

2014

# Assessment at CCC&TI

Academic and Support Program  
Assessment Handbook



Office of Institutional Effectiveness and Research  
Fourth Edition, September 2014



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## Introduction

Assessment at Caldwell Community College and Technical Institute (CCC&TI) is a natural extension of the institution's commitment to excellence in teaching and learning. It is a process of critical self-examination with the aim of program improvement.

### Goals of assessment

- 1) Gain insight into student learning so that we can speak with authority about the value of a CCC&TI education.
- 2) Support the efforts of faculty and staff to identify those activities that have the greatest potential for success in fostering student learning.
- 3) Develop a process for encouraging and maintaining a culture of data-based decision making
- 4) Establish an ongoing system to demonstrate institutional effectiveness of the type required by programmatic and regional accrediting bodies.

## Background

### National emphasis

Since the early 1990's there has been a growing movement in higher education toward assessing the outcomes of the higher education experience rather than its process. Prior to this time the quality of programs or institutions were judged by looking at their inputs i.e. the quality of the incoming students, the qualifications of the faculties, the value of the physical plants and endowments etc. Assessment efforts now are focused on defining what students learn in higher education and collecting evidence to demonstrate that learning is really taking place.

This shift has been driven largely by state and federal government calls for more accountability by higher education. Regional accrediting bodies like the Southern Association of Colleges and Schools (SACS), to which CCC&TI belongs, have picked up on this call for accountability and modified their approach to accreditation to emphasize the outcomes of higher education rather than the process. Program accreditors are making similar shifts and are increasing calls for evidence of student learning.

### SACS

The Southern Association of Colleges and Schools (SACS) is the regional accrediting agency for CCC&TI. As noted above, SACS has been using the accreditation process to introduce and foster a culture of learning outcomes assessment and institutional effectiveness within its member institutions. Below are portions of the SACS publication [\*Principles of Accreditation: Foundations for Quality Enhancement, Fifth Edition\*](#) that speak most directly about SACS expectations regarding outcomes assessment.

## Section 2: Core Requirements

### CR 2.5

The institution engages in ongoing, integrated, and institution-wide research-based planning and evaluation processes that (1) incorporate a systematic review of institutional mission, goals, and outcomes; (2) result in continuing improvement in institutional quality; and (3) demonstrate the institution is effectively accomplishing its mission.

## Section 3: Comprehensive Standards

### CS 3.3.1

The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in each of the following areas:

- 3.3.1.1 educational programs, to include student learning outcomes
- 3.3.1.2 administrative support services
- 3.3.1.3 academic and student support services
- 3.3.1.4 community/public service within its mission, if appropriate

### CS 3.4.10

The institution places primary responsibility for the content, quality, and effectiveness of the curriculum with its faculty.

### CS 3.5.1

The institution identifies college-level general education competencies and the extent to which students have attained them.

## Additional standards

While the above requirements and standards address institutional and program effectiveness directly, multiple additional requirements speak to the evaluation of program and student learning outcomes and student achievement. Regardless of the requirement, standard, policy, or guideline, SACS expects assertions to be backed up with supporting evidence. Much of this evidence is provided through effective planning and assessment processes.



## Accountability

CCC&TI's assessment efforts go beyond meeting the expectations of SACS and various programmatic accreditors. Sound assessment practices will allow programs to speak to institutional stakeholders authoritatively about the impact of their efforts and present evidence that a reasonable person would accept as proof that their claims are accurate.

## Program improvement

Most importantly, the assessment process at CCC&TI is not about keeping score; **it is about getting better.**

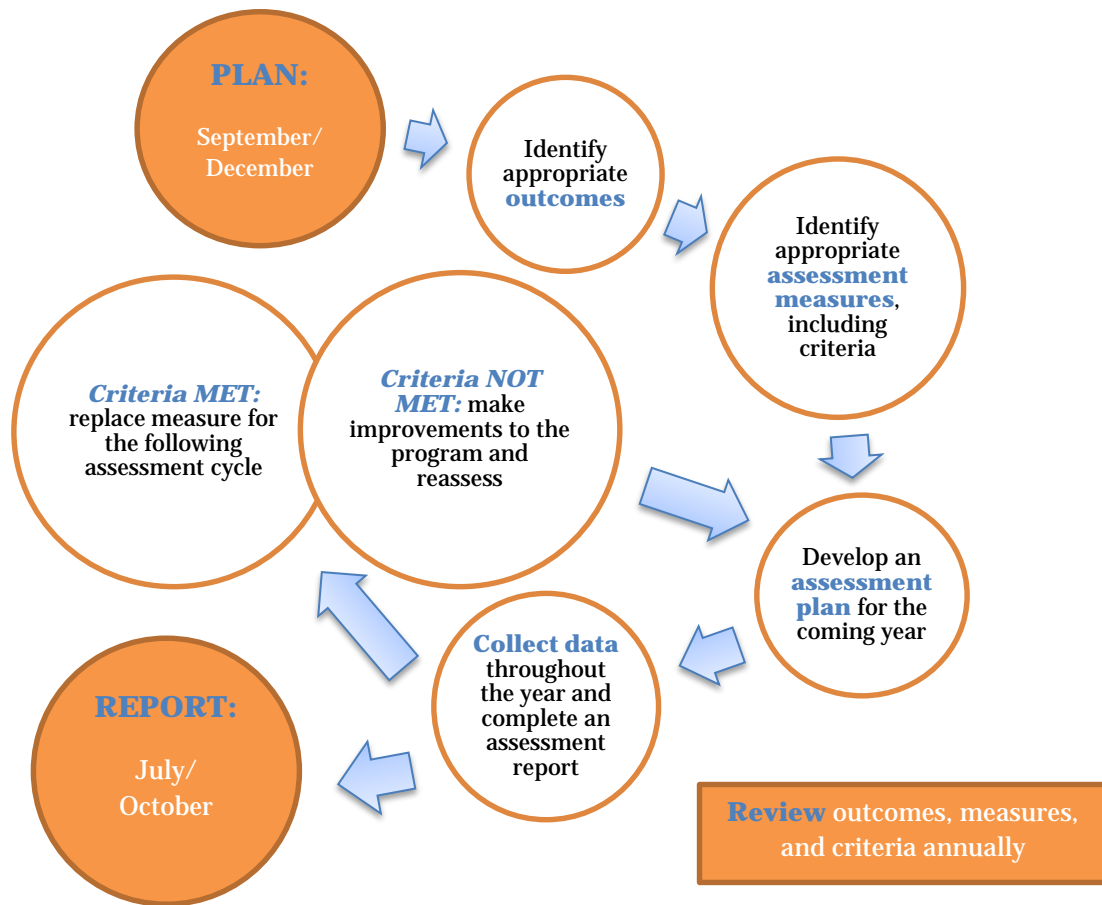
Academic programs will craft assessment plans to address that which is most important to student learning in their disciplines. Support programs will address the impact of their core services. It is also expected that during this process programs will find areas that need improvement, address them, and reassess until the program is functioning up to faculty and staff expectations.

### **Remember - finding trouble areas and not meeting criteria can be a good thing!**

It gives faculty, staff, and directors documented evidence of where improvement is needed and allows the impact of improvements to be tracked over time. This process of program improvement is best depicted in the diagram below. A few assumptions of the model should be noted.

1. Programs have outcomes tables that list all student learning outcomes, support service outcomes, or administrative outcomes for their programs.
2. Programs do not measure all outcomes every year. Evidence is collected only in a manageable amount each year.
3. Programs will plan the measures of assessment for each outcome they plan to address. Each outcome should have multiple measures of assessment if possible.
4. Programs may include ad hoc measures of assessment depending on what arises during the year. Any added measures should be explained during reporting.
5. Programs will define, before collecting evidence, the acceptable levels of performance (criteria for success) for each measure of assessment.
6. Programs will "close the loop" by indicating results, whether criteria were met, and the program improvements implemented or planned to meet criteria or increase success.
7. Programs will continue to implement improvement strategies and collect evidence on an outcome until they achieve an acceptable level of performance.

## The Assessment Process at CCC&TI



## CCC&TI's Approach to Assessment

### Student-centered

Student learning outcomes will be the primary focus for academic programs assessment efforts. What program faculty do or assign to students will not serve as evidence of student learning. Faculty will decide what students will be able to do, know, believe as a result of participating in their program and outcomes and measures will reflect this.

For support programs, support services outcomes will be the primary focus of assessment efforts. These outcomes should speak to what students, faculty, or staff will be able to do, know, or believe or their level of achievement or satisfaction as a result of participating in services provided.

### Programmatic focus

The unit of interest in this approach to assessment will be the program. The college's assessment process will not be used to evaluate the performance of individual students, faculty, or staff. Faculty and staff will be expected to summarize the performance of the students as they relate to program outcomes to better understand the effectiveness of the



program in promoting student learning and achievement. For the purpose of assessment at CCC&TI, an academic program is defined as a set of courses resulting in a terminal degree, diploma, or certificate and includes programs under Corporate and Continuing Education and Basic Skills. Support programs are more difficult to define but generally are the individual departments under Administration, Finance and Business Services, Student Services, and Technology and Instructional Support Services. The J.E. Broyhill Civic Center and Administrative Support and Facilities Services are considered support programs as well.

### Grass roots/Faculty and staff managed approach

What is assessed and how it is assessed is solely determined by program faculty and staff. Ideally, all faculty and staff members within a program would participate in discussions regarding all components of program assessment. Faculty and staff compose the mission statement for the program, define outcomes, determine the means of assessment, and establish criteria for success. Program faculty and staff members are also responsible for collecting assessable artifacts (i.e. papers, projects, survey results, etc.), analyzing results, and developing and implementing program improvement strategies.

### College directed

Academic and support programs at CCC&TI look to department chairs and the vice president in their respective division for supervision regarding the assessment process. Administration in the direct organizational line should provide feedback to programs about their plans, help communicate deadlines for reporting results, and assist in providing necessary resources to sustain the assessment process. The institutional process of assessment is reviewed and approved by the college planning council and facilitated by the office of institutional effectiveness and research (OIER).

### Centralized training and support

The office of institutional effectiveness and research (OIER) provides support, consultation, and resources to programs regarding planning and implementing their assessment activities. Staff are available to consult individually with program directors or lead meetings where multiple faculty or staff work through a process of goal setting and assessment planning. In addition, OIER directs and facilitates the program review process. As part of this process, each program director must complete a one-on-one assessment review conducted by OIER. During this review, five years of assessment plans and reports are collected and analyzed to aid in discussion of success and necessary improvements related to the assessment process. OIER also facilitates college planning council and may assist other college committees regarding their efforts to oversee the various programmatic assessment efforts.

### Centralized reporting

To facilitate the organization and reporting of programmatic assessment efforts, all assessment guidelines, resources, and reports are housed in Compliance Assist (CA), in the Gallery and the Planning module. Programs use forms within the CA Planning module to record their assessment plans and results.

## How to Develop an Assessment Plan

The purpose of an assessment plan is to describe the process a program uses to understand and document its effect on students. The emphasis is on assessing the effectiveness of the program, not of individual students, courses, or faculty and staff members

An assessment plan has two main components:

**Mission/Outcomes.** This section answers the question, “What claims would a program like to be able to make regarding the impact of its efforts?” Arriving at consensus among program faculty and staff regarding the mission and outcomes of a program is often the hardest part of the assessment process.

**Measurements/Criteria.** This section answers the question, “What evidence is required to convince a reasonable person that those claims are accurate?” This part of the assessment plan focuses on the collection of evidence. For an academic program, this evidence may be criterion referenced (focused on students achievement of an objective criteria) or value-added (measuring how students have changed over time). For a support program, this evidence may quantify attitudes (satisfaction of students or faculty) or be comparative (showing the difference in achievement between users and non-users).

### Mission statement

This is simply the mission statement for the program. The purpose of a unit mission statement is to convey to others, both internal and external to the college, an understanding of why a unit (department, college, office, program) exists and what it does. The major points that should be addressed in a unit mission statement are:

1. The fundamental purpose for which a unit exists, its reason for being (e.g., to provide specific services).
2. The philosophy or values or point of view espoused by a unit with respect to its purpose.
3. The constituency or clientele of a unit, those whom it serves and with whom it works.
4. The organizational setting in which a unit operates, the major area in which it is located organizationally and to whom it reports (if necessary).
5. The major activities in which a unit engages or the services it provides in order to carry out its mission. Wherever possible, there should be an indication of relative emphases and priorities among the various activities.

Unit mission statements should be brief (no longer than one page with most only a paragraph). They need not follow any specific format as long as they address the points suggested above and are consistent with CCC&TI's mission statement.

### Program outcomes (Goals)

These are broad statements meant to relate the aims of the program stated in terms of what you want students to know or do. They should all be clearly related to the program's mission. Program outcomes are goals and are not held to the same standard of measurability as





student learning outcomes. They act as a link between the mission statement and the student learning or support service outcomes and provide an organizing structure for the assessment plan. There should probably be at least three in number and no more than six. For support programs, program outcomes may be at the program, area, or divisional level.

### *Examples of Program Outcomes*

- ❖ Students will demonstrate effective written and oral communication skills essential for contemporary business environments. (Business Admin/Logistics Mgmt)
- ❖ Graduates will demonstrate fluency in the language of visual structure (Visual Arts)
- ❖ Through the utilization of Student Services programs and services, students will achieve academic success and completion of their educational and holistic goals. (Student Services)

### Outcomes

These are concise descriptions of the impact of the program's efforts. They should each be clearly related to a program goal. There are three kinds of outcomes: student learning outcomes and support service (or support unit) outcomes focus on what students will be able to do as a result of participating in your program (think knowledge, skills, attitudes). Administrative outcomes are changes in the program that you want to occur as a result of your efforts (think internal measures related to program administration). A good rule of thumb is that each program outcome should have three to five outcomes. For academic programs, the focus should be on student learning outcomes.

Determining the outcomes for a program can be the most difficult and time-consuming part of writing an assessment plan. The process requires a "meeting of the minds" among program faculty and staff as to what knowledge, skills and attitudes students or staff will gain from participation in the program. For academic programs, this discussion should begin with surveying course syllabi for required core courses. By noting which topics are introduced, reinforced, applied, and mastered throughout the curriculum, faculty will begin to see what knowledge, skills and attitudes are currently taught. This information will be the basis for a discussion among faculty as they work to define what they want the program to be about. For support programs, this discussion should begin with the program mission and the intended results of services provided directly to students, faculty, and staff.

To be functional for assessment purposes, outcomes must be specific and measurable. Nonspecific statements such as "Students will understand...", "Students will appreciate...", "Students will know..." should be avoided. Instead program faculty and staff should decide what specific behavior students will exhibit that would make one recognize that students "understand" "appreciate" or "know". Specific action verbs such as "explain", "demonstrate", or "apply" are more potentially measurable and thus more useful in assessment plan. A worksheet that suggests action verbs grouped by cognitive complexity is in [Appendix A: Resources](#).

### *Examples of Student Learning Outcomes*

- ❖ Students will demonstrate a working vocabulary of design concepts and terminology (Visual Arts)
- ❖ Students will accurately create graphic documentation of their programming applications (Computer Programming)

For support programs, especially those that do not directly impact student success through academic support, it can be more difficult to determine clear, specific, and measurable outcomes. It can also be difficult to distinguish between support service outcomes and administrative outcomes. Some tips to remember:

1. A **support service outcome** should indicate what a “customer” will receive from a direct service provided by the program.
  - a. *Students will indicate satisfaction with bookstore personnel* (through direct interaction between bookstore personnel and students, an attitude is developed)
  - b. *Students receiving accommodations through disability services will demonstrate academic success* (because of the services provided to students with disabilities, these students will be as successful academically as other students)
  - c. *Communication of services provided by the academic support center will foster faculty support* (because of efforts in advertising the services provided by the ASC, faculty will show increased support and number of referrals)
2. An **administrative outcome** should indicate results of internal operations related to program administration.
  - a. *The academic support center will provide peer and professional tutoring for developmental and college-level courses* (this only speaks to what ASC with do as a program, not the results of the service they provide)
  - b. *College stores will prioritize used textbooks from wholesalers when purchasing book adoptions* (while this is related to the desire to aid students in providing textbooks at lower costs, it has no direct measurable impact on students or faculty)
3. **There is no status quo.** The number and type of outcomes a support program has is entirely dependent upon the service or services it provides. An academic support service will interact mostly with students and often directly impact student achievement, so support service outcomes and even student learning outcomes are most likely to fit well. For administrative services, there will be fewer support service outcomes and many of these will relate to satisfaction of various customers.
4. **Be creative!** Even though the program is not academic, do not assume you are alone in assessment. There may be departmental or institutional projects involving your service that should be assessed or there may be academic programs or faculty that support services can collaborate with. Institutional programs are always intertwined and often assessment is already happening in collaboration. All that is missing is the documentation.

## Means of assessment

The second part of the assessment plan focuses on the collection of evidence. For an academic program, this evidence may be criterion referenced (focused on students achievement of an objective criteria) or value-added (measuring how students have changed over time). For a support program, this evidence may quantify attitudes (satisfaction of students or faculty) or be comparative (showing the difference in achievement between users and non-users).

For each outcome you should plan two or more ways to measure it. At least one of these measures should be a direct measure that requires students or staff to demonstrate achievement of the outcome. Others measures may be indirect. These may include student self-reports of learning or faculty ratings of students. For support programs, these may include satisfaction survey results. Ideally the measurement activities for academic programs would be course embedded, that is integrated into regular graded class work. This eliminates the need for special assessment sessions and also assures that students will be motivated to put forth their best efforts.

For each assessment measurement, program faculty and staff will set satisfactory performance criteria. In some cases, faculty will need to establish rubrics that describe acceptable student performance. Because the assessment focus is on programs and not students, program faculty will set a minimum number of students or staff who will exhibit acceptable performance to judge that the program has achieved a specific outcome. Criteria could be course grades or GPA for support programs. At CCC&TI, this threshold of acceptable program performance is called the **criteria for success**.

## Dealing with Assessment Results

Though very important, defining and then collecting evidence about outcomes is just the beginning of the program improvement process. Program faculty and staff need to draw conclusions about the meaning of the evidence, develop a plan to improve student performance or service impact, and then collect more evidence to determine the effect of the changes. This process is often referred to as “**closing the loop**.”

## Use of results

Eventually the evidence collected around an outcome might indicate that the program is underperforming in relation to faculty or staff expectations. If this occurs, faculty and staff will develop a plan to improve student performance or the impact of the support service. This may involve changing the curriculum, changing pedagogy, adjusting a course, increasing communication of services, changing the delivery of certain services, etc. In some instances, a criterion may be set too high for the outcome and the program may need to lower its expectations. If this is done, a new benchmark will be set and raised again in the future as student learning or service impact increases. In some instances, a measure of assessment will be an inaccurate means of assessing an outcome or will need to be revised as the curriculum or service changes. Assessment measures should only be changed in these instances; if the means of assessment is accurate, it should not change.

### Follow up

Once the plan for improvement is implemented and given time to have the desired effect, program faculty and staff include the measure of assessment to once again determine if students are learning at the desired level or the service is having the desired effect. If not, they develop another plan for improvement, implement it, and assess it. That cycle continues until the criteria for success are met.

CCC&TI does not expect programs to assess all of their outcomes every year. During any year a program might be collecting evidence around a small handful of outcomes. Good practice suggests that a program not move on to assessing many additional outcomes until it has reached the desired levels of performance on the outcomes it is currently assessing. For outcomes the program shows success in, it is still important to monitor learning or service impact in these areas. Sometimes when focus is removed from a particular outcome in favor of another, the original topic can become neglected. For outcomes showing frequent success, a few rotated measures will help monitor success without burdening faculty or staff.

Unlike academic programs, most support programs will have fewer outcomes and assess most of these annually. There may be a few measures of assessment that are looked at annually as well. It is important for support programs to include a variety of measures, however, and rotate some of these each year. This is especially important for outcomes that are measured only with survey results or average GPA. While these are good indicators, such measures may not illustrate the big picture accurately. Rotating in other measures will help to provide a balanced perspective.

### General Education Assessment at CCC&TI

As an open door community college, general education (GenEd) is an important part of curriculum at CCC&TI. In addition to being crucial for ongoing improvement of core learning requirements for all graduates, a mature GenEd assessment program is necessary for a reaffirmation of our accreditation by SACS. Found in the SACS publication [\*Principles of Accreditation: Foundations for Quality Enhancement, Fifth Edition\*](#).

### Section 3: Comprehensive Standards

#### CS 3.5.1

The institution identifies college-level general education competencies and the extent to which students have attained them.

