**Council on Academic Assessment Orientation Packet, November, 2010**

1. Organizational Chart of Council and Committees
2. Charge of Council on Academic Assessment, Program Review Committee and General Education Assessment Committee
   
   http://www.albany.edu/senate/councils_committees.htm
3. CAA Operating Procedures
4. Minutes on Senate webpage http://www.albany.edu/senate/caa_minutes_reports.htm
   
   CAA Motions and Actions, 2009-2010
5. Proposed Agenda items/schedule [to be added]
6. Assessment webpage http://www.albany.edu/assessment/
   
   Disciplinary Assessment
   
   Links
7. “What is Difference between Assessment and Evaluation?”
8. Appendix C from Practitioner’s Guide: Assessment Examples (direct, indirect)
9. Common Assessment Terms/Verbs/Rubrics

**Program Review**

http://www.albany.edu/assessment/prog_review.html

1. Summary of UAlbany’s Program Review Process
2. Program Review Schedule for Cycle II
   
   http://www.albany.edu/assessment/prog_review.html
4. SUNY Learning Outcomes in the Major Summary Report form
5. Working Guidelines for Reviewing Academic Program Review Self-studies
6. Self-study Rubric
7. Program Review Committee report on Judaic Studies, Spring 2010
8. sample Annual Student Learning Outcomes Report

**General Education Assessment**


1. Summary of UAlbany’s General Education Assessment Process
2. General Education Assessment Schedule
   
3. General Education Assessment Plan
   General Education categories http://www.albany.edu/gened/
   Appendix C: Assessment examples [added soon]
   Appendix D: Scoring Rubric for U.S. Diversity assignment [added soon]
4. Strengthened Campus Based Assessment
5. Streamlining of the State University Board of Trustees Policy on Assessment
8. Sample Student Perceptions of General Education Program Course Survey
9. Assessment of Student Learning Outcomes in General Education Summary Report
11. Internal Assessment Review (9/04/03)
12. Appendix A - Syllabus Analysis
13. Appendix B – Assessing Assessment Methods
14. UHS: http://www.albany.edu/uhsp/Pages/UHS_Program_Contacts.html
15. University Senate Resolution on Establishing a General Education Task Force
18. SUNY Gen Ed Learning Objectives
19. Brainstorming incentivizing assessment planning
20. Working Gen Ed Schedule
Charter of the University Senate

X.6. COUNCIL ON ACADEMIC ASSESSMENT

X.6.1. Composition

X.6.1.1. The Dean of Graduate Studies, the Vice Provost for Undergraduate Education, and the Assistant Vice President of Strategic Planning and Assessment, or their designees, *ex officio*

X.6.1.2. At least six but not more than eight Teaching Faculty, at least three of whom must be Senators, representing a variety of academic disciplines and campus locations

X.6.1.3. At least one but not more than two Professional Faculty

X.6.1.4. One Graduate Student

X.6.1.5. At least one but not more than two Professional Faculty

X.6.1.6. No more than 2 voting members selected from Faculty or Staff who are not students or Voting Faculty.

X.6.2. The staff support person for the Council shall be the Assistant Vice President of Strategic Planning and Assessment or designee.

X.6.3. The Council on Academic Assessment shall be responsible for developing campus policies, ensuring compliance with external policies, and considering other matters relating to academic assessment.

X.6.4. The Council shall be responsible for scheduling, coordinating and supervising the variously mandated or cyclical reviews of continuing academic programs.

X.6.5. The Council as a whole shall review the actions and assessment reports of its committees and shall be responsible for formally recommending that an assessment report be accepted by the University Senate. Based on findings from its committees or its own deliberations, the Council may recommend policy changes to the University Senate and may recommend to the Executive Committee that it refer a question or issue to another council.

X.6.6. Academic Program Review Committee

X.6.6.1. The Academic Program Review Committee shall be responsible for ensuring and overseeing periodic reviews of each of the University’s academic programs, with consideration for established external accreditation cycles. In addition, the Committee shall be responsible for ensuring compliance with the SUNY-mandated assessment of undergraduate majors and graduate degree and certificate programs.

X.6.6.2. The Committee shall consist of no more than eleven members, including at least six members of the Teaching Faculty, at least three of whom are members of the Council, one Professional Faculty member, one Graduate Student, one Undergraduate Student, the Assistant Vice President of Strategic Planning and Assessment, *ex officio*, or designee, and no more than 2 voting members selected from Faculty or Staff who are not students or Voting Faculty.
X.6.6.3. The Chair of the Committee shall be a member of the Teaching Faculty who is also a member of the Council.

X.6.6.4. The Committee shall submit its assessments of academic programs to the Council and to the director or chair of the assessed program.

X.6.6.5. The Committee may undertake the assessment of instructional programs other than those for which assessment is required by SUNY mandate. These would include, but would not be limited to, undergraduate minors, undergraduate certificate programs, and various University-wide (Uni/Unl) offerings.

X.6.7. General Education Assessment Committee [amended 12/18/06]

X.6.7.1. The General Education Assessment Committee shall be responsible for establishing and overseeing reviews of the General Education Program.

