

## Outcomes Assessment Nuts & Bolts

Ephraim Schechter

IUPUI Assessment Institute  
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<http://higheredassessment.com/presentations/iupui2012.pdf>

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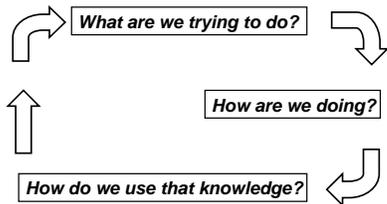
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## Assessment is...



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## Assessment is for...

- Program planning and improvement
- Accountability reporting – “Telling the story “
- Keep planning & improvement first!
  - Watch out for “accountability thinking” (e.g.: “assessment is only for reporting”)
- Information...
  - useful for planning helps you tell your story
  - just for reporting may or may not help planning & improvement

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## Much is already in place

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- Grades
- Projects, theses/dissertations
- Student self-ratings & opinions
- Persistence/graduation
- Employment/graduate-school
- Discipline-specific accreditation
- Ad-hoc assessment and “watercooler conversations”

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## Don't get stuck in the jargon

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<i>Goals</i>	<i>Objectives</i>	<i>Outcomes</i>
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*More general*

*Less general*

- Disciplines vary in they way they use the terms

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## Focus on learning rather than teaching

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“We did it” ≠ “It worked”

Watch out for hidden assumptions.

- Compare:
  - The syllabus includes X, Y, Z
  - Students' work shows that they understand X, Y, Z
  - X students participated in development experience Y
  - Students' behavior changed as a result

NO: “What are we going to do to them?”

YES: “What do we want them to know and be able to do?”

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### What do your outcomes statements mean in practice?

Students' work shows that they understand X, Y, Z

- How will you know they understand?

Fuzzy to specific: Whichever works for you

- **Fuzzy:** Students will understand and apply psychological principles to personal, social, & organizational issues
- **In between:** Students can articulate how psychological principles can help explain social issues & inform public policy
- **Precise:** Students will describe how applying psychological principles can facilitate change in the following situation...

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### Institution-level, program-level, & course-level learning outcomes

- **Institution:** Very general, stable
  - Students understand & can apply fundamentals of science
- **Program:** Less general, (fairly) stable
  - Students can describe how biology and behavior affect each other
- **Course:** Detailed, (more) variable
  - Students can:
    - Identify major brain structures
    - Describe how axons & synapses function
    - Describe the role of major brain structures in cognition
    - Etc.

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### Connecting outcomes across levels

- Curriculum matrices
  - What do your courses indicate that your program outcomes are?
  - What do your program outcomes mean for what should be in your courses?
- Defining program-level outcomes is a group task
  - Treat it as a research problem. Ask both:
    - What do we want them to know & be able to do?
    - What puzzles us about their learning?

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## Brainstorming: Course & Program Outcomes

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- **Brainstorming Handout, #1**
  - What does this curriculum matrix tell you about Noname University's Anthropology program?
  - How well do the courses' major outcomes reflect the program's learning outcomes?
  - What do the course outcomes suggest the program's "real" learning outcomes are?
    - How could the program outcomes be revised to capture that?
  - What changes in course outcomes might fit the current program learning outcomes better?

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## Assessment methods

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- **Standardized instruments**
  - Do standardized tests & surveys fit your program?
- **Self-report**
  - Surveys, interviews, reflective essays
- **(Re-)Evaluating student work samples**
- **Clarifying grades**

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## Do standardized tests/surveys fit?

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- **Knowledge / skills / abilities, e.g.:**
  - Proficiency Profile, CAAP, BASE, CLA
  - MFT/ACAT
  - ACS area exams, ACTFL language exams, FE, PRAXIS
- **Self-ratings and opinion, e.g.:**
  - CSS, CSEQ
  - NSSE/CCSSE, YFCY
- **Benchmarking vs. fit**
- **Can you identify the sources of students' knowledge / skills / abilities?**

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## Student self-reports

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- Students' experience with your program and/or with the university
  - Exit interviews/surveys, alumni surveys
  - Reflective essays
- How do questions/prompts fit your program?
- Hard to connect with individual courses
- Should never be the only approach

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## Using what's already there: (Re-)Evaluating student work samples

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- Focus on program outcomes
- Rubrics for clarity/consistency
- Capstones & senior projects
- Career & course-based portfolios
- Co-curricular & development projects
- Internships & practicums
- Theses & dissertations
- Can you identify the sources of students' knowledge / skills / abilities?

