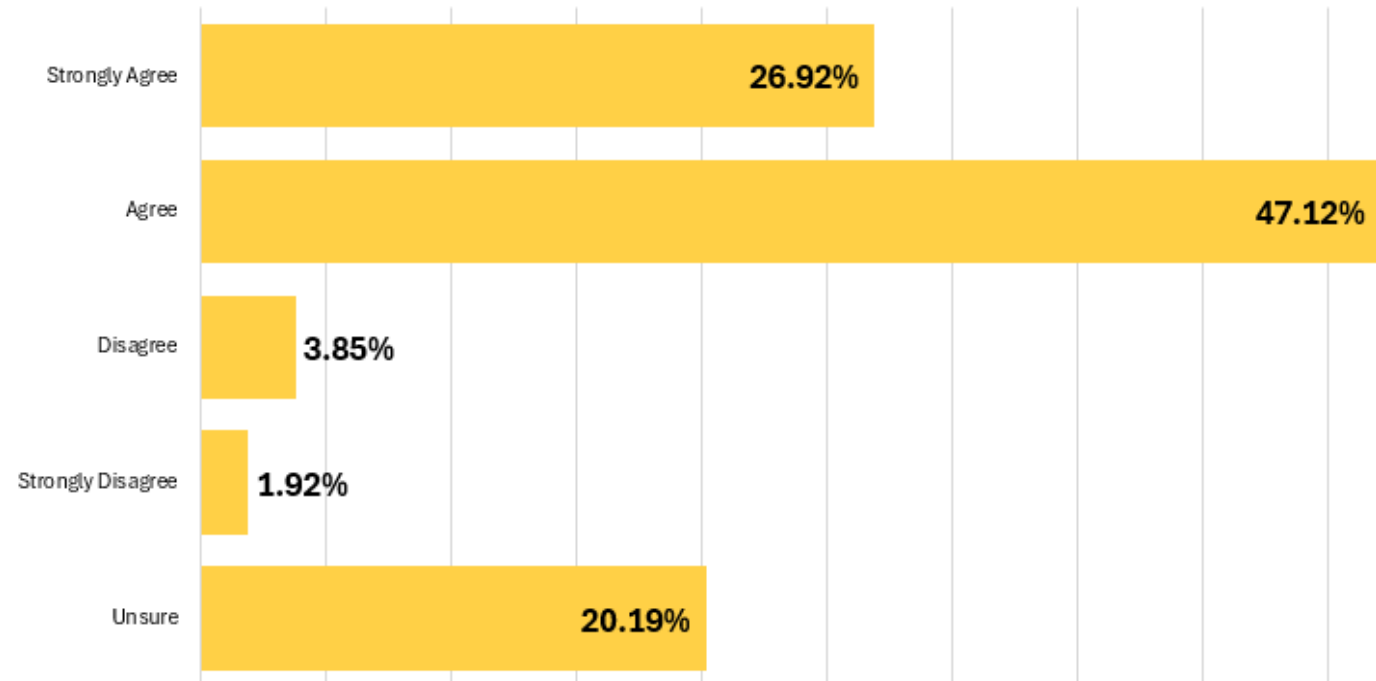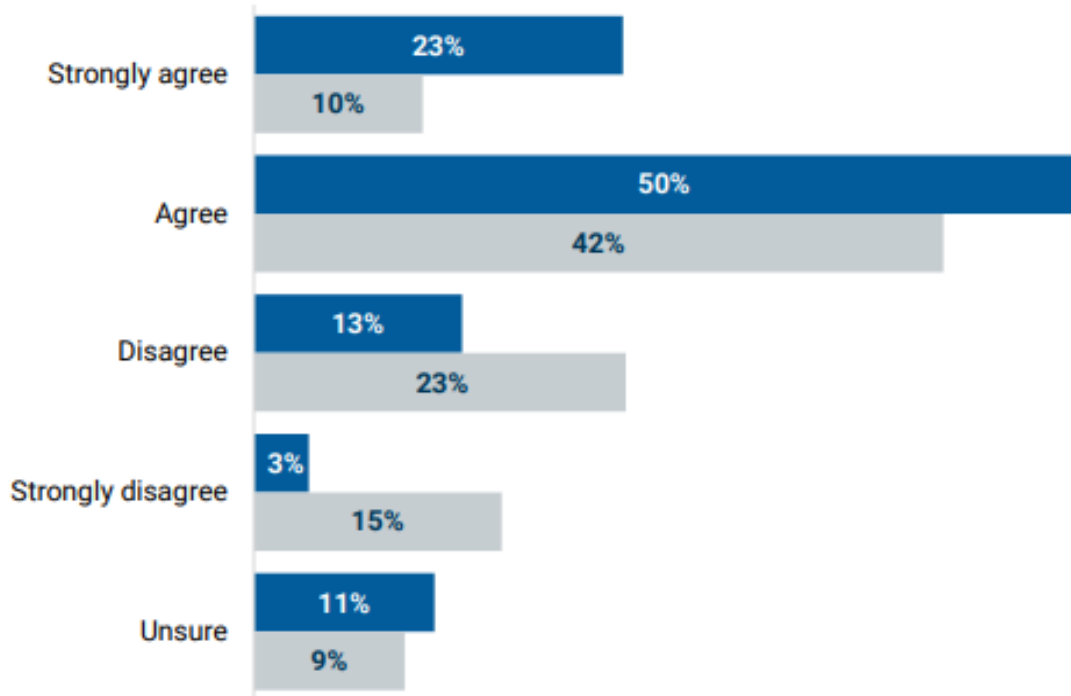