

# Intentional Assessment Design for Measuring Holistic Student Development Through Community Engagement

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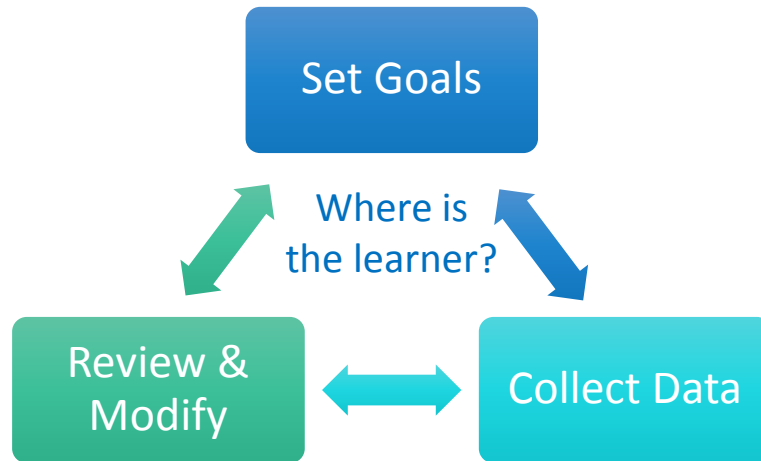
Bridget G. Trogden, Mercer University



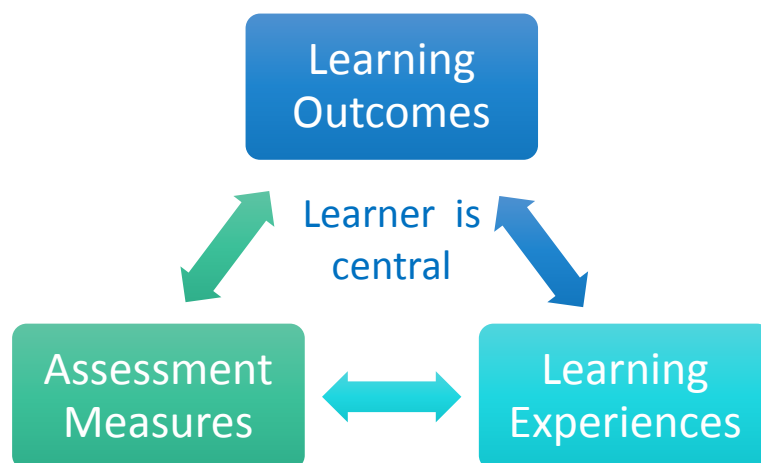
## Two Assessment Designs

	Mercer University	Georgia College
Outcomes	<ul style="list-style-type: none"> <li>To understand: Analysis of real-world problems, proposing solutions, articulating ethical reasoning</li> <li>To act: Participating in implementing responses and applying ethical reasoning</li> <li>To create: Analyzing needs, determining research methods, implementing strategies</li> </ul>	<ul style="list-style-type: none"> <li>Critical Reflection</li> <li>Integrative Learning</li> <li>Diverse Perspectives</li> <li>Civic Identity</li> <li>Contributions to the Public Good</li> </ul>
Activities	<ul style="list-style-type: none"> <li>Signature assignment in 1<sup>st</sup> year gen ed</li> <li>Course-based projects               <ul style="list-style-type: none"> <li>Service-learning</li> <li>Research methods courses</li> <li>Internships</li> <li>International service-learning</li> </ul> </li> <li>Dissemination</li> </ul>	<ul style="list-style-type: none"> <li>Criteria for course review/approval</li> <li>Scaffolded faculty development               <ul style="list-style-type: none"> <li>Course design academy</li> <li>Mini-grants</li> <li>Curricular reform grants</li> <li>Rubric training/norming</li> </ul> </li> <li>Common critical reflection prompts</li> </ul>
Measures	<ul style="list-style-type: none"> <li>Direct: Rubrics for three engagement levels               <ul style="list-style-type: none"> <li>Evaluated by assessment committee</li> </ul> </li> <li>Indirect: Number of students from each entering cohort engaged at each level, FR→SR</li> <li>Institutional: HEDS, GPI, NSSE, PSRI, CIRP</li> </ul>	<ul style="list-style-type: none"> <li>Direct: Critical Reflection Rubric               <ul style="list-style-type: none"> <li>Evaluated by educator</li> </ul> </li> <li>Indirect: Pre/post Surveys</li> <li>Institution: NSSE, NASCE &amp; Self-assessment</li> </ul>

## Common assessment design



## Improved assessment design



## Important questions for improved assessment design

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- What assessment design elements support holistic student development?
- What elements work against holistic development?

### Activity:

Work through a case study to identify problems and solutions.



## Summaries

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- Robust assessment designs don't work if you're not also focusing on faculty development.
- Faculty need to see institutional data beyond their own courses to help identify problems.



## Contact Information

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