The majority of programs offered at CCC&TI require students to complete a GenEd core as part of their completion of the program and GenEd competencies and outcomes are assessed within this core. For those program exceptions, courses and topics must be identified where program students are developing the knowledge or skills indicated by the appropriate GenEd competency and outcome.

CCC&TI has identified the core GenEd competencies and related student learning outcomes and assesses these outcomes in core courses annually. GenEd outcomes may also be included



in program assessment if applicable and desired. Multiple outcomes speak to knowledge and skills taught in programs across the institution, not just within the GenEd core.

### General education competencies and outcomes

**General Education Competency 1:** Graduates will demonstrate communication skills that include the abilities to read, comprehend, and analyze information; and to express ideas effectively through written and oral communications

- ❖ Students will apply comprehension and critical reading strategies to evaluate and analyze fiction and/or non-fiction texts in a variety of contexts
- ❖ Students will produce unified, coherent, well developed written communication using standard English and appropriate research and documentation techniques where necessary
- ❖ Students will deliver appropriate verbal and nonverbal messages within a variety of contexts

**General Education Competency 2:** Graduates will recognize and articulate an understanding of global perspectives and cultural diversity

- ❖ Students will demonstrate an understanding of cultural issues such as diversity, religion, and human rights
- ❖ Students will demonstrate an understanding of variety of global perspectives such as environmental, economic, and political issues

**General Education Competency 3:** Graduates will demonstrate information technology skills including accessing and evaluating information, as well as communicating using technology

- ❖ Students will use technology in academic and professional communications
- ❖ Students will access information on the Internet and critique the validity of information found
- ❖ Students will demonstrate and utilize components of computer technology

**General Education Competency 4:** Graduates will apply critical thinking strategies to think logically and solve problems using analysis, synthesis, and evaluation

- ❖ Students will make inferences, evaluate sources, and draw conclusions based on information presented from a variety of sources
- ❖ Students will recognize bias, differing points of view, connotative language, fallacies, the difference between fact and opinion, and other barriers to critical thinking

**General Education Competency 5:** Graduates will apply the computational skills necessary to become sufficiently numerate to function as a member of society

- ❖ Students will perform basic mathematical/algebraic operations
- ❖ Students will analyze data-read and understand graphs, charts, and tables using appropriate technology as needed
- ❖ Students will demonstrate computational skills to solve real world applications

## Managing the Assessment Process at CCC&TI

### Office of institutional effectiveness and research

All assessment efforts begin at the program level with the outcomes, measures, and criteria identified by faculty and staff. Assessment should above all things be useful in facilitating program improvement. Therefore faculty and staff in the program need to claim ownership of assessment and use the process to match their needs.

It is understood, however, that faculty and staff will not be (and are not expected to be) experts in assessment methodology or analysis. The office of institutional effectiveness and research (OIER) provides direction and support in the assessment process at CCC&TI and facilitates process improvement. OIER is also responsible for institutional assessment and completes an annual institutional assessment report with outcomes related directly to the institutional strategic plan and mission. Local, state, and federal measures are utilized and criteria are matched to the expectations of governmental and accrediting agencies. Many of the assessment measures for the CCC&TI institutional assessment plan are taken directly from the [NCCCS Critical Success Factors Report](#). The past year's institutional assessment report and current year's institutional assessment plan are published in the [Institutional Effectiveness Plan](#) available on the CCC&TI website and updated annually.

College planning council also monitors and facilitates institutional effectiveness at CCC&TI. Membership includes the president, executive vice president, divisional vice presidents, faculty senate president, SGA student representative, and director of institutional effectiveness and research (ex-officio).

Any questions related to assessment at CCC&TI or institutional effectiveness in general should be directed to the office of institutional effectiveness and research at 828-726-2375 or [kbenoit@cccti.edu](mailto:kbenoit@cccti.edu).

Please remember – our office exists to facilitate and support the process of institutional effectiveness and this includes supporting faculty, staff, and administration in understanding and utilizing assessment, planning, program review, and other available data effectively for decision-making and program and institutional improvement. Do not hesitate to contact our office with any questions or concerns!



## Appendix A: Using Compliance Assist: Planning Module

### Introduction to Compliance Assist

Beginning in the fall of 2011, Caldwell Community College and Technical Institute began implementing the use of Compliance Assist (CA) online software to manage its institutional effectiveness process. Since then, the college has used CA: Accreditation to complete its SACS Fifth-Year Interim Report and CA: Program Review to complete the 2012-2013 program review process.

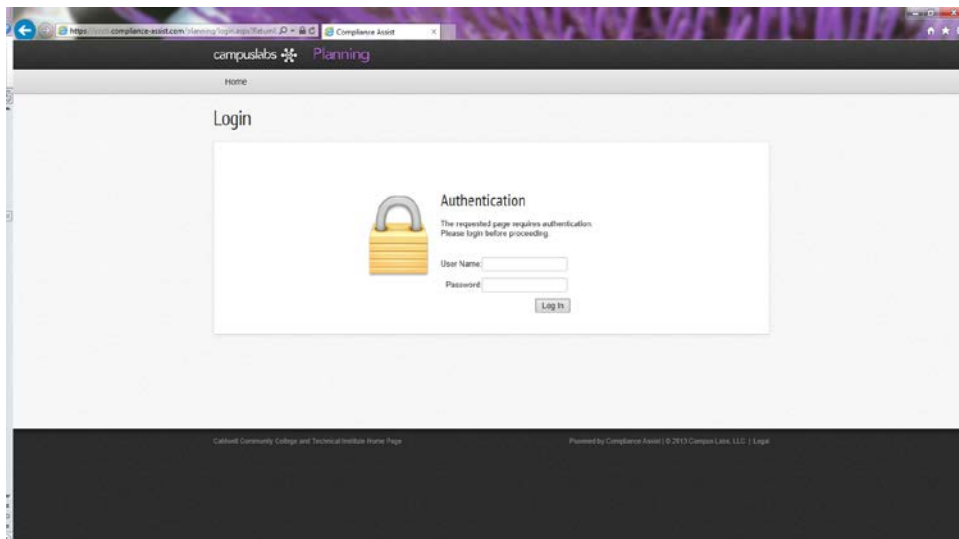
Starting with the 2013-2014 assessment cycle (beginning in September), CCC&TI will complete the assessment process in CA: Planning.

**\*Terminology note:** Compliance Assist only has ONE module for planning and assessment. It is called “Planning”. Don’t be confused by this! All planning and assessment is located in this module. CA only uses “Planning” because, ideally, the assessment and planning processes should feed into each other and should be one continuous cycle.

### Getting Started in Compliance Assist

#### User Login and Permissions

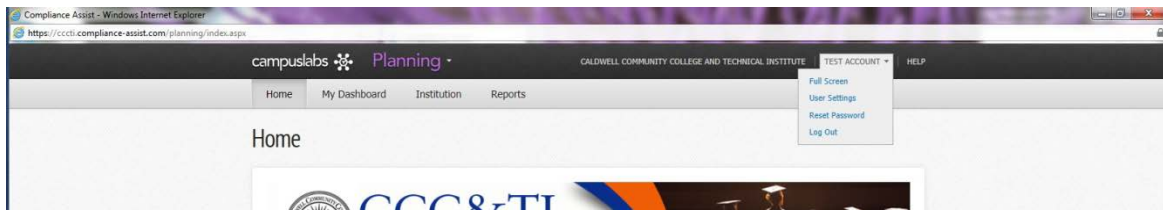
Every coordinator, director, department chair, and vice president has a username and permissions in Compliance Assist. If any other faculty or staff member also needs access to any part of CA, please contact OIER to set up a user account.



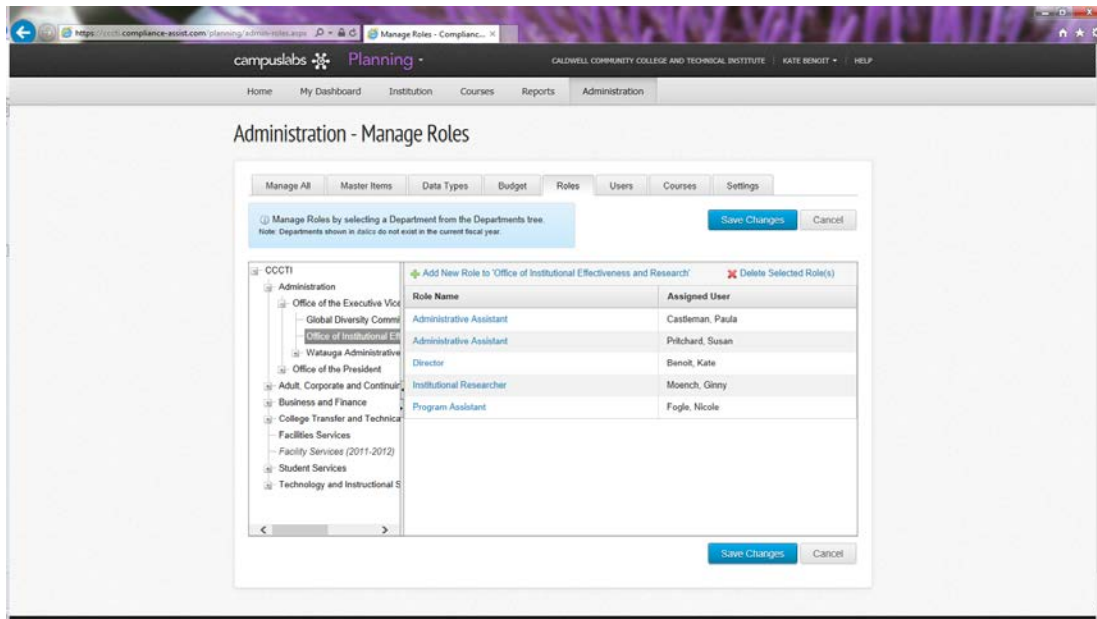
**User Name** = your email address without the “@cccti.edu” (ex. kbenoit)

**Password** = password1 (all lowercase)

You will be prompted to change your password upon your first login. You can choose any password you want. If you forget your password or need login assistance, contact OIER. Your password will be reset to “password1” again. OIER does not have access to any password you create.



To logout or reset your password, you can access your account by clicking on your name at the top of any page.



Permissions in CA: Planning are granular and are managed by assigning roles to each user. Any user can have as many roles in as many areas as necessary. Because permissions can be specific and can vary by area, OIER will handle assigning roles in CA. If you need your permissions or the permissions for someone in your area changed, please contact OIER.

By default, users will have permission to create and edit items at their level and below – for example, if you are a program director, you will only have access to your program and any documents pertaining to it. If you are a department chair, you will have access to all programs within your department.

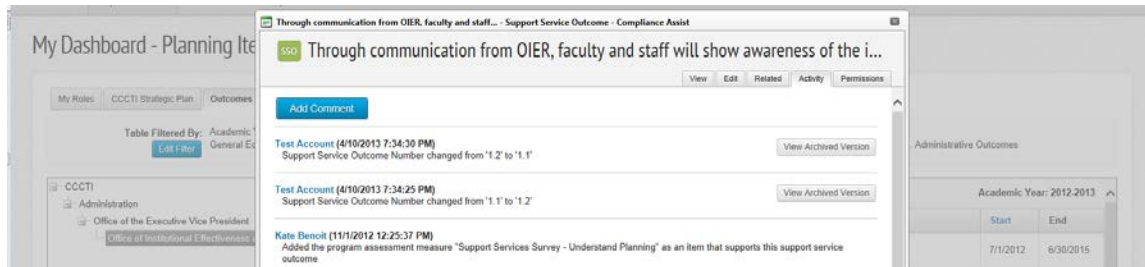
### Common Fields and Buttons

The following things are found across the CA: Planning module and are important to know. You will see these in most of the tabs and forms you are working in, so they will be explained here and not repeatedly throughout this handbook.



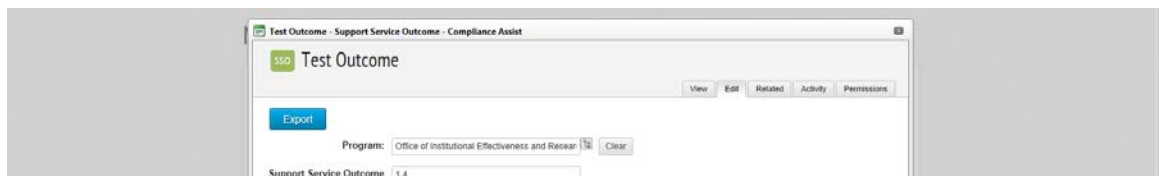


SAVE FREQUENTLY!! In CA, there are two save options – “Save” and “Save & Close.” Clicking the Save button will save any new information you have entered and keep you in editing mode so you can continue working. Clicking Save & Close will save any changes and exit the form.



Every time you save a change, an archive is created. If you want to go back to previous versions of your form or if you accidentally make a change or delete text and need to restore a previous version, you can go to the “Activity” tab on any form and “View Archived Version.” You cannot actually restore previous versions, but you can copy and paste any text from archives into your current form.

Only the user who made the change can access the archived version. If another user makes a change and you need to correct it, however, you can also see all user activity for any form under this tab.



All items in CA must have at least the first three fields (program, number, title) populated and saved, before ALL options for the form are available to use. You will notice, unlike the image above, new items will not have any tabs at the top.

Once the item is saved, it will refresh with these tabs. All items, regardless of the area you are under, have the same tab options.

1. **View** – where you can see the final version of an item outside of edit mode.
2. **Edit** – opens edit mode on already existing items.
3. **Related** – every item type in CA: Planning can be linked to other item types. For example, our Program Outcomes are linked to the outcomes (i.e. student learning outcomes) under them. For assessment, assessment measures are linked to the outcomes they are measuring. Each item is preset with the other items it supports or is supported by:
  - a. **Items This ... Supports** – any item above this one (i.e. program outcomes are *supported* by student learning outcomes)
  - b. **Items Supporting This...** - any item beneath this one (i.e. program assessment measures are *supporting* student learning outcomes)

The screenshot shows the 'My Roles' dashboard in Compliance Assist. A red circle highlights the 'Edit Filter' button. A 'Select Items' dialog box is open, displaying a list of items with checkboxes. The 'Academic Year' dropdown is set to 'All'. The list includes items like 'Core Values', 'Strategic Goals', 'Strategic Initiatives', 'Improvement Objectives', 'Program Missions', 'General Education Competencies', 'General Education Student Learning Outcomes', 'Program Outcomes', 'Program Student Learning Outcomes', 'Support Service Outcomes', 'Administrative Outcomes', 'Program Assessment Measures', 'General Education Assessment Measures', and 'Strategies for Improvement'.

The items that appear in each tab can be filtered by clicking on the blue “Edit Filter” button. Items can be filtered by academic year and each item type within that tab (outcomes, measures, etc.) can be selected or unselected.

The screenshot shows the 'My Roles' dashboard in Compliance Assist. A red circle highlights the 'HELP' button in the upper right corner of the page.

If you need help with Compliance Assist at any time, you can click the “Help” button in the upper right corner of any page. This will open the CA user manual and take you directly to the section applicable to the page you are on. If you still need assistance, you can always contact OIER for help.

## Home Announcements

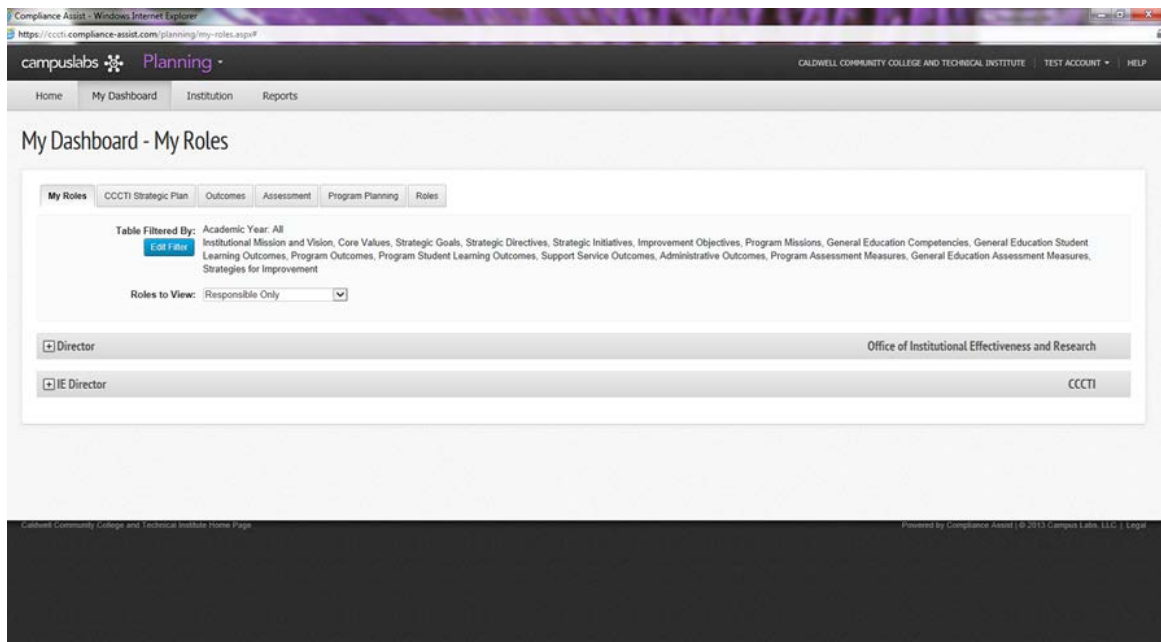
The screenshot shows the home page of the CCC&TI Planning and Assessment Site. The page features the CCC&TI logo, a welcome message from Kate Benoit, and a section for Assessment Resources. The welcome message states: "Welcome to the CCC&TI Planning and Assessment Site! Since fall 2011, CCC&TI has been gradually implementing the use of Compliance Assist software for institutional effectiveness, including SACS accreditation reporting and program review. In an effort to better document, track and report on the strategic planning and assessment efforts of Caldwell Community College and Technical Institute, the 2013-2014 assessment process and 2014-2015 planning process will also move to Compliance Assist. The use of this software will not only help to facilitate... More >>". The Assessment Resources section states: "If you have questions about the assessment process, are looking for resources to help improve your assessment, or have questions about completing assessment in Compliance Assist, please see the attached Assessment at CCC&TI document. This handbook is pretty comprehensive and should at least get you started on the right track! After moving assessment to Compliance Assist, we no longer have any documents or forms outside of this Planning module - EVERYTHING for assessment is housed and completed... More >>".

After logging in, all users should be directed to the CA: Planning Home which shows all current announcements. Any resources for completing planning and assessment will be located here, as well as any announcements regarding future training or changes in CA.

## My Dashboard

My Dashboard is where most users will be working. This section holds all planning and assessment items and all permissions are based on a user's role (or roles). This means that you will only see the areas and items that you have access to view, create, or edit. Also, by default, you will be taken directly to your area (program, department, or division), making it easy to find your information.

## My Roles



The screenshot shows a web browser window displaying the 'My Roles' page in the Compliance Assist system. The page title is 'My Dashboard - My Roles'. The navigation menu includes 'Home', 'My Dashboard', 'Institution', and 'Reports'. The main content area has tabs for 'My Roles', 'CCCTI Strategic Plan', 'Outcomes', 'Assessment', 'Program Planning', and 'Roles'. Below the tabs, there is a 'Table Filtered By:' section with a dropdown menu set to 'Academic Year: All' and an 'Edit Filter' button. The table lists roles with columns for role name and department. The roles listed are 'Director' (Office of Institutional Effectiveness and Research) and 'IE Director' (CCCTI). The footer of the page contains the text 'Caldwell Community College and Technical Institute Home Page' and 'Powered by Compliance Assist | © 2013 Campus Labs, LLC | Legal'.

Upon entering My Dashboard, you will always see the “My Roles” tab first. Every role you have been assigned will be listed here. Most users will only have one role based on their position at the institution (coordinator, director, etc.). Users responsible for multiple areas or information in a variety of areas may have multiple roles.

Faculty or staff can also be added as users and assigned certain roles and permissions to assist with the completion of planning or assessment. Administrative assistants or faculty may need to have roles in certain areas with very specific permissions and responsibilities. Please contact OIER to discuss any need to have additional users in your area.

The screenshot shows the 'My Roles' page in the Compliance Assist system. The page is titled 'My Dashboard - My Roles' and includes a navigation menu with 'Home', 'My Dashboard', 'Institution', and 'Reports'. The main content area is titled 'My Roles' and includes a filter section for 'Academic Year: All' and 'Roles to View: Responsible Only'. Below this is a table of roles for the Director of the Office of Institutional Effectiveness and Research.

