

## Professional Development Assessment Institute

The Institute shall consist of a minimum of 16 hours of assessment-focused professional development. The Institute will be credited at the 16 to 1 value for application to the salary system. Faculty may choose sessions from within the three “tracks,” as their experience and knowledge dictate.

Track One—beginner level (unfamiliar with the QTA-developed *Penn College Plan and Process*; unfamiliar with basic scholarship on assessment; uncertain about crafting student learning outcomes that allow for criterion-referenced assessment)

- Introduction to assessment at Penn College
  - Review of the Penn College Plan and Process
  - Overview of assessment-related institutional data available through ARP
  - Overview of assessment activities in Student Affairs
  - Campus Best Practices as examples of effective assessment
- Basic scholarship on assessment– including MSA materials
- Writing outcomes that facilitate assessment of student learning in curricular and co-curricular settings
- Identifying assessment methods that fit course outcomes
- Introduction to the Learning Mgt. program’s (e.g., ANGEL) assessment features
- Open Q/A, discussion forum, panel to discuss/clarify assessment-related concerns of beginners

Track Two – intermediate level (those practitioners who are comfortable with assessment)

- Completing Program Reviews
- Gaining assistance with professional/industry accreditations
- Linking existing assessments to the *Plan and Process*
- Using instant response systems in the classroom
- Using the assessment features of the learning management system
- Creating/using rubrics
- Closing the Loop
- Open Q/A, discussion forum, panel to discuss/clarify assessment-related concerns of practitioners
- Linking supplemental resources in ANGEL

Track Three – advanced level

- Designing best practices in assessment for internal and external publication
- Philosophical discussion: assessment’s value and purposes/role in the educational process
- Assessment>Planning>Budgeting
- Connecting the levels of assessment: from institutional to student learning
- Course mapping within standards and objectives within the learning management system
- e-Portfolios for assessment/student use
- Integrating the assessment Plan and Process components with external accreditations and program reviews
- Using results of institutional surveys in closing the loop
- Big-picture discussion of assessment, including timelines, best practices, timing of surveys, gathering advisory committee input