



LANCASTER BIBLE COLLEGE



CAPITAL SEMINARY AND GRADUATE SCHOOL



AICUP

# Assessment Annotations

A Simple and (Almost) Painless Way to Document Assessment of Student Learning

# Assessment Annotations

The topic of this workshop stems from an article published in the September-October 2014 issue of *Assessment Update*. This session will share one way in which institutions can document classroom-level student learning but will also allow for additional ideas to be shared by the participants.



# Audience Survey

How many here are primarily faculty members?

Primarily Administrators?

Primarily oversee assessment of student learning at program,  
department, or institutional levels?



# Our Story

LBC's 2007 self-study process resulted in a progress letter "documenting implementation of an organized and sustained process to assess the achievement of student learning outcomes." (Sound familiar to anyone?)

The progress letter was accepted but with the stipulation of "a prompt staff visit to discuss the Commission's expectations" regarding additional direct evidence of student outcomes for our next Periodic Review Report.



# Our Story

LBC's 2007 self-assessment report highlighted the successful implementation and achievement of the safety case.

The progress led to a staff visit to discuss the direct evidence of the Report.

letter "documenting the process to assess the safety case (familiar to anyone?)". The letter included a recommendation of "a prompt review of the safety case regarding further periodic Review".



**The reprimand by our  
MSCHE liaison . . .**

**“You are not  
assessing student  
learning at the  
course level!!”**

**Okay, time to . . .**



**The reprimand by our  
MSCHE liaison . . .**

**“You are not  
assessing student  
learning at the  
course level!!”**

**Actually, this  
reprimand brought  
about several  
reactions from our  
faculty . . .**







# Our Story

Your response, verbal or otherwise, as a faculty member?



# Our Story

Right in the middle of the meeting, one member of the faculty from the other side of the room turned towards me and said “Dale, just tell us what to do and we will do it!”



The frustration was evident in his voice and on his face. Most of the heads in the room were now turned towards me, many nodding in agreement with their wrought colleague.

My first thought was . . .



# Our Story

**“FINALLY, faculty buy-in!”**

But not exactly the way we would have preferred.



# Our Story

If you were in my shoes at that moment, as someone who oversees assessment of student learning at program, department, or institutional levels, what would be your reaction?



# Our Story

What do you think the liaison's response was to this comment?



You're the content experts, not Dale!



# Our Story

Colleges and universities are often cited by accreditors for not having enough direct evidence that student learning outcomes are being met at the course level.



MIDDLE STATES COMMISSION  
ON HIGHER EDUCATION

In **classroom, it is a matter of documenting that assessment.**

Progress Report  
Monitoring Report  
Supplemental Information  
Warning  
Probation  
Slow Cause

**s lacking in the**



# Our Story

After the meeting we determined that assessment of student learning WAS occurring in the classroom, it was just a matter of documenting it. Hence the creation of the Assessment Annotation.



# Assessment Annotations

Annotation = the act of adding notes or comments to something; to make or furnish critical or explanatory notes or comments.

Based upon a review of the literature and insights gained from the presenter's service on accreditation team visits, the Assessment Annotation electronic form was created.





# Assessment Annotations

An Assessment Annotation is a relatively short and simple electronic form used to document the results of embedded classroom assessment activities. The form not only allows faculty members to document a specific assessment activity and its results, but it also links the assessment to course, program, and higher level outcomes to provide direct evidence of student learning.



# Assessment Annotations

If you are an instructor who wants to use this form for your own benefit, you can create a drop-down menu of all the classes you teach and tie them to the SLOs for each course so, like the program space, when you choose a course, the SLOs for that course will automatically populate.



# Assessment Annotation Form

[How to complete an Assessment Annotation Prezi](#)

[How to complete an Assessment Annotation Video](#) [7 minutes]



# Assessment Annotation Form

Do you think your program or institution might be able to incorporate a similar system for documenting course-level outcomes that feed programmatic outcomes?

From your perspective, do you see any 'issues' with the Assessment Annotations?

What are some ways your program or institution are already documenting course-level and programmatic outcomes?



Any questions or additional thoughts?



Questions  
are  
guaranteed in  
life;  
Answers  
aren't.



Leave your card with me or email me and I will send you a copy of the presentation.

**Dale L. Mort, Ph.D.**

**Assoc. V.P. Institutional Effectiveness**

Lancaster Bible College | Capital Seminary & Graduate School  
[dmort@lbc.edu](mailto:dmort@lbc.edu)

<http://www.lbc.edu/about/institutional-effectiveness/index>



LANCASTER BIBLE COLLEGE



**CAPITAL** SEMINARY AND GRADUATE SCHOOL