Type	Number	Name	Start	End	Progress
P. AM	2012FA	<a href="#">Institutional Plan/Report Docs Timely</a>	7/1/2012	6/30/2013	
P. AM	2013SP	<a href="#">Disclosure Requirements</a>	7/1/2012	6/30/2013	
P. AM	2013SP	<a href="#">External Reporting</a>	7/1/2012	6/30/2013	
P. AM	2013SP	<a href="#">Program Review Satisfaction</a>	7/1/2012	6/30/2013	
P. AM	2013SP	<a href="#">Support Services Survey - OIER Contact</a>	7/1/2012	6/30/2013	
	2	<a href="#">Create/Revise IE Documentation</a>	7/1/2012	6/30/2013	

Each role will expand to show any items within CA: Planning where responsibility has been assigned.

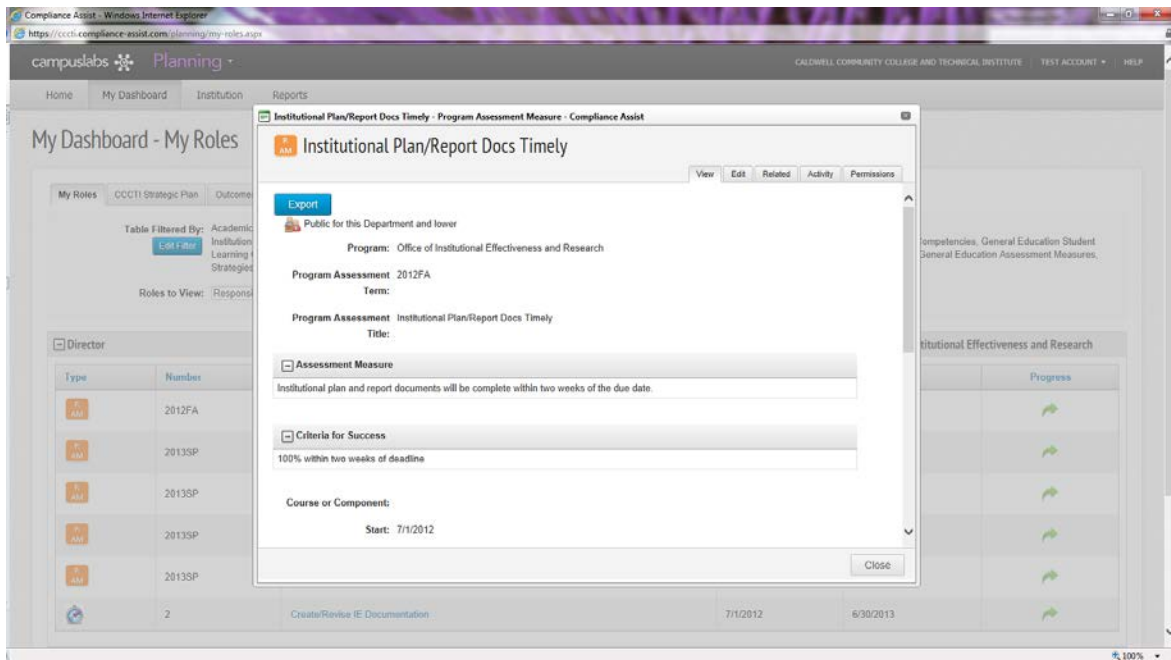
Most users will only see a few types of items listed here – Program Assessment Measures (P. AM), General Education Assessment Measures (GE. AM), or Strategies for Improvement (the compass icon).

On the My Roles page, the following information will be listed:

1. **Type** – the type of item (P. AM, GE. AM, etc.)
2. **Number** – an academic year or term for assessment measures
3. **Name** – the title of the assessment measure and the link to open the measure
4. **Start** – the beginning of the assessment year (follows the academic year)
5. **End** – the end of the assessment year (follows the academic year)
6. **Progress** – the status of that assessment measure

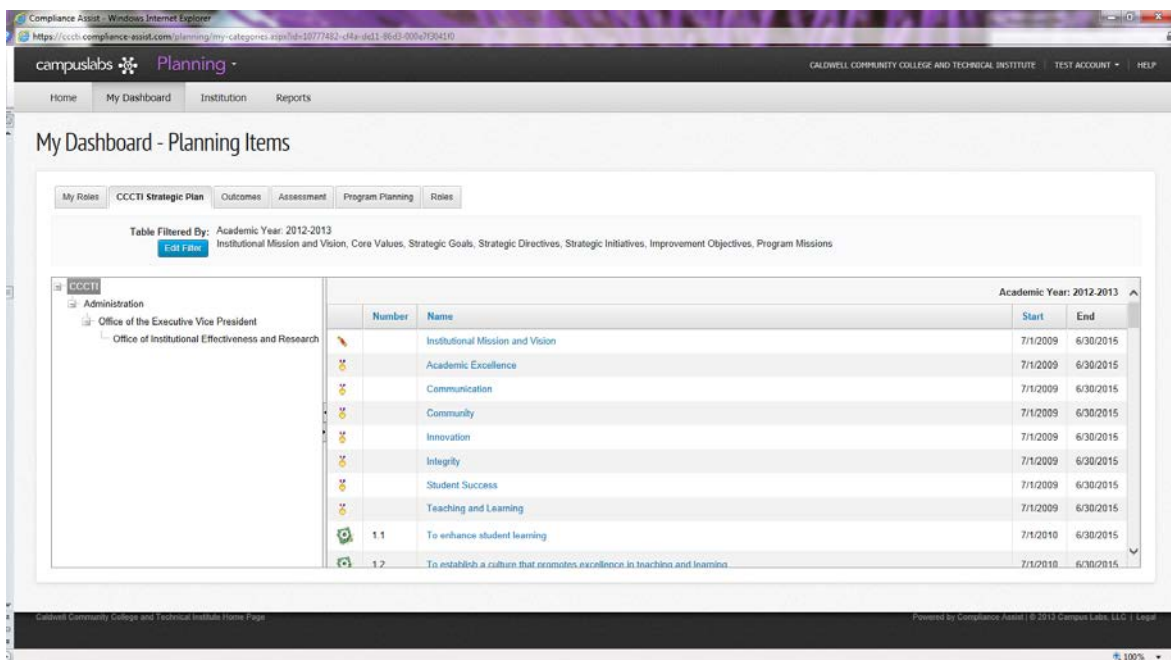
\*\*Responsibility in this context means [responsibility for completion of that particular item within CA](#). Even though there are usually multiple people responsible for the collection and analysis of data in assessment, roles should only be assigned in CA based on responsibility for completing the forms within CA: Planning.





Clicking on the title of any item in the list will open it. As long as a user has been assigned responsibility to an item, all editing can be done from the My Roles tab.

### CCCTI Strategic Plan



The CCCTI Strategic Plan tab holds the institutional mission, vision, and core values, the current strategic plan (and any future strategic plans), and all program missions.

Table Filtered By: Academic Year: 2012-2013  
Institutional Mission and Vision, Core Values, Strategic Goals, Strategic Directives, Strategic Initiatives, Improvement Objectives, Program Missions

Name	Start	End
OIER Mission	7/1/2012	6/30/2013

**OIER Mission**

Title: OIER Mission

**Mission Statement**

The Office of Institutional Effectiveness and Research is to support and fulfill the mission of Caldwell Community College and Technical Institute by directing and coordinating institutional planning, evaluation, policy and procedures analysis and institutional research.

Primary functions of the Office include

1. facilitating the institutional effectiveness process, including assessment, planning, and program review;
2. providing support in the development of program assessment plans and plans of action;
3. providing data about CCC&TI and its students, faculty, and staff for external agencies, governing boards, accreditations, the federal government, and internal constituencies;
4. conducting analytical studies that provide information to support planning and decision-making;
5. facilitating the CCC&TI strategic planning process.

Start: 7/1/2012  
End: 6/30/2013

Directors will have access to create and edit program missions under this tab. All other items are informational. All users will be able to run a Strategic Plan report that will pull a complete strategic plan for reference.

## Outcomes

Table Filtered By: Academic Year: 2012-2013  
General Education Competencies, General Education Student Learning Outcomes, Program Outcomes, Program Student Learning Outcomes, Support Service Outcomes, Administrative Outcomes

Number	Name	Start	End
P.O. 1	Faculty and staff will be aware of IER services and be satisfied with support provided.	7/1/2012	6/30/2015
SSO 1.1	Through communication from OIER, faculty and staff will show awareness of the institutional effectiveness process.	7/1/2012	6/30/2015
SSO 1.2	Through communication from OIER, faculty and staff will show awareness of IER support services available.	7/1/2012	6/30/2015
SSO 1.3	Faculty and staff will be satisfied with OIER support and services.	7/1/2012	6/30/2015
P.O. 2	Faculty, staff, and administrators will access data for decision-making that is both timely and accurate.	7/1/2012	6/30/2015
A.O. 2.1	OIER will collect, analyze, and synthesize data for decision-making by users.	7/1/2012	6/30/2015
A.O. 2.2	OIER will provide efficient and effective access to data.	7/1/2012	6/30/2015

The Outcomes tab holds all institutional, general education, and program outcomes for the institution. While all current outcomes should already be available prior to the user's first

use of CA: Planning, directors will have the ability to edit and delete existing outcomes and create new outcomes.

	Number	Name	Start	End
GEC	1	Graduates will demonstrate communication skills that include the abilities to read, comprehend, and analyze information, and to express ideas effectively through written and oral communications.	7/1/2010	6/30/2015
GE SLO	1.1	Students will apply comprehension and critical reading strategies to evaluate and analyze fiction and/or non-fiction texts in a variety of contexts.	7/1/2010	6/30/2015
GE SLO	1.2	Students will produce unified, coherent, well-developed written communication using standard English and appropriate research and documentation techniques where necessary.	7/1/2010	6/30/2015

General education competencies and outcomes are stored under CCCTI and are here as reference for most users. The general education outcomes will be available to everyone to link to assessment, but only those responsible for the general education plan will have access to create or edit the competencies and outcomes.

	Number	Name	Start	End
		will be aware of IER services and be satisfied with support provided.	7/1/2012	6/30/2015
		ication from OIER, faculty and staff will show awareness of the institutional effectiveness process.	7/1/2012	6/30/2015
		ication from OIER, faculty and staff will show awareness of IER support services available.	7/1/2012	6/30/2015

To create a new outcome, hover the mouse over the “New Item” button and select the type of outcome – Program Outcome (PO), Program Student Learning Outcome (P.SLO), Support Service Outcome (SSO), or Administrative Outcome (AO).

Program: Office of Institutional Effectiveness and Research

Program SLO Number:

Program Student Learning Outcome:

Start: 7/1/2012  Choose Academic Year Dates

End: 6/30/2013

Responsible Roles:

Role	Permission
No Roles Selected	

Progress:

All outcome forms look the same regardless of the type of outcome.

1. **Program** –automatically completed based on the program you are currently under.
2. **...Outcome Number** – if you are creating a program outcome, you will have a whole number and a student learning outcome, support service outcome, or administrative outcome will fall under the program outcome (PO 1, SLO 1.1, 1.2, etc.).

3. **...Outcome** – though the box looks small, this is the full wording of your outcome.
4. **Start and End** – automatically populated with the current academic year. While outcomes should be reviewed annually, they should rarely change (if they accurately represent the program). For CA, the start and end date should reflect the 5-year program review cycle. **\*\*If you change the wording of an outcome, stop using an outcome, or create a new outcome, MAKE SURE YOUR START and/or END DATES REFLECT THESE CHANGES!!** If you do not have accurate dates entered into your outcomes, your assessment measures will be linking to incorrect and inaccurate outcomes.
5. **Responsible Roles** – if necessary, this is where you would assign user roles to indicate responsibility for completion. For most, this will not be needed.
6. **Progress** – if necessary, this is where you would indicate the completion status of the outcome. For most, this will not be needed.

Test Outcome

View Edit Related Activity Permissions

Items This Support Service Outcome Supports

+ Add - Remove Selected

Type	Number	Name	Start Date	End Date	Provider
Program Outcome	1	Faculty and staff will be aware of IER services and be satisfied with support provided.	07/01/2012	06/30/2015	Office of Institutional Effectiveness and Research

Items Supporting This Support Service Outcome

+ Add - Remove Selected

Type	Number	Name	Start Date	End Date	Provider
There are no supporting items.					

Anytime a new outcome is created, it **MUST** be linked to the appropriate related outcome (program outcomes are linked to any outcomes beneath them, i.e. student learning outcomes, and likewise these outcomes are linked to program outcomes). See [Common Fields and Buttons](#) for the difference between *supports* and *supporting* items.

Add Related Item Compliance Assist

Related Item Chooser

Filter: Academic Year: 2012-2013  
Program Outcomes

Clear Filter

My Roles All Roles

CCCTI

- Administration
  - Office of the Executive Vice President & Provost
    - Office of Institutional Effectiveness and Research

	Number	Name	Start Date	End Date
<input type="checkbox"/>	P.O. 1	Faculty and staff will be aware of IER services and be satisfied with support provided.	07/01/2012	06/30/2015
<input type="checkbox"/>	P.O. 2	Faculty, staff, and administrators will access data for decision-making that is both timely and accurate.	07/01/2012	06/30/2015
<input type="checkbox"/>	P.O. 3	The institution will document the use of the institutional effectiveness process for improvement.	07/01/2012	06/30/2015

Add Cancel

Clicking the green “+Add” will open a window with the items that can be linked (related). Because the example above is a new support service outcome, it can only *support* program outcomes, so this is the only option available. To add the related item, click the check box next to the appropriate item and click the green “Add” box. Clicking this button is the same as clicking a Save button and automatically saves the choice.





If related items are not linked appropriately, reports will not reflect all of the information completed in CA and it may seem like assessment is unfinished. Also, as the point of assessment is to measure how successful a program is in achieving its outcomes, it is important all of these items are linked to show the relationship between each and provide a complete documentation of assessment efforts.

## Assessment

The screenshot shows the 'My Dashboard - Planning Items' page. The 'Assessment' tab is active. The table below shows the following data:

Number	Name	Start	End
2012FA	Institutional Plan/Report Docs Timely	7/1/2012	6/30/2013
2013SP	Program Review Satisfaction	7/1/2012	6/30/2013
2013SP	POA Plan/Report Timely	7/1/2012	6/30/2013
2013SP	Support Services Survey - OER Contact	7/1/2012	6/30/2013
2013SP	POA Plan/Report Complete	7/1/2012	6/30/2013
2013SP	External Reporting	7/1/2012	6/30/2013

This is the tab users will be working in the most for assessment. Under the Assessment tab, users will create and edit assessment measures for the program and general education. Like the other areas in My Dashboard, users will be taken directly to their program area and see any items for the current academic year.

The close-up shows the 'New Item' button with a dropdown menu containing two options: 'Program Assessment Measure (P. AM)' and 'General Education Assessment Measure (GE. AM)'. The table below shows the following data:

Number	Name	Start	End
2012FA	Institutional Plan/Report Docs Timely	7/1/2012	6/30/2013
2013SP	Program Review Satisfaction	7/1/2012	6/30/2013
2013SP	POA Plan/Report Timely	7/1/2012	6/30/2013

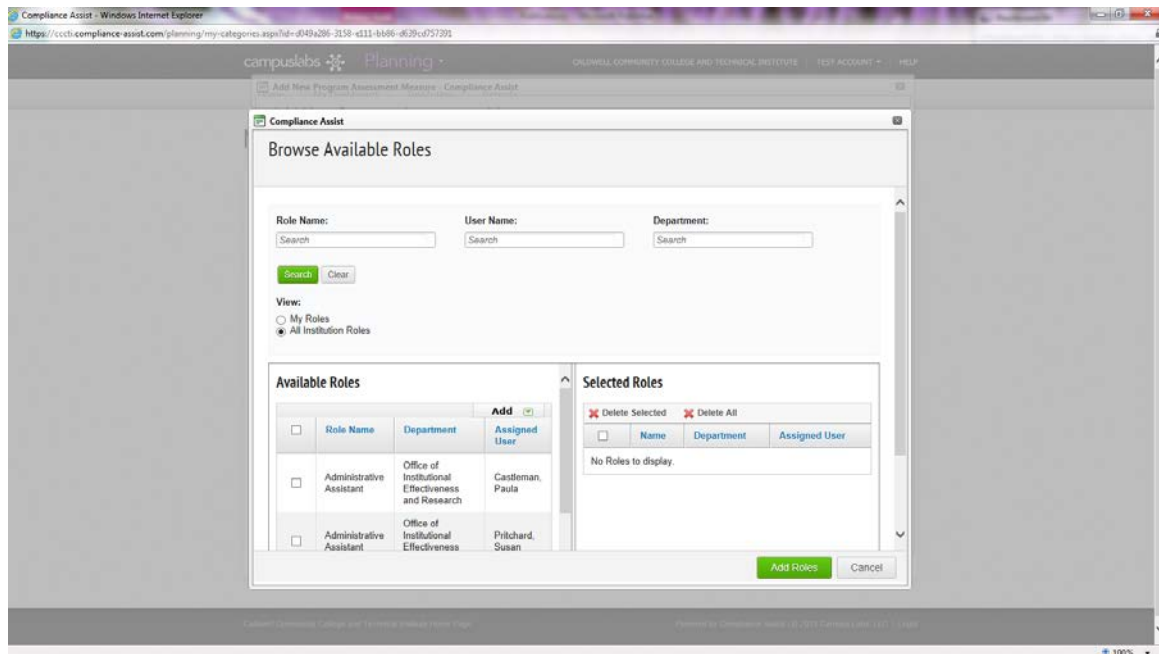
To create a new assessment measure, hover the mouse over the “New Item” button and select the type of assessment measure – Program Assessment Measure (P. AM) or General Education Assessment Measure (GE. AM).

The assessment measure form is the same for both types of assessment (program and general education).

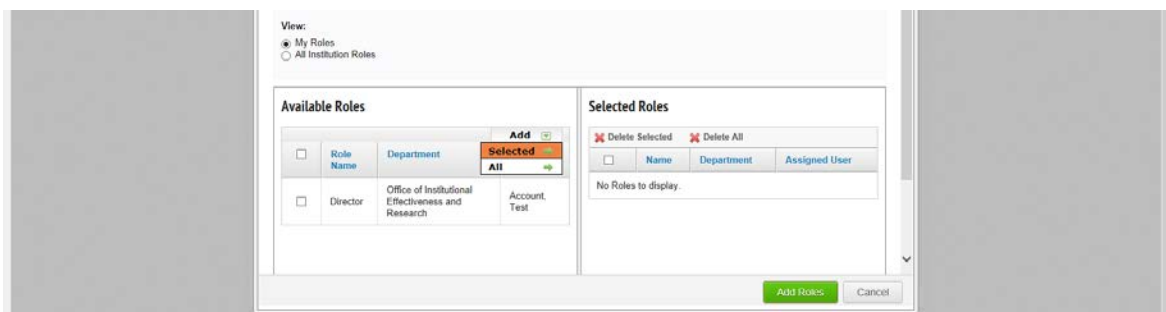
1. **Program** - automatically completed based on the program you are currently under.
2. **Assessment Term** – the academic year (YYYY-YYYY) or term (YYYYFA) when you complete this assessment measure (when do you assess and collect the data?).
3. **Assessment Title** – a brief title to describe your assessment measure. This is what will show in your list of assessment measures under the Assessment tab and distinguishes one measure from another. It can be whatever you want but needs to clearly identify the measure so you can tell them apart.
4. **Assessment Measure** – what the actual measure of assessment is. This does NOT include the criteria (% successful), only the measure itself. For example, *Students will successfully complete a mock interview as part of their capstone project.*
5. **Criteria for Success** – the program’s expectation for success. For example, *90% of students with a 4 or higher on the mock interview rubric.*
6. **Course or Component** – the course(s)/module(s) this measure will be completed in, if applicable.

7. **Start and End** – automatically populated with the current academic year. **MAKE SURE YOUR START and/or END DATES REFLECT THE CORRECT ASSESSMENT CYCLE!!** For example, if you are working on assessment for 2013-2014 prior to July 1, 2013, you will need to change your Start and End dates. This can be done manually or by clicking “Choose Academic Year Dates” and selecting the appropriate year. If you do not have accurate dates entered into your measures, your assessment will not pull properly in an assessment report and assessment efforts for that year will not be accurately reflected.

8. **Responsible Roles** – for most, this would be the user creating the assessment measure (the coordinator or director). If there are other users responsible for complete this measure in CA, they can be added here as well. While this is not a required field, entering roles here allows users to see the items they are responsible for on the My Roles page of My Dashboard.



Clicking on “Manage” will open the roles available in CA: Planning. Most of the time, you will select “My Roles” under View and this will show any roles assigned to you.



Select your role by checking the box to the left, hover over “Add” with the green drop down arrow, and click “Selected” to add the role. When you are finished, click “Add Roles”.



