## 4.S - Criterion 4 - Summary

The institution demonstrates responsibility for the quality of its educational programs, learning environments and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

### Summary

The pandemic raised concern that the integrity of our assessment plan and processes would hold up.  Given the demands of faculty in the Spring 2020 semester, would a scaffold design dependent on embedded assessments at the course level continue in the midst of a massive modality change? In reviewing the assessment plans for the academic year, the answer was a resounding yes.

This was the largest challenge the assessment strategy has faced in five years. The [Institutionalizing Assessment in A Culture of Learning](https://www.pfw.edu/offices/accreditation/2020-comprehensive-evauluation/2020-self-study/Core-Component-4S/Institutionalizing%20Assessment%20in%20A%20Culture%20of%20Learning.pdf?language_id=1) prepared before the pandemic had suggested that we were moving from a regulative to normative pillar, suggesting we were moving away from a compliance culture and toward a learning culture. The analysis might have underestimated the extent to which our assessment process was beginning to demonstrate elements identified in the model as metacognitive.  We will be exploring this in more detail this summer; however, early indications are that our conceptualization of assessment as an integral component of teaching in learning is contributing to institutionalizing assessment in a culture of learning.

### Sources

[Institutionalizing Assessment in A Culture of Learning](https://www.pfw.edu/offices/accreditation/2020-comprehensive-evauluation/2020-self-study/Core-Component-4S/Institutionalizing%20Assessment%20in%20A%20Culture%20of%20Learning.pdf?language_id=1)

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