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## Clarifying grades

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Grades may...

- Collapse information about several learning outcomes
- Reflect other aspects of student performance

	Student 1	Student 2	Student 3	Student 4	
Outcome 1	A	A	B	A	A-
Outcome 2	C	B	D	C	C
Outcome 3	B	A	B	A	B+
	B	A-	C	B+	

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## Clarifying grades

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“I know good work when I see it”

- How? What do you look for?
- Sorting into piles for grading = implicit rubric

**An outcomes-based approach to grading**

- Separate grades/ratings for each outcome/aspect
- Rubrics to make the categories explicit

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## Brainstorming: Clarifying grades

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• Brainstorming Handout #2:

- What do the students' grades tell you about what's happening and what changes might be needed?
- What do the outcomes ratings tell you?
- What do the grades and the outcomes ratings together tell you?
- What other information might you need to understand what these data tell you?

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## Setting targets

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• “This is what we hope to find”

- From...
  - Experience
    - Our own (“internal benchmarks”)
    - Others’ (“external benchmarks”)
  - Aspirations

• Watch out for

- Target = “We taught it”
- Aspiration = “It’ll make us look good”

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## Using assessment results in planning

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- **Planning level**
  - Department meetings
  - Annual reports
  - Program review
  - Strategic planning
- **Use assessment results to**
  - Suggest changes/improvements
  - Support requests

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## Look at positives and negatives

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- **Things that are OK**
  - How do the results show that?
  - What did you do?
    - Didn't change anything
    - Added further support
- **Things that need attention**
  - How do the results show that?
  - What did you do?
    - Changes made, results so far
    - Changes planned

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## Ask yourself...

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- What information does your program / department use for planning & improvement?
- How does your assessment process support that? Add to it? Does the assessment process provide sufficient detail for effective planning?
- What changes in your assessment process would help it support your planning process?
- What changes in your planning process would make better use of your assessment information?

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## Take-aways

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- “What can students do?” rather than “What did we do to them?”
- How will you know they've learned?
- Are course/experience & program outcomes aligned?
- How can you (re-)use what's already there?
- Student self-report is useful but not sufficient
- How does assessment information serve your planning process?

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## Finishing up

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The handout, with live updated links, is online at

- <http://higheredassessment.com/presentations/iupui2012.pdf>

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**Outcomes Assessment Nuts and Bolts**

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**Brainstorming #1: Course and Program Outcomes (Slide #10)**

**Department of Anthropology  
Noname University**

Course instructor's rating:  
Is this a major outcome of your course?

<b>Program Learning Outcomes:</b> We expect undergraduates to acquire:					
	Factual Knowledge	Theoretical Perspectives	Ability to Read Source Materials Critically	Oral & Written Communication Skills	Understanding of Research Methods
ANTH 110: Exploring Non-Western Cultures	x				x
ANTH 200: Introduction to Physical Anthropology	x				x
ANTH 210: Introduction to Cultural Anthropology	x				x
ANTH 220: Introduction to Archaeology	x				x
ANTH 318: Ethnography of Mexico & Central America	x			x	x
ANTH 319: Ethnography of Southeast Asia & Indonesia	x			x	x
ANTH 400: Quantitative Methods in Anthropology					x
ANTH 421: Advanced Physical Anthropology	x		x		x
ANTH 443: Senior Seminar: Environmental Anthropology		x			x
ANTH 457: Senior Seminar: Cross-Cultural Perspectives on Women		x	x	x	x
ANTH 460: Senior Seminar: Anthropology of Religion	x	x	x		x
ANTH 495: Capstone: Issues in Anthropology		x	x	x	x

**Discussion Questions:**

- What does this curriculum matrix tell you about Noname University's Anthropology program?
- E.g.: How well do the courses' major outcomes reflect the program's learning outcomes?
- What do the course outcomes suggest the program's "real" learning outcomes are?
- How could the program outcomes be revised to capture that?
- What changes in course outcomes might fit the current program learning outcomes better?