X.6.7.2. The Committee shall consist of no more than fourteen members, including at least six members of the Teaching Faculty, at least three of whom are members of the Council, one Professional Faculty, one Graduate Student, one Undergraduate Student, the Assistant Vice President of Strategic Planning and Assessment or designee ex officio, the Director of the General Education Program ex officio, the Chair of the General Education Committee of the Undergraduate Academic Council or designee ex officio, and no more than 2 voting members selected from Faculty or Staff who are not students or Voting Faculty.

X.6.7.3. The Chair of the Committee shall be a member of the Teaching Faculty who is also a member of the Council.

X.6.7.4. The Committee shall conduct an assessment for each General Education category on a regular cycle.

X.6.7.5. The Committee shall submit its assessments of General Education to the Council and, for information, to the General Education Committee of the Undergraduate Academic Council.
GENERAL GUIDING PROCEDURES AND PROTOCOL OF THE COUNCIL ON ACADEMIC ASSESSMENT (CAA)

Adopted by CAA, September 20, 2007

In the spirit of promoting improvement and progress toward program and University goals, these general procedures and protocol are intended to:

1. Promote honest, critical, and constructive self-reflection on the part of the faculty/staff, programs, and departments as they develop their internal evaluations or assessments,
2. Assure external reviewers/evaluators that their observations, comments, recommendations, and suggestions as related to evaluations and assessments will be contained in the context in which they were commissioned, and, hopefully
3. Result in focused and comprehensive reviews whose findings are considered through appropriate University review mechanisms.

CAA general procedures and protocol: In order to achieve the desired results noted above:

1. Those persons on or commissioned by the Council or its committees agree not to share, distribute, or make available program self-studies, internal and external evaluation/assessment reports, and other materials (reports or data) outside the Council or its committees. These reports, to be distributed to members by the director of program review and assessment (DPRA), should be returned to the DPRA when members have concluded their business with them.
2. Members of the CAA or its committees shall recuse themselves from participating in the construction of evaluations of assessments by the Council or its committees as they concern units or programs that they have a professional relationship with, or to which they have supervisory authority over. They may participate in discourse but should abstain from votes regarding the acceptance of final reports concerning these units by the full Council.
3. All written and electronic materials pertaining to self-studies and reviews (both internally generated and those authored by external reviewers) shall be permanently stored in the Office of Institutional Research, Planning, and Effectiveness, under the responsibility of the Director of Program Review and Assessment.
   a. All University at Albany faculty and administrators shall have on-site access to these documents.
   b. Other persons may secure access by filing a request that specifies the documents to be examined with the Director of Program Review and Assessment. These requests will be considered jointly by the Chair of the Council on Academic Assessment, the Assistant Vice President for Institutional Research, Planning, and Effectiveness, and the affected department chair and dean. Requests for electronic or photocopies of these documents shall also be directed to the Director of Program Review and Assessment.
   c. Requests will be considered on a case-by-case basis, and university counsel will be consulted, as necessary, to protect the goals of the evaluation/assessment process.

Adopted by CAA, September 20, 2007
September 21, 2009
None

October 5, 2009
The Council members were asked to review the program reports that they had been assigned, and to nominate those that they decided were examples of Best Practices in either entire programs or particular components.
completed

October 21, 2009
The Chair offered to draft a memo that would reflect the input of the Council on the FYE Task Force draft report.
completed

November 4, 2009
The Chair asked members to bring their suggestions for incentivizing the further refinement of assessment plans to the next meeting, and requested that Bendikas forward the broadcast email about the Middle States chapters to the CAA members as a reminder to read and prepare feedback on the three chapters related to academic assessment.
completed

November 16, 2009
The Chair began by asking the Council to brainstorm ideas for incentivizing the improvements of assessment plans by programs. The Chair then went through the list and solicited votes from the members as a way of prioritizing the list. She then offered to work out a revised list that would be brought back to the Council for further review.
completed

The Council proceeded with its review of the Middle States chapters that concerned academic assessment on campus (5, 9, and 10). The Chair was requested to compile the comments into a formal statement from the Council that reflected its review.
completed

December 9, 2009
None

February 3, 2010

Action step
1. Bendikas will send around a summary of recommendations that have come from the Council and its committees over the past three years, for the members to review prior to the next meeting.
February 11, 2010

The Chair moved that departments with extraordinarily good assessment plans be able to move to an alternate year reporting schedule and that very good assessment plans be featured on the IRPE web site.

The motion carried.

- Plan: Programs to be determined during IRPE review of reports, and signed off on by CAA. To be announced by CAA Chair at Assessment Seminar

**Action steps**

1. Andrade will contact the Chair of GAC to discuss the possibility of a joint meeting or of CAA members visiting to discuss assessment at a GAC meeting.
   
   Completed/DPRA attended April 7, 2010

2. Andrade will contact the Chair of CPCA and Bill Hedberg about how to request the addition of an assessment discussion component to the teaching statement in tenure files.
   
