Fairmont State University – 2026 Spring Professional Development
ACADEMIC ASSESSMENT COUNCIL

ASSESSMENT 1101

Basic Principles and Practices
of Student Learning Assessment

Dr. Deb Hemler, Interim Dean, College of Science & Technology
Dr. Andreas Baur, Professor of Chemistry
Dr. Marcie Raol, Assistant Professor of Education/CAEP Coordinator
Kellie Cole, Associate Professor of Architecture

May 12, 2026

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PRESENTATION GOALS

Define: Principles / Assessment Philosophy

Discuss: Define, Align, Gather, Analyze, and Improve Learning Outcomes

Offer: Resources

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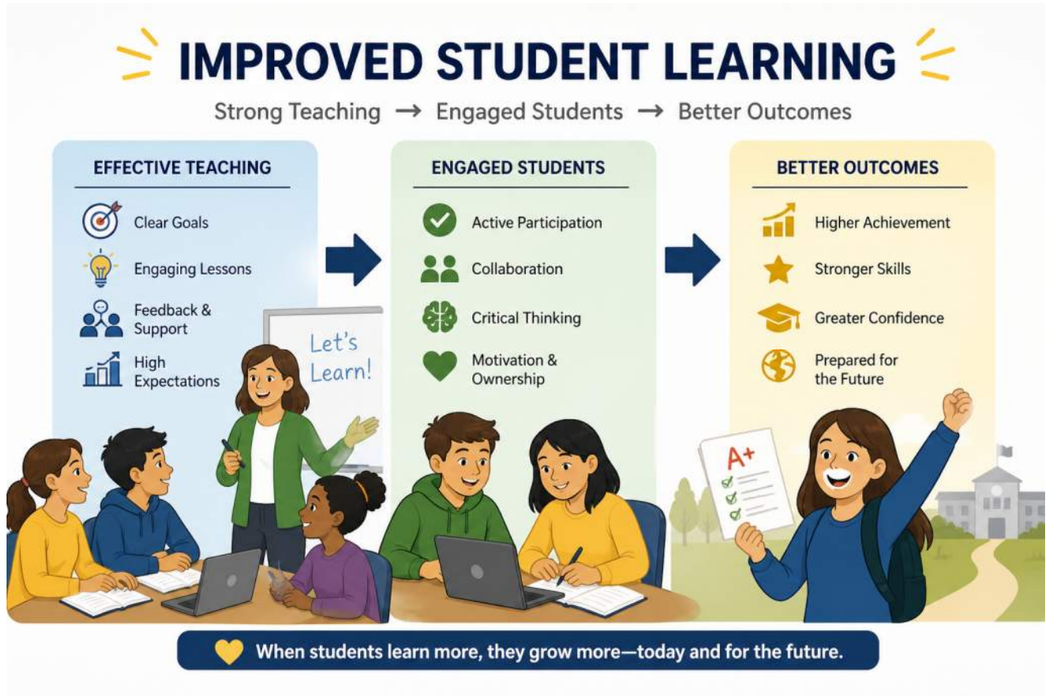
What Assessment Isn't!!

This is NOT Compliance-Only Assessment

- This is NOT hoop-jumping
- This is NOT just to satisfy an accreditor

What Assessment Is:

- Assessment Exists to Improve Student Learning
- Student Learning is the Central Focus



What Assessment Is:

- Faculty Lead Academic Quality
- Decisions are Anchored in Evidence

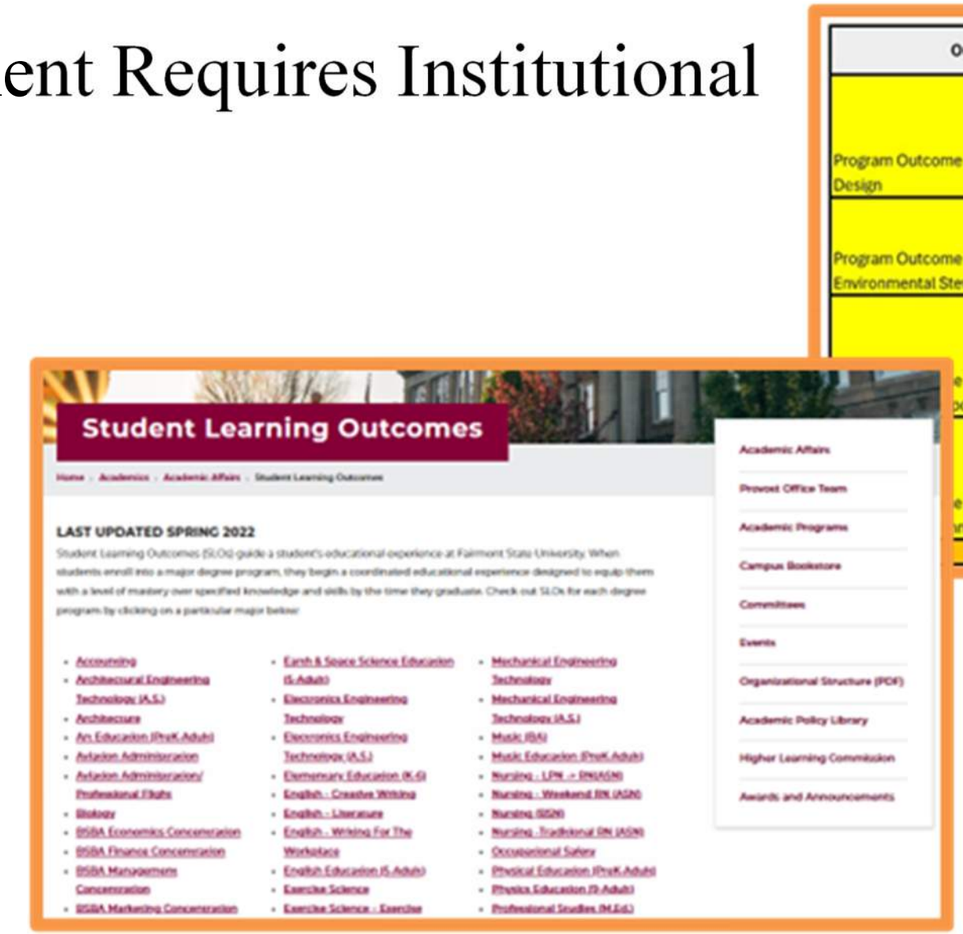
What Assessment Is:

- Assessment is Transparent and Shared

- Assessment is Sustainable

What Assessment Is:

- Assessment Requires Institutional Support



Outcome	Participating Area	Outcome Assesment Cycle	Obsolete/Curr
Program Outcome 1: NAAB Shared Value - Design	Architecture	2025-2026 Implementation	Obsolete
Program Outcome 2: NAAB Shared Value - Environmental Stewardship	Architecture	2025-2026 Implementation	Obsolete
e 3: NAAB Shared Value - ponsibility	Architecture	2025-2026 Implementation	Obsolete
e 4: NAAB Shared Value - novation	Architecture	2025-2026 Implementation	Obsolete
		2024-2025 Impidmentation (no data)	

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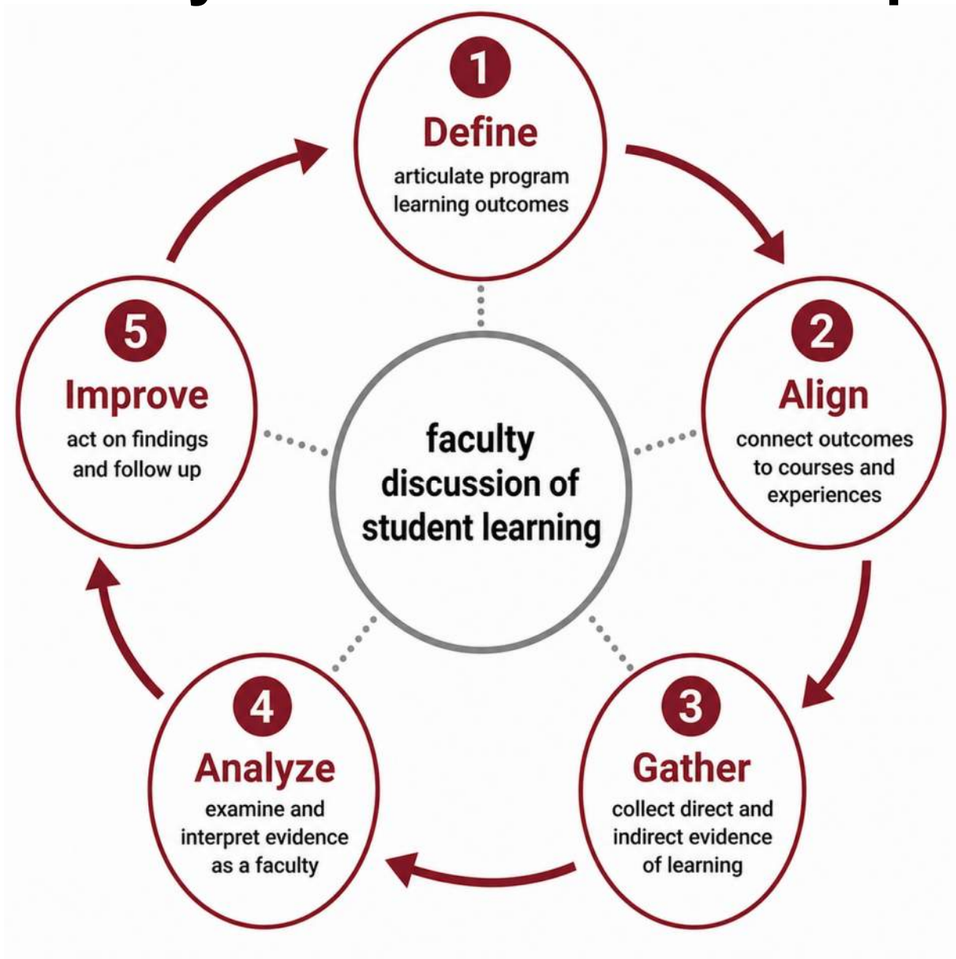
Fairmont State Assessment Philosophy-
7 Principles

1. Assessment Exists to Improve Student Learning
2. Faculty Lead Academic Quality
3. Student Learning is the Central Focus
4. Decisions are Anchored in Evidence
5. Assessment is Transparent and Shared
6. Assessment is Sustainable
7. Assessment Requires Institutional Support