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**Brainstorming #2: Clarifying Grades (Slide #17)**

**Anthropology Department, Noname University**

**Outcomes** (from Brainstorming #1)

1. Factual knowledge
2. Theoretical perspectives
3. Ability to read source materials critically
4. Oral & Written communication skills
5. Understanding of research methods

<b>Senior</b>	ANTH 443:Environmental Anthropology	Prof. Chu
<b>Seminars</b>	ANTH 457: Cross-Cultural Perspectives on Women	Prof. Ramos
	ANTH 460: Anthropology of Religion	Prof. Edwards

**Method**

A sample of research papers was taken, across all senior seminars  
A faculty team evaluated the papers, using the rating scale:

3: Exemplary
2: Adequate
1: Insufficient

**Results**

**Outcomes** (average rating)

**ANTH 443 ANTH 457 ANTH 460**

1.	2.2	2.6	2.2
2.	2.1	2.3	2.2
3.	1.3	1.6	1.4
4.	2.5	2.8	2.6
5.	1.9	2.5	2.1

**Grades** (frequency)

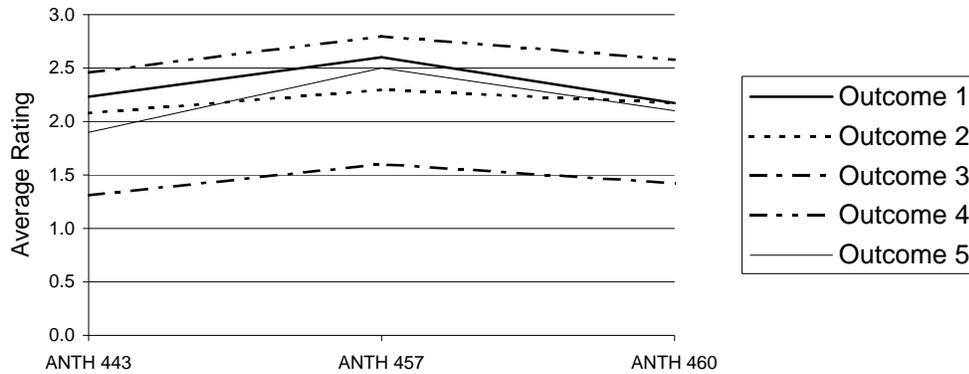
A	4	1	5
B	3	2	3
C	5	3	2
D	1	3	2
F	0	1	0
Average	2.8	1.9	2.9
<b># of students</b>	13	10	12

**Page 2** has charts and a verbal description of these data

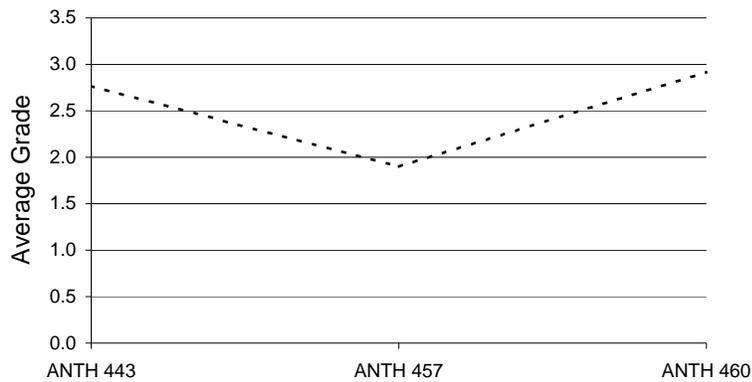
**Discussion Questions**

- What do the students' grades tell you about what's happening and what changes might be needed?
- What do the outcomes ratings tell you?
- What do the grades and the outcomes ratings *together* tell you?
- What other information might you need to understand what these data tell you?

### Outcomes



### Grades



#### Some things we can see in these data

The outcomes ratings have the same general pattern in all three courses

The outcomes ratings and the grades give different pictures of ANTH 457 -- it has the lowest average grades but the highest outcomes ratings

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2012 IUPUI Assessment Institute

## General resources

- *Internet Resources for Higher Education Outcomes Assessment*
  - Large “meta-list” of links, maintained at North Carolina State University.
  - <http://www2.acs.ncsu.edu/UPA/assmt/resource.htm> -- or simply Google *outcomes assessment*.
  - The links are annotated, so you can use your browser’s (F)ind function to search for entries that include specific words such as “general education” or “survey.”
  