   Completed

3. Bendikas will write a description of possible duties of a departmental assessment coordinator.
   
   Completed

4. Andrade will complete the draft of the GSS memo to the Provost.
   
   Completed

March 10, 2010

**Action steps**

1. Andrade will send the memo regarding the GSS review to the Provost and copy the Senate Executive Committee.
   
   Completed

2. Andrade will include a mention of the GSS memo in her Council updates for the Senate.
   
   Completed

3. Bendikas will redraft the Departmental Assessment Coordinator description.
   
   Completed

4. All members will rank the importance of items on the “3-year Recommendations Summary” on which no action had been taken.
   
   Completed

March 25, 2010

**Action steps**

1. Bendikas will try to clarify what the assessment advisory group [proposed in the Strategic Plan draft] refers to.
   
   Completed
2. Andrade and Bendikas will meet to review outstanding items in the recommendations summary
   completed
3. Szelest will review cross reference recommendations in the 3-year summary with those in the Middle States self-study and report back to the Council on additional ones.
   To be done

April 14, 2010
Action steps
1. Andrade will send Council members the link to the Strategic Plan.
   completed
2. Andrade will draft a memo on behalf of the Council to the Provost regarding the Assessment Coordinator position.
   completed
3. Bendikas will update the Charter and send to Andrade to bring to the Senate Executive.
   completed

April 22, 2010
Action steps
1. Andrade will send a memo to the Undergraduate Education committee summarizing the Council members’ comments.
   completed
2. Bendikas will draft the template for PRC reports to be presented at the May 12 meeting.
   completed

May 12, 2010
Action steps
1. Andrade will consult with the incoming Senate Chair on whether the draft General Education Assessment Plan needs to be reviewed by the Governance Council or other Senate body prior to implementation.
   To be done

   new template for PRC reports was accepted by CAA. Implement 2010-11

Holdover items for 2010-11
1. proposed revisions of CAA/GEAC/PRC charges in Senate Charter to be presented to Senate Executive
2.
Assessment Home

Welcome to the University at Albany Assessment Resource web page. The purpose of this page is to support University at Albany faculty and staff in their assessment efforts.

The menu on the left provides access to a growing library of assessment resources available at UAlbany and on the world wide web.

What is assessment?

Short and sweet: Assessment is a continuous quality improvement process for higher education.

Long version: Assessment is a systematic process in which faculty and staff define goals and objectives for programmatic activities, develop performance metrics to gauge success, and use evaluation results to retool what we do in and out of the classroom so that we can get better and better at what we do - across the activities that constitute the University at Albany mission.

Why is UAlbany committed to assessment?

First and foremost, because we believe that no matter how good we are, we can always do better - whether in the classroom, the research laboratory, or in delivering important services out in the communities we serve.

Secondarily, but of growing importance to the various publics we serve, assessment activities are a way for UAlbany to demonstrate that it is a responsible steward of the public investment made by the citizens of New York State.

This website created and maintained by the Office of the Provost and Executive Vice President for Academic Affairs

If you have questions or requests for additional information, please contact:

Bruce P. Szelest
Assistant Vice President for Institutional Research, Planning and Effectiveness
## Other Assessment Resources

### Higher Education Associations

<table>
<thead>
<tr>
<th>Association</th>
<th>Description</th>
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<tbody>
<tr>
<td>American Association for Higher Education (AAHE) Assessment Forum</td>
<td>Conference listings, topical readings, discussion lists, publications, and other on-line resources</td>
</tr>
<tr>
<td>Middle States Commission on Higher Education (MSCHE) - Best Practices in Outcomes Assessment</td>
<td>Descriptions of and links to institutional assessment plans at MSCHE best practice institutions, as well other resources (e.g., assessment definitions, planning, specific tools for assessment, specific skill assessment, etc...)</td>
</tr>
<tr>
<td>Characteristics of Excellence in Higher Education: Eligibility Requirements and Standards for Accreditation (2002 edition) by the Middle States Commission on Higher Education</td>
<td>Contains standards on accreditation that have a major focus on student learning outcomes assessment</td>
</tr>
<tr>
<td>Student Learning Assessment: Options and Resources (pdf) by the Middle States Commission on Higher Education</td>
<td>PDF file - a resource document that relates the practical daily challenges of assessment to what MSCHE expects from its accredited institutions in the area of student learning outcomes</td>
</tr>
</tbody>
</table>

### Comprehensive assessment resources on the WWW

<table>
<thead>
<tr>
<th>Resource</th>
<th>Description</th>
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<tbody>
<tr>
<td>North Carolina State University</td>
<td>NC State University has one of the most comprehensive compilations of web resources in support of assessment</td>
</tr>
<tr>
<td>The Association for Institutional Research (AIR)</td>
<td>Unannotated link listing</td>
</tr>
<tr>
<td>Assessment Resources at Syracuse University</td>
<td>Many links both within and outside of Syracuse University relating to assessment</td>
</tr>
<tr>
<td>Measuring Quality: Choosing Among Surveys and Other Assessments of College Quality, 2001</td>
<td>American Council on Education (ACE) and Association for Institutional Research (AIR) guide that describes and compares 27 national surveys and assessments used to examine</td>
</tr>
</tbody>
</table>

http://www.albany.edu/assessment/other_res.html
National Center for Postsecondary Improvement (NCPI)

NCPI research reports on assessment and related links are available at this site.