Assessment Cycle for Continuous Improvement

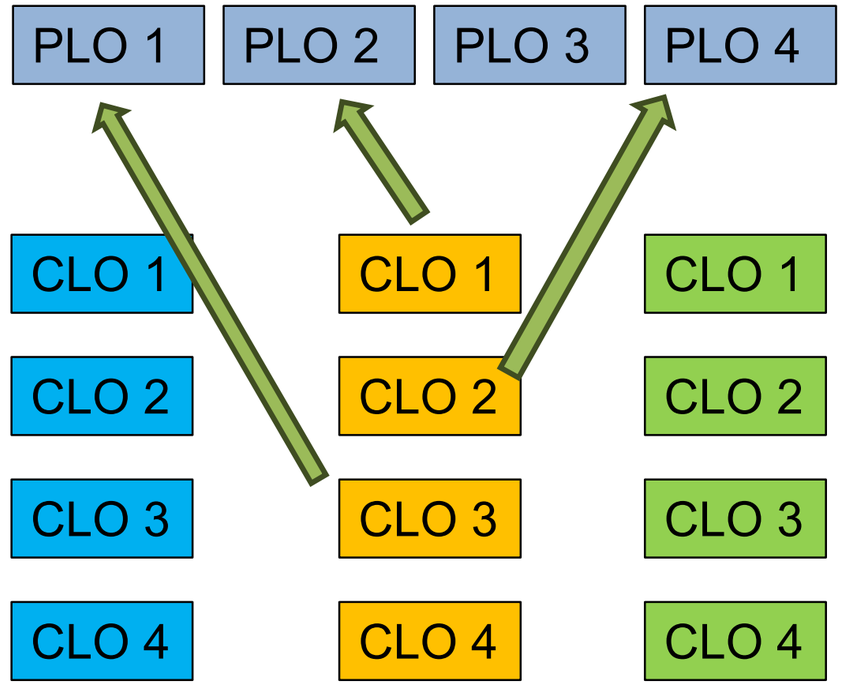


“Students will ….”
Writing Student Learning Outcomes

- Program Learning Outcomes (PLOs)
  - Most important student achievements
  - ~ 4 to 6 outcomes

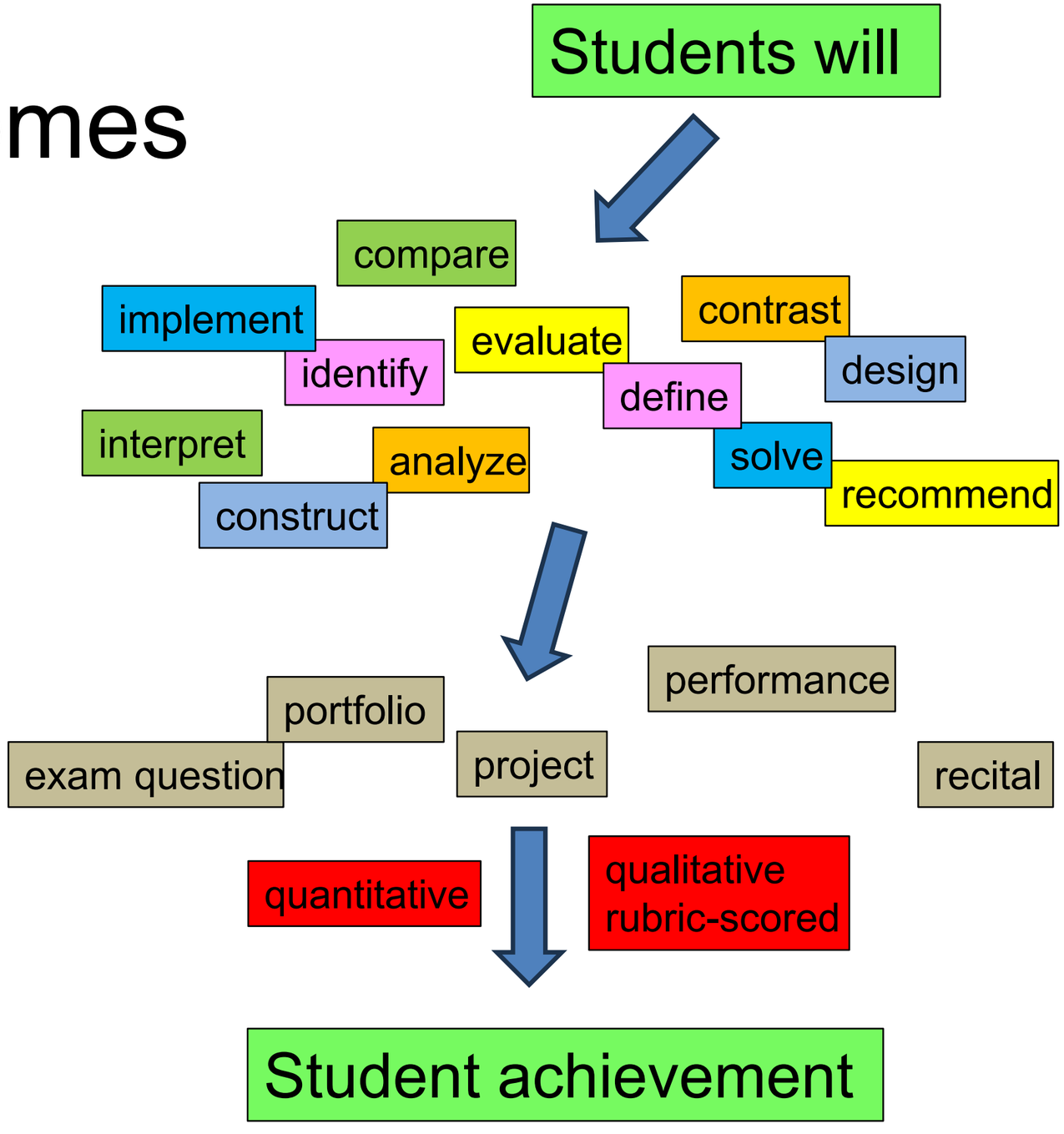
- Course Learning Outcomes (CLOs)
  - Contribute to PLOs
  - Curriculum maps

- Defined by Program Faculty
  - Transparency
  - Discussion
  - Revisions



Strong Learning Outcomes

- Specific
- Measurable
- Active
- Student-centered
- Simple
- Realistic



Weak Learning Outcomes

Students will understand molecular orbital theory.

Students will apply molecular orbital theory to explain bonding in transition metal complexes.

Students will know the descriptive chemistry of main group elements.

Students will explain experimental data using the descriptive chemistry of main group elements.

Students will be scientifically competent.

Students will apply scientific knowledge and skills to solving problems.

Students will conduct independently a novel chemistry research project.

Students will engage in a chemistry research project.

The chemistry curriculum teaches the scientific process and its limitations.

If a Simple Formula Helps

Students will + action verb + learning to be demonstrated + context, if needed

Students will	apply	molecular orbital theory to explain bonding in transition metal complexes.

Students will	explain	experimental data using the chemistry of main group elements.

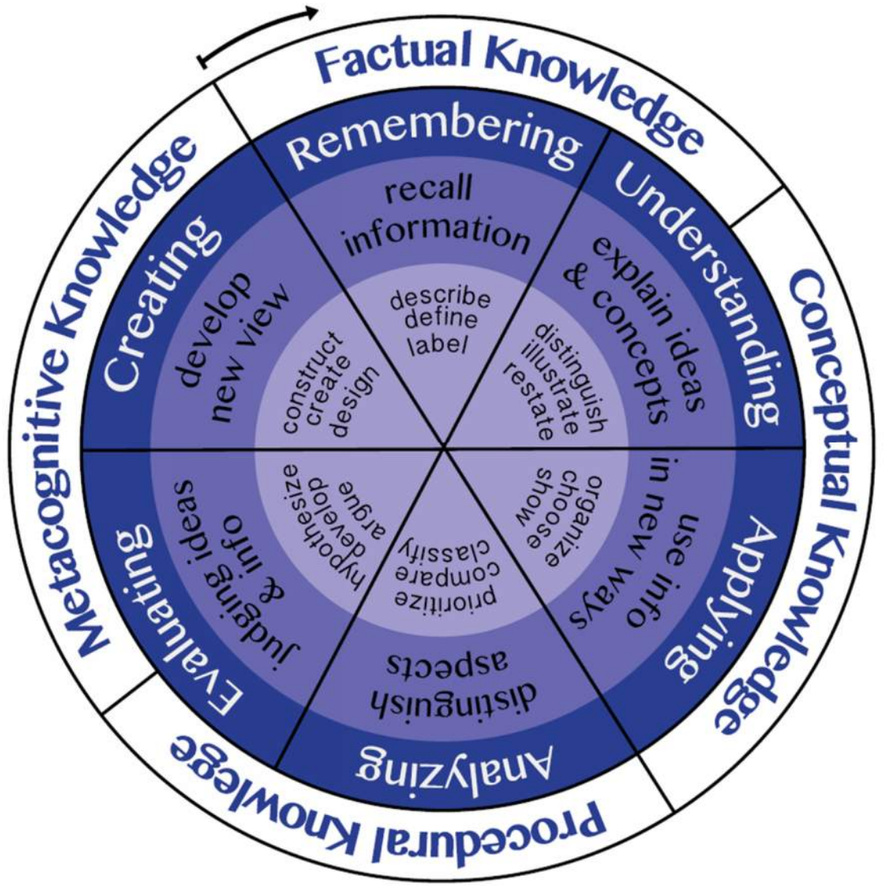
→ Bloom's Taxonomy

Bloom's Three Domains of Learning

- Hierarchies
- Action verbs

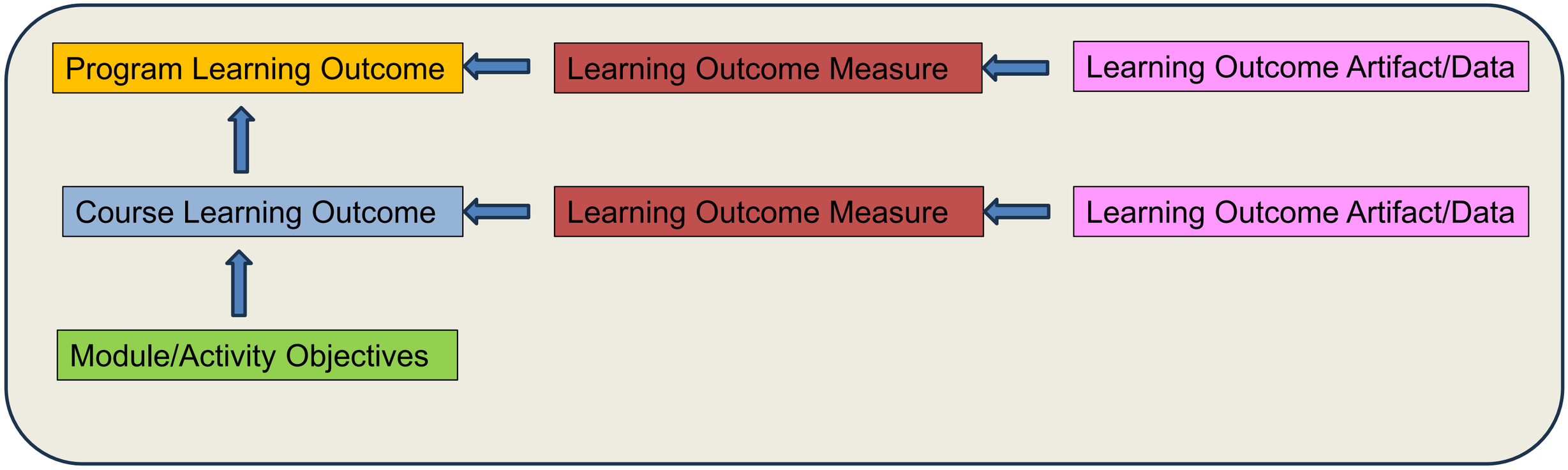
Cognitive	Affective	Psychomotor
knowing thinking	values attitudes	physical skills embodied performance
Students will explain technical terms in the realm of molecular orbital theory.	Students will engage ethically with research participants.	Students will be able to perform a fractional distillation.

