**Assessment in the Research-Intensive University**

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*This handout is designed for note-taking during our workshop today.*

**PART ONE. WRITING MEASURABLE STUDENT LEARNING OUTCOMES**

Element 1: Define and Disseminate

Element 2: Consider a Categorial Organizing Framework

Element 3: Recent, Relevant, and Rigorous

Element 4: Distinguish Outputs from Outcomes

Element 5: Distinguish SLOs and Program Goals

Element 6: Ensure the Outcome is Measurable

Element 7: Balance Direct and Indirect Assessments

**15 MINUTE BREAK**

**PART TWO: ASSESSMENT PLANNING AND REPORTING**

Element 8: Develop a Planning Timeline/Cycle

Element 9: Identify the Assessment Plan Components

Element 10: Develop an Approval and Management Process

Element 11: Develop a System or Cycle of Assessment and Reporting

Element 12: Develop a Quality Assurance Process

**Examples from the faculty**

* PhD in English
* Doctor of Medicine (MD)
* Bachelor of Science in Journalism

*Please download these reports for review during our session. You will have 7 minutes to review each one and provide comments in the Chat window for discussion.*

**PART 3: ASSESSMENT PROCESSES: DEVELOPING AN ASSESSMENT SYSTEM IN A RESEARCH-INTENSIVE UNIVERSITY**

Element 1: Define the System

*What is an assessment system? How do you define the elements of the system?*

* Institutional effectiveness - the systematic, explicit, and documented process of *measuring performance against mission in all aspects of an institution*
* Academic Assessment - the systematic, explicit, and documented process of *measuring achievement of student learning outcomes and goals for an academic program*

Element 2: Establish the Institutional Framework

*What is your Purpose, Mission, and Vision for assessment at your institution?*

Element 3: Determine the System Inputs

*What to enter, and when to do it*

Element 4: Determine the Plan and Report Structure

*How will your institution’s assessment plans and reports be structured?*

Element 5: Establish the System Processes

*How an assessment system works*

Element 6: Validity, Reliability, and Fairness

*How do you address this at the institutional level?*

Element 7: System Outputs

*What does the assessment system produce?*

Element 8: Plan for System Improvement

*How will you review the effectiveness of your system, determine where improvements are needed, and implement the improvements?*

**References**

American Educational Research Association (AERA), American Psychological Association (APA), & National Council on Measurement in Education (NCME). (2014). Standards for educational and psychological testing. Washington, DC: AERA

Brophy, T. S. (2017). The University of Florida Assessment System. In D. Miller & T. Cumming, (Eds.), *Enhancing assessment in higher education: Putting psychometrics to work* (pp. 184-202). Sterling, VA: Stylus.

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