The NPEC Sourcebook on Assessment, Volume 1: Definitions and Assessment Methods for Critical Thinking, Problem Solving, and Writing

Compendium of information about tests at the postsecondary education level used to assess three skills: critical thinking, problem solving, and writing.

Assessment reports & plans at other colleges and universities

Southeast Missouri State University Assessment Plan

Southeast Missouri’s comprehensive NCA assessment plan.

Outcomes Assessment at the University of Colorado at Boulder

University of Wisconsin, Madison's Assessment Manual and Assessment Reports

Comprehensive plan and outline of how UW Madison approaches assessment, as well as general education and departmental reports.

Assessment at Eastern Illinois University

Eastern’s comprehensive assessment plan.

Lock Haven University of Pennsylvania’s Assessment Plans

Institutional, distance education, general education, academic programs, and administrative program assessment plans.

Truman State University's Annual Assessment Almanacs

Seven year's of assessment almanacs available at this site.

University at Albany Home Page

Contact UAlbany | Directories | Calendars | Visitors | Site Index | Search
Admissions | Academics | Research | IT Services | Libraries | Athletics

Internet Resources for Higher Education Outcomes Assessment

Many of the pages on this list have links to other resources and to each other. We like to use other people's lists of links instead of connecting to all the resources directly from here.

We keep looking for new resources and lists of links, and for new pages on individual institutions' assessment programs. If you know of sites that we should add to this list, please email us their Internet addresses.

The Internet is fluid--pages and their locations change often. If you find that we have the wrong address for a page, or that its contents have changed and our description is no longer accurate, please let us know.

Since the links on this site are annotated with brief descriptions, you can use your browser's Find (Ctrl-F) function to locate information about a particular topic. For example, you can find entries whose links or annotations include the word "survey."

Many of the sites include pdf files. You can download a free Adobe Acrobat Reader for these files.

Most recent new links: 10/31/10
Most recent check/update of broken links: 9/15/10
Annotations checked/updated: Winter 2009-10

About this list

Index

- General resources--discussion groups, lists of links, archives of articles, etc.
- Assessment handbooks
- Assessment of specific skills or content
- Individual institutions' assessment-related pages
- State boards & commissions
- Accrediting bodies
- Student assessment of courses & faculty

General Resources--Discussion Lists, Forums, Archives of Articles, Lists of Links, etc.

9 Principles of Good Practice for Assessing Student Learning

- From the American Association for Higher Education Assessment Forum. AAHE went out of business in summer 2005 and their website is no longer available. This page is from Bergen Community College.
- Also see What is "Good" Assessment? A Synthesis of Principles of Good Practice.

AALHE (Association for the Assessment of Learning in Higher Education)

- A professional association for higher education assessment practitioners, AALHE became available to the assessment community in spring 2010.
- Until November 11, 2010, all of the website's features will be available to the public. After that, some will be restricted to AALHE members. The list below indicates which features will be restricted.
  - See Become a Member.
  - Registering on the website (see Register, under the Log in button) is not the same as becoming an AALHE member. Registering lets you log in to Community of Practice discussion topics and online professional development events.
- When last checked, the website was still being developed. Check periodically to see what features have been activated. When fully developed, the website will include:
  - Information about AALHE.
  - Links to other assessment resources. (See both the Resource Room and About Us / Other Associations.)
  - Opportunities for interaction about assessment issues, in topic-specific blogs and communities of practice and via access to the ASSESS discussion list. (Full posts in blogs and CoPs will be restricted to AALHE members.)
  - Online publications including a newsletter and a peer-reviewed journal. (The newsletter will be restricted to AALHE members.)
  - Information about professional development events, including an annual conference. (Information about these events will be available to the public. Information from them, such as conference proceedings, will be restricted to AALHE members.)
Assessing administrative and support units

- Many of the individual institutions’ assessment-related pages (below) include assessment plans and guidelines for assessing administrative & support units. Also see the lists of examples and resources provided by Florida Atlantic University, North Carolina State University, and the University at Albany.
- Some assessment handbooks include information for administrative/support units as well as for academic units. Handbooks specifically for administrative & support units include:
  - Administrative Unit Assessment Handbook (University of Central Florida, pdf file).
  - Assessment Guide for Administrative and Academic Support Units (The American University in Cairo, pdf file).
  - Administrative and Educational Support Units Assessment Handbook (Southwestern University, Word document).
- ASSESS discussion-list threads on assessing administrative & support units (see the list archive)
  - July 2008 thread Learning Outcomes Assessment in Student Services, initiated by Rose Myers.