You can also search for roles. Clicking on each box will give a drop down of every role, name, and department, and typing in the box will search the list. You will need to **make sure “All Institution Roles” is selected** under View when you search, or you will only be searching within your assigned roles.

Users have the ability to add users and roles outside of their area. This is useful if you participate in general education assessment or have faculty or staff who collaborate across areas and are responsible for the completion of certain assessment measures in CA.

**\*\*REMEMBER!** Responsibility in this context means [responsibility for completion of that particular item within CA](#). Even though there are usually multiple people responsible for the collection and analysis of data in assessment, roles should only be assigned in CA based on responsibility for completing the forms within CA: Planning.

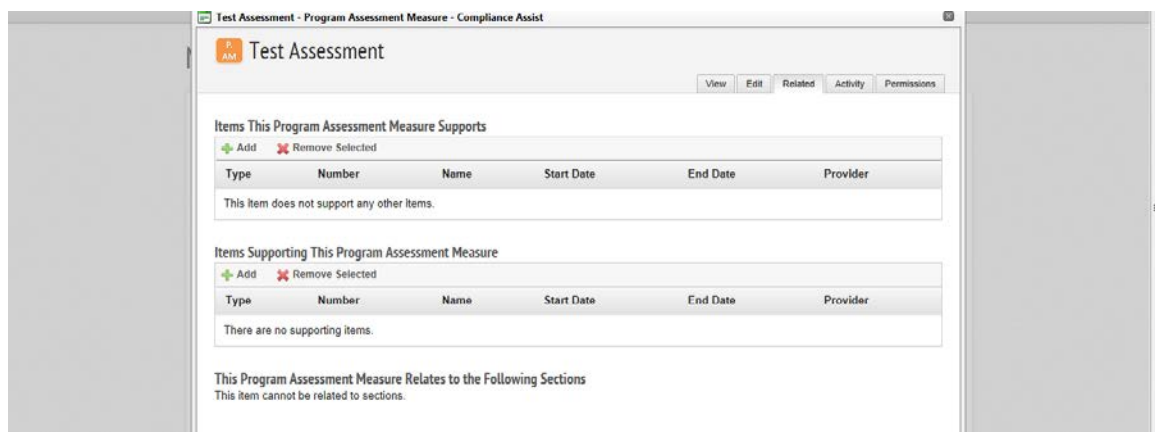
The screenshot displays the 'Add New Program Assessment Measure' form in the Compliance Assist system. The form is titled 'Add New Program Assessment Measure - Compliance Assist' and is part of the 'Planning' module. It includes several sections: 'Responsible Roles' with a table listing roles and permissions; 'Results of Assessment' with an 'Edit' button and a note that sources can be added after saving; 'Use of Results for Improvement' with an 'Edit' button and a similar note; 'Criteria Met' with a checkbox; 'Repeat Measure' with a checkbox; and 'Progress' with a dropdown menu. At the bottom, there are 'Save', 'Save & Close', and 'Cancel' buttons. The browser address bar shows the URL: https://ccccti.compliance-assist.com/planning/my-categories.aspx?id=404236-3158-cl11-8886-6236-cf57391.

9. **Results of Assessment** - the data collected showing the results of this measure of assessment. Sources from the Gallery can be attached to this box.
10. **Use of Results for Improvement** – if the criteria for the measure were not met or you are unhappy with the results, indicate how the program plans to make changes to increase success. If the criteria for this measure were met, indicate if the measure will be replaced with another or if the criteria will be changed to match increased expectations for the next year.
11. **Criteria Met** – check box if all criteria were met for this assessment measure.
12. **Repeat Measure** – check box if this assessment measure will be repeated for the next year.
13. **Progress** – the current completion status of this assessment.
  - a. **Ongoing** – the measure is planned, but does not have results yet.
  - b. **Completed** – the assessment is complete and all data has been entered into the form.
  - c. **Incomplete** – the data was not collected or the assessment was not done. This could be for many reasons and should be explained in the “Results of Assessment” section.
  - d. **Removed** – the assessment is inaccurate or no longer useful/applicable and will be removed from future assessment plans.

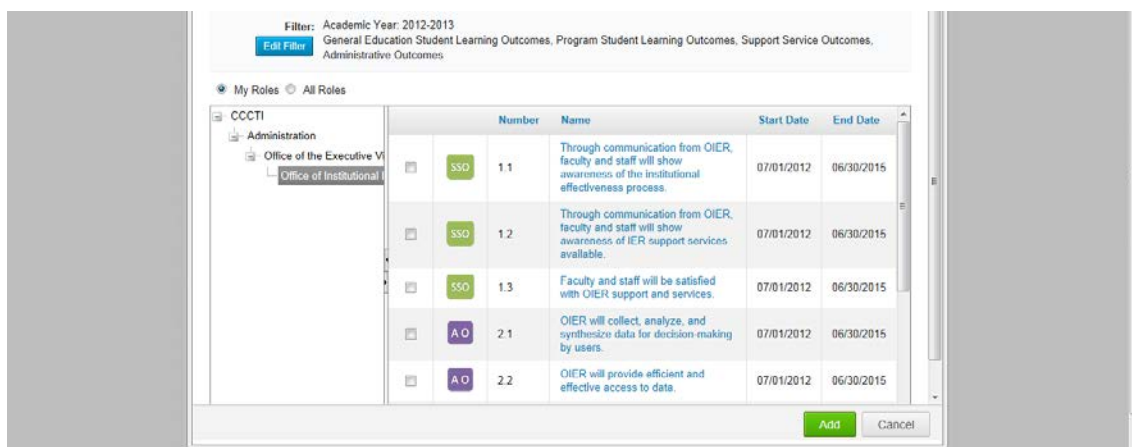


\*\*\* **Incomplete** and **Removed** are different. Incomplete usually means that the measure of assessment is good, there was just a reason it was not or could not be completed this year. An incomplete measure will be included in future assessment. Removed means the measure of assessment was not accurate or useful and will be deleted from future assessment plans because of it.

The Progress field is not required and is for a user's own tracking purposes only. The progress icon will show up in the list of measures and on the My Roles page for all items you have responsibility for. You can also sort your items by the Progress field, allowing easier access to those items that are currently ongoing or need your attention.



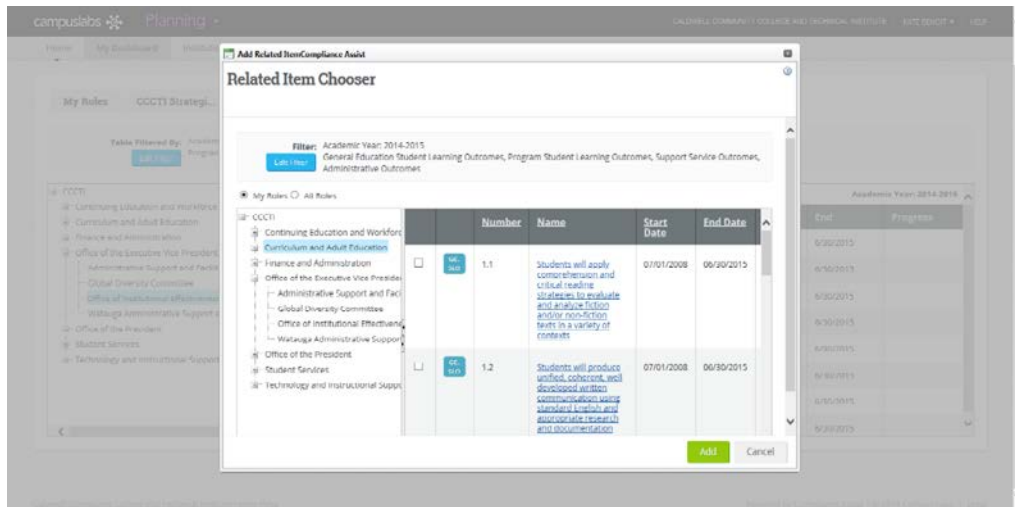
Once the assessment measure is saved, the Related tab will be available. Like with outcomes, anytime a new assessment measure is created (including items copied from a previous year), it **MUST** be linked to the appropriate related outcome. An assessment measure is linked to the outcome it is measuring under “Items This Assessment Measure Supports.” See [Common Fields and Buttons](#) for the difference between *supports* and *supporting* items.



Clicking the green “+Add” will open a window with the items that can be linked (related). Because the example above is a new assessment measure, it can only *support* outcomes, so these are the only options available. To add the related item, click the check box next to the appropriate item and click the green “Add” box. Clicking this button is the same as clicking a Save button and automatically saves the choice.

If related items are not linked appropriately, reports will not reflect all of the information completed in CA and it may seem like assessment is unfinished. Also, since the point of

assessment is to measure how successful a program is in achieving its outcomes, it is important all of these items are linked to show the relationship between each and provide a complete documentation of assessment efforts.



**Program Assessment Measures** can be linked to General Education Outcomes (in addition to Student Learning Outcomes, Support Service Outcomes, and Administrative Outcomes). Since all curriculum programs are required to assess at least one general education outcome every year and other areas always have the option of assessing general education outcomes, these are available to everyone. These outcomes are housed under Curriculum and Adult Education.

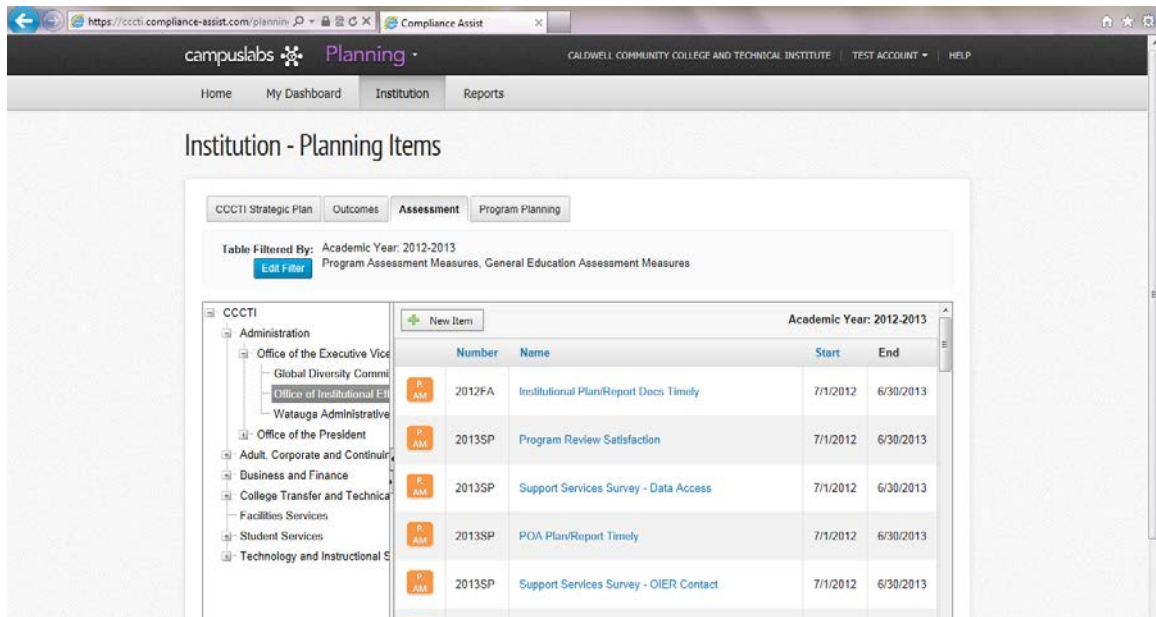


**General Education Assessment Measures** can ONLY be linked to General Education Outcomes. General education measures are available to everyone responsible for assessment of the general education plan. When linking a general education assessment measure to an outcome, the program area will automatically open and show that no outcomes are available (shown above). All general education outcomes are housed under Curriculum and Adult Education.

## Institution

The Institution section holds all of the information entered into CA: Planning by all users. While the My Dashboard section gives users access only to their area and those items they have permission to create and edit, the Institution section allows users to view all items under all tabs.



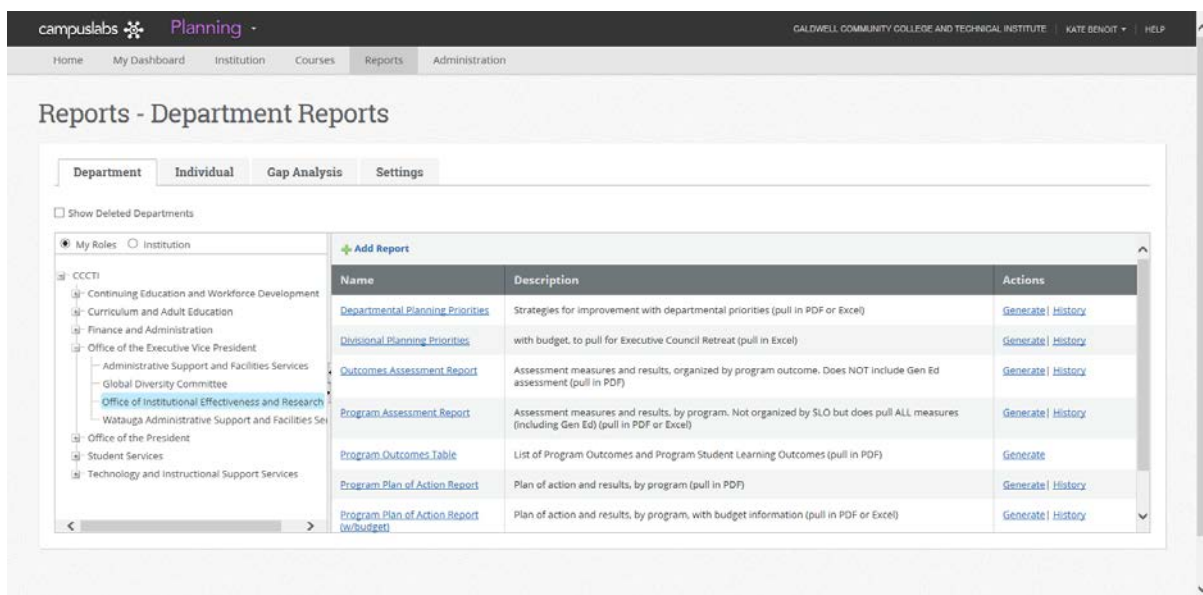


The Institution section allows users to view institutional items, such as other general education assessment measures, institutional outcomes and assessment measures, or other program assessment measures to use as reference or examples.

Users will still have the same access to create and edit items for their area from the Institution section. It is recommended users do this under My Dashboard, however, because they will only see and be taken directly to their area. The Institution section also does not have a My Role tab.

## Reports

The standard template documents for the assessment plan and assessment report will be replaced by reports pulled directly from Compliance Assist. Reports have been created for all users that will pull documents for assessment and planning.



All users will have access to the following reports in CA: Planning –

[Program Reports \(reports pulled from the program level\):](#)

1. **Program Outcomes Table** – will pull a full list of the program’s outcomes, replacing past outcomes table documents. All outcomes will be organized by program outcome, with student learning outcomes, support service outcomes, or administrative outcomes below. The report, if run as a PDF document, can be filtered by academic year.
2. **Outcomes Assessment Report** – will pull a report of assessment measures by program outcomes and student learning, support service, or administrative outcome. This report is similar to the old assessment plan and report document. The report, if run as a PDF document, can be filtered by academic year. This report DOES NOT pull assessment linked to GenEd outcomes.
3. **Program Assessment Report** – will pull a report of assessment measures for the current year. This report is meant to be pulled in Excel and is a good way to see all program assessment measures at once. This report will also pull program measures linked to GenEd outcomes.

Name	Description	Actions
<a href="#">General Education Assessment Measures - Technical Programs</a>	Assessment of General Education Student Learning Outcomes in Technical Programs (pull in PDF)	<a href="#">Generate</a>   <a href="#">History</a>
<a href="#">General Education Assessment Report</a>	General Education Plan: GenEd Assessment measures and results (pull in PDF)	<a href="#">Generate</a>   <a href="#">History</a>
<a href="#">General Education Competencies</a>	List of General Education Competencies and Student Learning Outcomes (pull in PDF)	<a href="#">Generate</a>   <a href="#">History</a>

[Institutional Reports \(reports pulled from the CCCTI and Curriculum and Adult Ed. levels\):](#)

4. **Institutional Strategic Plan** – will pull the current strategic plan for reference. Pulled from the CCCTI level.
5. **General Education Competencies** – will pull a full list of the general education competencies, replacing past outcomes table documents. All outcomes will be organized by general education competency, with student learning outcomes below. The report, if run as a PDF document, can be filtered by academic year.
6. **General Education Assessment – Complete** - will pull a report of both general education and program assessment measures by general education competency and student learning outcome. This report is similar to the general education assessment plan and report document, however, it also includes program assessment measures that assess general education outcomes. The report, if run as a PDF document, can be filtered by academic year.

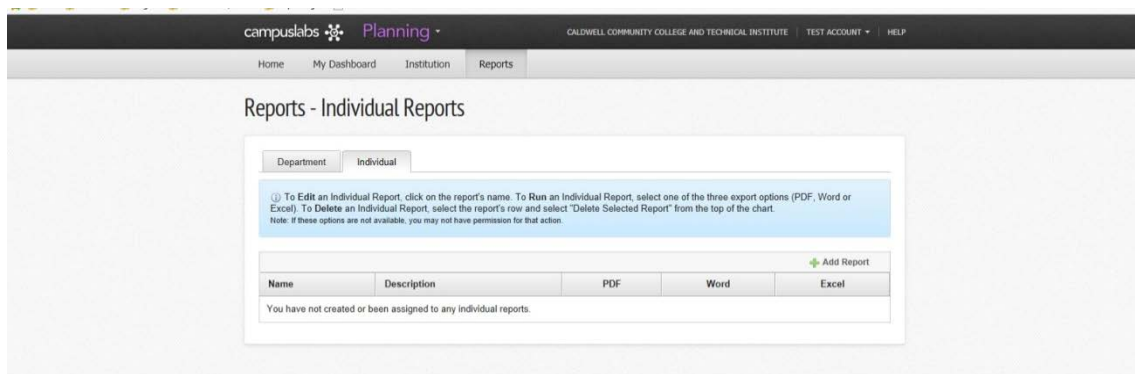
Users involved in departmental, institutional, and general education assessment will have additional reports available. All users will also have access to planning reports.



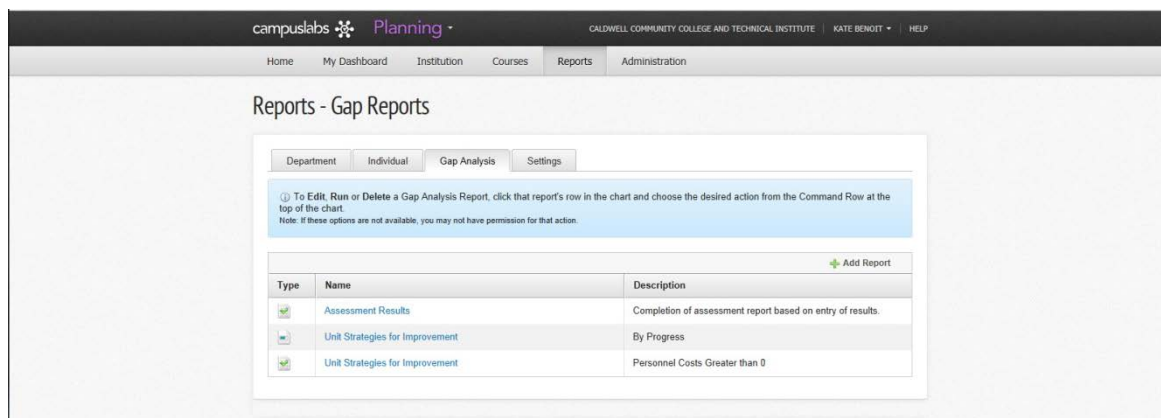


Click “Generate” to the right of the report description to run a report. When running reports, users will have three options of how to pull the document – in PDF, Word, or Excel format. **PDF** is best for set reports, such as assessment plans and reports. Related items (the linked outcomes) will pull in PDF format. **Word** is best when the user needs the information from a report to use in other documentation or for other reasons. The Word formatting is not as clear as PDF but the information can be copied and pasted if needed. **Excel** is best for looking at a large amount of information or sorting through information. Excel reports will not pull in related items, however, and should not be used for reporting.

Most users will not have access to create or edit reports within the main report list. If there are program, departmental, or institutional reports that are needed regularly, contact OIER for assistance.



Users have the option of creating their own reports under the Individual tab in the Reports section. If a user is interested in learning how to create reports or needs specific information not currently pulled in existing reports, contact OIER for assistance.