- Emphasis on academic programs
  - P. Maki (2010). *Assessing for Learning: Building a sustainable commitment across the institution*. 2<sup>nd</sup> edition. Stylus Publishing, Sterling VA.
  - L. Suskie (2009). *Assessing Student Learning: A common sense guide*. 2<sup>nd</sup> edition. Jossey-Bass Publishers, San Francisco.
  - B. E. Walvoord (2004). *Assessment Clear and Simple: A practical guide for institutions, departments, and general education*. Jossey-Bass, San Francisco.
  
- Emphasis on co-curricular and student-development programs
  - M. J. Bresciani
    - (2006). *Outcomes-based Academic and Co-Curricular Program Review: A compilation of institutional good practices*. Stylus Publishing, Sterling VA.
    - –, M. M. Gardner, & J. Hickmott (2009). *Demonstrating student success: A practical guide to outcomes based assessment and development in student affairs*. Stylus Publishing, Sterling, VA.
    - –, C. L. Zelna, & J. A. Anderson (2004). *Assessing Student Learning and Development: A handbook for practitioners*. NASPA (National Association of Student Personnel Administrators), Washington DC.
  - M. L. Upcraft & J. H. Schuh
    - (1996) *Assessment in Student Affairs: A Guide for Practitioners*. Jossey-Bass Publishers, San Francisco
    - (2001) *Assessment Practice in Student Affairs: An Applications Manual*. Jossey-Bass Publishers, San Francisco
  
- Examples of assessment in individual disciplines
  - Many of the individual institutions’ assessment pages available from the *Internet Resources* meta-list include discipline-specific assessment plans. A few institutions have also made lists of examples by discipline. These can be a good place to start. Links to them are at the top of the *Internet Resources* meta-list’s section on “*Assessment of specific skills or content*.”
  - T. W. Banta, et al (1996). *Assessment in Practice: Putting Principles to Work on College Campuses*. Jossey-Bass Publishers, San Francisco.
  - T. W. Banta, E. A. Jones, & K. E. Black (2009). *Designing effective assessment: Principles and profiles of good practice*. Jossey-Bass Publishers, San Francisco. Chapters 6 (*Undergraduate academic majors profiles*) & 13 (*Graduate program profiles*).
  - C. A. Palomba & T. W. Banta (Eds., 2001). *Assessing Student Competence in Accredited Disciplines*. Stylus Publishing, Sterling VA.
  - The Association for Institutional Research’s (AIR) series on assessment in the disciplines includes volumes on assessment of business, chemistry, engineering, mathematics, & writing-across-the-curriculum programs (<http://www.airweb.org/EducationAndEvents/Publications/Pages/Books.aspx>).

Resources & References

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**Slide #3: Assessment is for...**

- In the ASSESS discussion-list archive (<http://lsv.uky.edu/scripts/wa.exe?A0=ASSESS>) see the June 2010 posts on *Balancing assessment* and *Balancing assessment, etc etc*. (These came out of, and include other posts from, a thread on what details SACS wants. Scroll down to Michael Johnson's comments, which starts the "balancing" discussion.)
- T. Banta, Can assessment for accountability complement assessment for improvement? *Peer Review*, Spring 2007, [http://www.aacu.org/peerreview/pr-sp07/pr-sp07\\_analysis2.cfm](http://www.aacu.org/peerreview/pr-sp07/pr-sp07_analysis2.cfm).
- R.L. Swing & C.S. Coogan (May 2010). Valuing assessment: Cost-benefit considerations. NILOA Occasional Paper, <http://www.learningoutcomeassessment.org/occasionalpaperfive.htm> (pdf file). See especially their discussion of evaluating the benefits of assessment activities, pp. 11ff.

**Slide #5: Don't get stuck in the jargon**

- Common language for assessment (North Carolina State University, [http://www.ncsu.edu/assessment/common\\_language.htm](http://www.ncsu.edu/assessment/common_language.htm))
  - The *Frequently Asked Questions* page mentioned at the bottom is no longer available.