Assessment committees

- ASSESS discussion-list threads on committee structure and function (see the list archive):
  - March 1999 thread Faculty committees, initiated by Suzanne Decamp.
  - September 2003 thread Course releases for faculty on assessment committees?, initiated by Tiffany Phagan.
  - October 2005 thread Committee structure, initiated by David Gordon.
  - February 2009 thread Assessment committees???, initiated by Charles Patrick.
  - May 2010 thread University Assessment Committee, initiated by Jerald Henderson.
  - October 2010 thread Relationship of Assessment Committee and Academic Policies Committee, initiated by David Knopp.
- Periodic assessment reports (often received and responded to by an assessment committee).
  - What should departments report, and to whom? In the ASSESS discussion-list archive, see:
    - The October 1999 thread Who Collects Reports?, initiated by Jane Thayer.
    - The July 2009 thread What’s in your annual assessment reports?, initiated by Pat Williams.
    - The March 2010 thread Posting assessment docs, initiated by Jayne Swanson.
  - In the ASSESS discussion-list archive, see the October 2010 thread rubrics to evaluate quality of assessment, initiated by Keston Fulcher.

Assessment Grants

- In the ASSESS discussion-list archive, see the:
  - October 2000 thread Mini-grant parameters and information initiated by Kurt Gunnell, and the related October & November posts Mini-Grant Information and Mini-grant information list.
  - October 2009 thread Assessment Mini Grants initiated by Lea Campbell, and the associated response threads.
- Examples of campus-based programs to support faculty and departmental assessment projects. Some of these grant programs are currently active, some are not. (Some of these links are from Kurt Gunnell’s list.)
  - Albion College
  - Arkansas Tech University
  - Bergen Community College (about compensation/released-time for assessment activities rather than project-grants per se)
  - California State University, Los Angeles (pdf file, scroll down for RFP details)
  - California State University, San Bernardino
  - California State University, San Marcos (Word document)
  - California State University, Stanislaus; Instructions and form for requesting grants (pdf files)
  - Central Michigan University (Word document)
  - Cleveland State University
  - Concordia College (the application form & guidelines are a Word document)

http://www2.acs.ncsu.edu/UPA/assmt/resource.htm 11/23/2010
- Duquesne University (html pages, pdf files)
- Edmonds Community College (pdf file).
- Empire State University (Word documents)
- Ferris State University
- Florida Atlantic University (pdf file & Word document)
- Keene State College
- Indiana University-Purdue University Fort Wayne (pdf file)
- Indiana University-Purdue University Indianapolis (scroll to the bottom of the page)
- Indiana University Southeast
- Las Positas College (pdf files).
- Loyola Marymount University
- Manetta College (pdf file), with list of grant-funded projects
- Meredith College
- Miami University
- Minnesota State University, Mankato (pdf files; scroll down to Assessment Grants)
- Mount Royal College (Word documents)
- Northern Arizona University (Word document)
- Oakland University (Word document)
- Oklahoma State University grants for assessment budgets and special projects
- Pennsylvania State University (mostly html pages, some pdf files)
- St. Cloud State University (html pages, Word [.doc & .docx] files)
- San Jose State University (see pdf files internal grants information and LPP grant packet)
- Shepherd University (html page and Word document)
- Spokane Community College (the application cover sheet & form is a Word [.docx] document)
- Texas A&M Student Life Studies (pdf file)
- Truman State University (project reports are pdf files)
- University of California-Irvine (pdf files)
- University of Colorado at Colorado Springs
- University of Dayton (the request form is a Word document)
- University of Nebraska at Kearney's funding for assessment-related research & travel and for focused assessment projects (pdf files).
- University of New Hampshire
- University of Northern Iowa
- University of Rhode Island
- University of Wisconsin-Madison (the call for proposals is a pdf file)
- University of Wyoming (the application is a Word document)
- Virginia Tech
- Waubonsee Community College
- Weber State University
- Western Michigan University (scroll down for grant guidelines and funded project presentations; pdf & Powerpoint files)

Assessment and Institutional Review Boards (IRBs)

- How IRBs interpret the federal regulations on research with human subjects varies from campus to campus.
  - In the ASSESS discussion list archive, see:
    - November 1999 thread IRB letters initiated by Jamie Young.
    - October 2001 thread IRB approval initiated by Kevin Kinser.
    - January 2002 thread IRB approval and assessment instruments initiated by Barry Jenkins.
    - August 2004 thread IRB is initiated by Edward Grandpre.
    - September 2004 threads External survey requests and Passions aside, IRB is necessary, initiated by Karen Widbin and Mark Davenport.
    - September 2005 threads Policy about Use of Assessment Results for Personal Research Activities and Use of Assessment Results, Karen Widbin and Alan DuPont.
    - April 2007 thread On Assessment and IRB initiated by Marsha Watson.
    - August 2009 thread IRB initiated by Valerie Taylor.
  - The Institutional Review Blog has ongoing news & commentary about IRB issues.

Assessment journals

- Assessment & Evaluation in Higher Education
  - Quarterly journal on assessment issues/methods.
  - See article abstracts or purchase full text as pdf or html.
- Assessment Update
  - This bimonthly newsletter is one of the best ways to keep up with new developments and what's going on elsewhere. Articles may be available online through your college/university library.
- Practical Assessment, Research, and Evaluation
  - Search by title, author, descriptor, keyword.
- Quality Approaches in Higher Education
  - Some articles in this new journal from ASQ's Education Division deal with assessing student learning outcomes (pdf files).
- Research & Practice in Assessment
  - From the Virginia Assessment Group (pdf files).

