# Learning Assessment Research Consortium (LARC)

## Module: Developing Sustainable Assessment Practices

| **Sub-Module** | **Online Delivery - Details/Notes** | **Face-to-Face Delivery – Details/Notes** | **Resources** |
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| **Introduction** |  | This video is two minutes in length and describes the content within the module. | N/A |
| **What Do Sustainable Assessment Practices Look Like?** | **Warm Up Activity:** Think about assessment activities on your campus, those that have stalled and those that are working well, and answer the questions provided.  **Activity: Identifying Common Hurdles and Key Characteristics of Sustainable Assessment Practices:** After watching the video, refer back to the answer you came up with on your warm up activity and answer the four questions provided.  **Activity: Prospective Hindsight – A Preliminary Step in Assessment Project Management:**  You are being asked to conduct a pre-mortem on your assessment plan in this activity. Review the five common hurdles from the last section and complete the goals of this activity.  **Final Reflection:** Referring back to the activities you have completed in this sub module, answer the questions provided. | **Warm Up Activity:** This activity asks the participants to identify an assessment project or initiative on their campus that has stalled and ones those have been sustained. This activity could be done individually, allowing the participants to think deeply about their perceptions about their campus initiatives.  **Recognizing Hurdles and Sustainability in Assessment Practices (Video):** This video is twenty-five minutes in length; it discusses hurdles and successes in sustaining the assessment process.  **Activity: Identifying Common Hurdles and Key Characteristics of Sustainable Assessment Practices:** For this activity, the participants will refer back to their warm up activity to answer the four questions. Because of the length of the video prior, this may be an opportunity to bring the discussion to the larger group for encourage active participation and active learning.  **Activity: Prospective Hindsight – A Preliminary Step in Assessment Project Management:** The participants are asked to conduct a pre-mortem on their assessment plan; working in small groups and utilizing the five common hurdles from the previous section, have them work through the activity.  **Final Reflection:** There are four individual questions and one large group question in this reflection. | (2)  (3) |
| **How Do You Know if Your Assessment Practices are Sustainable?** | **Warm Up Activity:** In this activity, you are asked to look at programs outside of your own area; feel free to ask colleagues for information you do not have access to if needed. Once you complete the table, answer the five questions provided.  **Activity: Frame Analysis:** Thinking again about programs outside your own area in this activity. Complete the activity worksheet, and again feel free to reach out to colleagues for information if needed.  **Activity: Planning for Initiatives to Support Your Assessment Efforts:** For this activity, you are asked to complete a SWOT (Strengths / Weaknesses / Opportunities / Threats) analysis on your assessment initiatives.  **Final Reflection:**  Thinking about the SWOT you just completed, and the other activities in this section, answer the questions provided. | **Warm Up Activity:** To complete this activity, it is best if you could group participants from different areas of the institution as we are asking they complete a table based on areas outside their own areas of focus. Once the table is completed, they can answer the questions provided in large group discussion.  **Monitoring Assessment Activities and Making Them Part of Everyday Processes (1-5):** These five sections contain a lot of information that is best presented as a lecture and facilitated discussion. Contained in these sections are activity worksheets that should be provided to the participants for their use.  **Activity: Frame Analysis:** As with the warm up activity, this is best completed if you can group the participants from different areas of the institution if possible. If not, you may need to have some resources from your institution available for use.  **Evaluating the Sustainability of You Assessment Processes and the Human Resources From: Support for Assessment (Video):** This video is fourteen minutes in length. After completion of the video, talk about the principles of effective faculty engagement.  **Activity: Planning for Initiatives to Support Your Assessment Efforts:**  In this activity the participants are ask to complete a SWOT analysis for their assessment initiatives. There is an activity worksheet available for use, or you may facilitate a large group discussion using visual media.  **Final Reflection:** After completing the prior activity, have the participants work through these questions. All four questions could be group discussion and you could transition directly from the activity to the reflection in that manner. | (1)  (2)  (3)  (4) |
| **How Do You Plan for Sustainable Assessment Programs and Practices at Your Institution?** | **Warm Up Activity:**  Read the case study that is linked in this section, then answer the questions provided. You may want to print off the case study so you can review it while answering the questions and you will need it for an upcoming activity as well.  **Activity: Analyzing the Sustainability of the Case Study:** There is an activity worksheet that will be needed to complete this activity, and you will need to have the case study available to refer to as well.  **Activity: Applying Principles for Sustainable Assessment:** First, come up with 5 to 10 of the guiding principles for sustainable assessment, then choose the activity that most closely represents your area in your organization.  **Final Reflection:** For this final reflection, take a moment to look back through the activities you completed in this section, and answer the questions provided. | **Warm Up Activity:** There is a link to a four-page case study in this section that needs to be given to the participants to complete this activity. Once they have read the case study, have them answer the questions provided.  **Activity: Analyzing the Sustainability of the Case Study:** There is an activity worksheet that will be needed to complete this activity, and the participants will need to have the case study available to refer to as well.  **Efforts to Create Sustainable Assessment Practices (Video):** This video is seventeen minutes long and takes about the experiences of different faculty members and administrators in their efforts to create sustainable assessment practices.  **Activity: Applying Principles for Sustainable Assessment:** This activity has two parts, the first asks them to identify 5 to 10 guiding principles for sustainable assessment (could be done with the large group after students come up with their own individually, but the participants will need these for the conclusion reflection, so they should write them down), the second asks that they pick one of three activity choices. You may break the participants into groups, the make-up of which should be determined by your participants’ areas. If you do not have people that could complete all activities, you could ask them to ‘assume the role’ as well.  **Final Reflection:** This reflection can be completed in small groups followed by a facilitated discussion of the topics. | (2) |
| **Conclusion and Resources** | **Summary of Key Points:** It is recommended that you print off this page and save it for future use.  **Reflection:** Refer back to the 5 to 10 guiding principles and answer the questions provided. | **Summary of Key Points:** This is a good handout to give to the participants for future use.  **Reflection:** Refer back to the 5 to 10 guiding principles and answer the questions provided. |  |

**References:**

1. Boldman, L., & Feal, T. (2013). *Reframing organizations: Artistry, choice & leadership.* (5th ed.). San Francisco, CA: Jossey-Bass.
2. Maki, P.L. (2010). *Assessing for learning: Building a sustainable commitment across the institution.* (2nd ed.). Sterling, VA: Stylus.
3. Sanaghan, P. (2009). *Collaborative strategic planning in higher education.* Washington D.C.: NACUBO
4. Wergin, J. (2002). *Departments that work: Building and sustaining cultures of excellence in academic programs.* San Francisco: Jossey-Bass.