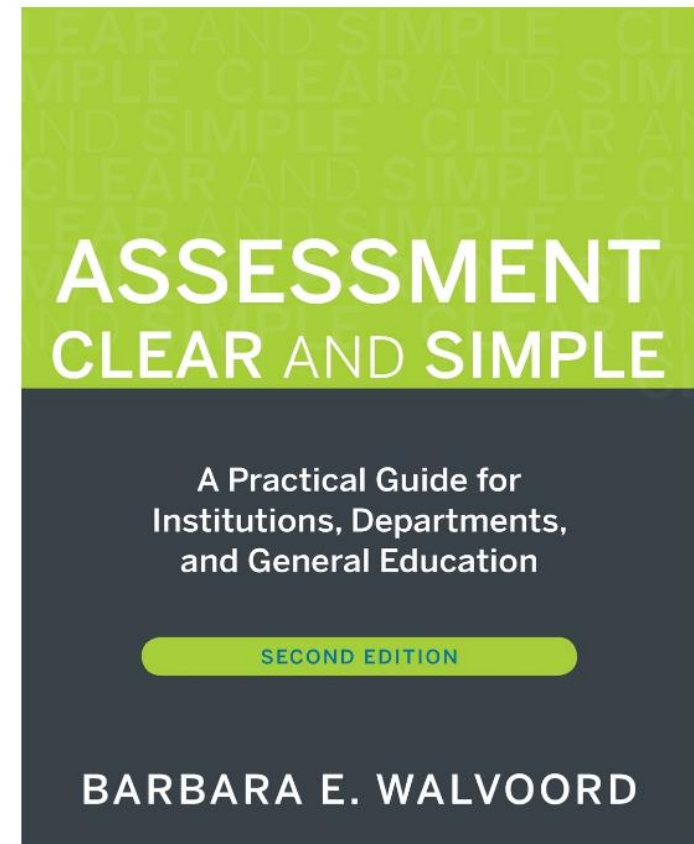
Institutional impact of assessment