Assessment and Liberal Arts Education: Research on the outcomes of liberal arts education

- New England Consortium on Assessment and Student Learning (NECASL)
Assessment Resource Centre

- A joint project of Hong Kong Polytechnic University and the University of Hong Kong.
- Information about, guidelines for, and issues in assessment and assessment-based pedagogy.
- Still to come: User-contributed assessment-practice examples.
- Bibliography and links to other resources. Includes resources not usually found in U.S.-based lists.

Assessment Resources

- Many of the individual institutions' assessment-related pages (below) include lists of links to assessment resources.
- From the Association of College & Research Libraries: Online journal article with links to a wide range of resources.
- From Florida Atlantic University: Extensive and well-organized lists of links to general assessment resources and resources for assessment in specific academic disciplines and in administrative and support units.

Assessment Rubrics

- Winona State University's extensive list of rubrics for various disciplines, skills, and college-level assignments includes examples from many campuses. Note the link you can use to suggest additional examples.
- Examples of rubrics for general education outcomes:
  - AAC&U metadata rubrics for a variety of general education skills & dispositions, based on reviews of rubrics from many campuses.
  - Bowling Green State University. Also has links to other information about assessment rubrics.
  - Brenau University: Select Forms and Rubrics and follow the drop-down menus. (Word documents)
  - California State University, Fresno, with suggestions for developing and using rubrics.
  - Northern Arizona University. Scroll down to Sample rubrics for the liberal studies skills.
  - OpenEd Practices resources. Select Resource Types=Rubric.
  - Palomar College, Select benchmarks.
  - State University of New York rubrics for campus-based general education assessment. From SUNY's system-wide general education assessment initiative; posted by Binghamton University.
  - University of Hawai'i at Manoa (Word documents, pdf files).
  - University of Wisconsin-Eau Claire (Word documents). Note: See UW-Eau Claire's site for a more recent set of general education outcomes.
  - Washington State University rubric for critical thinking.
- Sites designed for K-12 education, but useful as models and adaptable for higher education performance assessments.
  - Assessment Matters! has lots of rubric examples, plus other K-12-oriented assessment links.
  - Assessment and Rubric Information: Examples of evaluation scales/rubrics for various student and faculty activities.
  - Rubric generators create rubrics for various topics.
  - RubiStar lets you find, create, and save rubrics. From the Advanced Learning Technologies (ALTEC) project at the University of Kansas Center for Research on Learning.
  - Steps in creating an assessment rubric, from the WebQuest site at San Diego State University.
- Wabonsee Community College's guide to developing rubrics (pdf file).
- Issues in creating effective rubrics
  - In the ASSESS discussion-list archive, the March 2010 thread Centering and Rasch analysis, initiated by David Eubanks, deals with several issues about using rubrics & analyzing rating-scale results.
- EduMetry's services include rubric-based scoring and analysis of student work products as well as consultation on designing learning outcomes and associated rubrics.

The Assessment for Student Development Clearinghouse, previously maintained by the American College Personnel Association (ACPA)'s Commission on Assessment for Student Development, is no longer available.

Association for Institutional Research

- Internet Resources for Institutional Research is an extensive, well-organized list of links on a wide range of topics including assessment.
- Measuring Quality In Higher Education: An Inventory of Instruments, Tools and Resources describes and compares nationally standardized assessment instruments.
- "Best practices" series on assessment in the disciplines. Current volumes deal with assessment of writing and assessment in business, engineering, and mathematics programs.
- The Electronic AIR email newsletter sometimes includes items related to assessment in higher education. Back issues are available online.

Association of American Colleges & Universities

- AAC&U's assessment initiatives: multi-institution research on assessment approaches and impacts.
- AAC&U's assessment-related publications, meetings, and institutes.
- Links to other assessment resources.

Automated essay grading
**What is the Difference Between Assessment and Evaluation?**

**Evaluation** is the analysis and use of data by faculty to make judgments about student performance. Evaluation includes the determination of a grade or a decision regarding pass/fail for an individual assignment or for a course.

**Assessment** is the analysis and use of data by students, faculty, and/or departments to make decisions about improvements in teaching and learning. This description is congruent with the College’s definition: “Assessment at Sinclair is the shared process of purposeful, systematic measurement used to document, reflect upon, and improve student learning.”

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<th>Examples</th>
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<tr>
<td><strong>Assessment</strong></td>
</tr>
<tr>
<td>A faculty member provides feedback to a student regarding performance on an examination. The student uses that feedback to study differently in order to improve learning and performance.</td>
</tr>
<tr>
<td>A team of faculty members analyzes examination results of all students in a course and discovers that 65% of the students did not demonstrate understanding of an important concept. Faculty members investigate possible causes and plan changes in teaching/learning strategies to improve student understanding.</td>
</tr>
<tr>
<td>A student delivers an oral presentation in class. The faculty member provides a critique of delivery and content so that improvements may be made in the student’s subsequent presentations.</td>
</tr>
<tr>
<td>A faculty member analyzes the results of oral communication checklists completed for all students in the course section who delivered oral presentations in class in order to determine opportunities for improving teaching and learning.</td>
</tr>
<tr>
<td>The class attendance record indicates that a student has been absent multiple times. The faculty member advises the student in order to facilitate improved attendance, as studies suggest that regular class attendance contributes to student success.</td>
</tr>
<tr>
<td>Students are videotaped interacting with the children in the Early Childhood Education Centers. They view their videotapes and develop self-assessment narratives in which they describe and evaluate their performances. They then develop specific plans for improvement.</td>
</tr>
<tr>
<td>A student reads another student’s essay and gives feedback on the content and correctness of the essay as a way to improve the writing.</td>
</tr>
</tbody>
</table>

http://www.sinclair.edu/about/learning/assessment/aastl/
What is the difference between assessment and evaluation?

