

Long Term Vision

Attendees discussed long-term vision / goals for a comprehensive assessment approach. Attendees proposed that the approach should:

- Assure key learning has occurred for every student
 - this would require improving agreement on key objectives
 - implies natural restriction of key objectives, especially in terms of content, in order to get agreement
- Value student performance (i.e. written communication), though objectively measurable content is important
 - sophisticated performance should reflect broadly transferable outcomes, i.e. displaying inquiry learning, research skills
- Stretch individual students for maximum growth
- Promote the interconnectivity of disciplines
- Insure student achievement of goals
- Promote integrated, logical, sequential measurement of student learning
- Demonstrate proof of K-16 continual student improvement through the pipeline
- Prescribe general common processes for assessment, but be flexible in terms of methodology, institutional character, and population diversity
- Provide a means to share information about campus / program outcomes
- Create information on student performance which would be transportable across sectors, and easily understood by the public and other stakeholders
- Value student learning, continuous improvement, and accountability
- Create transparency to student learning as well as “general transparency”
- Create a research resource available for responsible use by all parties
 - support / stimulate inquiry that adds to our knowledge base re student learning
 - develop ability to take summative measures and use them formatively
- Proactively manage uses of data for institutional / program comparison
 - agree on ways to blend improvement and comparison
 - avoid misuse of data
 - build trust / comfort level for experimentation and growth
- Focus (potentially) on underachieving subgroups that might otherwise be hidden
- Foster agreement on purpose / guiding focus of assessment
- Promote social roles / goals of institutions / programs
- Create conversations about at what levels program / degree evaluation / validation should occur, especially in arts and sciences
- Incorporate multiple measures
- Integrate with regional / specialized accreditations
- Support institutional self-evaluation

Other discussions / issues:

- What do / should state-level assessment policies look like?
- How can a state policy reflect individual institutional character, but yet be useably comparable?
- Could there be a reading / resource list? An ongoing, publicly shared research base?