The Cognitive Domain



Level	Verbs & Sample Objectives	Discussion Questions
Remember Be able to recall information such as dates, events, places, ideas, definitions, formulas, and theories.	Arrange, Define, Describe, Detail, Draw, Duplicate, Identify, Indicate, Inventory, Label, List, Locate, Match, Name, Outline, Pick, Point, Pronounce, Quote, Recall, Recite, Recognize, Record, Relate, Repeat, Reproduce, Restate, State, Underline • Label the parts of the heart. • Outline the steps in the writing process. • Recite the Gettysburg Address.	• Who was…? • What is…? • When was…?

Alignment of Learning Outcomes – In 2D!

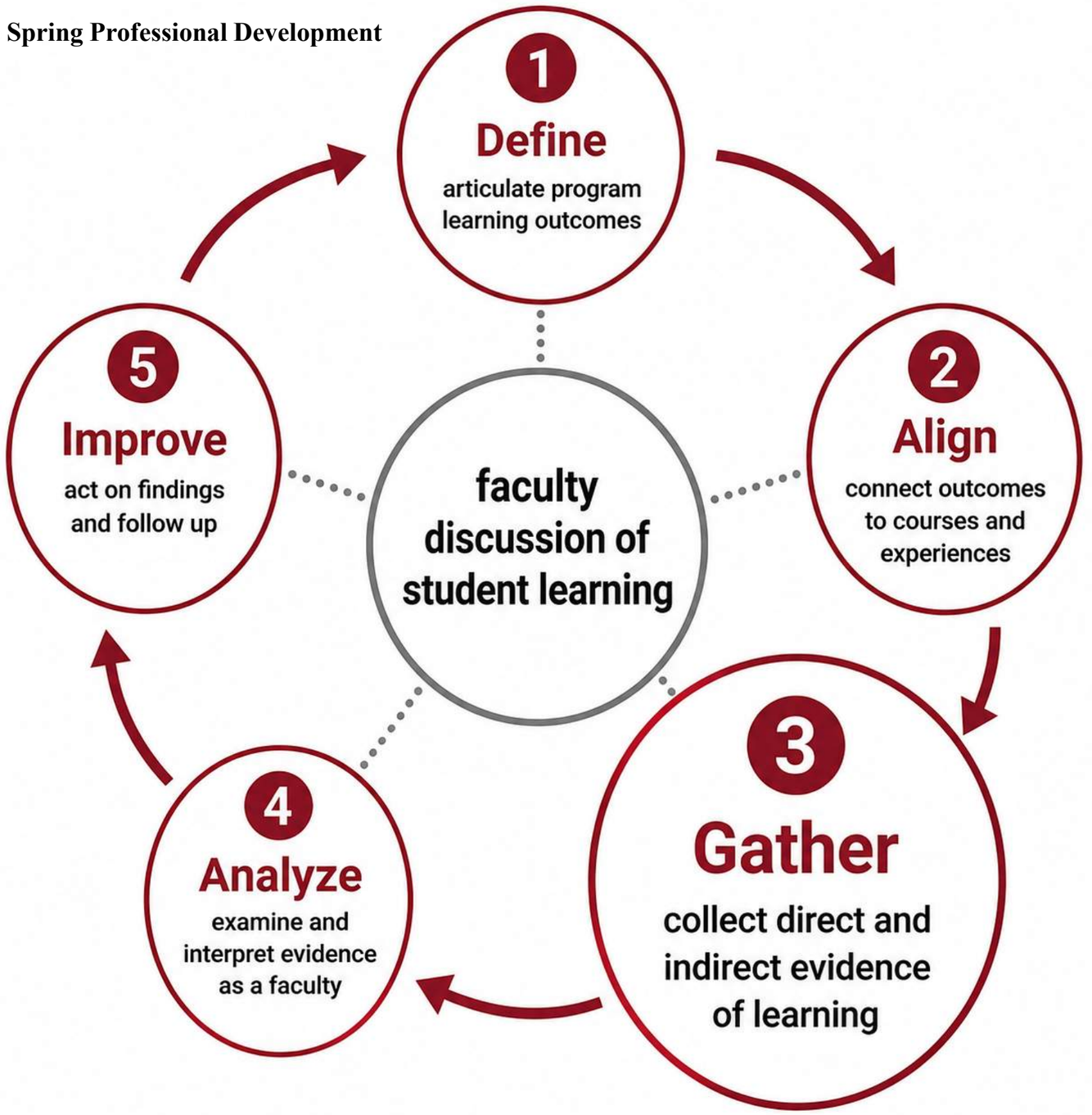


Students will explain experimental data using the descriptive chemistry of main group elements.

Laboratory report score.

Rubric score applied to the explanation section of the laboratory report.

Laboratory report on qualitative testing of an unknown sample.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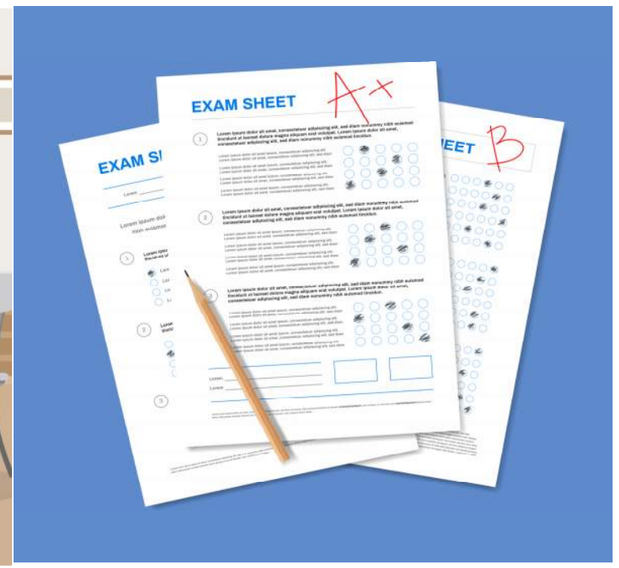
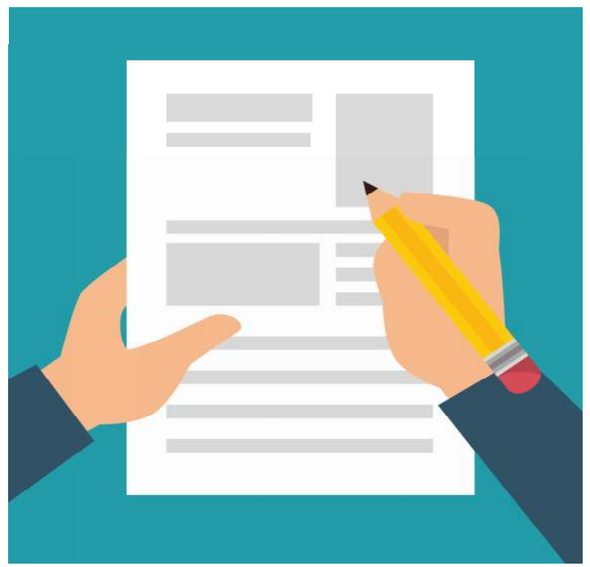
Direct Evidence:

Evidence based on student work or performance that demonstrates what students know or can do.

Example sources include papers, exams, projects, presentations, portfolios, performances, clinical evaluations, licensure results, and scored demonstrations.

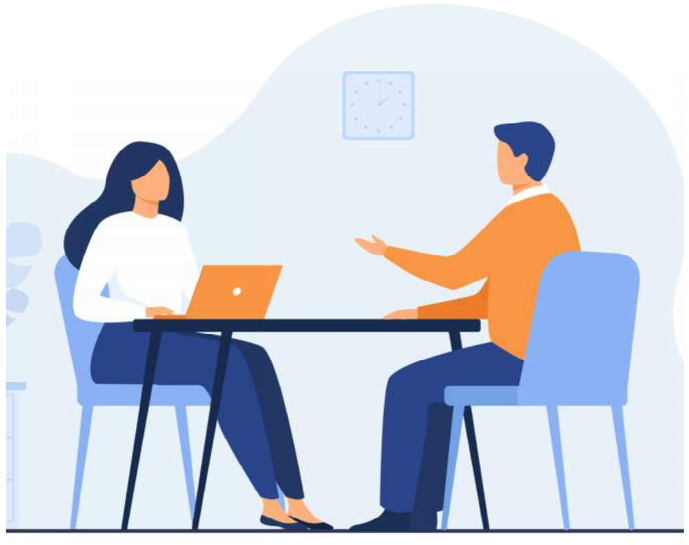


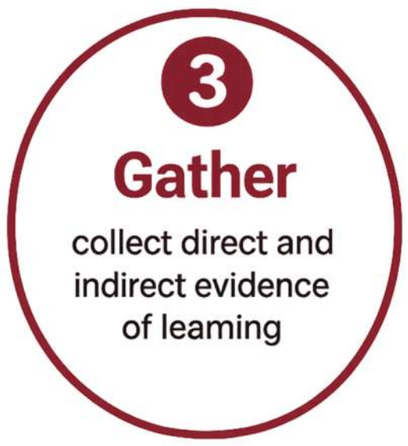


Indirect Evidence:

Evidence based on perceptions, experiences, reflections, or other proxies for learning rather than direct demonstration of learning.

Example sources include student surveys, alumni surveys, employer feedback, exit interviews, course evaluations, and focus groups.





Quality Evidence:

Evidence produces actionable data that demonstrates whether learners mastered expected knowledge, skills, or behaviors.