**Slide #7: What do your outcomes statements mean in practice?**

- Good overviews from the *Assessment handbooks* section of the *Internet Resources* meta-list include:
  - The *Goals, Objectives, and Outcomes* section of the University of Connecticut's *Assessment Primer* (<http://assessment.uconn.edu/primer/>; some pages include links to more detailed pdf documents.)
  - Chapter 3, *Learning goals*, in Ball State University's *Assessment Workbook* (<http://cms.bsu.edu/About/AdministrativeOffices/Effectiveness/AssessmentResources/Workbook.aspx>, pdf files)
  - Chapter 2, *Defining goals and objectives*, in the University of Massachusetts Amherst's *Program-based Review and Assessment: Tools and Techniques for Program Improvement* ([http://www.umass.edu/oapa/oapa/publications/online\\_handbooks/program\\_based.pdf](http://www.umass.edu/oapa/oapa/publications/online_handbooks/program_based.pdf), pdf file)
  - Chapter 8, *Writing Student Learning Outcomes*, in Morningside College's *Assessment Handbook* (<http://www.morningside.edu/academics/research/assessment/handbook.htm>, pdf files)
  - Chapter 4 (*Assessment Plans: Steps 1 and 2: Goals and Objectives*) in the University of Arkansas at Little Rock's *Assessment Handbook for Degree Programs* (<http://ualr.edu/assessment/index.php/home/assessment-handbook-core-courses-and-general-education/degree-programs/>).
- APA (*American Psychological Association*) Guidelines for the Undergraduate Psychology Major (<http://www.apa.org/ed/precollege/about/psymajor-guidelines.pdf>, pdf file)
- L. Bond, *The assessment of "understanding"* (<http://bondessays.carnegiefoundation.org/?p=17>; Carnegie Foundation for the Advancement of Teaching).
- Wiggins, G. & McTighe, J. (2005). *Understanding by Design, expanded 2<sup>nd</sup> edition*. Prentice-Hall, Upper Saddle River NJ. (While much of the discussion focuses on middle- & high-school examples, their approach to course design can be applied at any level: first specify your desired outcomes, then decide how you'll know whether they've been achieved, and then plan learning activities to achieve them.)

## Slide #9: Connecting program-level and course-level outcomes

- Curriculum maps (*courses\*outcomes matrix*)
  - See Chapter 5 (*Assessment Plans: Step 3: Connecting objectives to curriculum*) in the University of Arkansas at Little Rock's *Assessment Handbook for Degree Programs* (<http://ualr.edu/assessment/index.php/home/assessment-handbook-core-courses-and-general-education/degree-programs/>).
  - See *Create a curriculum map* in the University of Hawai'i at Manoa's *Assessment How-to* (<http://manoa.hawaii.edu/assessment/howto/>)
  - Utah State University's academic department assessment websites show several ways to map the connections between learning outcomes and specific courses.
    - *Chemistry's* matrix (<http://www.chem.usu.edu/files/uploads/Assessment/matrix.pdf>, pdf file) and *Biology's* table (<http://www.biology.usu.edu/htm/assessment/objective-courses/>) indicate which courses contribute to each outcome.
    - *Art's* table indicates which courses contribute to each outcome, how the outcomes are assessed, and recent assessment results (<http://art.usu.edu/index.php?page=mapping>).
    - *Theatre Arts's* matrices indicates the extent to which each course contributes to an outcome (<http://theatre.usu.edu/assessment/mapping.cfm>, a pdf file for each program).
    - *Computer Science's* matrix indicates both whether a course contributes to an outcome and the level at which students are expected to demonstrate the outcome ([http://www.cs.usu.edu/files/uploads/Mapping\\_L\\_Objectives.pdf](http://www.cs.usu.edu/files/uploads/Mapping_L_Objectives.pdf), pdf file).
  - In the ASSESS discussion-list archive (<http://lsv.uky.edu/scripts/wa.exe?A0=ASSESS>) see the October 2010 thread on *Graphic Display of Learning Objectives*.
- Chapter 3 (*Outcomes: Articulating our learning expectations*) in A. Driscoll & S. Wood's *Developing outcomes-based assessment for learner-centered education: A faculty introduction* (Stylus Publishing, 2007, pp 49-73) is a very readable description of how the process worked at one university.
- See Chapter 4 in Maki's *Assessing for Learning* (2<sup>nd</sup> ed) on designing assessment around research questions about your students' learning.

## Slide #11: Assessment Methods

- Chapter 5 in Maki's *Assessing for Learning* (2<sup>nd</sup> ed) has a good overview of these methods, and lots of examples.