- **Assessment** focuses on learning, teaching and outcomes. It provides information for improving learning and teaching. Assessment is an interactive process between students and faculty that informs faculty how well their students are learning what they are teaching. The information is used by faculty to make changes in the learning environment, and is shared with students to assist them in improving their learning and study habits. This information is learner-centered, course based, frequently anonymous, and not graded.

- **Evaluation** focuses on grades and may reflect classroom components other than course content and mastery level. These could include discussion, cooperation, attendance, and verbal ability.

- The table below summarizes key differences between assessment and evaluation

<table>
<thead>
<tr>
<th>Dimension of Difference</th>
<th>Assessment</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content</strong>: timing, primary purpose</td>
<td><em>Formative</em>: ongoing, to improve learning</td>
<td><em>Summative</em>: final, to gauge quality</td>
</tr>
<tr>
<td><strong>Orientation</strong>: focus of measurement</td>
<td><em>Process-oriented</em>: how learning is going</td>
<td><em>Product-oriented</em>: what’s been learned</td>
</tr>
<tr>
<td><strong>Findings</strong>: uses thereof</td>
<td><em>Diagnostic</em>: identify areas for improvement</td>
<td><em>Judgmental</em>: arrive at an overall grade(score)</td>
</tr>
</tbody>
</table>

**Content adapted from:**


Assessment of Student Learning in STEM disciplines. A Duke University ‘Teaching IDEAS workshop’ presented by Ed Neal, Ph.D. Director of Faculty Development, Center for Teaching and Learning, University of North Carolina.
Common Assessment Terms

**Student Learning Outcome /Objective** – often used interchangeably, an outcome is a result, an objective is the desired outcome

**Goal** – more generalized objectives

**Direct Assessments** – use direct products of student learning e.g. tests, exams, essays, lab reports…

**Indirect Assessments** – use students’ perceptions of how much they are learning rather than actual products e.g. student opinion surveys such as SIRF, focus groups

**Self-assessment** – an opportunity for students to reflect on their performance, best as a formative tool

**Formative assessment** – any assessment conducted during the semester with a view to improvement

**Summative assessment** – any assessment conducted after completion of a course (e.g. the final exam) when improvement is no longer possible, at least in relation to the grade

**Value-added** – a type of assessment which measures the “before” and “after” results e.g. a test given at the beginning of the semester and again at the end of the semester

**Rubric** – a scoring guide for exams and assignments, helps to ensure consistency; ideally shared with students prior to grading; can even be co-created with students

**Validity** – an assessment tool that measures what it intends to measure; a measure which is valid is also reliable

**Reliability** – an assessment tool that yields consistent results; a reliable tool is not always a valid one, i.e. a tool can repeatedly “miss the mark”

**Sinclair Community College Definition of Assessment**
The following definition has been created and adopted by the college to increase the level of common agreement regarding what assessment is, who is responsible for it and the purpose for doing it.

Assessment at Sinclair is the shared process of purposeful, systematic measurement used to document, reflect upon, and improve student learning.

**The Shared** - collective responsibility of administration, faculty, staff and students to gather and use information  
**Process** - an ongoing plan, do, study, and act cycle of continuous improvement of  
**Purposeful** - intentional or desired  
**Systematic** - an organized effort impacting all parts of the whole  
**Measurement** - the meaningful collection of information for comparative purposes  
**Used** – employ for a purpose or benefit  
**To document** – to capture, record, or provide evidence for  
**Reflect upon** – to ponder, consider, study, or analyze and  
**Improve** - to make better  
**Student Learning** - acquired knowledge, understanding, attitudes, perspective, mastery, or skills
Types of Assessment

**Direct Assessment of Learning Outcomes**-the following could be considered direct assessments of learning outcomes, if the products are reflective of specific learning outcomes defined in the first section *Missions and Learning Outcomes in Undergraduate and Graduate Programs*.
- A) Capstone courses.
- B) Portfolios.
- C) ETS/GRE items.
- D) Pre-test, post-test program exams.
- E) Licensure exam items.
- F) Performances and presentations.
- G) Comprehensive examinations.

**Indirect Assessment of Learning Outcomes**-the following could be considered indirect assessment of learning outcomes, if the data collected reflects students or employer perceptions of the extent to which they have met specific learning outcomes defined in the first section.
- A) Surveys of students in their graduating year/semester.
- B) Focus groups or interviews of students in their graduating year/semester.
- C) Alumni surveys.
- D) Alumni placements in graduate school/career (if stated as learning outcome).
- E) Employer surveys.