Maps directly to the defined outcome

Accurately assesses what it claims to measure (validity)

Produces consistent results over time across different raters (reliability)

Considers multiple measures

Multiple Measures

Candidate Pedagogical Knowledge

Pedagogy Courses GPA

PRAXIS Principles of Learning and Teaching Exam Scores

Lesson Plan Rubric Scores

AB Clinical Observation Tool Rubric Scores

WV TPA Total Scores

WV TPA Task 2: Standards and Goals (All Measures in Category)

WV TPA Task 3: Assessment Plan (All Measures in Category)

WV TPA Task 4: Design for Instruction (All Measures in Category)

Dispositions: Appropriately Interacting with P-12 Learners in the Setting

Senior Portfolio: Aligned to InTASC Standards 6-8

Data can be collected to show growth over time.

Data can be collected to demonstrate competency at completion.

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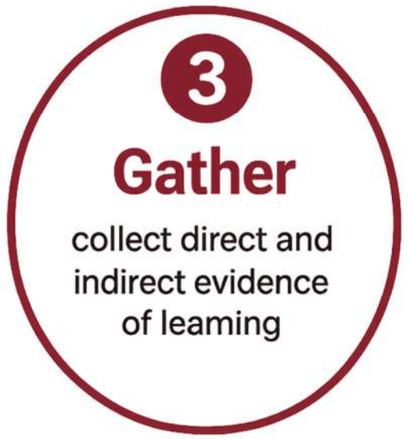
GATHER – Growth Over Time



	Advanced (3)	Proficient (2)	Developing (1)	Below Standard (0)
Uses knowledge of students to meet needs **Standard 1** Learner Development InTASC 1; CAEP 1.1	Uses data about students and their development to adjust teaching and build on student strengths resulting in student learning.	Uses data about students and their development to adjust teaching.	Collects data about students and their development but does not adjust teaching.	Lacks evidence of data collection and use related to students and their development.

The Missing Step: Organizing the Data

Criterion 1 Standard 1: Learner Development and Individual Learning Differences Element 1.1: Understanding of Language, Culture, and Family Background.	Criterion 2 Standard 1: Learner Development and Individual Learning Differences Element 1.2: Understanding of Exceptionalities and Human Development	Criterion 3 Standard 2: Learning Environments Element 2.1: Safe, inclusive, and Culturally Responsive Learning Environments	Criterion 4 Standard 2: Learning Environments Element 2.2: Motivational and Instructional Interventions	Criterion 5 Standard 2: Learning Environments Element 2.3: Crisis Intervention	Criterion 6 Standard 3: Curricular Content Knowledge Element 3.1: Subject-matter Content Knowledge and Pedagogy to Individualize Learning	Criterion 7 Standard 3: Curricular Content Knowledge Element 3.2: Individualized Learning across Curricular Content Areas	Criterion 8 Standard 3: Curricular Content Knowledge Element 3.3: Designing Appropriate Accommodations and Modifications	Criterion 9 Standard 4: Assessment Element 4.1: Use of Technically Sound Formal and Informal Assessments	Criterion 10 Standard 4: Assessment Element 4.2: Use of Assessment Results to Guide Educational Decisions	Criterion 11 Standard 4: Assessment Element 4.3: Collaboration with Colleagues and Families to Make Decisions Using Assessment Information	Criterion 12 Standard 4: Assessment Element 4.4: Use of Feedback to Work toward Quality Learning and Performance	Criterion 13 Standard 5: Instructional Planning and Strategies Element 5.1: Understanding of Individual Needs in the Development of Learning Experiences for Individual with Exceptionalities	Criterion 14 Standard 5: Instructional Planning and Strategies Element 5.2: Use of Technologies to Support Instructional Assessment, Planning, and Delivery for Individuals with Exceptionalities	Criterion 15 Standard 5: Instructional Planning and Strategies Element 5.3: Communication Systems and Assistive Technologies to Support Communication and	Criterion 16 Standard 5: Instructional Planning and Strategies Element 5.4: Use of Strategies to Enhance Language Development and Communication Skills	Criterion 17 Standard 5: Instructional Planning and Strategies Element 5.6: Teaching to Mastery and Generalization of Learning	Criterion 18 Standard 5: Instructional Planning and Strategies Element 5.7: Teaching Cross-disciplinary Knowledge and Skills	Criterion 19 Standard 6: Professional Learning and Ethical Practice Element 6.1: Use of Ethical Principles and Professional Practice	Criterion 20 Standard 6: Professional Learning and Ethical Practice Element 6.2: Foundational Knowledge and Current Issues
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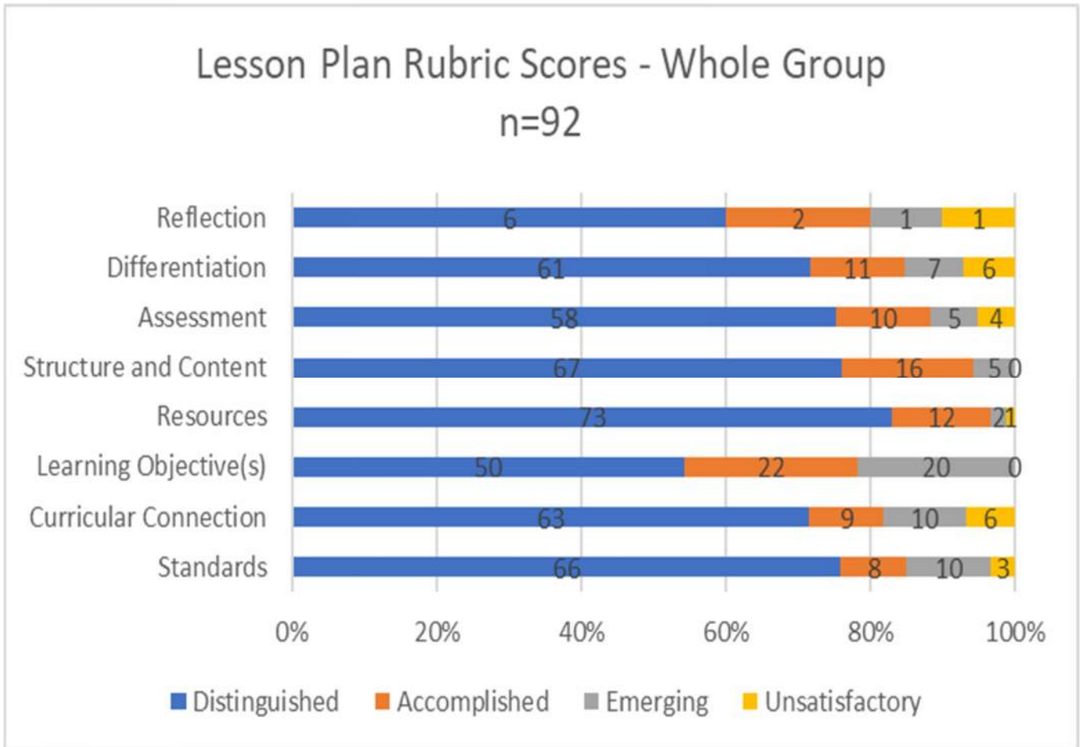
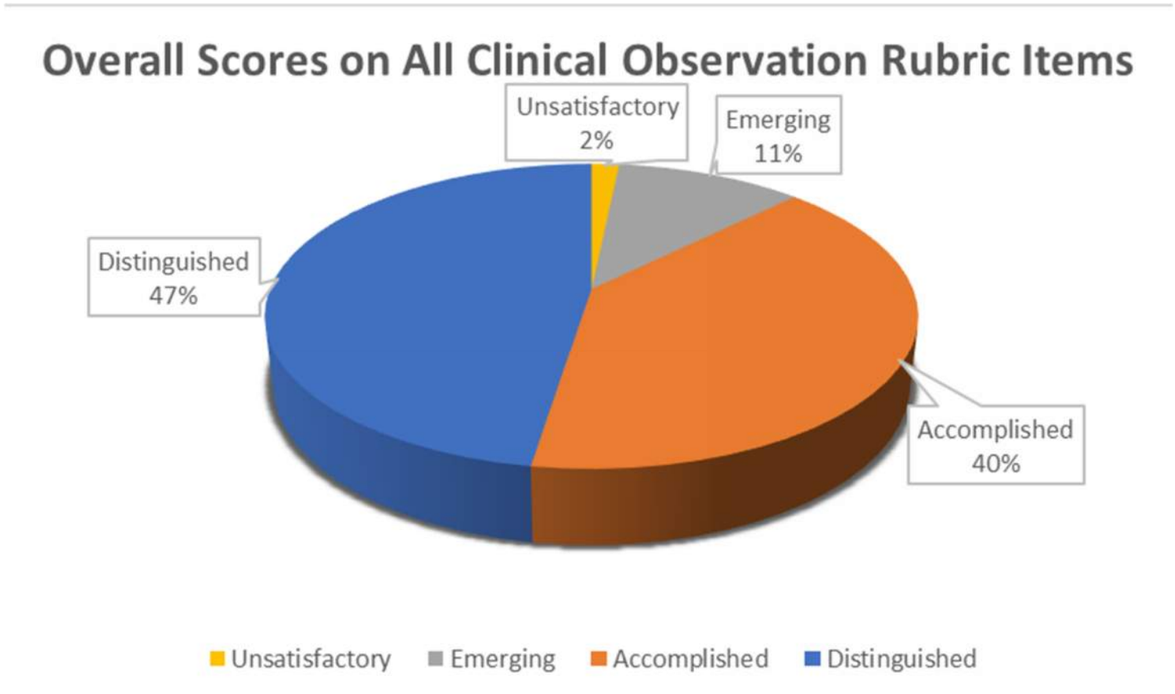
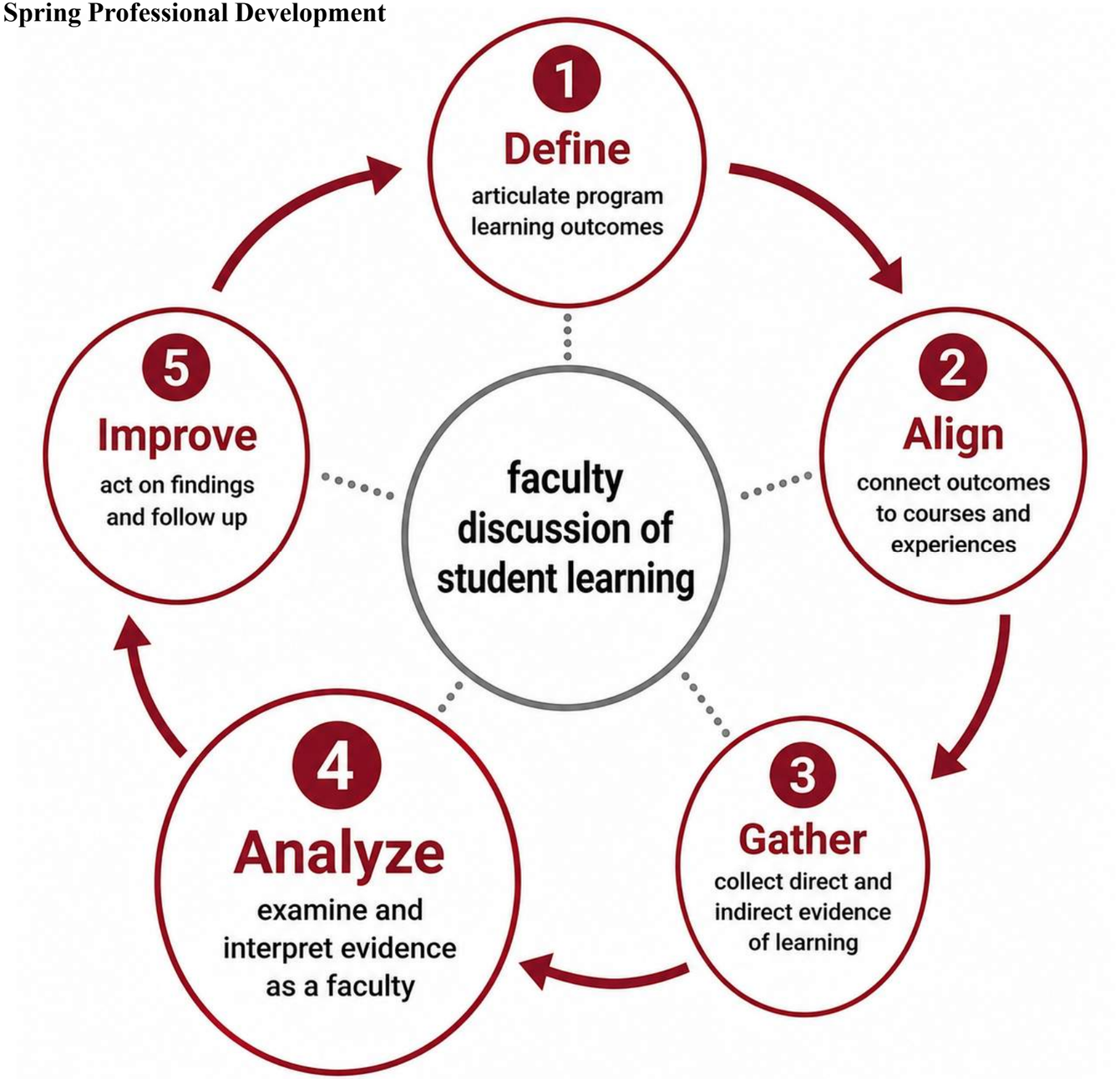
The Missing Step: Organizing the Data