CA: Planning can also pull gap reports to determine where and when information is complete or incomplete. Few users will have access to run gap analysis but gap reports can be created if necessary. Contact OIER for assistance with any gap analysis.

### Additional Features

While there are multiple other features in CA: Planning, CCC&TI is currently focusing on the implementation of assessment and planning processes for the institution. If there are any questions regarding anything not addressed in this manual, please contact OIER.

## Appendix B: Resources for assessment

Below are a variety of resources for faculty and staff to use when developing and implementing an assessment plan. This is only a limited selection of available resources. Please contact the office of institutional effectiveness and research for additional information.

- ❖ [Institutional Effectiveness Definitions for Academic Programs](#)
- ❖ [Course Outline/Syllabus Template](#)
- ❖ [Assessment Best Practices and Tips](#)
  - [Steps to Assessing Programs at CCC&TI](#)
  - [Frequently Asked Questions](#)
  - [Nine Principles of Good Practice for Assessing Student Learning](#)
  - [Avoiding Assessment Pitfalls](#)
  - [Best Practices in Assessment](#)
  - [A Word About Verbs](#)
  - [Writing a Student Learning Outcome](#)
- ❖ [Evaluating Assessment Strategies](#)
- ❖ [Developing Rubrics](#)

An excellent and extremely comprehensive online resource for assessment is the [Internet Resources for Higher Education Outcomes Assessment](#) page hosted by NC State University. This page has over 1,300 links with information and resources related to assessment.

In addition, the University of Virginia's [Office of Institutional Assessment & Studies](#) offers multiple assessment resources and the League for Innovation in the Community College has developed a short web course in outcomes assessment called [Getting Results: A Professional Development Course for Community College Educators](#).



## Institutional Effectiveness Definitions for Academic Programs

(Revised 7/12)

Assessment Term	Definition
Academic Program	A set of courses resulting in a terminal degree, diploma, or certificate.
Assessment	The activity of documenting student learning and analyzing results for improvement of academic programs and support services.
Types of Assessment	Identified tools to measure specific student learning outcomes or program outcomes.
Direct Assessment	Direct measures assess student performance of identified learning outcomes requiring standards of performance. Examples of direct assessments include pre/post-tests; course-embedded questions; standardized exams; portfolio evaluation; videotape/audiotape of performance; capstone course evaluation
Indirect Assessment	Indirect measures assess opinions or thoughts about student knowledge, skills, attitudes, learning experiences, and perceptions of services. Examples of indirect measures include student surveys about instruction; focus groups; graduate surveys' employer surveys; student service contacts.
Formative Assessment	Gathering of information incrementally over time to document student learning. Example: portfolios of student work developed over an entire semester.
Summative Assessment	Gathering information at the conclusion of a course or program of study to improve learning of next cohort group of students. Example: Exit testing
External Assessment	A form of assessment that utilizes assessment measures developed outside the institution (examples include standardized testing, external reviews, auditor reports)
Internal Assessment	A form of assessment that utilizes assessment measures developed within the institution.
Assessment Plan	Selected outcomes and measures for a specific program designed to gather data to facilitate program improvement. Due by September each year.
Assessment Process	Beginning in JULY with review and revision of outcomes, the assessment process follows through implementation of assessments to analysis of results. Results should be used to generate improvement objectives for the planning process.
Assessment Report	Final segment in the program assessment process that analyzes assessment results. Indicates how those results will be used for program improvement. Due in July each year.
Criteria for Success	Standard for success used in the assessment of outcomes
Types of Outcomes	Statements of what students will know, think, or do upon completion of a program.

<b>Administrative Outcomes</b>	Statements concerning effectiveness of a program through statistics. May include licensure passage rates, graduation rates, graduate satisfaction survey statistics, etc.
<b>Course Outcomes</b>	Statements on an instructional syllabus/course outline that detail specific learning outcomes for that particular course.
<b>Program Outcomes</b>	Two to three general statements represented on an assessment plan of what is expected of graduates of a program of study.
<b>Student Learning Outcomes (SLO)</b>	Specific student behaviors, attitudes, or measurable skills and knowledge required to meet each program outcome.
<b>Outcomes Table</b>	Comprehensive list of all program outcomes, student learning/support unit outcomes, and measures of assessment used to develop the annual assessment plans.
<b>Program Assessment</b>	The process of judging the success and effectiveness of education programs (or support units) by using assessment based on student learning outcomes and support unit outcomes. The program assessment process is more closely related to educational planning and support service improvement rather than to fiscal or resource planning efforts. Program assessment is related to program review only in that the program review reports whether the program participated in the assessment process.
<b>Rubric</b>	A scoring guide used to identify varying levels of quality.
<b>Triangulation</b>	Involves the collection of data through multiple methods in order to determine if results show a consistent outcome.



Other Institutional Effectiveness Definitions	
Benchmark	An actual measurement of group performance against an established standard at defined points along the path toward the standard. Subsequent measurements of group performance use the benchmarks to measure progress toward achievement.
CCSSE	Community College Survey of Student Engagement; A survey of students that asks questions about institutional practices and student behaviors that are highly correlated with student learning and retention. Administered in odd years during the spring semester (2005, 2007, 2009, 2011, 2013)
CCFSSE	Community College Faculty Survey of Student Engagement; A survey of community college faculty that asks questions about institutional practices and student behaviors that are highly correlated with student learning and retention. Administered in odd years during the spring semester (2005, 2007, 2009, 2011, 2013)
Evaluation	Applying judgments to assessment results to facilitate program improvement.
General Education Competencies (GenEd)	General education curriculum common to all students graduating from two-year programs. GenEd competencies are the abilities <b>all</b> CCCTI graduates are expected to have acquired as a part of their degree program. These competencies include Communication Skills, Computation Skills, Technology Skills, Global Awareness, and Critical Thinking.
Graduate Surveys	Administered by the Office of Institutional Effectiveness and Research, this survey provides directors with feedback from the program's recent graduates.
Institutional Planning Process	Beginning in September with the review of Institutional Assessment Report, the planning process follows through review of the mission statement and institutional goals and objectives. The process is inclusive of the entire institution and culminates in the institutional plan of action for the next fiscal year.
Program Review	The process of presentation and discussion of the success and effectiveness of education programs and support units. A document which gathers together pertinent information for evaluation of the program, including data and analysis by the program or department director. Programs undergo program review every five years.
SENSE	Survey of Entering Student Engagement; A survey of new students that asks questions about institutional practices and student behaviors that are highly correlated with student learning and retention. Administered in odd years during the fall semester (2005, 2007, 2009, 2011, 2013)

## Course Outline/Syllabus Template

Course Name and Number

**Class/Lab/Credit Hours:**

**Instructor:** \_\_\_\_\_ **Office No.** \_\_\_\_\_

**Office Phone / Email** \_\_\_\_\_ **Office Hours:** \_\_\_\_\_

### **COURSE DESCRIPTION**

(Catalog description of the course)

### **TEXTBOOK**

### **RELATED PROGRAM AND STUDENT LEARNING OUTCOMES**

(Outcomes specified on Outcomes Table that directly relate to course outcomes listed below.)

### **COURSE OUTCOMES**

(Course outcomes are 8-10 statements specifying what students will actually achieve or learn by successfully completing the course. Course objectives are often referred to as *intended results*; however, student learning outcomes are considered *achieved results* measured through actual course assessments.)

### **ATTENDANCE**

(To be filled in by department or instructor)

### **COURSE GRADING SYSTEM**

(How the grade is determined. You can also include the college grading system or refer students to the CCCTI Catalog or Student Handbook for information about the official grading policy.)

### **ASSIGNMENTS/REQUIREMENTS**

(List of assignments required for the course. Can be combined with course grading system or course sequence.)

### **COURSE SEQUENCE**

(A list of course topics as they occur in the course. Can be a generic week by week schedule or a more detailed schedule of course topics. Can be attached separately.)

### **RESOURCES AVAILABLE**

Note: If you require an accommodation for a disabling condition, please contact personnel in Disability Services in Student Services.

Note: Students are expected to adhere to all college policies and procedures outlined in the CCC & TI Student Handbook and College Catalog which are available on the college's website or in Student Services. These policies and procedures include information regarding the student code of conduct, grievance procedures, disciplinary procedures, and emergency preparedness procedures.



Steps to Assessing Academic Programs at CCC&TI

Form	When	Task	Notes
Program Outcomes Table	When beginning assessment for a new program.	Consider the knowledge and skills your graduates should possess as they enter the workforce.	Focus on current program goals—review mission statements, catalog descriptions, policy and procedure manuals, program reviews, or other statements of purpose. Consider guidelines from external agencies.
		Establish program and student learning outcomes.	Each program outcome should have several student learning outcomes. Consider administrative outcomes.
		Establish assessment measures, initial benchmarks, and criteria for success.	You should aim for a variety of assessment measures for each student learning outcome. The measures may change over time as the curriculum changes.
		Check for multiple student learning outcomes and multiple measures of assessment.	Store outcomes in Compliance Assist and link them together as related items.
	Biennially	Update syllabi <i>(See Course Outline/Syllabus Template)</i>	Make certain you distinguish between course outcomes and student learning outcomes.
Program Assessment Plan	Annually <i>(due Sept. 15)</i>	Review program outcomes.	Choose the outcomes to assess during the upcoming year.
		Consider any assessments that failed to meet the criteria for success.	Keep these on the new assessment plan to evaluate changes you've made.
		Review and update the assessments as necessary.	Multiple measures of assessment are best to triangulate results.
		<b>Assessment Plans are due in September at the beginning of fall semester.</b>	Store the assessment plan in Gallery in Compliance Assist.
Program Assessment Report	Annually <i>(due July 15)</i>	Collect data regarding outcomes.	If classroom assessment is indicated, use multiple sections, including distance learning classes. Compare distance learning and seated sections when applicable.
		Analyze the data. Describe how you will use the results for program improvement.	Do assessments meet the established criteria for success? What does this information tell you?
		<b>Assessment Reports are due in July</b>	Store the assessment report in Gallery on Compliance Assist.
		Implement findings and recommendations.	Do you need to make changes to your program or department based on the assessment findings detailed in your assessment report?

## Frequently Asked Questions

### What is the purpose of assessment?

- ❖ To improve student learning and development (formative)
- ❖ To demonstrate the impact of a program or service on students (summative)
- ❖ To provide data to support program initiatives
- ❖ To provide accountability

### What are outcomes?

- ❖ Outcomes are expectations of what will “come out” of a program—What will students know? What services did students receive? What will students be able to do?
- ❖ Outcomes are the values that guide a program—why we do what we do.
- ❖ Outcomes are the criteria by which we evaluate our programs and strive to improve our programs.

### What is the difference between *goals and objectives* and *outcomes*?

- ❖ Goals and Objectives are broad general statements of what we hope students will learn or gain from a program (intended results). Goals are the most general; objectives are more specific. Both goals and objectives often represent targets to shoot for, not measurable outcomes.
- ❖ Outcomes are specific statements of what students will learn. Outcomes must be measurable and achievable (achieved results).
- ❖ Instructional areas have program outcomes and student learning outcomes.
- ❖ Support areas have program outcomes (can be divisional) and support service (support unit) outcomes.
- ❖ Both areas can have administrative outcomes

### What is the difference between a *student learning outcome* and a *program outcome*?

- ❖ **Program outcomes** are general statements focusing on what students should get out of the program, what they are gaining from the program or support area. Program outcomes are usually more general than student learning outcomes.
- ❖ **Student learning outcomes** are specific student behaviors, attitudes, or measurable skills and knowledge required to meet program outcomes. Student learning outcomes are usually addressed within instructional courses.

### What is an *administrative outcome*?

- ❖ **Administrative outcomes** are outcomes related to the internal processes of the program, NOT what “customers” (students, faculty, staff, consumers) will learn or do as a direct result of the program. For academic programs, these outcomes may relate to retention or graduation rates. For support programs, these outcomes may relate to implementation of a service, timeliness of response, or usage. This should not be confused with satisfaction – this is a support service outcome as it is a direct result of a service provided by the program.





### How do we develop program outcomes? What questions should we ask?

- ❖ What do we want students to know, think, or be able to do as a result of our programs and services? (program outcomes)
- ❖ How do we know that they have achieved this? What evidence do we have? (assessment)
- ❖ How can we use this evidence for program improvement? (analysis of assessment data—assessment report and implementation through Plan of Action)

### How do I know my program outcomes are on target?

- ❖ Does each outcome represent an expectation valued by the program or support unit?
- ❖ Does each outcome describe what students should be able to do (to show that they have met the expectation)?
- ❖ Does each outcome point to a result that is observable or measurable?

### Are student learning outcomes what I used to call course objectives?

- ❖ No—Even though student learning outcomes are addressed through instructional courses and may be measured through assessments conducted at the course level, *course outcomes* are what students actually learn in your course. Course outcomes may be the means that help students attain specific student learning outcomes.

### How does the *planning process* differ from the *assessment process*?

- ❖ By gathering data through the assessment process, programs can identify needs that can be addressed through the plan of action. Assessment provides the evidence that validates program strengths and indicates areas for program improvement addressed through the planning process.

### How often should academic and support unit assessment occur?

- ❖ The process of assessment is ongoing. In order to gather data necessary for the assessment report, assessment of programs must occur each year.

### When are assessment reports and plans due?

- ❖ *Instructional* assessment reports are due **July 15**. *Support* assessment reports are due **October 1**
- ❖ *Instructional* assessment plans for the following year are due **September 15** at the beginning of fall semester. *Support* assessment plans are due **December 15**.

### What is the timeline for assessment planning?

- ❖ The **assessment year runs from September through July for academic programs**. Assessment reports are due in July, and assessment plans are developed based on information gathered from the previous year's assessment report and are due in September. Use of assessment results should be incorporated into the following year's plan of action as needed, and if the results of assessment do not meet the criteria for success, assessments should be repeated the following year.
- ❖ The **assessment year runs from December through October for support programs**.

### What is the difference between *assessment* and *evaluation*?

- ❖ Assessment is the activity of collecting data to document student learning.

❖ Evaluation is the analysis of this assessment data to improve institutional, divisional, departmental, and program effectiveness.

### What is the difference between the *assessment process* and the *program review process*?

- ❖ The assessment process is one of several components of the institutional effectiveness process and is used to document student learning.
- ❖ The program review process is used to describe program quality and occurs every five years for each program. An audit of the assessment process for each program is reported with the program review.

### Do assessment plans and reports now replace the annual plan of action?

❖ No. We will still have plans of action in addition to assessment plans and reports. Assessment reports and the analysis of data contained in assessment reports will help departments develop items to be included in the annual plan of action.

### Is assessment used to evaluate faculty and staff?

❖ **No!** Assessment is used to evaluate program effectiveness and student learning, not individuals. The goal is to use data collected through the assessment process to strengthen and improve programs.

### Why can't I use grades for assessment?

- ❖ Course content may vary from instructor to instructor, section to section, campus to campus.
- ❖ Grading policies may vary from instructor to instructor, section to section, campus to campus. For example, one instructor may reduce a grade on an assignment because the assignment was late. Another instructor may give extra credit for class attendance. In both cases, the grade may or may not be an accurate measure of mastery of specific learning objectives.

### What is the difference between an *outcomes table*, an *assessment plan*, and an *assessment report*?

- ❖ An *outcomes table* is a complete index or comprehensive list of possible outcomes and assessments for each program. This table is created/revised during the program review process and should be used in a five year cycle of assessment.
- ❖ An *assessment plan* indicates the outcomes selected for assessment for the following year, the measures of assessment, and the criteria for success represented in the first three columns of the assessment plan/report form. Program directors and department chairs will develop the assessment plan each summer so that it is ready to present to faculty and other members of the department in September.
- ❖ An *assessment report* is the analysis of assessment data gathered the previous year with indications of how the results will be used for improvement. Assessment reports are due in July so that the use of assessment results can be incorporated into next year's assessment plan.



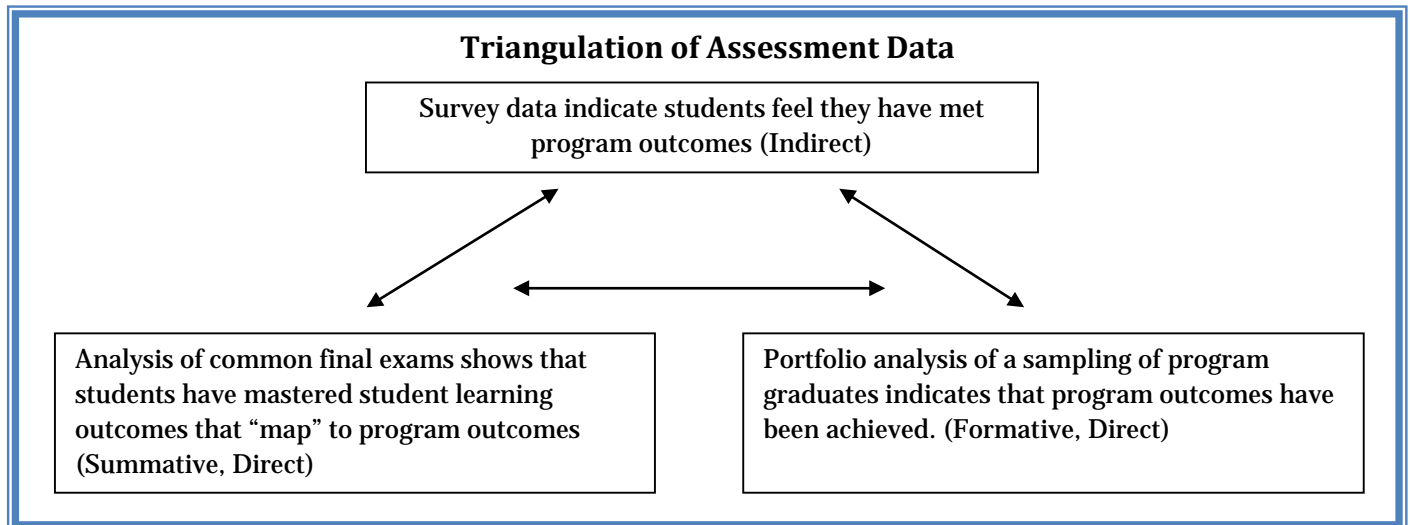
### How do I develop an assessment plan?

To develop an assessment plan, begin by reviewing the assessment report from the previous year. Look to see which student learning outcomes or support unit outcomes were achieved and which ones were not. Review assessment data. Determine if there were problems with methodology or problems with data collection. Was the sampling size adequate and representative of the student population? Were both direct and indirect methods of assessment used? Were multiple measures of assessment used to measure each student learning outcome or support unit outcome? After reviewing last year's assessment report, each area will choose assessments that are needed for the following year. *Be sure to repeat any assessments that did not meet the criteria for success in the previous year.*

Before developing an assessment plan, you should also review the outcomes table for your area. The outcomes table should detail a variety of assessments for each program. Each academic area should rotate program and student learning outcomes represented on the outcomes table so that within five years, all program and student learning outcomes have been assessed.

### What do we mean by “triangulation of data”?

Using multiple methods and types of assessment to confirm similar results. A good assessment plan will triangulate data.



## Nine Principles of Good Practice for Assessing Student Learning

American Association for Higher Education

- 1. The assessment of student learning begins with educational values.** Assessment is not an end in itself but a vehicle for educational improvement. Its effective practice, then, begins with and enacts a vision of the kinds of learning we most value for students and strive to help them achieve. Educational values should drive not only *what* we choose to assess but also *how* we do so. Where questions about educational mission and values are skipped over, assessment threatens to be an exercise in measuring what's easy, rather than a process of improving what we really care about.
- 2. Assessment is most effective when it reflects an understanding of learning as multidimensional, integrated, and revealed in performance over time.** Learning is a complex process. It entails not only what students know but what they can do with what they know; it involves not only knowledge and abilities but values, attitudes, and habits of mind that affect both academic success and performance beyond the classroom. Assessment should reflect these understandings by employing a diverse array of methods, including those that call for actual performance, using them over time so as to reveal change, growth, and increasing degrees of integration. Such an approach aims for a more complete and accurate picture of learning, and therefore firmer bases for improving our students' educational experience.
- 3. Assessment works best when the programs it seeks to improve have clear, explicitly stated purposes.**

Assessment is a goal-oriented process. It entails comparing educational performance with educational purposes and expectations -- those derived from the institution's mission, from faculty intentions in program and course design, and from knowledge of students' own goals. Where program purposes lack specificity or agreement, assessment as a process pushes a campus toward clarity about where to aim and what standards to apply; assessment also prompts attention to where and how program goals will be taught and learned. Clear, shared, implementable goals are the cornerstone for assessment that is focused and useful.
- 4. Assessment requires attention to outcomes but also and equally to the experiences that lead to those outcomes.**

Information about outcomes is of high importance; where students "end up" matters greatly. But to improve outcomes, we need to know about student experience along the way -- about the curricula, teaching, and kind of student effort that lead to particular outcomes. Assessment can help us understand which students learn best under what conditions; with such knowledge comes the capacity to improve the whole of their learning.
- 5. Assessment works best when it is ongoing not episodic.**

Assessment is a process whose power is cumulative. Though isolated, "one-shot" assessment can be better than none, improvement is best fostered when assessment entails a linked series of activities undertaken over time.