- SACSCOC accreditation

- Can affirm that we are achieving our Mission

- Creates effective programs and institution

- Supports student success

Faculty find assessment outcomes insightful & helpful

Making assessment insightful

▶ Assess what matters to your program

▶ Assess what is unique to your program

▶ Use the data you already have available

▶ Share assessment results and insights

ASSESSMENT
CLEAR AND SIMPLE

A Practical Guide for Institutions, Departments, and General Education
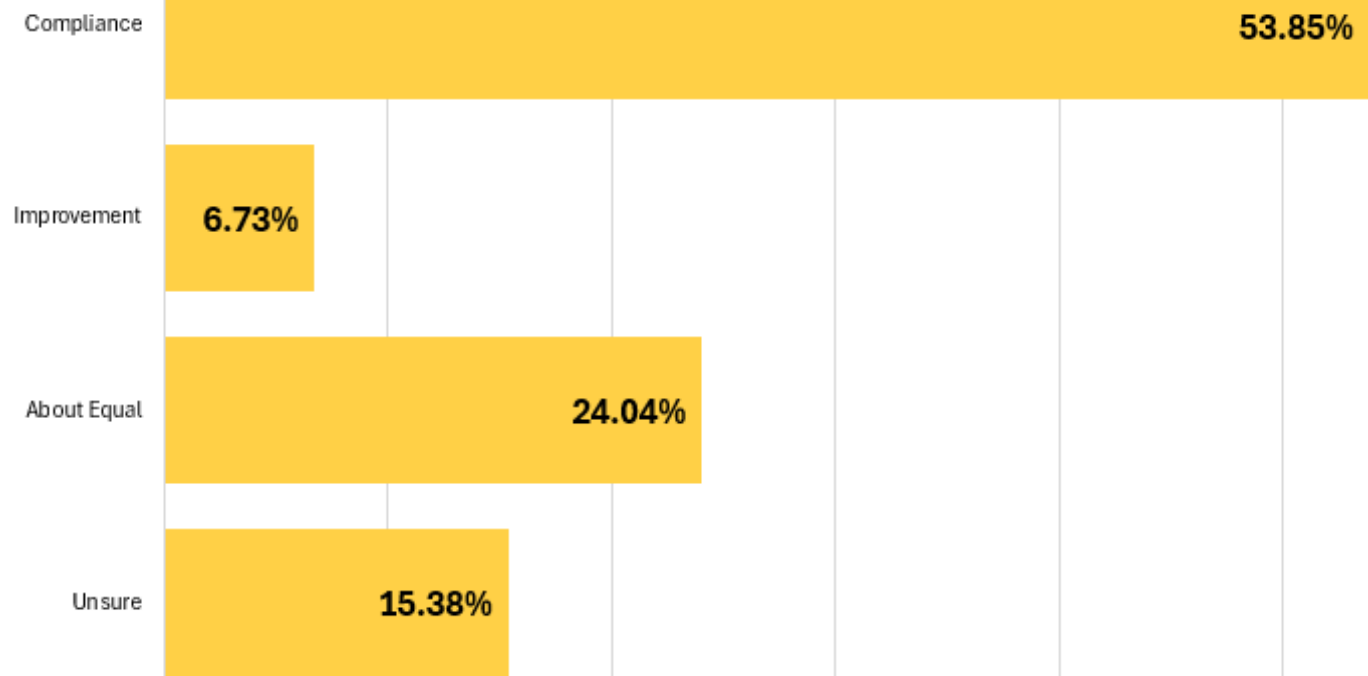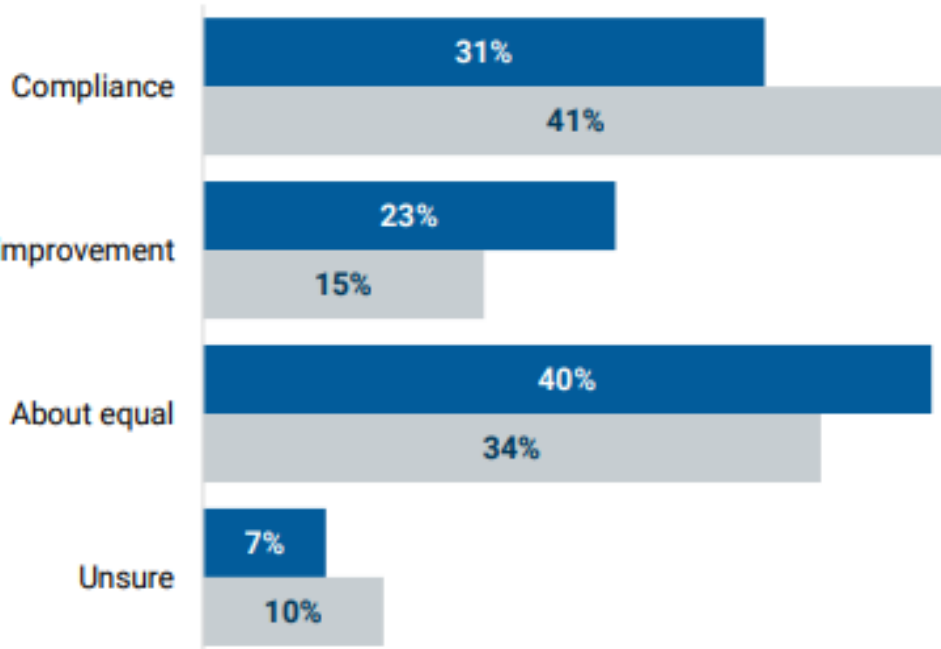
SECOND EDITION

BARBARA E. WALVOORD

Using assessment results

▶ What does the data tell you about the program or students?

▶ Based on the data, what changes can be made to improve the program?

▶ Based on the data, what changes can be made to improve student learning?

Compliance vs Improvement

Assessment for compliance and improvement

▶ Assessment is an opportunity

▶ Assessment for only compliance is a wasted chance to improve

▶ Assessment showcases program and institutional improvement

Bridging the gap

- Assessment is a conversation

- *"Part of the faculty-administrator rift appears to be caused by poor communication and a lack of knowledge among academics about the state of assessment at their institutions."*

Reflecting on Assessment Practices

► How do you collect assessment data?

► How do you share assessment data with program faculty?

► How do you use assessment results to improve the program?

► Do your student learning outcomes align with the program's values?

► What could make assessment more meaningful?

Questions for us?