		Fall 2023						Spring 2024						Fall 2024						Summary	
Criteria	Program	n	4	3	2	1	Avg	n	4	3	2	1	Avg	n	4	3	2	1	Avg	N	Avg
Task 5: Questioning Strategies	Non-White	0						0						0						0	
	White	20	2	7	11	0	2.55	22	4	11	7	0	2.86	19	3	7	9	0	2.68	61	2.7
	Male	4	0	1	3	0	2.25	4	2	1	1	0	3.25	6	0	3	3	0	2.5	14	2.64
	Female	16	2	6	8	0	2.63	18	2	10	6	0	2.78	13	3	4	6	0	2.77	47	2.72
	Pell Eligible	9	1	3	5	0	2.56	6	2	3	1	0	3.17	7	0	2	5	0	2.29	22	2.64
	Non-Pell Eligible	11	1	4	6	0	2.55	16	2	8	6	0	2.75	12	3	5	4	0	2.92	39	2.74
	Veteran	0						0						0						0	
	Non-Veteran	20	2	7	11	0	2.55	22	4	11	7	0	2.86	19	3	7	9	0	2.68	61	2.7
	First Generation	3	0	1	2	0	2.33	9	3	5	1	0	3.22	5	1	1	3	0	2.6	17	2.88
	Non-First Generation	17	2	6	9	0	2.59	13	1	6	6	0	2.62	12	2	4	6	0	2.67	42	2.62
	All Scores:	20	2	7	11	0	2.55	22	4	11	7	0	2.86	19	19	3	7	0	2.68	61	2.7

		Fall 2023						Spring 2024						Fall 2024						Spring 2025					
Criteria	Program	n	4	3	2	1	Avg	n	4	3	2	1	Avg	n	4	3	2	1	Avg	n	4	3	2	1	Avg
Task 4: Differentiated Instruction	Art Education	0						0						0						0					
	MAT Art Education	0						0						1	0	1	0	0	3	0					
	Elementary Education	8	0	2	6	0	2.25	14	1	9	4	0	2.79	6	1	1	4	0	2.5	14	1	5	8	0	2.5
	English Education	6	0	1	5	0	2.17	5	0	2	3	0	2.4	2	0	1	1	0	2.5	1	0	0	1	0	2
	MAT English Education	0						0						1	0	1	0	0	3	0					
	Math Education	0						0						0						1	1	0	0	0	4
	Music Education	1	0	0	1	0	2	0						1	0	0	1	0	2	0					
	Physical Education	3	0	1	2	0	2.33	1	0	1	0	0	3	1	0	0	1	0	2	2	0	1	1	0	2.5
	Science Education	0						0						0						1	0	0	1	0	2
	MAT Science Education	0						0						1	0	1	0	0	3	0					
	Social Studies Education	2	0	0	2	0	2	2	0	0	2	0	2	1	0	0	1	0	2	4	0	0	4	0	2
	Spanish Education	0						0						0						1	0	1	0	0	3
	Special Education	0						0						5	4	1	0	0	3.8	8	0	2	6	0	2.3
	All Programs:	20	0	4	16	0	2.2	22	1	12	9	0	2.64	19	5	6	8	0	2.84	32	2	9	21	0	2.4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articulate program learning outcomes
2
Align
connect outcomes to courses and experiences
3
Gather
collect direct and indirect evidence of learning
4
Analyze
examine and interpret evidence as a faculty
5
Improve
act on findings and follow up
faculty discussion of student learning

Questions to Consider:

Are learners meeting established benchmarks?

What strengths should be celebrated?

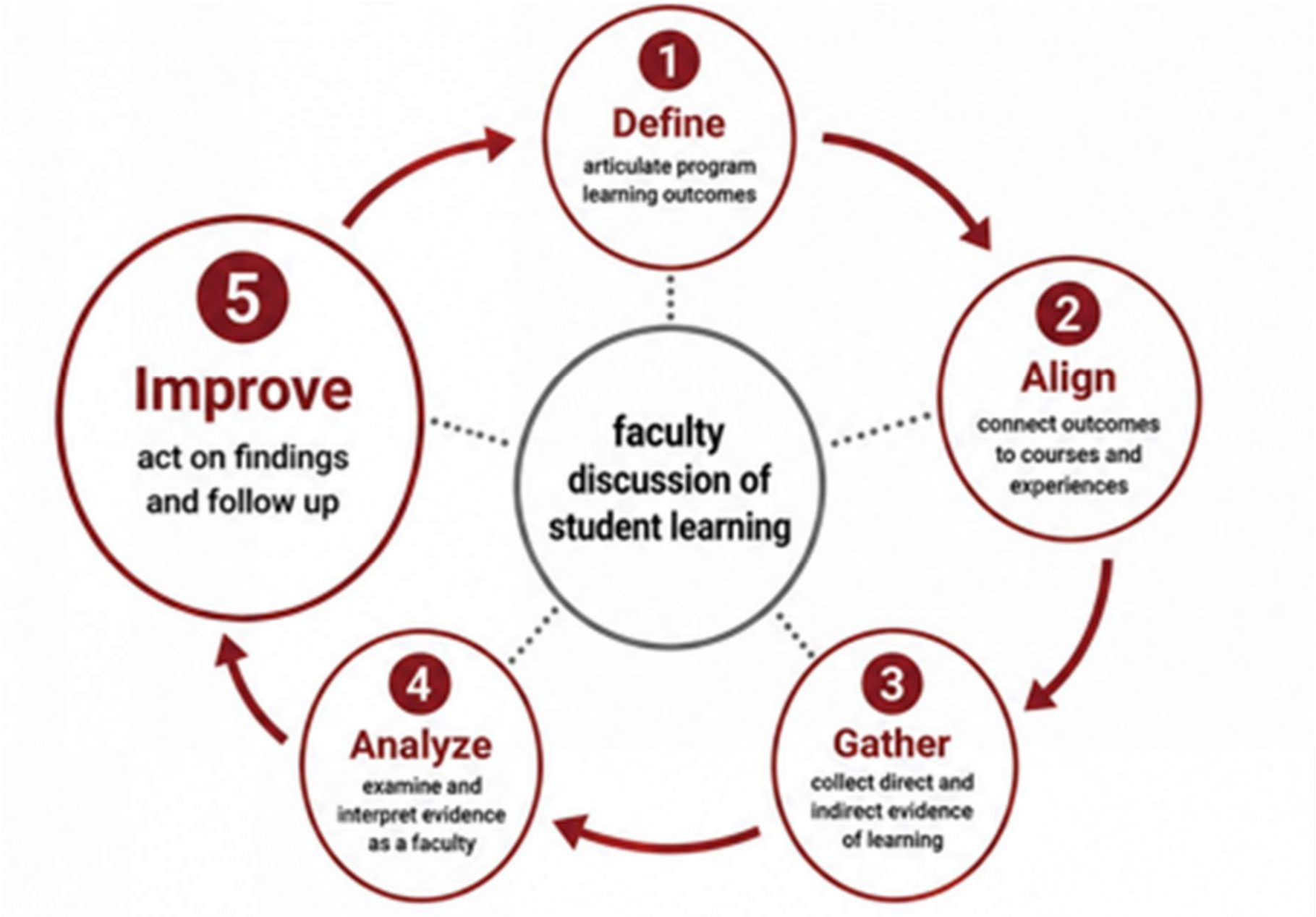
What weaknesses can be identified?

Are there trends in the data?

Does data show evidence of improvements based on changes made?