## Slides #12 (Do standardized tests/surveys fit?) & #13 (Student self-reports)

- Guidelines for selecting and using assessment instruments
  - Chapter 14 in Suskie's *Assessing Student Learning* (2<sup>nd</sup> ed).
  - *Measuring Quality In Higher Education* (<http://applications.airweb.org/surveys/Default.aspx>, select *Guidelines*). This site also has a searchable/browsable inventory of available instruments.
- Nationally standardized tests of undergraduates' knowledge, skills, & abilities:
  - General education
    - *ETS Proficiency Profile* (previously called MAPP [*Measure of Academic Proficiency & Progress*], successor to the Academic Profile. See <http://www.ets.org/proficiencyprofile/about>)
    - *CAAP (Collegiate Assessment of Academic Proficiency)*, <http://www.act.org/caap/>)

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- *College BASE* (<http://arc.missouri.edu/Content/CBASE/Default.aspx>)
- *CLA (Collegiate Learning Assessment)*, <http://www.collegiatelearningassessment.org/> and *CCLA (Community College Learning Assessment)* [http://www.cae.org/content/pro\\_communcollege.htm](http://www.cae.org/content/pro_communcollege.htm))
- Discipline-specific
  - From major test publishers
    - *Major Field Tests* (successor to the MFAT [*Major Field Achievement Test*]). See <http://www.ets.org/mft/about>)
    - *ACAT (Area Concentration Achievement Tests)*, <http://www.collegeoutcomes.com/>)
    - *PRAXIS* (for education programs, see <http://www.ets.org/praxis>)
  - From discipline-specific associations
    - *FE (Fundamentals of Engineering)*, [http://www.ncees.org/Exams/FE\\_exam.php](http://www.ncees.org/Exams/FE_exam.php))
    - ACTFL's language exams (<http://www.actfl.org/i4a/pages/index.cfm?pageid=3642>)
    - American Chemical Society's tests for various content areas (<http://www4.uwm.edu/chemexams/>)
- Nationally-standardized surveys of undergraduates' self-ratings and opinions:
  - *CSS (College Senior Survey)*, previously called the College Student Survey, <http://www.gseis.ucla.edu/heri/cssoverview.php>)
  - *CSEQ (College Student Experiences Questionnaire)*, <http://cseq.iub.edu/>)
  - *NSSE (National Survey of Student Engagement)*, <http://nsse.iub.edu/>) and *CCSSE (Community College Survey of Student Engagement)*, <http://www.ccsse.org/>)
  - *YFCY (Your First College Year)*, <http://www.gseis.ucla.edu/heri/yfcyoverview.php>)
- The AASCU/APLU *Voluntary System of Accountability* includes general education and survey data
  - At the *VSA/College Portrait* site (<http://www.voluntarysystem.org/>) see *About the College Portrait / Overview of College Portrait* (pdf file).
  - In the *College Portrait Template* (pdf file posted by Frostburg State University, <http://www.frostburg.edu/academic/slassessment/VSA%20Report%20Template.pdf>) see the *Page 4 Options* (CSEQ, CSS, NSSE, or the University of California System's UCUES) and *Page 5 Options* (CAAP, CLA, or MAPP)
  - *VSA/College Portrait* is for public 4-year institutions. The *Voluntary Framework of Accountability* is an ongoing project to develop a similar system for 2-year institution (<http://www.aacc.nche.edu/Resources/aaccprograms/VFAWeb/default.aspx>)
- Self-reported academic achievement complements but does not replace looking at student performance
  - Dunning, et al, (2004) *Flawed self-assessment: Implications for health, education, and the workplace.* *Psychological Science in the Public Interest*, Vol. 5, No. 3, 69-106 ([http://www.psychologicalscience.org/pdf/pspi/pspi5\\_3.pdf](http://www.psychologicalscience.org/pdf/pspi/pspi5_3.pdf), scroll down to the article).
- More information about standardized tests & surveys
  - See the searchable/browsable inventory of available instruments at *Measuring Quality In Higher Education* (<http://applications.airweb.org/surveys/Default.aspx>).
  - ETS's *A Culture of Evidence: Critical Features of Assessments for Postsecondary Student Learning* (see [http://www.ets.org/culture\\_evidence/](http://www.ets.org/culture_evidence/)).
  - The National Center for Postsecondary Improvement's *Inventory of Higher Education Assessment Instruments* ([http://www.stanford.edu/group/ncpi/unspeficied/assessment\\_states/instruments.html](http://www.stanford.edu/group/ncpi/unspeficied/assessment_states/instruments.html)); an older list so some survey names and details have changed.