This may mean tracking the process of individual students, or of cohorts of students; it may mean collecting the same examples of student performance or using the same instrument semester after semester. The point is to monitor progress toward intended goals in a spirit of continuous improvement. Along the way, the assessment process itself should be evaluated and refined in light of emerging insights.

**6. Assessment fosters wider improvement when representatives from across the educational community are involved.**

Student learning is a campus-wide responsibility, and assessment is a way of enacting that responsibility. Thus, while assessment efforts may start small, the aim over time is to involve people from across the educational community. Faculty play an especially important role, but assessment's questions can't be fully addressed without participation by student-affairs educators, librarians, administrators, and students. Assessment may also involve individuals from beyond the campus (alumni/ae, trustees, employers) whose experience can enrich the sense of appropriate aims and standards for learning. Thus understood, assessment is not a task for small groups of experts but a collaborative activity; its aim is wider, better-informed attention to student learning by all parties with a stake in its improvement.

**7. Assessment makes a difference when it begins with issues of use and illuminates questions that people really care about.**

Assessment recognizes the value of information in the process of improvement. But to be useful, information must be connected to issues or questions that people really care about. This implies assessment approaches that produce evidence that relevant parties will find credible, suggestive, and applicable to decisions that need to be made. It means thinking in advance about how the information will be used, and by whom. The point of assessment is not to gather data and return "results"; it is a process that starts with the questions of decision-makers, that involves them in the gathering and interpreting of data, and that informs and helps guide continuous improvement.

**8. Assessment is most likely to lead to improvement when it is part of a larger set of conditions that promote change.**

Assessment alone changes little. Its greatest contribution comes on campuses where the quality of teaching and learning is visibly valued and worked at. On such campuses, the push to improve educational performance is a visible and primary goal of leadership; improving the quality of undergraduate education is central to the institution's planning, budgeting, and personnel decisions. On such campuses, information about learning outcomes is seen as an integral part of decision making, and avidly sought.

**9. Through assessment, educators meet responsibilities to students and to the public.**

There is a compelling public stake in education. As educators, we have a responsibility to the publics that support or depend on us to provide information about the ways in which our students meet goals and expectations. But that responsibility goes beyond the reporting of such information; our deeper obligation -- to ourselves, our students, and society -- is to improve. Those to whom educators are accountable have a corresponding obligation to support such attempts at improvement.

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## Avoiding Assessment Pitfalls

American Psychological Association

### What Are the Most Common Problems in Assessment Planning?

#### **1. Selecting inappropriate assessment methods**

Assessment activities are too time- and labor-intensive to be squandered from poorly designed plans. Faculty must scrutinize assessment proposals carefully from the standpoint of how well the results will provide evidence consistent with the department's mission and goals.

#### **2. Selecting only one or two assessment measures**

Relying on just one or two measures is bound to produce an incomplete picture of what students are accomplishing. Departments should consider the array of possibilities and then select the strategies that will capture their achievements and distinctiveness.

#### **3. Limiting assessment strategies to productivity, viability measures**

Some departments may opt to limit their strategies merely to archival data to reduce the intrusion of assessment in faculty lives. Graduation rates, enrollment figures, and faculty productivity measures simply will not contribute to the development of a vigorous culture of evidence.

#### **4. Failing to interpret assessment data adequately**

A common error involves departments' presenting assessment data as if the data stand on their own merit. In nearly all cases, appropriate context must be established if the department is to take full advantage of what they have achieved. Setting context provides for a more complete explanation of situational factors that should be considered in interpreting the results of assessment.

#### **5. Failing to use assessment results to implement change**

The primary purpose of assessment is to promote continuous improvement. Well-designed assessment strategies produce results that hold the key to strengthening the department. The department needs to commit to a careful review of the implications of what the data suggest about program improvement.

#### **6. Failing to exploit positive results**

Some departments file the results of their assessment activities upon completion. The faculty may expect that administrators and other stakeholders will be advocates for the department based on the department's reputation. Positive assessment results provide a great opportunity for the department to remind stakeholders of their quality.

#### **7. Misusing assessment data**

Assessment should emphasize the improvement of student learning. Data generated from the assessment of student learning should *not* be used for individual faculty evaluation. Administrators need to distinguish appropriate productivity/viability measures for faculty from those that distinguish student learning. Faculty need to be vigorous in protesting misappropriated data.

#### **8. Emphasizing compliance with the process more than the results**

Some departments demonstrate greater enthusiasm for enacting the assessment strategy as a means of giving evidence to the vigor their campus allegiance. One consequence may be paying less attention to the actual results of the assessment. In the best case, they will lose the opportunity to tout their achievements. In the worst case, they may neglect important feedback that should prompt change. Department members should evaluate the results purposefully from the standpoint of what directions the data suggest for improvement.



**9. Getting swept away by winning the assessment "game"**

The assessment challenge sometimes appeals to departments as a way of generating proof of their superiority on campus. Not only will such a competitive stance misdirect faculty energies, it will potentially alienate campus partners. Department members must concentrate on collecting data that will help them with the collective goal of improving the curriculum and the quality of student experience.

**10. Making inappropriate comparisons within or across institutions**

Some assessment strategies lend themselves to comparisons that may not be appropriate. For example, the use of standardized commercial tests offer performance norms that do not take into account the actual course preparation students will have had prior to the testing. Alternatively, departments may not emphasize in their own curriculum requirements some dimensions of the test. Comparisons of assessment results may mask significant differences in program philosophy, mission, and curriculum.

**11. Adopting a defensive posture**

Faculty can adopt multiple rationales for resisting involvement in assessment and express their resistance from hostility through apathy. Assessment can be viewed as a threat to successful programs (status quo). Assessment activities that increase in relation to accreditation demands can be seen as an externally mandated, periodic bother. Assessment may be seen as "add on" work of little importance. Assessment may also be the vehicle that leads to funding reallocation or program discontinuation.

## Best Practices in Assessment

American Psychological Association

### Encourage department ownership to drive the process.

Faculty resistance to assessment activity can defeat the best designed assessment practices. Assessment planning should grow out of the fundamental questions the faculty have about how their contributions shape program success. This emphasis may involve addressing differences between an individual faculty member's personal goals (e.g. income, convenience, lifestyle, security, autonomy) and the collective goals of the department.

### Define your objectives in the context of your institutional mission.

Create a shared mission and goals statement that reflects an emphasis on student learning. The values of the institution should be reflected in your department's plan. Faculty identification with the institution will reinforce assessment activities, particularly if faculty can envision that their results will have a positive impact on how the institution works.

### Focus on collaboration and teamwork.

Faculty members must agree on assessment goals for planning to be meaningful. They may have to rise to a higher level of collaboration than may have been traditionally practiced in most departments. Collaboration within the department, across departments, and with higher administration will facilitate the best outcomes from assessment planning. All constituents must recognize that assessment skills must be developed and that colleagues can assist each other by sharing practices and strategies.

### Clarify the purpose of assessment.

Assessment can serve dual purposes: Assessment can promote student learning or provide evidence for accountability requirements through an evaluation of strengths and weaknesses. Wherever possible, students should experience a direct, positive benefit from their participation in assessment activities.

### Identify clear, measurable, and developmental student learning

Explicit identification of learning expectations facilitates the department's coherence about their goals. Sharing those expectations explicitly with students can provide an effective learning scaffold on which students can build their experiences and render effective performance. Outcomes can be specified in a developmental hierarchy, where possible.

### Use multiple measures and sources consistent with resources.

Effective assessment planning can only occur when properly supported with appropriate time, money, and recognition for good work. The expansiveness of the assessment plan will depend on those resources. As resources permit, additional measures can be added to planning. These measures address variations in learning style, differences in types of learning, and interests from variable stakeholders.





### Implement continuous assessment with clear, manageable timelines.

Better assessment practice involves spreading out assessment activity throughout the year and across years rather than conducting a marathon short-term assessment effort in a single year. Projecting a schedule of regular formal reviews can facilitate appropriate interim activity.

### Help students succeed on assessment tasks.

Students will fare best in assessment activities when faculty make expectations explicit, provide detailed instructions, and offer samples or models of successful performance. They will benefit most with opportunities to practice prior to assessment and when given detailed feedback about the quality of their performance.

### Interpret and use assessment results appropriately.

Assessment should be a stimulus for growth, renewal, and improvement, not an action that generates data to ensure positive outcomes. Linking funding to assessment outcomes may encourage artificial results. Assessment data should not be used for personnel decisions. If cross-institution comparisons are inevitable, care should be taken to ensure comparisons across comparable institutions (benchmarking).

### Evaluate your assessment practices.

Results from assessment activity should be evaluated to address their reliability, validity, and utility. Poor student performance can reflect limited learning or an ill-designed assessment process. Examining how effectively the assessment strategy meets departmental needs is a critical step in the evolution of the department plan.

## A Word About Verbs

The following information about verb use and the development of learning outcomes was adapted from Writing Learning Outcomes, developed by the Carlson School of Management, University of Minnesota. You can access the document at <http://www.carlsonschool.umn.edu/Assets/24449.pdf>

The following statement illustrates the importance of using action verbs as you develop program and student learning outcomes:

*The student will understand the considerations involved in managing a venture portfolio.*

How is this to be measured? Does it mean that students should be able to list the considerations? Does it mean that the student should apply the considerations in an analysis? The word “understand” is simply not descriptive enough to lead to good measurement. It’s important to be specific. That specificity also lets you think about the level of the outcome.

### About Outcome Levels

Most researchers and developers ascribe to the taxonomy defined by Benjamin Bloom:

<b>Knowledge</b>	Students are expected to recognize and recall facts like dates or terminology. This level also covers basic knowledge of concepts and procedures.
<b>Comprehension</b>	Students are expected to interpret, compare and contrast information.
<b>Application</b>	Students are expected to use methods, concepts and theories in new situations.
<b>Analysis</b>	Students are expected to identify components and organize or recombine them. This level also covers pattern identification.
<b>Synthesis</b>	The student is expected to combine and/or modify different methods, concepts and theories to create new ones.
<b>Evaluation</b>	The student is expected to critically assess theories and presentations and make reasoned decisions based on valid evidence.

As you are thinking about outcomes, it is a good idea to identify where they fit within this taxonomy. While the ultimate goal of education is to get students functioning at the upper levels of this taxonomy, this level may not be appropriate for *your* students. Remember that we need to learn how to walk before we run; it is not realistic to expect students to jump straight to the top of the taxonomy.



## Writing a Student Learning Outcome

### 1. Opening

“Students will . . .”

2. Choose an active verb from one of Bloom’s cognitive domains (or write one in at the bottom of the appropriate category)

Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
cite	classify	apply	analyze	arrange	assess
define	depict	choreograph	appraise	collect	choose
identify	describe	compute	calculate	combine	decide
indicate	discuss	construct	categorize	compose	defend
label	explain	demonstrate	compare	create	estimate
list	express	dramatize	contrast	design	evaluate
match	locate	employ	criticize	formulate	grade
name	paraphrase	generate	debate	integrate	judge
quote	recognize	illustrate	determine	manage	justify
recall	report	interpret	diagram	organize	measure
relate	restate	operate	differentiate	perform	rate
repeat	review	practice	distinguish	prepare	revise
reproduce	summarize	schedule	experiment	produce	score
select	tell	sketch	inspect	propose	value
		use	solve		

### 3. Complete the outcome with content

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4. Review your outcome. Does it meet the **SMART** test?

**S**pecific  
**M**easurable  
**A**ttainable  
**R**ealistic  
**T**imely

## Evaluating Assessment Strategies

American Psychological Association

### Classroom/Course Assessments

#### Description:

This collection of assessment strategies involve methods that instructors have traditionally used to judge classroom performance (e.g., essay and objective testing) as well as approaches that reflect more recent attention to assessment-driven teaching-learning processes. These include embedded assessment strategies in which departments identify specify classes in which to embed assessments that are endorsed and designed by the department as well as classroom assessment techniques articulated by Cross and Angelo (1993).

#### OVERALL ANALYSIS

##### Advantages:

- +maximizes faculty autonomy and investment in student learning
- +facilitates prompt feedback
- +can provide immediate feedback to faculty about teaching effectiveness

##### Disadvantages:

- limited by pedagogical constraints of instructor
- can produce unreliable evaluation results
- results affected by instructor/departmental evaluation bias
- generally can promote disconnected course experiences

##### Recommendations:

Faculty who are new to accountability mandates often protest that other kinds of assessment activity are unnecessary. They advocate course grades as a meaningful index of student learning. Grades that reflect classroom performance do constitute one important source of data about student learning. However, most accrediting agencies recognize that solely relying on grades is not adequate evidence of learning quality. Responsible assessment plans will include strategies that make developing evidence of quality dependent on measures of particular target behaviors, rather than on more global measures such as grades.

#### OBJECTIVE TESTS (multiple choice, true-false, fill-in-the-blank items)

##### Advantages:

- + displays good psychometric properties
- + facilitates rapid feedback through ease of scoring
- + develops norms
- + inexpensive
- + comprehensive
- + improves test validity through item analysis
- + facilitates differential group scoring

##### Disadvantages:

- usually involves testing low level knowledge
- constructing high quality test questions difficult
- question banks are often of poor quality
- can be compromised by student test banks that may foster differential access

##### Recommendations:

Although constructing solid objective tests that tap deeper levels is not impossible, it is challenging. Instructors need to help students understand how objective testing can be designed to go after different levels of knowledge. Some find that teaching students Bloom's taxonomy as an organizer that faculty might intuitively use to create more targeted challenges will help students understand questions as challenging rather than picky.



**ESSAY TESTS**

**Advantages:**

- + showcases deeper learning, higher order thought processes
- + requires transfer, integration of learning from other sources
- + can include applications or problem-based learning
- + develops writing skills and critical thinking
- + cheap and easy to administer
- + faster to construct than objective tests

**Disadvantages:**

- questionable psychometric properties
- may disadvantage ESL, students with poor writing or thinking skills
- takes longer to grade and provide feedback
- produces narrower sample of content knowledge

**Recommendations:**

Despite the labor intensiveness of essay evaluation, this kind of performance effectively addresses many aspects of what we want students to learn. Critical to defensible evaluation of essays is a well-designed rubric. Instructors can benefit from training to produce reliable feedback for student performance. Careful consideration should also be given to the instructions to clarify performance expectations. Some faculty provide an array of potential essay questions as a study guide, selecting a select number of those questions to comprise the actual exam.

**EMBEDDED QUESTIONS AND ASSIGNMENTS**

**Advantages:**

- + saves time since assignments will already be required for the course
- + overcomes faculty resistance due to reduced intrusion of external assessment activity
- + encourages faculty to discuss common course outcomes, goals, & objectives
- + promotes shared responsibility for agreeing where embedding should occur
- + assessment phobic faculty exhibit greater comfort with embedded designs
- + obligates faculty to have public discussion about their pedagogy
- + limits demand characteristics

**Disadvantages:**

- can be time-consuming to coordinate effort
- may be taxing to isolate key aspects of performance
- limits faculty autonomy within the course

**Recommendations:**

Embedding departmental assessment measures in existing coursework will emphasize a strong relationship between course content and assessment content. Individual faculty autonomy is essentially preserved; however, the faculty must collaborate within the department and be responsible for reporting to department colleagues. That level of obligation may not be standard procedure. The department must also control, store, and protect data, including protection from misinterpretation and misuse by outside sources.

**CLASSROOM ASSESSMENT TECHNIQUES**

(1-minute papers, course focus groups, free-writing, etc.)

**Advantages:**

- + promotes experimental attitude in faculty about course design
- + convenience

**Disadvantages:**

- focus on teacher performance
- should be combined with other methods for full picture of student learning

+ provides immediate feedback to faculty about success	- perceived to sacrifice content coverage for time required to assess
+ vividly demonstrates faculty commitment to student satisfaction	- demand characteristics may compromise validity of results
<p><b>Recommendations:</b>            Enthusiasts of classroom assessment advocate these techniques as a way of implementing continuous improvement efforts. Careful context-setting will avoid or minimize students making unfavorable judgments that the activities are potentially time-wasting, particularly when faculty share the conclusions drawn from the assessment data with the students and make efforts to address concerns, where appropriate</p>	

### Individual Projects/Performance Assessment

#### Description:

Individual projects have historically provided students the opportunity to apply their learning in projects that make optimal use of their potential intrinsic interest in the subject matter. The category includes individual writing, speaking, and graphic and poster production. Performance assessment strategies, sometimes also referred to as *authentic assessment*, are also evaluated in this section.

#### OVERALL ANALYSIS

<p><b>Advantages:</b></p> <ul style="list-style-type: none"> <li>+ student-centered design promotes investment, motivation</li> <li>+ promotes transfer of skills and integration of content</li> <li>+ clear expression of knowledge base</li> <li>+ engages active learning</li> <li>+ encourages time outside of class</li> <li>+ promotes library use</li> <li>+ can provide study in depth not possible during class time</li> <li>+ student benefits directly from experience</li> <li>+ provides venue for creativity</li> </ul>	<p><b>Disadvantages:</b></p> <ul style="list-style-type: none"> <li>- time consuming and labor intensive to design and execute both for instructor and students</li> <li>-may use materials wastefully (e.g., making transparencies for one speech)</li> <li>-narrows content range for which student is responsible</li> <li>-student variability (ability, motivation) challenges reliability and value of performance</li> <li>-labor intensive for student</li> <li>-cost may be prohibitive</li> </ul>
<p><b>Recommendations</b>            The types of projects faculty choose as assessment vehicles will depend, in part, on the expertise the faculty have in evaluating works in various modes. The clear articulation of expectations will be critical to success. Specifying student creativity as a criterion will facilitate efforts that go beyond minimum achievement of criteria. Some products may involve decisions about storage space. For example, student videos may have a limited shelf-life.</p>	
<p><b>WRITTEN PRODUCTS</b>            (term papers, lab reports, critiques)</p>	
<p><b>Advantages:</b></p> <ul style="list-style-type: none"> <li>+ facilitates student command of specific area</li> </ul>	<p><b>Disadvantages:</b></p> <ul style="list-style-type: none"> <li>- challenging to writing-compromised students</li> </ul>



<p>+ provides practice in critical skill area of writing</p>	<p>- labor-intensive to score and return with timely feedback                  - can be plagiarized created time-consuming/strategic confrontation with serious consequences for students who are caught                  - instructors can be plagued with consequences of student procrastination</p>
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**Recommendations:**

Many professors design writing projects in stages that promote multiple drafts. Getting feedback in stages may be easier for students to incorporate and easier for faculty to see the impact of their feedback work. Learning disabled, ESL, and other writing challenged students may require additional support. Efficient feedback can be facilitated using rubrics or style sheets. Writing projects should be tailored to the developmental level of the student. For example, beginning courses can employ letters to friends to explain a concept. Formal term papers typically work best in advanced courses. Departments may adopt a style sheet based on APA writing conventions that can help students practice consistent format strategies.

**ORAL PRESENTATIONS**  
(debate, role play, formal speeches)

<p><b>Advantages:</b></p> <ul style="list-style-type: none"> <li>+ builds expertise in important communication area of oral expression</li> <li>+ promotes importance of sharing knowledge</li> <li>+ enhances oral skills</li> <li>+ Q &amp; A promotes thinking on your feet</li> <li>+ assists professor to cover course content</li> </ul>	<p><b>Disadvantages:</b></p> <ul style="list-style-type: none"> <li>-may burden students with ESL, speech and language difficulties, speaking anxiety</li> <li>-time consuming and time-wasting when work quality is bad or boring</li> <li>-may be hard to grade</li> </ul>
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**Recommendations:**

Students understandably resist assignments that require them to speak in classes since public speaking remains one of our most pervasive social phobias. Success in oral presentations will depend on several elements:

- ❖ providing lots of guidance and structure beforehand
- ❖ normalizing speaking discomfort and pointing out that overcoming those fears can happen only through practice
- ❖ specifying and sticking to assigned time limits
- ❖ circumscribing topic areas or requiring topic approval
- ❖ coaching regarding use of support technologies
- ❖ developing appropriate performance criteria

**GRAPHIC TEST AND DISPLAYS**  
(e.g., concept maps, outlines)

<p><b>Advantages:</b></p> <ul style="list-style-type: none"> <li>+ provides experience in applying and organizing course concepts</li> <li>+ assists in thinking through organization of information</li> <li>+ additional grappling with the material enhances recall</li> <li>+ appeals to visual learners</li> </ul>	<p><b>Disadvantages:</b></p> <ul style="list-style-type: none"> <li>- students have limited practice with displaying graphic skills</li> <li>- students may not have sufficient experience in interpreting graphics</li> <li>- technological sophistication will influence production quality</li> <li>- may waste resources</li> </ul>
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**Recommendations:**

Faculty have found some success in asking students to translate lecture input into graphic displays, such as a concept map. These strategies appeal to visual learners who may be able to encode and remember more course content by adopting this strategy.