SWOT Analysis:

Strengths (internal), Weaknesses (internal), Opportunities (external), Threats (external)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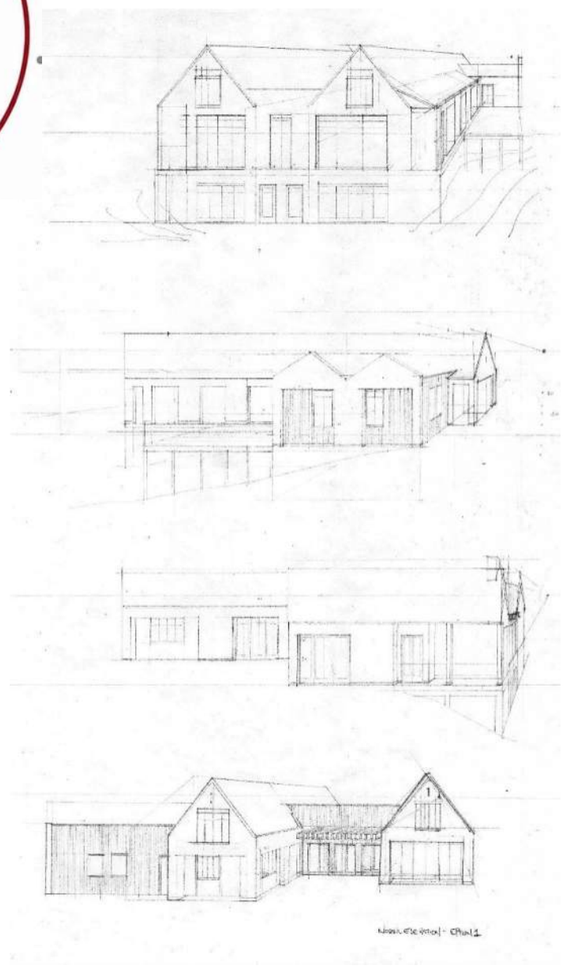
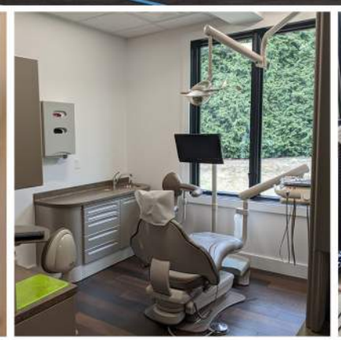
FIFTH STAGE OF STUDENT LEARNING ASSESSMENT

IMPROVE

TURN THIS …



INTO THIS



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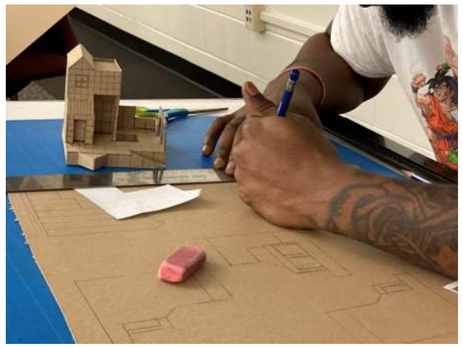
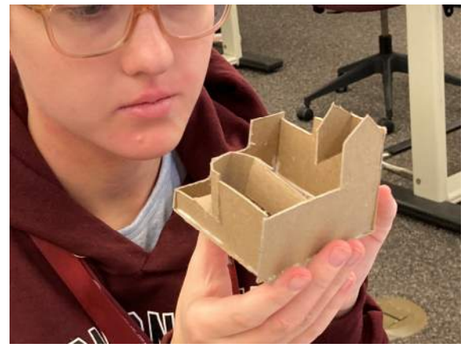
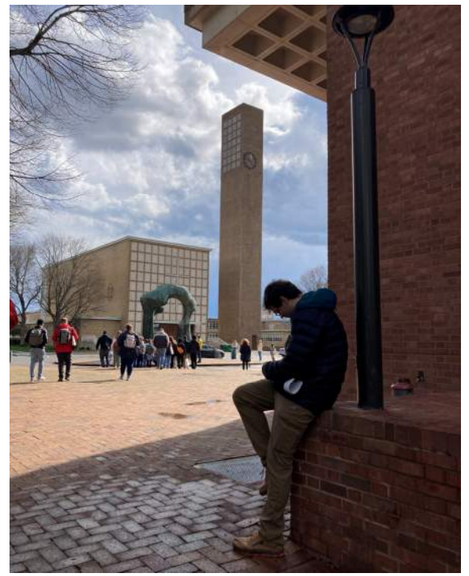
FIFTH STAGE OF STUDENT LEARNING ASSESSMENT

IMPROVE – Roundtable Discussion







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FIFTH STAGE OF STUDENT LEARNING ASSESSMENT

IMPROVE – Roundtable Discussion

May 12, 2026

FIFTH STAGE OF STUDENT LEARNING ASSESSMENT

IMPROVE – Alterations through Narrative Exercise

FAIRMONT STATE UNIVERSITY
Department of Architecture, Art & Design

October 15, 2024

Re: Reflections on Collaborations to Alter Course Projects

In the fall of 2023, seventeen students in the Design III: Site course participated in a two-hour management charette to decide how to build a site model as a class. Using a project management tool, students first determined a personal directive and then immediately categorized their directive with those in the class. Natural leadership evolved, and students paired with like-minded classmates to complete parts of the project. In-class surveys dedicated to this project, eight of seventeen returned, helped refine the 2024 project statement and delivery.

The descriptions below describe the results of the 2023 and 2024 course semesters, how alterations were made to the 2024 course based on 2023 surveys, and future changes to occur in the 2025 fall course offering.

Design III: Site | Fall 2023

The teams developed were as follows:
Measurements / Dimensions Team
Leadership / Revit File Management Team
Topography / Site, including Roads and Bridges
Buildings
(Based on how the work was completed in these teams I merged Measurements with Leadership, and created the Roads and Bridges Team as separate from the Site Base.)

Survey Results: Only eight of seventeen students completed the survey. Based on these surveys, the project was changed so that the "Buildings" group was not in charge of all site measurements in 2024, but the "Leadership" team organized them with each of the three other groups. The Leadership team in 2024 provided a review comparison of measurements between all groups, but there were still mutterings of incorrect scales that needed to be adjusted as all pieces came together.

Students suggested choosing groups based on what they were good at, not what they would prefer to do. I let them choose which section they would prefer and did not break down the tasks to be what they were good out. See below where this was echoed in the 2024 surveys. It is something I will consider as part of the 2025 semester project. In contrast to these comments, one person suggests

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Department of Architecture, Art & Design

that different personal interests be part of different groups to offer various perspectives. One student suggested choosing teams based on personality tests. One person in 2023 suggested pairing people who work best together in groups, then deciding on a portion of the model. However, I decided that students are most motivated when they can choose the work they engage in. Choosing partners then choosing a section of the model, I thought, would result in strong and weak teams.

Students spoke about the importance of communication and that the groups needed to talk about the scale more often. Two students noted that there was a need for an inner-group meeting to make sure individuals did not get intensely focused on one thing instead of the whole. In 2024, I conducted two additional entire-class meetings to discuss milestones and the progress of the model to make time for all parties to speak up and continue to be clear about their roles. The Leadership team of 2024 coordinated well as a group, and ended up being part of each of the other three teams. The Leadership group of 2024 reported that some other Teams did not think of the project holistically, which could have helped. The process in 2024 seemed smoother. Some students in 2024, though, still felt they were completing components as a singular effort. One person admitted that probably only 10 of the 19 students were truly engaged in the group project.

Students reported not understanding what the project was, the physical site model to be completed as a group. Showing the Pittsburgh Site Model 2023 example as part of the project delivery in 2024 made this very clear. No one mentioned misunderstanding the project in 2024.

The "Measurement / Dimensions" team reported that they would have been more productive if they had something more to do. In 2024 I combined this team's goals with the Leadership Team's requirements. In 2023 , the Topography / Site group felt they waited on the measurement team for too long. Placing the measuring requirements on each team to be confirmed by the Leadership team in 2024 helped this issue.

Ideas for better communication in 2023 were that they could have understood classmate's schedules prior to the start of the project. Being more responsive in the group chat would have helped.

See the site model images at the close to compare the quality improvements made in the 2024 fall semester.

Design III: Site | Fall 2024
I gave a project assignment and lectured on describing the site model the 19-person class would complete together. The class had over two weeks to complete the model. I based the model-making groups on decisions from the management-charette session student decided in previous 2023 course. Making the survey count as part of the final grade improved the return rate with sixteen of the nineteen responding. The four groups and students in each group are below:

Leadership: In charge of overall measurements and keeping all other groups on task with milestones.

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Department of Architecture, Art & Design

Site Base: Develop the site base, including topographic elevations, building pad sites, and Wills Creek.

Bridge and Roads:

Buildings:

Students who submitted surveys listed the following groups, which do not align with the above descriptions, suggesting that some people worked in various groups. In t ase, the leadership group was absorbed into the Site Base, t to the Buildings group, while ' was not mentioned in any survey. The Bridges and Roads team gave out the lowest scores in collaboration, 4.5, 6, and 8, compared to all 10s with the Buildings group.

all cited one another and gave the group effort at 10. These students received a high score based on the rubric below.

Model Rubric:

75-80p (11 Students)
- Your efforts were recognized positively by your model-making group. Your groups consistently reported working well together. The overall model was excellent.

73p (5 Students)
- You provided complementary and necessary work to complete your portion of the model. The overall model was excellent.

70p (3 Students)
- Student did not submit a survey. The overall model was excellent.

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2024 Survey observations based on the 16 surveys completed are as follows:
All Building team members stated that they were organized and in control of specific parts and material selections before starting, which helped make their effort successful.

Two students noted that clarification of site boundaries and the number of things students were expected to build would have been helpful.

Various comments related to better partnering in the four groups were:
- Basing groups on interests was the best way.
- Four students suggested that the Leadership team should be voted, while other teams should b based on interests, as it was organized.
- Three persons suggested that basing teams on experiences such as model-making know-how, ACad or Revit knowledge, and Laser cutter knowledge could have helped.
- One student suggested that I define who would be in charge of ACad and laser cutter efforts.
- Four students suggested that defining better roles of the Base Site, Leadership, Buildings and Roads/Bridges and giving more descriptions of what each group should do would have been helpful in selecting a group.
- **I did not ask if any of you would have preferred to be in another group but I will add that to the survey next year.**
- One student suggested the value of shadowing other groups.

Outlying suggestions were:
- Draw straws for partners
- Choose the 4-5 person team you want to work with first, then pick a model component.

Three students mentioned that my introduction of three collaborative projects at once; the parking, the model and Phase 1 presentations, were too many group projects to deliver at once.
Some students felt not all people in the class truly contributed to the model. Can this be narrowed down to a specific ten in your mind? Leadership and the Site Base teams noted needing additional help.
To address the comment some students made about too many people working on the group project, what do you think about making two models? Each one at around a 30" square when built but at two different scales; 1:40 and 1:20?
Leadership team members acknowledged the value of dictating milestones and tasks. Students commented on the benefits of discussing ideas as a group and that brainstorming in the group chat was helpful.
One person noted the value of correct measurements and the lack of a good survey or Revit model.
One person values the model-making project for their resume to emphasize collaborative and management strengths.

These comments and suggestions will assist me in making changes to the 2025 collaborative model project.