Resources & References

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- NPEC's sourcebooks of information about standardized instruments for:
  - Critical thinking, problem solving, writing (<http://nces.ed.gov/pubs2000/2000195.pdf>).
  - Communication, leadership, information literacy, quantitative reasoning and quantitative skills (<http://nces.ed.gov/pubs2005/2005832.pdf>).
  - From the National Postsecondary Education Cooperative, a project of the U.S. Department of Education's National Center for Education Statistics (NCES). *Note*: As with NCPI's *Inventory*, some survey names and details have changed since the sourcebooks were published.

**Slide #14: Using what's already there: (Re-)Evaluating student work samples**

- Ball State University's *Assessment Workbook*, chapter 8: Using Performance-Based Measures (<http://cms.bsu.edu/About/AdministrativeOffices/Effectiveness/AssessmentResources/Workbook.aspx>, pdf files)
- A. Driscoll & S. Wood (2007). *Developing Outcomes-Based Assessment for Learner-centered Education: A faculty introduction*. Stylus Publ., Sterling VA. See especially chapters 9 (*Reviewing and analyzing student evidence*, pp 176-200) & 10 (*Faculty responses to assessment of student evidence*, pp 201-219).
- Capstone courses
  - About different types of capstone courses, from Skidmore College's *Assessment Handbook*, <http://cms.skidmore.edu/assessment/Handbook/capstone-courses.cfm>
  - In *Assessment practices in undergraduate mathematics* (<http://maa.org/saum/maanotes49/toc.html>), scroll down to two quite different capstone approaches in the articles by Peltier and Frantz.
- Portfolios
  - The "Portfolio Assessment" section of the *Internet Resources* meta-list has examples.
  - In *Truman State University's* general education portfolio process, the *instructions* for each *current prompt* include student reflection on how their work illustrates the gen-ed outcome (<http://portfolio.truman.edu/>).
- Co-curricular & development projects; internships & practicums: How did the students change as a result of the experience?
  - Students' self-reflection on the experience
    - Compare:
      - A simple (& typical) co-curricular participation log (Missouri University of Science and Technology C.A.S.E. [Co-curricular Assessment of Skills & Education], [http://studentlife.mst.edu/involvement/cocurricular\\_transcripts.html](http://studentlife.mst.edu/involvement/cocurricular_transcripts.html), scroll down to *view the sample*)
      - Monroe Community College's participation log *plus* student & advisor ratings of development during the experience: (<http://www.monroecc.edu/depts/stucenter/Co-CurricularStudentDevelopmentTranscript.htm>, the various forms are pdf files)
  - Direct observation of change
    - Advisor ratings in Monroe CC's Student Development Transcript & supervisor comments in Inver Hills CC's service-learning log (see above).
    - Faculty members' evaluation of impact of service-learning experience on course performance, e.g.: Western Carolina University's form for faculty evaluation of the impact of a service-learning experience on participants' course performance ([http://www.wcu.edu/WebFiles/Faculty\\_Course\\_Assessment\(F\).doc](http://www.wcu.edu/WebFiles/Faculty_Course_Assessment(F).doc), Word document)

Resources & References

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**Slides #15 & 16: Clarifying grades**