**POSTERS****Advantages:**

- + hold students accountable for independent project
- + reduces grading burden compared to writing projects
- + provides opportunity to integrate communication skills (e.g., writing, graphics, oral defense)
- + can incorporate team effort
- + expert judgment, peer review can be facilitated with criteria
- + simulates typical debut venue for most psychology scholars

**Disadvantages:**

- may need to make special arrangements for space
- students may invest money in project for one-shot exposure
- lack of aesthetic sense may handicap poster effectiveness
- stronger social interaction skills may produce halo effect in judging quality
- numbers of posters to be judged can create quality pressures on grading
- may not motivate best effort

**Recommendations:**

Providing models or performance criteria will facilitate better productions. Poster sessions can be scheduled within classes or across classes as a departmental event. Awarding best of show may be a helpful strategy to enhance motivation among the best students. All-department events can become a public relations resource as well as an opportunity to work with local high school psychology teachers to recruit future students.

**STRUCTURAL/SITUATIONAL ASSESSMENTS**

(guided learning, simulations, critical situations, etc.)

**Advantages:**

- + provides realistic testing circumstance
- + reality engages and motivates students
- + promotes transfer of information, application
- + taps complex skills

**Disadvantages:**

- difficult to construct and measure
- locating designed instruments is challenging
- prone to history/context/age cohort effects
- students may rely on common sense under pressure rather than their knowledge from the course

**Recommendations:**

The situation should correspond closely to the learning conditions to promote the best transfer of knowledge. Evaluating performance will be facilitated by clearly developed criteria. The quality of the rubric and the training of the evaluators will influence validity. If inter-rater reliability is not high, the results will be of limited value. Rubrics will sometimes not provide for unexpected, creative responses.

**Summative Performance Assessment****Description:**



Summative assessment strategies tend to be employed for purposes of evaluating program quality rather than primarily to provide developmental feedback to students. This collection of assessment strategies include methods that involve a single episode of data collection (e.g., nationally or locally normed tests) as well as those that incorporate tracking student performance over time (e.g., portfolio, case studies, longitudinal studies. Capstone courses and internships can also be appropriate contexts for summative evaluation.

<b>OVERALL ANALYSIS</b>	
<p><b>Advantages:</b></p> <ul style="list-style-type: none"> <li>+ promotes coherence in curriculum planning</li> <li>+ provides feedback loop to improve quality</li> <li>+ some strategies can be adapted to student interests</li> <li>+ supports to earlier curriculum recommendations</li> </ul>	<p><b>Disadvantages:</b></p> <ul style="list-style-type: none"> <li>- some options are labor and/or cost intensive</li> <li>- students may not receive direct feedback regarding their performances, thus limiting their own gains</li> <li>- departments may ignore available data in their planning</li> </ul>
<p><b>Recommendations:</b></p> <p>Summative procedures can be invaluable in making the case for the overall quality of programs. The most benefit can be gained to all constituents when students receive direct feedback regarding their summative performance. Finding out relative scores on comprehensive exams or receiving feedback regarding performance over time can assist students with career and life planning in some instances.</p>	
<b>STANDARDIZED TESTS</b>	
<p><b>Advantages</b></p> <ul style="list-style-type: none"> <li>+ typically one shot assessment</li> <li>+ facilitates comparisons over time</li> <li>+ convenient</li> </ul>	<p><b>Disadvantages</b></p> <ul style="list-style-type: none"> <li>- may not reflect gains or growth across time</li> <li>- exiting students may not benefit from feedback</li> <li>- existing instruments may not match to the mission and goals of departments</li> <li>- expensive</li> <li>- students not be motivated to do their best work</li> <li>- when test occurs may not maximize true learning</li> <li>- administration may not be flexible</li> <li>- not student-centered</li> <li>- limited faculty ownership</li> <li>- verifying bad performance can be threatening to motivation</li> <li>- scores may be delayed in return, reducing the impact of feedback</li> <li>- there may not be a standardized test for the identified content</li> <li>- can facilitate problematic comparisons to other programs</li> </ul>
<p><b>Recommendations:</b></p> <p>The disadvantages of the use of standardized tests can be minimized with some additional planning. Embedding the capstone test in an existing course will enhance student motivation since the student may take the experience more seriously. When student performance can also be tied to course grading, maximum motivation to do well is likely. Describing how well the existing test matched the required curriculum will encourage faculty support and student cooperation.</p>	
<b>LOCALLY DEVELOPED EXAMS</b>	
<p><b>Advantages:</b></p>	<p><b>Disadvantages:</b></p>

<ul style="list-style-type: none"> <li>+ can be tailored to match curricular and program goals</li> <li>+ standardizes local use</li> <li>+ relatively inexpensive</li> <li>+ provides opportunity to develop meaningful local norms</li> <li>+ avoids specious comparison with other colleges</li> <li>+ foster coherence in department about their objectives</li> <li>+ speedy feedback</li> <li>+ cheaper than national products</li> <li>+ after initial investment, saves time in the long run</li> <li>+ may be embedded in specific standard courses</li> </ul>	<ul style="list-style-type: none"> <li>- complex, time-consuming to develop</li> <li>- may impede curricular change since test would need retooling after reforms</li> <li>- reliance on test bank may not inadequate due to test bank quality</li> <li>- vulnerable to student theft and distribution</li> <li>- can be misused by comparing faculty member's areas</li> </ul>
<p><b>Recommendations:</b> Comprehensive local exams are very time-intensive on the front end; however, the pay-off for this activity is multiple. This strategy encourages strong collaboration across department members and will help department members learn about the academic goals of their colleagues. Security will be an important issue to keep the department test safe from test files that may exist across campus.</p>	
<b>CAPSTONE EXPERIENCES</b>	
<p><b>Advantages:</b></p> <ul style="list-style-type: none"> <li>+ fosters aura of importance that may motivate students throughout the curriculum</li> <li>+ encourages departmental endorsement of culminating experience</li> <li>+ promotes student responsibility for engaged course</li> <li>+ supports program coherence for faculty and students</li> <li>+ course content can be flexible</li> <li>+ topical design of capstone can engage faculty in planning (e.g., seminar topics can be taught in special interest areas as long as the performance goals meet department expectations)</li> </ul>	<p><b>Disadvantages:</b></p> <ul style="list-style-type: none"> <li>- high stakes performance can be impaired by performance anxiety</li> <li>- typically low enrollment course is expensive to provide seats for all seniors</li> <li>- faculty can generate territorial concerns over right to teach capstone</li> <li>- graduation may depend on successful completion of capstone which can generate some anxiety for faculty and students when performance wobbles late in the course</li> </ul>
<p><b>Recommendations:</b> Departments can use capstone courses as a unique way to express special interests of the faculty. Departments should secure the support of administration for this expensive option before broad implementation. Typically, capstones tend to have small enrollments to maximize faculty-student interaction. Capstones provide a great opportunity to have the student reflect meaningfully over the course of the curriculum. Putting in place some checkpoints on the process may prevent last-minute difficulties in the capstone that can compromise graduation plans.</p>	
<b>INTERNSHIPS/PROFESSIONAL APPLICATIONS</b>	
<p><b>Advantages:</b></p> <ul style="list-style-type: none"> <li>+ popular choice for students</li> <li>+ provides opportunity to sample future career</li> </ul>	<p><b>Disadvantages:</b></p>



<ul style="list-style-type: none"> <li>+ positive public relations vehicle related to well-prepared students</li> </ul>	<ul style="list-style-type: none"> <li>- time intensive for faculty mentors to connect with on-site mentors and coordinate opportunities</li> <li>- challenging to foster learning experiences across multiple sites</li> <li>- poorly prepared students create PR problems</li> </ul>
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**Recommendations:**  
 Departments may reduce the public relations strain by screening students for their readiness to represent the program in public contexts. Qualifying criteria that stress quality and quantity of course experience as well as professional expectations in the intern role can set a positive, appropriate tone. Maintaining close contact with on-site mentors can also reduce unsuccessful student performance.

**PORTFOLIOS**

<p><b>Advantages:</b></p> <ul style="list-style-type: none"> <li>+ shows sophistication in student performance</li> <li>+ illustrates longitudinal trends</li> <li>+ highlight student strengths</li> <li>+ identify student weaknesses for remediation, if timed properly</li> </ul>	<p><b>Disadvantages:</b></p> <ul style="list-style-type: none"> <li>- collection will be no better than the quality of collected instruments</li> <li>- time consuming and challenging to evaluate</li> <li>- space and ownership challenges making evaluation difficult</li> <li>- content will vary widely with students</li> <li>- students fail to remember to collect items</li> <li>- transfer students may not be in position to provide complete portfolio</li> <li>- time intensive to convert to meaningful data</li> </ul>
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**Recommendations:**  
 Clear expectations about the purpose and collection responsibilities will help students succeed in using the portfolio method. The works that student select will be more satisfying if the students can compare to established criteria. If the faculty want student portfolios to represent student development over time, they will need to be scrupulous about setting forth the performance demand of collecting and examining works throughout the student's career. The success of the portfolio may be enhanced when students reflect on how all the pieces work together to express their learning or meet department criteria.

**CASE AND LONGITUDINAL STUDIES**

<p><b>Advantages:</b></p> <ul style="list-style-type: none"> <li>+ can provide rich detail</li> <li>+ level of attention can build esteem</li> <li>+ builds allegiance</li> </ul>	<p><b>Disadvantages:</b></p> <ul style="list-style-type: none"> <li>- transfer students may be omitted</li> <li>- expensive and time-consuming</li> <li>- small sample limits generalization</li> <li>- attribution of historical or cohort effects may taint participant reports</li> <li>- selection for tracking may influence outcome and change student experience</li> </ul>
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**Recommendations:**  
 Departments need to clarify selection criteria if only a sample of students will be tracked. The results simply may not be representative of the group as a whole. Special care must be taken to have a satisfying instrument if results will be compared across cohorts. A department member may need to coordinate this activity if the department commits to this strategy.

**SELF-ASSESSMENT**

<p><b>Advantages:</b></p> <ul style="list-style-type: none"> <li>+ multiple modes and variable sophistication possible</li> </ul>	<p><b>Disadvantages:</b></p> <ul style="list-style-type: none"> <li>- student judgment may not be accurate</li> </ul>
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<ul style="list-style-type: none"> <li>+ quality of self-assessment related to quality of content knowledge</li> <li>+ flexible in format; prompts provided or not</li> <li>+ might ask about change over time</li> <li>+ empowers students to practice self-evaluation</li> <li>+ promotes transfer of accountability to other situations</li> </ul>	<ul style="list-style-type: none"> <li>- self-assessment are prone to evaluative biases (e.g., Lake Woebegone Effect, underestimation due to self-esteem issues)</li> <li>-students have limited experience being held accountable to judge their own work</li> <li>- students may define assessment as job of teacher</li> <li>- faculty may perceive this sets up more grade conflicts</li> </ul>
<p><b>Recommendations:</b></p> <p>Students should receive feedback on the accuracy of their self-evaluations. Early assignments might fare best with more global criteria. For example, "what aspects of your performance were effective?" and "What would you do differently if you had more time?" may engage the student in being reflective. Over time, students should be able to apply more discrete criteria to their own performance, and eventually they should be able to help formulate criteria by which performances should be judge. The quality of self-assessment may be very dependent on the careful construction of the self-assessment prompts.</p>	

## Collaboration

### RESEARCH TEAMS & GROUP PROJECTS

**Advantages:**

- + student-centered designs promote engagement
- + provides opportunity to practice group skills, time management
- + promotes independent work at deeper level
- + breadth of assignments can address content coverage issue
- + simulates how professional activities/achievement transpires
- + produces synergy and excitement around project completion
- + creates a venue to synthesize content bases from multiple courses

**Disadvantages:**

- students have limited training in group dynamics
- social loafers can tax equitable judgments about grading
- erroneous ideas that are not caught and corrected spread across group members
- challenging to faculty to judge when to redirect or rescue student groups in trouble
- time-consuming

**Recommendations:**

Selection of the group members will influence group outcomes. For example, some projects will work best when the groups are heterogeneous with regard to student characteristics. Other projects might be most efficient when groups are homogeneous. Students may need assistance in understanding how groups work. Their work will improve with some prompts to pay attention to the process of the group in addition to solving the problem at hand or creating the product. Students will fare best in research teams where they clearly understand group norms and expectations. For example, what are the penalties for nonparticipation? Whenever possible, students should be given feedback on the quality of their participation.

### ONLINE ACTIVITIES

(maintaining print record of interactions in chat room, discussion board, or other internet-based contact)



<p><b>Advantages:</b></p> <ul style="list-style-type: none"> <li>+ the data already exist as part of regular course</li> <li>+ records trends in collaborative skill</li> <li>+ tracks process</li> <li>+ cheap and convenient</li> <li>+ demand characteristics may be reduced</li> <li>+ students have equal opportunity to participate</li> <li>+ faculty monitoring can be unobtrusive</li> <li>+ appeals to some students who may have greater difficulty in oral expression</li> <li>+ provides archive through automatic recording</li> <li>+ documents feedback for instructor on what has been covered or what is still unclear</li> </ul>	<p><b>Disadvantage:</b></p> <ul style="list-style-type: none"> <li>- content analysis is time-consuming</li> <li>- privacy issues can be compromised</li> <li>- students may be handicapped by computer savvy and tech patterns</li> <li>- faculty need to be computer savvy</li> </ul>
<p><b>Recommendations:</b></p> <p>Instructors using online strategies may need to overcome individual differences in using this mode by requiring participation. Circumscribing the content may help to avoid some ethical challenges that result in chat room participation. Students should be informed that their discussions are being monitored for assessment purposes from the outset. This strategy may entail IRB review to confer the best protection. Faculty also need to assess ease of web access for students before making on-line participation a requirement</p>	

Interviews and Surveys

<b>ATTITUDE MEASUREMENT (General Analysis)</b>	
<p><b>Advantages:</b></p> <ul style="list-style-type: none"> <li>+ easy to administer</li> <li>+ cheap</li> <li>+ easy to score</li> <li>+ quick feedback</li> <li>+ can be reliable but not valid</li> </ul>	<p><b>Disadvantages:</b></p> <ul style="list-style-type: none"> <li>- validity hinges on good design</li> <li>- may not be valid</li> <li>- demand characteristics may distort results</li> <li>- participants may not have good knowledge about their own attitudes</li> <li>- participants may demonstrate response bias or dishonesty</li> <li>- labor intensive to interpret</li> </ul>
<p><b>Recommendations:</b></p> <p>Valid attitude measures depend on quality of design and implementation. For example, the participants must be motivated, careful, and candid to generate data that will be meaningful. Care should be exercised to produce to design appropriate measures for intended purposes that minimize sources of error (e.g., selection bias, demand characteristics, literacy challenges, etc.).</p>	
<b>SATISFACTION SURVEYS (Graduates, Employers, Advisors, Parents, etc.)</b>	
<p><b>Advantages:</b></p> <ul style="list-style-type: none"> <li>+fosters positive public relations because activity signals faculty concern for quality</li> <li>+targets of survey may be prompted to other positive actions (e.g., donations, hiring, recruitment of new students)</li> <li>+external judges may be more objective in their appraisal of student abilities, achievements</li> <li>+recurring insights may point to some problems that need remediation</li> </ul>	<p><b>Disadvantage</b></p> <ul style="list-style-type: none"> <li>- tracking down and engaging targets may be problematic</li> <li>- low return rates compromise validity</li> <li>- some respondents may be motivated not to tell the truth (e.g., don't want to bear bad news, demand characteristics)</li> </ul>

+provides important perspective on relevance of program to various occupations	
<p><b>Recommendations</b></p> <p>Long surveys will influence completion rate. The return rate also provides some indication of how robust the results are. For example, in alumni surveys, the students who are most successful will be more motivated to complete the surveys and may produce an overestimate. When appropriate, a lie scale or some other strategy to verify truthfulness in response will also increase validity. In designing satisfaction instruments, instructors need to think through the quality of education from the perspective of the interview subject. Well-designed surveys are difficult to create so some pilot data may help identify trouble spots in proposed instruments.</p>	
<p><b>PERFORMANCE REVIEWS (Graduates, Employers, Advisors)</b></p>	
<p><b>Advantages:</b></p> <ul style="list-style-type: none"> <li>+ promotes evaluation based on objective appraisal of behavior</li> <li>+ builds positive public relations+ external judges may be more objective in their appraisal of student abilities, achievements</li> <li>+recurring insights may point to some problems that need remediation</li> <li>+provides important perspective on relevance of program to various occupations</li> </ul>	<p><b>Disadvantage</b></p> <ul style="list-style-type: none"> <li>- tracking down and engaging targets may be problematic</li> <li>- low return rates compromise validity</li> <li>-some respondents may be motivated not to tell the truth (e.g., don't want to bear bad news, demand characteristics)</li> </ul>
<p><b>Recommendations:</b></p> <p>Departments committed to evaluating their graduate's performance from interested stakeholders are likely to find the time invested to be worthwhile, both in terms of data gathered as well as public relations impact.</p>	
<p><b>EXIT INTERVIEWS</b></p>	
<p><b>Advantages:</b></p> <ul style="list-style-type: none"> <li>+ provides realistic picture</li> <li>+ provides catharsis</li> <li>+ provides in-depth, personal perspective on experience of major</li> <li>+ can be embedded in existing courses to capture broad range of student experience</li> <li>+ demonstrates overt department commitment to high quality</li> <li>+ may promote long-term allegiance among graduating students</li> <li>+ can generate reinforcing feedback to help departments sustain effectiveness</li> </ul>	<p><b>Disadvantages:</b></p> <ul style="list-style-type: none"> <li>-volunteers may have a negative or a positive agenda that may not be representative, producing a selection bias</li> <li>-time-consuming to coordinate and evaluate the results</li> <li>-students may not show up for discussion</li> <li>- negative discussion may influence formerly neutral students to redefine their experience negatively</li> <li>- completion challenge</li> <li>- participants may paint too rosy a picture partially due to timing</li> <li>- expensive</li> <li>- results can be influenced by the quality of the interviewer and protocol</li> </ul>
<p><b>Recommendations:</b></p> <p>Departments will need to decide on the scale and format of focus exit interviews. These activities can be conducted individually or in small groups. Departments can commit to interviewing every graduating seniors or elect to sample from the group. Instructors need to determine how much</p>	



credence to place on the results of group discussions with students based on sample size and representation. Questions should target the data that the department wishes to gather. The department should also determine how to interpret the results of the interview. Collaborative design of the interview protocol will promote greater enthusiasm by department members to deal with the consequences of the interview. Conducting the interviews with department faculty may influence student participation since they may be more candid with an external reviewer.

**FOCUS GROUPS**

**Advantages:**  
 + small discussion groups promote engagement  
 + can provide feedback on a class, course, or program  
 + participants can benefit directly from changes that result from their feedback  
 + demonstrates overt department commitment to high quality  
 + can generate reinforcing feedback to help departments sustain effectiveness  
 + development of protocol can be involving for faculty  
 + may tap unforeseen areas of concern

**Disadvantages:**  
 - current students may feel some pressure not be completely candid for fear of retribution  
 - volunteers may have a negative or a positive agenda that may not be representative  
 - time-consuming to coordinate and evaluate the results  
 - students may not show up for discussion

**Recommendations:**  
 Departments should develop a good rationale for selecting students for focus group linked to the purpose for which the group is being convened. The discussion protocol can produce both quantitative and qualitative data that can be beneficial to the department. However, student commentary in a focus group may not be representative of the typical student's experience.

**FOLLOW-UP GRADUATE INTERVIEWS**

(This method involves telephone follow-up to graduates to assess information other than satisfaction with the major. Graduates can be contacted and interviewed on various outcome measures, including knowledge of the major, civic practices, or other indices of interest to the department. Demand characteristics are strong in this strategy.)

**Advantages:**  
 + facilitates spontaneous assessment of student's application of knowledge & skill  
 + measures enduring learning and skill transfer  
 + scope can be broad-ranging

**Disadvantages:**  
 - could be construed as deceptive practice  
 - might require IRB oversight

**Recommendations:**  
 Avoiding demand characteristics is a significant problem with this approach. Alumni may feel compelled to help out by inflating their accomplishments or satisfactions in response to a phone interview.

