

Contents

Introduction: Assessing Student Learning in the Disciplines	1
Trudy W. Banta	
Faculty Development for Assessment	
The Way to a Faculty Member's Head is through the Discipline	7
Barbara D. Wright	
Assessment in the Major: Response to a State Initiative	13
Trudy W. Banta	
Student Competence as a Basis for Assessment	
Student Competence as the Basis for Designing Curricula, Instruction, and Assessment	17
Trudy W. Banta	
Agricultural Faculty Constructs Competence Matrix	20
Charles Cleland	
Faculty Evaluation of Student Work: Simple, Powerful, and Overlooked	21
David A. Shupe	
Assessment in Disciplines Subject to Accreditation	
Simulated Performance Assessment in a Community College Nursing Program	27
Gloria Goldman	

Competence-Based Curricula and Assessment: The Case of Teacher Education in Indiana Karen Schmid, Susan J. Kiger	32
Outcomes Assessment: Collaboration between Schools of Social Work Roy W. Rodenhiser, Victoria Buchan	38
Assessing Proficiency in Engineering and Technology within a Multidisciplinary Curriculum James JF Forest, Bruce Keith	43
Assessment Practices for Distance MBA Programs: A Snapshot James A. McCambridge, Kathy L. Thornhill	47
Assessment in Disciplines Not Subject to Accreditation	
Assessment of the Major at Virginia Commonwealth University: Two Examples Barbara S. Fuhrmann	52
Capstones and Quality: The Culminating Experience as Assessment Billy Catchings	55
Assessment Outcomes Confirm the Value of a University's Required Fitness/Wellness Course Gwen C. Robbins, Debbie Powers, Jerry Rushton	60
Assessment through the Senior Letter Virginia McKinley, Spencer A. McWilliams	63
Assessing Student Learning in Graduate Programs Patricia D. Murphy	68
Standardized Measures of Student Learning in the Major	
Public Reporting of Teacher Pass Rates: Anomaly or Precedent? Peter T. Ewell	71