**Background**

- Middle States Accreditation: A drive for curriculum mapping and outcome-based assessment; began to prepare fully for Middle States at the iSchool in 2017
- Institutional Effectiveness and Assessment: Established cyclical program review and course reviews
- Community of Practice (COP) members: Program Directors, Program Managers, Faculty, Director of Faculty Center for Teaching and Learning (FCTL), Academic Operations Analyst

**Stages of COP**

1. **Potential**
   - Individual program assessment meetings (pre-network)

2. **Coalescing**
   - Programs evaluated curriculum, looked at maps, measures, PLO's

3. **Maturing**
   - Planned 4 year cycle, shared tools and data quality standards for 1st full year of assessment

4. **Stewardship**
   - Added syllabus certification, course review process, individual meetings with PoR's

5. **Evaluation**
   - Gathering feedback; revising as we go

**Findings | Successful Strategies**

- Establish assessment lead/point person across academic programs, curriculum, and UAAC (as a member of all committees)
- Some processes can be applied holistically, and some need to be individualized
- Use a strategist to design and facilitate communications and data to COP
- Willingness to iterate
- Openness to all feedback (you never know where it will lead you!)
- Visualizations to show new processes, check understanding, and get feedback

**Action Plans | Next Steps**

- Collect samples of all key assignments for 2021 Assessathon
- Blend new assessment processes with iSchool Instructional Quality Cycle (instructor onboarding, course evaluations, syllabus review, newly established guidelines for iSchool Professor of Record, and teaching observations)

**Based on Etienne Wenger’s “Communities of Practice: Development Stages” (2009)