

This professional development opportunity can make a difference in your courses and/or your program –

Participants will blend self-assessment, analysis of coursework or program, and application of assessment practices to enhance effectiveness and improve student learning.

Individual faculty are encouraged to apply for Level One and faculty units may apply for Level Two.

Both levels are designed for direct application and to encourage scholarship of assessment.

LEVEL ONE PROGRAM: Initial Assessment Proficiency for Course Level Assessment

\$1,500 per faculty member
(limit of one [two-person] team per program)

Applicants for this level are faculty who have not used course-level Student Learning Outcomes (SLOs) or have not systematically taught courses with SLOs. Participants will attend four mini-workshop sessions to engage in the following processes:

1. Design or revise learning outcomes for two of their courses;
2. Design or revise syllabi for outcomes-based teaching and assessment;
3. Conduct curriculum mapping for their courses,
4. Align student evidence with their SLOs;
5. Collect evidence of student achievement of SLOs; and
6. Analyze student learning data to improve course pedagogy, curriculum, and assessment.

Mentoring will be provided to support implementation of the above processes. Participants will engage in collaborative inquiry directed to their own course designs, assessment practices, and student learning. They will prepare scholarly documentation of the impact of SLO assessment in their courses at the end of the Level One Program. Funding and mentoring for disseminating their scholarship at national conferences will be provided.

To qualify for this level of participation, participants are required to work with one other colleague in their department and to disseminate the findings of their assessment project to their department.

TO APPLY: Faculty will provide contact information (department, telephone number, email address, and professional title) and the following items:

1. Two syllabi (for Winter and/or Spring 2012 only) with or without Student Learning Outcomes with which to work through the processes outlined above;
2. A set of questions to be answered through the assessment process (e.g., What would you like to learn about your courses, students, and their learning?);
3. A brief description of how the work will be disseminated to the faculty member's department; and
4. The name of a departmental colleague who also applies for this assessment opportunity.

DEADLINE: Submit applications to caestaff@pdx.edu or to CH 349 by 5:00 p.m. on Friday, October 7, 2011.

LEVEL TWO PROGRAM: Advanced Course Assessment Directed to Program Assessment

\$3,000 award per program

Applicants eligible for this level are faculty who have used course-level Student Learning Outcomes (SLOs) and have previously analyzed student evidence. They will engage with colleagues as a department in the development and implementation of an assessment plan for a one year period, potentially as part of a longer-term program review. The plan will be initiated through a guided self-study of the program's assessment processes. The resulting plan will include the following components as indicated by the self-study:

1. Design or review of Program Learning Outcomes (PLOs);
2. Analysis of programmatic curriculum mapping;
3. Design of "signature assignments" or aligned individual course assessments across program requirements for determining student achievement of PLOs; and
4. Collaborative analysis of student evidence to determine achievement of PLOs, and "closing the loop" (using the data) to improve program.

Mini-workshops and mentoring will be provided according to program levels of assessment, need for design or analysis, and faculty requests for support. Funding for participants will be used for dissemination of scholarship related to program assessment through conference presentations and publications at the end of the Level Two Program. It is also expected that department representatives will disseminate the findings of their assessment endeavors to their School or College.

TO APPLY: Faculty, in collaboration with their department chair, will develop a description of the status of assessment in the department to include the following:

1. Number of faculty using SLOs;
2. Analysis of student evidence to determine course/program effectiveness;
3. Program Learning Outcomes (PLOs);
4. Program descriptions (brochures, etc.);
5. Academic program requirements of students for program completion;
6. Common assignments or culminating activities; and
7. Rationale for participation – including questions to be addressed, goals to achieve through assessment, accreditation requirements, and/or interest in documentation of effectiveness.