End of Document

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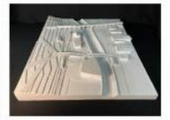
Department of Architecture, Art & Design



Design III: Site – Fall 2023

Design III: Site – Fall 2024

May 12, 2026

FIFTH STAGE OF STUDENT LEARNING ASSESSMENT

IMPROVE – Alterations through Narrative Exercise

FAIRMONT STATE UNIVERSITY
Department of Architecture, Art & Design

October 15, 2024

Re: Reflections on Collaborations to Alter Course Projects

In the fall of 2023, seventeen students in the Design III: Site course participated in a two-hour management charette to decide how to build a site model as a class. Using a project management tool, students first determined a personal directive and then immediately categorized their directive with those in the class. Natural leadership evolved, and students paired with like-minded classmates to complete parts of the project. In-class surveys dedicated to this project, eight of seventeen returned, helped refine the 2024 project statement and delivery.

The descriptions below describe the results of the 2023 and 2024 course semesters, how alterations were made to the 2024 course based on 2023 surveys, and future changes to occur in the 2025 fall course offering.

Design III: Site | Fall 2023

The teams developed were as follows:
Measurements / Dimensions Team
Leadership / Revit File Management Team
Topography / Site, including Roads and Bridges
Buildings
(Based on how the work was completed in these teams I merged Measurements with Leadership, and created the Roads and Bridges Team as separate from the Site Base.)

Survey Results: Only eight of seventeen students completed the survey. Based on these surveys, the project was changed so that the "Buildings" group was not in charge of all site measurements in 2024, but the "Leadership" team organized them with each of the three other groups. The Leadership team in 2024 provided a review comparison of measurements between all groups, but there were still mutterings of incorrect scales that needed to be adjusted as all pieces came together.

Students suggested choosing groups based on what they were good at, not what they would prefer to do. I let them choose which section they would prefer and did not break down the tasks to be what they were good out. See below where this was echoed in the 2024 surveys. It is something I will consider as part of the 2025 semester project. In contrast to these comments, one person suggests

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Department of Architecture, Art & Design

that different personal interests be part of different groups to offer v
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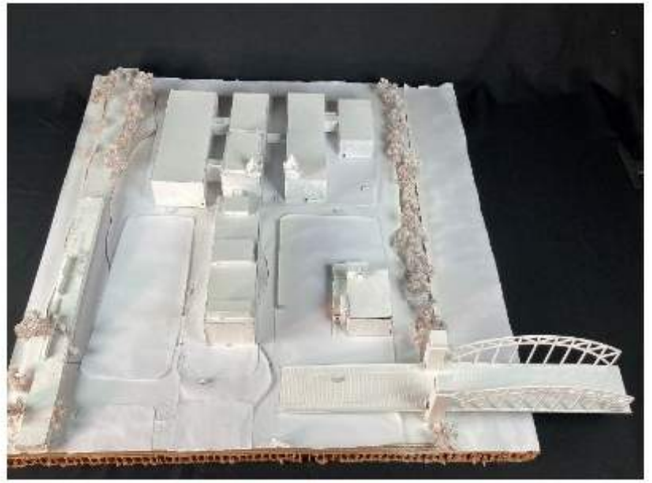
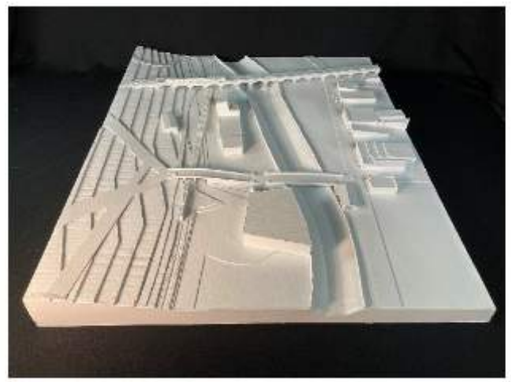


Design III: Site – Fall 2023



Design III: Site – Fall 2024

May 12, 2026

FIFTH STAGE OF STUDENT LEARNING ASSESSMENT

IMPROVE – Colleague Discussion “Closing the Loop”

Fall 2021

Course Introduction
Independent

Site Visit
Independent

Site Inventory & Analysis Presentation
Independent

Student Meetup (hosted by WVU)
Collaboration Begins
(Instructors make the teams)

Design Presentation
Shared (hosted by FSU)

Fall 2022

Course Introduction
Independent

Site Visit & Student Meetup
Shared

Site Inventory & Analysis Presentation
Shared (hosted by WVU)

Collaboration Begins
(Instructors make the teams)

Design Presentation
Shared (hosted by FSU)

Fall 2024

Course Introduction
Independent

Site Visit & Student Meetup
Shared

Site Inventory & Analysis Presentation
Shared (hosted by WVU)

Collaboration Begins
(Students select teammates)

Design Presentation
Shared (hosted by FSU)

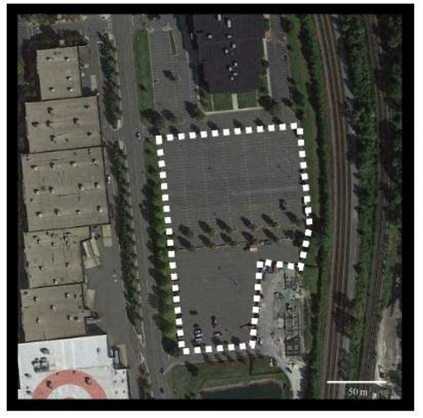
Studio time did NOT align

Fall 2021

Pittsburgh, PA
~10.100,00 m² (~2.5 acres)

Studio time aligned

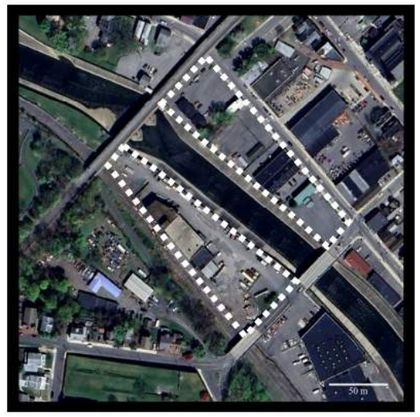
Fall 2022



Alexandria, VA
~19.000,00 m² (~4.7 acres)

Studio time did NOT align

Fall 2024



Cumberland, MD
~15.100,00 m² (~3.7 acres)

May 12, 2026

FIFTH STAGE OF STUDENT LEARNING ASSESSMENT

IMPROVE - Scholarship

Five Core Components

Interdependence

Newly Created Professional Activities

Flexibility

Collective Ownership of Goals

Reflection on Process

Four Influencing Factors

Professional Role

Structural Characteristics

Personal Characteristics

History of Collaboration

A Model for Interdisciplinary Collaboration
by Laura R. Bronstein

A Model for Interdisciplinary Collaboration

Laura R. Bronstein

Social workers have worked with colleagues from other disciplines since the early days of the profession; yet, they were without clear models to guide this interdisciplinary work. The author uses multidisciplinary theoretical literature and conceptual and research pieces from social work literature to support the development of such a model. First, current trends relevant to interdisciplinary practice are noted to emphasize its importance. The article describes a two-part model. Part one of the model consists of five components that constitute interdisciplinary collaboration between social workers and other professionals: interdependence, newly created professional activities, flexibility, collective ownership of goals, and reflection on process. Part two of the model consists of four influences on collaboration: professional role, structural characteristics, personal characteristics and a history of collaboration. Implications for social work practice are discussed.

Key words: collaboration; host settings; interdisciplinary teams; interprofessional collaboration; model development

Social workers practice in schools, hospitals, psychiatric clinics, juvenile courts, prisons, police departments, and a range of other settings (Abramson & Rosenthal, 1995; Gibelman, 1995). Current practice demands collaboration between social workers and the professionals who dominate these agencies. For effective collaborations, it is critical to know what constitutes and influences collaboration.

Trends in Social Work Practice Relevant to Interdisciplinary Collaboration

Trends in social problems and professional practice make it virtually impossible to serve clients effectively without collaborating with professionals from various disciplines. Teachers are less able to educate students when larger numbers of them come to school hungry, abused, and unable to speak English. Physicians and nurses are less able to meet the demands of managed care without assistance from social workers, occupational and physical therapists, and others to support patients in the least expensive setting. These problems are compounded by the limitations of some disciplines, limited understanding of the roles and expertise of other professionals, increased requirements for accountability and documentation, and complex diagnoses and treatment methods.

Practice with Children and Families: Collaboration in Schools

Trends in public education require more collaboration between educators and social workers to educate "the children of today." Many experts cite changing demographics as prompting a national concern with education (Brown & Chavkin, 1994; Hare, 1994; Pallas, Natriello, & McDill, 1989; Schorr & Both, 1991). Pallas and colleagues identified five key indicators associated with poor school performance: minority racial or ethnic group identity, living in poverty, living in a single-parent family, having a poorly educated mother,

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A Model for Interdisciplinary Collaboration by Laura R. Bronstein, Social Work, Vol. 48, No. 3, Reader Survey Enclosed (July 2003), pp. 297-306 (10 pages)

	COMPONENTS	Definition	Our Implementation	Recommendation for Change
3	Flexibility	Refers to the deliberate occurrence of role-blurring. Behavior that characterizes flexibility includes reaching productive compromises in the face of disagreement and the alteration of role as professionals respond creatively to what's called for.		1. Extend the timeline of the collaboration. 2. Provide role-blurring student activities.

https://amps-research.com/wp-content/uploads/2026/04/Amps-Proceedings-Series-43.2.pdf
https://thecela.org/2026-cela/