**Indirect Assessment of Program Effectiveness and/or Satisfaction**-the following are examples indirect assessment of program effectiveness and/or satisfaction, but typically should not be considered assessment of learning outcomes.
- A) Program retention and program graduation rates.
- B) Surveys of current students and/or alumni.
- C) Alumni placements in graduate school/career.
- D) Focus groups or interviews of current students and/or alumni.
- E) Time to undergraduate/graduate degree.
- F) Author/co-authorship of referred journal article.
- G) Conference presentations.
- H) Service and contribution to the program and field on behalf of the program.
- I) Participation in program honors programs and/or societies.
- J) Awards and honors.
### Verbs that you might think of using to specify different sorts of outcome

#### For Knowledge

<table>
<thead>
<tr>
<th>For Knowledge</th>
<th>arrange</th>
<th>order</th>
<th>define</th>
<th>recognise</th>
<th>duplicate</th>
<th>label</th>
<th>recall</th>
<th>list</th>
<th>repeat</th>
<th>memorise</th>
<th>name</th>
<th>state</th>
<th>relate</th>
<th>reproduce</th>
<th>**</th>
</tr>
</thead>
</table>

#### For Comprehension

<table>
<thead>
<tr>
<th>For Comprehension</th>
<th>classify</th>
<th>locate</th>
<th>describe</th>
<th>recognise</th>
<th>discuss</th>
<th>report</th>
<th>explain</th>
<th>restate</th>
<th>express</th>
<th>review</th>
<th>identify</th>
<th>select</th>
<th>indicate</th>
<th>translate</th>
<th>**</th>
</tr>
</thead>
</table>

#### For Application

<table>
<thead>
<tr>
<th>For Application</th>
<th>apply</th>
<th>operate</th>
<th>choose</th>
<th>practice</th>
<th>demonstrate</th>
<th>schedule</th>
<th>dramatise</th>
<th>sketch</th>
<th>employ</th>
<th>solve</th>
<th>illustrate</th>
<th>use</th>
<th>interpret</th>
<th>write</th>
<th>**</th>
</tr>
</thead>
</table>

#### For Analysis

<table>
<thead>
<tr>
<th>For Analysis</th>
<th>analyse</th>
<th>differentiate</th>
<th>appraise</th>
<th>discriminate</th>
<th>calculate</th>
<th>distinguish</th>
<th>categorise</th>
<th>examine</th>
<th>compare</th>
<th>experiment</th>
<th>contrast</th>
<th>question</th>
<th>criticise</th>
<th>test</th>
<th>**</th>
</tr>
</thead>
</table>

#### For Synthesis

<table>
<thead>
<tr>
<th>For Synthesis</th>
<th>arrange</th>
<th>formulate</th>
<th>assemble</th>
<th>manage</th>
<th>collect</th>
<th>organise</th>
<th>compose</th>
<th>plan</th>
<th>construct</th>
<th>prepare</th>
<th>create</th>
<th>propose</th>
<th>design</th>
<th>write</th>
<th>**</th>
</tr>
</thead>
</table>

#### For Evaluation

<table>
<thead>
<tr>
<th>For Evaluation</th>
<th>appraise</th>
<th>judge</th>
<th>argue</th>
<th>predict</th>
<th>assess</th>
<th>rate</th>
<th>attach</th>
<th>score</th>
<th>choose</th>
<th>select</th>
<th>compare</th>
<th>support</th>
<th>estimate</th>
<th>evaluate</th>
<th>**</th>
</tr>
</thead>
</table>

NCGIA GISCC Learning Outcomes
URL: "http://www.ncgia.ucsb.edu/education/curricula/giscc/units/format/outcomes.html"
Why Not Grades?

Grades and Assessment are attempts to identify what students learned; so grades are an important component of an assessment program. However, grades alone are not sufficient! Grades that are based on direct evidence of student learning which are clearly linked to major learning goals, and are clearly delineated, consistent standards through test blueprints or rubrics are useful. Effective Grading (Walvoord and Anderson, 1998) offer numerous practical suggestions about how to tie grades to explicit learning goals and standards.

Grades are insufficient because:

- Grades include student behaviors that may or may not be related to course goals (i.e. class attendance, participant, late submission of assignments). These practices can help a student earn a fairly high grade even though they did not achieve the learning goal.
- Grading standards may be vague or inconsistent and do not correspond to major learning goals:
  - Assignments may not correspond to learning goals (i.e. the goal is critical thinking while the test is multiple choice which emphasizes factual recall).
  - Courses often have multiple sections with different faculty who may grade assignments using different standards.
- Grades alone may give insufficient information on student strengths and weaknesses:
  - Grades alone do not always provide meaningful information on exactly what the student have and have not learned. While a grade of B indicates the student has likely learned a good deal about the subject, it is not possible to know what aspects of the subject they have and have not mastered.
- Grades do not reflect all learning experiences:
  - Grades give us information on student performance in individual courses or course assignments, but not how well the students have learned key competencies (critical thinking, quantitative reasoning, etc.), holistically over an entire program.
  - Grades do not give us any information about what students learned from their co-curricular experiences.