Suzanne Matthews’ passion for assessment began with her work—first as a program developer, teacher, and student teacher supervisor, then as an instructional systems designer and assessment coordinator in higher education. She feels proud to be a part of PSU, where rich work in assessment continues to be integrated at all levels - course, program, and institutionally*.

Meet Our Members...

Suzanne Matthews – Instructional Designer
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Robert Halstead – Coordinator for Accreditation and Special Projects, Academic Affairs
Robert Halstead brings in years of experience in assessment activities at PSU working on the institutional accreditation report writing and site evaluations, and by participating in Academic Program Review Guidelines Committee. He supports the Vice Provost for Curriculum and Undergraduate Studies and as an active collaborator of the IAC committee.
Welcome aboard:
Introducing Vice Provost Scott Marshall

The IAC welcomes Dr. Scott Marshall, Vice Provost for Academic and Fiscal Planning. Dr. Marshall’s work portfolio includes oversight of assessment and accreditation activities, and in April he joined the IAC monthly meeting to discuss current IAC and campus initiatives connected to assessment.

Over the next several months, Dr. Marshall will be transitioning from his role as Associate Dean for Graduate Programs and Research in the School of Business. Dr. Marshall established the Center for Global Leadership in Sustainability (CGLS) in spring 2007 and served as Executive Director until December 2010. A strategic initiative of the School of Business, the CGLS advances the role of business in creating systemic, cross-sector solutions to persistent social and ecological challenges.

His research interests are in the areas of proactive environmental strategy, corporate governance and sustainability reporting.

Catalyzing Assignment Design Activity on Your Campus: Lessons from National Institute for Leaning Outcomes Assessment (NILOA) Assignment Library Initiative

Assignments have a way of opening up questions about learning goals and expectations, as well as the respective responsibilities of students, teachers, and institutions. Designing projects, examinations, performances, writing prompts, and other tasks that allow students to demonstrate what they know and can do is one of a faculty member’s most consequential roles. But not everyone may have explicit training for this role, and many, we have learned, would welcome opportunities for reflection with colleagues on the design of their assignments.

As one step toward answering this question, the NILOA provides models for Organizing Assignment Design Work on Campus:

1. Start a general conversation about assignments and what makes them effective
2. Focus on student work
3. Approach assignments through curriculum mapping
4. Align existing assignments with shared learning outcomes
5. Create assignments de novo
6. Organize by discipline or related fields/outcomes
7. Build attention to assignment design into program culture and processes


Professors Should Define Student Success

Many of the professionals teaching in today’s college classrooms understand the need for change. They’re used to adapting to ever-changing technologies, as well as evolving knowledge. And they want to measure students’ preparedness in a way that gives them the professional freedom to own the changes and do what they know, as committed professionals, which works best for students.

Lumina-Gates-Walton-Kresge Foundation’s Degree Qualification Profile (D.Q.P) offers a learning-centered framework for faculty members at colleges and universities to take the lead in driving long-overdue change in how we define student success. It also captures the iterative, developmental processes of education understood by people who work with students daily. (https://www.insidehighered.com/views/2015/03/27/faculty-members-should-drive-efforts-measure-student-learning-essay)