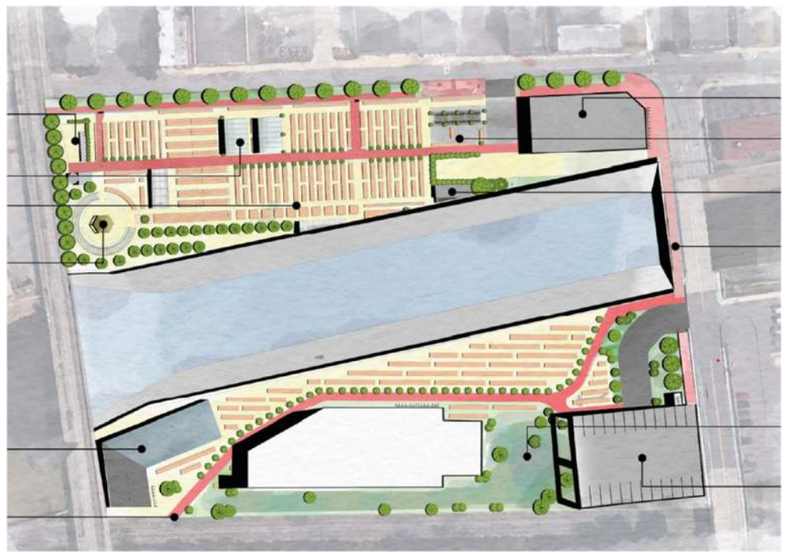
May 12, 2026

FIFTH STAGE OF STUDENT LEARNING ASSESSMENT

IMPROVE – Act on Findings and Follow up

5 Improve
act on findings and follow up

TURN THIS …



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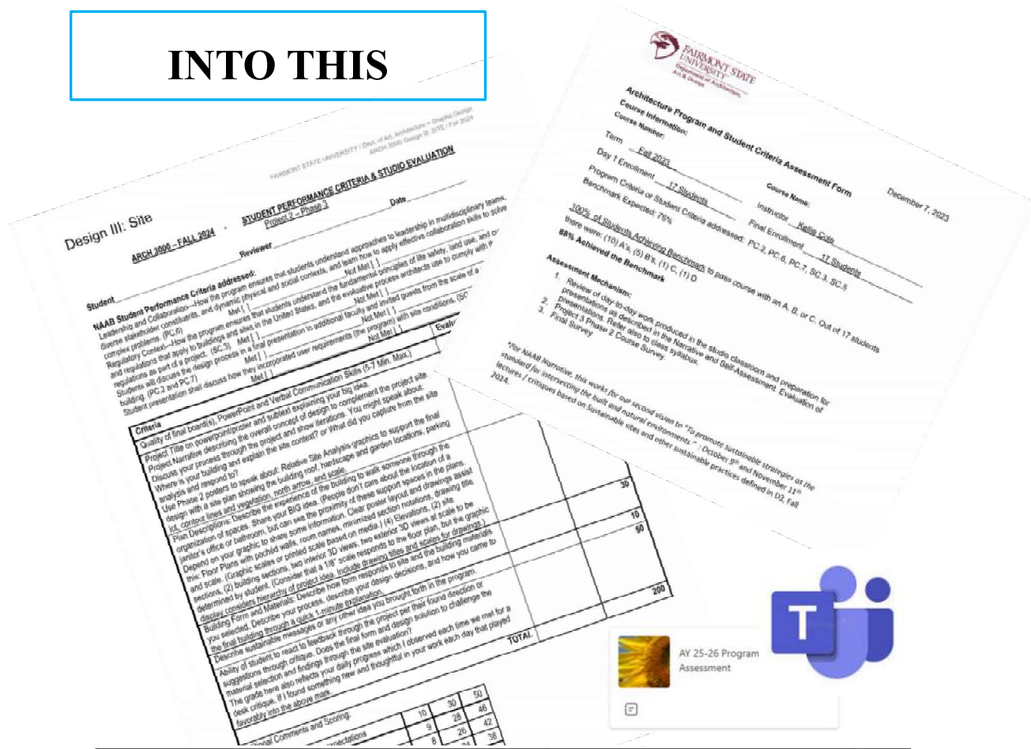

Outcome	Participating Area	Outcome Assesment Cycle	Obsolete/Current	Description	
Program Outcome 1: NAAB Shared Value - Design	Architecture	2025-2026 Implementation	Obsolete	Be able to make design decisions within architectural projects that demonstrate design thinking and integrative solutions.	NAAB SC.5 Safety and W Research a Equity and I
Program Outcome 2: NAAB Shared Value - Environmental Stewardship	Architecture	2025-2026 Implementation	Obsolete	Understand the dynamic relationship between built and natural environments, building performance and adaptation.	NAAB SC.6 Regulatory Knowledge Leadership
Program Outcome 3: NAAB Shared Value - Professional Responsibility	Architecture	2025-2026 Implementation	Obsolete	Understand the fundamental processes of practice and the impact of regulatory requirements of the built environment on human health, safety, welfare and access.	NAAB SC.1 SC.2 Profes Paths, PC.6
Program Outcome 4: NAAB Shared Value - Knowledge and Innovation	Architecture	2025-2026 Implementation	Obsolete	Represent historical and fundamental precedents, systems, technologies, and assemblies of building construction, as products of an integrative design process.	NAAB SC.4 Regulatory Theory, PC.
		2024-2025 Impldmentation (no data)			

May 12, 2026

FIFTH STAGE OF STUDENT LEARNING ASSESSMENT

IMPROVE – Closing the Loop back to DEFINE

May 12, 2026

FIFTH STAGE OF STUDENT LEARNING ASSESSMENT

RESOURCES

FAIRMONT STATE UNIVERSITY

Office of Academic Affairs · Academic Assessment Council

Writing Student Learning Outcomes

Revised Edition · 2026

Assessment Roles and Responsibilities

Assessment works best when faculty and academic leaders understand how their responsibilities connect. This section explains who does what at Fairmont State and how each role contributes to a shared system of student learning assessment. No role works in isolation. Faculty, program assessment leads, chairs, deans, the Academic Assessment Council, the Director of Assurance of Learning, and Academic Affairs each contribute to a coordinated annual cycle focused on evidence, reflection, improvement, and academic quality.

Faculty

Faculty are the heart of assessment at Fairmont State. Faculty:

- Develop, review, and revise program and course learning outcomes.
- Design and align assignments, rubrics, and other instruments to outcomes.
- Collect direct and indirect evidence of student learning in their courses and program activities.
- Discuss findings as a program, contribute to the analysis, and help shape action plans.
- Implement changes that come out of assessment, including changes to courses, curriculum sequencing, advising, or program structure.

Faculty Program Assessment Leads

The program assessment lead (PAL) is a faculty member, typically a program coordinator or designated faculty lead, who helps coordinate the program's assessment process and serves as the program's primary assessment liaison. PAL:

- Coordinate the program's annual assessment work.
- Serve as the contact point with the Director of Assurance of Learning and the Academic Assessment Council.
- Lead or convene the program's faculty discussion of evidence.
- Coordinate the drafting and submission of the annual assessment report through Coursedog.
- Track action plan items and follow up the next year.

Department Chairs

Department chairs support and monitor completion of the annual assessment cycle for programs in their department. Chairs:

- Identify or confirm PALs and recognize their service in workload and evaluation.
- Provide time and resources for the May faculty assessment workday and program-level discussions.
- Review program assessment reports for completeness before submission.
- Receive review feedback from the Council and discuss with PALs.
- Connect assessment findings to department-level decisions about staffing, scheduling, and resources.

Fairmont State's Assessment Philosophy

Every institution's assessment system is grounded in a set of beliefs about the purpose and value of assessment. Fairmont State makes these beliefs explicit, so the rest of the handbook has a clear foundation and so faculty, staff, and academic leaders have a shared starting point when making thoughtful judgments about student learning and academic quality.

Seven Principles

1. Assessment Exists to Improve Student Learning

This is the first principle and the one that frames every other one. When someone asks, "Why are we doing this?" the answer is always the same: to improve what and how our students learn. While compliance with accreditor expectations, institutional reporting requirements, and program review timelines all matter, they are downstream consequences of doing this work well, not its purpose.

2. Faculty Lead Academic Quality

Faculty are the primary stewards of academic quality at Fairmont State. They define what students should learn, design the curriculum and assignments, evaluate student work, interpret evidence of learning, and recommend improvements. This faculty leadership is essential because meaningful assessment depends on disciplinary expertise and professional judgment.

At the same time, academic quality is also an institutional responsibility. Department chairs, deans, the Academic Assessment Council, Academic Affairs, and other shared-governance structures support faculty work by helping the university maintain rigor, consistency, transparency, and public confidence in the value of a Fairmont State degree. Assessment is a shared process, led by faculty, that helps programs demonstrate what students are learning and how programs continue to improve.

3. Student Learning is the Central Focus

Assessment focuses on what students learn, not on what faculty teach. A statement like "We covered the major theories of literary criticism" describes a teaching activity. An outcome like "Students will analyze literary texts using a critical theoretical framework" describes student learning. The shift sounds small but changes everything about what counts as evidence.

4. Decisions are Anchored in Evidence

Strong programs make decisions about curriculum, pedagogy, advising, sequencing, and support based on what student work actually shows - not on what faculty assume, fear, or remember from a particular class. Evidence is rarely conclusive on its own; it is interpreted by faculty in conversation with each other. But the conversation starts with the work students produced.

5. Assessment is Transparent and Shared

Learning outcomes are public. Curriculum maps are visible. Rubrics are shared with students. Findings are discussed by faculty as a group. The Academic Assessment Council uses a published rubric to review reports. This transparency is partly about accountability, but it is mostly about the simple fact that assessment works better when everyone can see what it is and how it operates.

Assessment Glossary

This glossary defines key assessment terms as they are used at Fairmont State University. The definitions are written for faculty use and emphasize assessment as a practical, evidence-informed process for improving student learning, strengthening programs, and supporting continuous improvement.

Academic Assessment
A systematic process for identifying what students should learn, gathering evidence of that learning, analyzing results, and using findings to improve curriculum, instruction, programs, and student success.

Academic Assessment Council
The institutional faculty body that supports the academic assessment system at Fairmont State University. The Council reviews annual program assessment reports, provides constructive feedback, recommends process improvements, supports professional development, and helps communicate assessment findings across the university.

Action Plan
A specific set of steps a program, department, or unit will take in response to assessment findings. Action plans identify the issue, planned improvement, timeline, responsible parties, and how progress will be reviewed.

Alignment
The intentional connection among learning outcomes, curriculum, instructional activities, assessment methods, and improvement actions. Strong alignment helps programs determine whether students are learning what the program intends to teach.

Analysis
The process of examining and interpreting assessment evidence to understand what students learned, where students performed well, and where improvement may be needed. At Fairmont State, analysis should involve faculty discussion, not only individual reporting.

Assessment
The systematic collection, review, interpretation, and use of information about student learning for the purpose of improving learning, strengthening academic programs, and supporting institutional effectiveness.

Assessment Cycle
The recurring process of defining outcomes, aligning learning opportunities, gathering evidence, analyzing results, implementing improvements, and reviewing the impact of those improvements.

Assessment Measure
The tool, assignment, exam, rubric, survey, performance, portfolio, or other source used to gather evidence related to student learning.

Assessment Method

May 12, 2026

WHAT IS ASSESSMENT?

WHAT IS THE HLC?

IN THE CONTEXT OF STUDENT LEARNING, HOW DOES ASSESSMENT LEAD TO CONTINUOUS IMPROVEMENT?

Questions?

WHERE ARE THE EXCEL FILES SHARED?

WHO WILL HELP?

WHAT ARE MEASURABLE OUTCOMES?

WHO IS RESPONSIBLE AND WHERE ARE THE RESOURCES?

ARE THESE THE ONLY ASSESSMENT LEVELS: PROGRAM, COURSES, COURSE MODULES/ SECTIONS, AND COURSE ACTIVITIES?

THANK YOU

ASSESSMENT 1101

Basic Principles and Practices
of Student Learning Assessment

Dr. Deb Hemler, Interim Dean, College of Science & Technology
Dr. Andreas Baur, Professor of Chemistry
Dr. Marcie Raol, Assistant Professor of Education/CAEP Coordinator
Kellie Cole, Associate Professor of Architecture

https://www.vecteezy.com/free-vector/accomplished-graduate?page=3