**EXTERNAL EXAMINERS**

(Exit interviews conducted by objective, external expert)

**Advantages:**  
 + objective reports where students are assured of anonymity  
 + data summary and interpretation conducted external to regular department activities  
 + improves face validity of assessment activities

**Disadvantages:**  
 - expensive to employ qualified consultants  
 - sensitive information is at some risk for getting beyond control of department

+ assists department in exposing their practices to outsider	
<p><b>Recommendations:</b> Departments may want to involve the external examiner in the construction of the interview protocol to avoid problems of drift toward the examiner's own interests and values in the interview. Qualified external examiners can be identified through the Psychology Department Consulting Bureau operated by the Society for the Teaching of Psychology.</p>	

### Archival Measures

<b>TRANSCRIPT ANALYSIS/ANALYSIS OF TRANSFER PATTERNS</b> (can answer questions about prerequisites, transfer patterns)	
<p><b>Advantages:</b></p> <ul style="list-style-type: none"> <li>+ existing data</li> <li>+ provides overall picture</li> <li>+ trends of targeted students at particular times</li> <li>+ exposes problematic trends for transfer, including drop out rates, time to degree completion, course articulation success, subsequent courses performance</li> </ul>	<p><b>Disadvantages:</b></p> <ul style="list-style-type: none"> <li>- time-consuming</li> <li>- potentially boring in level of detail required</li> <li>- may require cooperation to gain access to data</li> </ul>
<p><b>Recommendation:</b> The analysis of course patterns by itself may not address directly the questions regarding quality. Transcript analysis can answer narrowly focused questions that should be well thought through to justify the time required.</p>	
<b>SYLLABUS AUDIT</b>	
<p><b>Advantages:</b></p> <ul style="list-style-type: none"> <li>+ promotes coherence within the department</li> <li>+ can identify areas of neglect or overemphasis</li> <li>+ facilitates adoption of similar writing standards and other expectations</li> <li>+ promotes student understanding of cognitive goals</li> </ul>	<p><b>Disadvantages:</b></p> <ul style="list-style-type: none"> <li>- time-consuming</li> <li>- may be difficult to engage all department members fully in review/consensus</li> <li>- students may pay little attention to the syllabus as overall learning guide</li> </ul>
<p><b>Recommendations:</b> Although this practice is time-consuming, many departments find a syllabus audit is fundamental to answering all kinds of questions about the manner in which the faculty implement the curriculum.</p>	
<b>DEMOGRAPHIC DATA ANALYSIS/ALUMNI DATABASE</b>	
<p><b>Advantages:</b></p> <ul style="list-style-type: none"> <li>+ facilitates thorough understanding of student body</li> </ul>	<p><b>Disadvantages:</b></p> <ul style="list-style-type: none"> <li>- time-consuming- possible too have too much data</li> </ul>





<ul style="list-style-type: none"> <li>+ prepares department for unusual trends that might affect course scheduling</li> <li>+ predicts where recruitment efforts will pay off</li> <li>+ points to specific remediation needs</li> <li>+ identifies potential donors for ongoing program needs</li> </ul>	
<p><b>Recommendation:</b>                  With careful planning, departments can execute well-crafted strategies to collect data that will be useful for their planning in recruitment, retention, and fund-raising.</p>	
<p><b>LIBRARY USE/WEB HITS</b></p>	
<p><b>Advantages:</b></p> <ul style="list-style-type: none"> <li>+ provides input about how seriously students take assignments</li> <li>+ allows analysis of trends in use</li> <li>+ presents overall picture of value</li> </ul>	<p><b>Disadvantages:</b></p> <ul style="list-style-type: none"> <li>- contaminated with faculty use</li> <li>- interpretation is difficult, boring, and time-consuming</li> <li>- students may get sources from other than the library</li> </ul>
<p><b>Recommendations</b>                  This measure may be most helpful feedback from the library to assist in future ordering. Combining library use and web hit statistics with other measures may provide more meaningful measure.</p>	

## Developing Rubrics

Rubrics are rating scales or scoring guides (as opposed to checklists) that are used to determine levels of quality. Rubrics outline specific predetermined criteria that form the basis of how a project, task, or assignment will be evaluated. Many programs use rubrics to provide consistency with assessment. Multiple evaluators using a common rubric can provide program data necessary for assessment.

### Advantages of Rubrics

- ❖ Help to “quantify” evaluation by outlining standard levels of achievement
- ❖ Provide consistency in grading/evaluation
- ❖ Can be used by multiple raters or evaluators
- ❖ Can be used by students to evaluate their work and attainment of assignment goals
- ❖ Can quicken grading/evaluation

### Disadvantages of Rubrics

- ❖ Can put too much focus on meeting individual criteria and less on critical thinking and analysis overall – need a good balance

### Two Types of Rubrics—Holistic and Analytic (See QEP rubrics for examples)

**Analytic Rubrics** break a task or assignment down into sections and then total the sum of each section to obtain a final score. These rubrics are valuable when an evaluator wants to focus on specific aspects of an assignment or task. These rubrics are often referred to as “primary trait analysis” because they focus on each trait or component part of a task, project, or assignment. Because analytic rubrics provide very specific feedback by identifying specific areas of strength and weakness, they are often used as formative assessment tools.

**Holistic Rubrics** require the grader to evaluate the assignment or task as a whole without grading or evaluating component sections or parts individually. Holistic rubrics are often used with summative assessment to validate the attainment of program outcomes rather than specific learning objectives. Because evaluation with holistic rubrics is usually faster than with analytic rubrics, holistic rubrics are usually used to score the writing portions of standardized tests such as the SAT, ACT, and GMAT.

Helpful websites/articles for developing rubrics	
<a href="#">AALHE Sample Rubrics</a>	<a href="#">The Role of Rubrics in Advancing and Assessing Student Learning</a>
<a href="#">Rubistar</a>	<a href="#">Resource Developing and Using Rubrics for Assessing and Grading</a>



### QEP Analytic Rubric

Using the following guidelines, determine the holistic score (1-5) for each piece of writing.

	(5) Superior	(4) Competent	(3) Adequate	(2) Weak	(1) Inadequate
<b>Main Idea (Focus)</b>  <b>Score</b> _____	Clear, well-focused topic. Main idea stands out and is supported by interesting examples and vivid word choices.	Main idea is clear.	Main idea is somewhat vague or predictable. Needs more supporting information to clarify intent and purpose.	The main idea is unclear or simplistic. Any connection between main idea and supporting details is loose.	Writing appears to be a random collection of unrelated ideas.
<b>Organization</b>  <b>Score</b> _____	Very clear organization. Writing has a definite beginning, middle, and end. Paragraphs are well-structured.	Organization is clear and well thought out. Topic sentences are evident.	Predictable or formulaic organization. Transitions from one idea to another may be weak making writing uninteresting.	Organization lacks structure making ideas hard to follow. Ideas seem contrived and paragraphs are overloaded or underdeveloped.	No sense of structure. Lack of an introduction and conclusion make writing very hard to understand.
<b>Supporting Details</b>  <b>Score</b> _____	Excellent use of vivid examples and supporting details to support main idea.	Supporting details and examples are evident and move beyond predictability.	Supporting details may seem contrived, vague, or only loosely connected to the main idea.	Supporting details are simplistic, repetitious, and/or confusing.	Writing lacks supporting details or examples to develop main idea.
<b>Sentence Structure/ Mechanics</b>  <b>Score</b> _____	Very few errors with sentence structure or mechanics making the paper easy to read.	Some grammar errors, but writing is still easy to read.	Errors with sentence structure are apparent. Errors begin to distract reader from content.	Errors with sentence structure and grammar make writing hard to follow.	Many errors with sentence structure and grammar make writing very difficult to read.
<b>Total Score</b> _____	<b>Holistic Score</b> _____	Divide by 4 to determine holistic score.			

## QEP Holistic Rubric

Using the following guidelines, determine the holistic score (1-5) for each piece of writing.

- (5) **Score—Superior** contains *most* of the following characteristics:
- ❖ Clear, well-focused topic--Main idea stands out and is supported by interesting examples and vivid word choices. We know what the writer is trying to say, and we want to hear more!
  - ❖ Very clear organization. Writing has a definite beginning, middle, and end. Paragraphs flow, and the order of paragraphs makes sense to the reader.
  - ❖ Vivid examples and details support the main idea and keep the reader interested.
  - ❖ Well-developed sentences that are concise, compelling, and easy to read. Word choices are exciting. Writing gives the reader something to think about!
  - ❖ Very few mechanical or grammatical errors make the writing easy to read.
- (4) **Score—Competent** contains *most* of the following characteristics:
- ❖ Main idea is clear, but reader may have to work to see connections between ideas.
  - ❖ Organization is evident, but transitions from one idea to another may be hard to follow.
  - ❖ Examples make sense, but may not be interesting or insightful.
  - ❖ Sentences are usually varied and may differ in length and structure. Word choices are clear and appropriate, but may be uninteresting.
  - ❖ Some mechanical errors may be present, but writing is still easy to read.
- (3) **Score—Adequate** contains *most* of the following characteristics:
- ❖ Main idea is somewhat vague or predictable.
  - ❖ Structure may seem formulaic and contrived. Poor organization and a lack of paragraph structure make the writing difficult to follow in places.
  - ❖ Examples are general or vague and only loosely connected to the main idea.
  - ❖ Errors with sentence structure are frequent. Word choices are predictable and weak.
  - ❖ Errors with grammar and mechanics begin to distract reader from the content.
- (2) **Score—Weak** contains *most* of the following characteristics:
- ❖ The main idea is not clear, or the connection between the main idea and supporting details is loose and hard to follow.
  - ❖ Ideas seem contrived, and paragraphs are overloaded or underdeveloped.
  - ❖ Examples are simplistic, repetitious, vague, and/or confusing making the writing hard to read.
  - ❖ Errors with sentence structure make writing hard to follow. Run-on sentences and/or sentence fragments are evident. Reader must reread sentences to determine meaning.
  - ❖ Writer makes numerous grammatical errors that distract the reader.
- (1) **Score—Inadequate** contains *most* of the following characteristics:
- ❖ Writing appears to be a random collection of unrelated ideas or organization is very unstructured making ideas hard to follow.
  - ❖ No clear structure and a lack of organization make the writing very hard to understand.
  - ❖ Writing lacks specific examples or details to develop main idea. Reader works very hard to understand what is going on.
  - ❖ Sentences lack structure and appear incomplete or rambling. Many errors are evident.
  - ❖ Serious grammar and mechanical problems are present.

## Critical Thinking Rubric

Characteristics of Critical Thinking	Exemplary	Proficient	Not Proficient
<b>Problem/Purpose</b>	<ul style="list-style-type: none"> <li>-Student is able to state clearly and precisely what the question, problem, or issue is.</li> <li>-Student is able to express the question/problem/issue in several ways to clarify and refine its meaning and scope.</li> <li>-Student is able to break the question/problem/issue into meaningful subsections.</li> </ul>	<ul style="list-style-type: none"> <li>-Student is able to state the question, problem, or issue.</li> <li>-Student is able to express the question/problem/issue in several ways to clarify and refine its meaning and scope.</li> </ul>	<ul style="list-style-type: none"> <li>-Student is <b>not</b> able to state the question, problem, or issue.</li> <li>-Student is <b>not</b> able to express the question/problem/issue in order to clarify or refine the meaning and scope</li> <li>-Student is <b>not</b> able to break the question/problem/issue into meaningful subsections.</li> </ul>
<b>Point of View</b>	<p>Student is able to:</p> <ul style="list-style-type: none"> <li>-Clearly and precisely identify the point of view taken.</li> <li>-Seek other points of view and articulate their strengths and weaknesses</li> <li>-Demonstrate unbiased analysis in evaluating points of view by carefully evaluating other perspectives.</li> </ul>	<p>Student is able to:</p> <ul style="list-style-type: none"> <li>-Identify point of view taken</li> <li>-Seek other points of view and articulate their strengths and weaknesses</li> </ul>	<p>Student is <b>not</b> able to:</p> <ul style="list-style-type: none"> <li>-Identify the point of view taken</li> <li>-Seek other points of view and articulate their strengths and weaknesses</li> <li>-Demonstrate unbiased analysis in evaluating points of view.</li> </ul>
<b>Evaluating Information/Evidence</b>	<p>Student is able to:</p> <ul style="list-style-type: none"> <li>-Demonstrate that evidence strongly supports the student's position/conclusion/answer.</li> <li>-Demonstrate/explain/articulate that all information used is valid, accurate, and relevant</li> <li>-Demonstrate that claims are supported by data gathered.</li> </ul>	<p>Student is able to:</p> <ul style="list-style-type: none"> <li>-Demonstrate that evidence adequately supports student's position/conclusion/answer</li> <li>-Demonstrate that claims are supported by data gathered</li> </ul>	<p>Student is <b>not</b> able to:</p> <ul style="list-style-type: none"> <li>-Demonstrate that evidence adequately supports student's position/conclusion/ answer</li> <li>-Demonstrate that claims are supported by data gathered</li> </ul>

## Critical Thinking Rubric, cont'd

Characteristics of Critical Thinking	Exemplary	Proficient	Not Proficient
<b>Drawing Conclusions</b>	Student is able to: <ul style="list-style-type: none"> <li>-Clearly demonstrate that conclusion/solutions presented are based on reason, logic, and evidence</li> <li>-Clearly demonstrate that conclusions/solutions presented are of appropriate depth and complexity</li> <li>-Consider alternate conclusion/solutions evaluating their strengths and weaknesses.</li> </ul>	Student is able to: <ul style="list-style-type: none"> <li>-Clearly demonstrate that conclusion/solutions presented are based on reason, logic, and evidence</li> <li>-Clearly demonstrate that conclusions/solutions presented are of appropriate depth and complexity</li> </ul>	Student is <b>not</b> able to: <ul style="list-style-type: none"> <li>-Clearly demonstrate that conclusion/solutions presented are based on reason, logic, and evidence</li> <li>-Clearly demonstrate that conclusions/solutions presented are of appropriate depth and complexity</li> <li>-Consider alternate conclusion/solutions evaluating their strengths and weaknesses</li> </ul>
<b>Inferences</b>	Student is able to: <ul style="list-style-type: none"> <li>-Demonstrate that inferences were drawn from the evidence presented (shows a logical flow or relationship)</li> <li>-Identify and defend assumptions that were used to draw inferences</li> <li>-Demonstrate consistency and flow of the inferences drawn.</li> </ul>	Student is able to: <ul style="list-style-type: none"> <li>-Demonstrate that inferences were drawn from the evidence presented (shows a logical flow or relationship)</li> <li>-Identify and defend assumptions that were used to draw inferences</li> </ul>	Student is <b>not</b> able to: <ul style="list-style-type: none"> <li>-Demonstrate that inferences were drawn from the evidence presented (shows a logical flow or relationship)</li> <li>-Identify and defend assumptions that were used to draw inferences</li> <li>-Demonstrate consistency and flow of the inferences drawn.</li> </ul>



## Diversity/Global Awareness Rubric

Characteristics of Diversity/Global Awareness	Exemplary	Proficient	Not Proficient
<b>Knowledge and understanding of global and American cultural diversity</b>	<ul style="list-style-type: none"> <li>-Student demonstrates extensive knowledge and awareness of cultural elements and influences of several different groups of people, including his or her own, and can acknowledge even subtle similarities and differences in cultures.</li> <li>-Student incorporates a broad perception of cultural and global diversity including age, race, gender, ethnicity, nationality, etc.</li> <li>-Student communicates insight and ownership of a personal meaning of diversity.</li> </ul>	<ul style="list-style-type: none"> <li>-Student demonstrates knowledge and awareness of cultural elements and influences of several different groups of people, including his or her own.</li> <li>-Student acknowledges some similarities and differences in cultures.</li> <li>-Student discusses two or three perceptions of diversity in a mixture of personal ideas and some clichés.</li> </ul>	<ul style="list-style-type: none"> <li>-Student is unaware of or refuses to acknowledge differences among individuals or groups of people.</li> <li>-Student refuses to acknowledge similarities and differences in cultures.</li> <li>-Student has no perception of cultural diversity or of its meaning.</li> </ul>
<b>Tolerance for the ideas and perspective of others</b>	<ul style="list-style-type: none"> <li>-Student consistently recognizes stereotyping and bias as an oversimplified view of others.</li> <li>-Student can articulate in a reasonable manner similarities and/or differences between his or her own culture and/or the culture of others.</li> <li>-Student exhibits a strong ability to articulate contradictory ideas or perspectives.</li> </ul>	<ul style="list-style-type: none"> <li>-Student recognizes stereotyping and bias as an oversimplified view of others.</li> <li>-Student articulates basic similarities and/or differences between his or her own culture and/or the culture of others.</li> <li>-Student articulates contradictory ideas or perspectives.</li> </ul>	<ul style="list-style-type: none"> <li>-Student judges people and ideas based on stereotyping and bias.</li> <li>-Student dismisses as incorrect or evil perspectives other than his or her own.</li> <li>-Student is incapable of articulating ideas or perspectives other than his or her own.</li> </ul>
<b>Application and demonstration of individual understanding</b>	<ul style="list-style-type: none"> <li>-Student demonstrates personal growth and a commitment to the positive practice of diversity in personal and/or professional life.</li> </ul>	<ul style="list-style-type: none"> <li>-Student demonstrates personal growth and a positive practice, but not a commitment to diversity in personal and/or professional life.</li> </ul>	<ul style="list-style-type: none"> <li>-Student is unable to demonstrate or apply principles of diversity in personal and/or professional life.</li> </ul>
<b>Analysis and synthesis</b>	<ul style="list-style-type: none"> <li>-Student examines diversity issues effectively and has created significant changes in attitudes toward diversity in personal and/or professional life.</li> </ul>	<ul style="list-style-type: none"> <li>-Student examines diversity issues effectively and has created some changes in attitude toward diversity in personal and/or professional life.</li> </ul>	<ul style="list-style-type: none"> <li>-Student is neither able to examine diversity issues nor create changes in attitudes toward diversity in personal and/or professional life.</li> </ul>

## Portfolio Assessment

Portfolio assessment is considered to be the most useful and meaningful method of gathering a wide variety of data for assessment purposes. A student's portfolio should contain representative samples of a student's work that can then be used to assess the attainment of general education competencies, student learning outcomes, or program outcomes.

Because portfolio assessment can be used in many variations, programs considering a move to portfolio assessment from more traditional assessment procedures should consider the purpose of the portfolio assessment. According to the California Assessment Program Portfolio Project (1989), the purpose of portfolio assessment can be:

- ❖ To demonstrate to students their own progress and growth
- ❖ To give importance to informal writing and work
- ❖ To examine students' progress and intellectual growth over time
- ❖ To involve students in a process of self-evaluation
- ❖ To serve as an alternative to standardized testing
- ❖ To identify instructional strengths and areas needing improvement
- ❖ To replace competency exams
- ❖ To examine writing and other response modes in different disciplines
- ❖ To provide student ownership, motivation, sense of accomplishment, and participation
- ❖ To observe various stages of the writing process including planning, drafting, revision, and rewriting
- ❖ To serve as an end-of-semester/end-of-program culminating project
- ❖ To assess curriculum needs
- ❖ To connect reading, writing, and thinking

The following links provide examples of rubrics for assessing electronic portfolios:

<http://www.uwstout.edu/soe/profdev/eportfoliorubric.html>

<http://drscavanaugh.org/workshops/assessment/sample.htm>





## Portfolio Assessment Rubric

Name \_\_\_\_\_

Date \_\_\_\_\_

Please use this form to assess the portfolio as a whole. Look closely at student artifacts to determine that the student has acquired specific general education competencies. Since individual items in the portfolio have already been evaluated, please evaluate the strengths and weaknesses of the entire portfolio with a focus on progression and attainment of general education competencies.

	Outstanding	Commendable	Acceptable	Unsatisfactory	Unable to Assess
Understanding of technology					
Evidence of critical thinking and problem-solving ability					
Evidence of global awareness					
Evidence of computation skills					
Effectiveness of communication					
Evidence of creativity					
Overall progress in the program of study					

Comments:

## Appendix C: References

### Thank you!!

Thank you to Dr. Bobby Sharp, Director of Institutional Research, Assessment, and Planning (IRAP) and Dr. Pete Wachs, Associate Director of Assessment, at Appalachian State University for allowing me to use their *Academic Program Assessment Handbook* as a model for this document.

Appalachian State's IRAP page has multiple resources for institutional effectiveness, including a [resource page for assessment](#).

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