- See the “*Grades as outcomes assessment*” section of the *Internet Resources* meta-list, and pp. 10-11 in Suskie’s *Assessing Student Learning* (2<sup>nd</sup> ed).
- Books & articles on rubric-based grading & assessment
  - Greville, E. C. (Sept-Oct 2009) A rose by any other name: Grading and assessment. *Assessment Update*, pp 1-2, 13. (May be available online through your campus library.)
  - M. E. Huba & J. E. Freed (2000). *Learner-Centered Assessment on College Campuses*. Allyn & Bacon, Boston.
  - B. E. Walvoord & V. J. Anderson (2009). *Effective Grading: A Tool for Learning and Assessment*. 2<sup>nd</sup> edition. Jossey-Bass, San Francisco.
- Resources about *rubrics* for evaluating student work products and exam responses. See:
  - The *Internet Resources* meta-list section on *Assessment Rubrics*.
  - Chapter 9 in Suskie’s *Assessing Student Learning* (2<sup>nd</sup> ed) and pp 219-253 in Maki’s *Assessing for Learning* (2<sup>nd</sup> ed)
  - Some useful suggestions for constructing rubrics:
    - J. Popham (Oct. 1997). What’s wrong – and what’s right – with rubrics? *Educational Leadership*, V55 No.2, pp 72-75 (<http://www.ascd.org/publications/educational-leadership/oct97/vol55/num02/What%27s-Wrong%E2%80%94and-What%27s-Right%E2%80%94with-Rubrics.aspx>).
    - R. Tierney & M. Simon (2004). What’s still wrong with rubrics? Focusing on the consistency of performance criteria across scale levels. *Practical Assessment, Research & Evaluation* (<http://pareonline.net/getvn.asp?v=9&n=2>).
  - Examples of rubrics for theses and dissertations
    - See B. Lovitts (2007). *Making the Implicit Explicit: Creating performance expectations for the dissertation*. Stylus Publishing, Sterling VA. (A brief version of her main argument, which doesn’t include the rubrics, is *Making the implicit explicit: Faculty’s performance expectations for the dissertation*, Ch. 6 in P. L. Maki & N. A. Borkowski [2006], *The assessment of doctoral education: Emerging criteria and new models for improving outcomes*. Stylus Publishing. Pp 163-187.)
    - J. J. Hoey, *Graduate Assessment Workshop* at the 2011 AALHE Assessment Conference ([http://higheredassessment.com/presentations/Hoey\\_gradpgms.pdf](http://higheredassessment.com/presentations/Hoey_gradpgms.pdf) and [http://higheredassessment.com/presentations/Hoey\\_gradpgms\\_appx.pdf](http://higheredassessment.com/presentations/Hoey_gradpgms_appx.pdf), pdf files; the *Appendices* include examples, a bibliography, and links to graduate-program assessment sites.)

**Slide #18: Setting targets**

- University of Hawai’i-Manoa Assessment Office: 2012 workshop *What’s good enough? Setting benchmarks/standards* (scroll down on <http://www.manoa.hawaii.edu/assessment/workshops/>, pdf & Excel files).

Resources & References

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**Slide #19: Using assessment results in planning**

- In department meetings
  - From Arkansas Tech University's assessment FAQ ([http://www.atu.edu/assessment/faq\\_academic.php](http://www.atu.edu/assessment/faq_academic.php)). The links at the top of the page do not work so scroll down to *Question #5*.
  - Examples of using assessment results in department meetings and retreats:
    - Utah State University, Department of Computer Science (<http://cs.usu.edu/htm/assessment/assessment>)
    - Springfield College (<http://www.spfldcol.edu/homepage/dept.nsf/0138A4CBD71296FF8525742500625F4A/AF3BEF1737EE010F852578F5005F7D90>, scroll down to #3 in the sample program assessment)
    - University of Maine, Political Science Department <http://umaine.edu/polisci/degree-program/political-science-outcomes-assessment-plan/>, see the last paragraph)
- In periodic program review
  - *Institutional effectiveness measures* for Florida International University's periodic program review process explicitly include learning outcomes and results (in [http://apa.fiu.edu/progreview\\_measures.html](http://apa.fiu.edu/progreview_measures.html), see *Measures, IEB2*)
  - Buffalo State College's self-study guidelines for periodic program review (in <http://bscintra.buffalostate.edu/assessment%5CGUIDELINES%20FOR%20PERIODIC%20EVALUATION%20OF%20ACADEMIC%20UNITS.pdf>, see p 6)
- In strategic planning: Outcomes assessment
  - ...as a strategic initiative, e.g., University of Nebraska at Kearney (<http://www.unk.edu/academicaffairs/assessment.aspx?id=32266>)
  - ...as a source of evidence for progress towards a strategic initiative, e.g., University of Maryland, College of Education (<http://www.education.umd.edu/stratPlanUpdates/coePlanUpdate05.html>, see *Initiative Two, Item #4*)
  - ...as support for budget requests, e.g., Angelo State University ([http://www.angelo.edu/dept/aaffairs/2010-2013\\_academic\\_plan.html](http://www.angelo.edu/dept/aaffairs/2010-2013_academic_plan.html), pdf file; see *items 7 & 8* in the report for *Goal #7*).