CONTENTS

List of Exhibits and Figures xi
Foreword xv
Jillian Kinzie
Preface xix
About the Authors xxiii

1. Defining Assessment 1
   Some Definitions 1
   Pioneering in Assessment 3
   Quality Assurance: An International Perspective 7
   Assessment Purposes 9
   Values and Guiding Principles 11

2. The Essentials of Assessment 15
   Planning Effective Assessment 16
   Engaging Stakeholders • Establishing Purpose • Designing a Thoughtful Approach
to Assessment Planning • Creating a Written Plan • Timing Assessment
Implementing Effective Assessment 22
Providing Leadership • Selecting or Designing Data Collection Approaches
• Providing Resources • Educating Faculty and Staff • Assessing Resources
and Processes as Well as Outcomes • Sharing Findings

Improving and Sustaining Assessment 31
Obtaining Credible Evidence • Ensuring the Use of Assessment Findings
• Reexamining the Assessment Process

Additional Thoughts 36

3. Engaging Faculty and Students in Assessment 39

Involving Faculty in Assessment 41
Faculty Responsibility • Assessment Resources for Faculty • Faculty Rewards
• Maximizing the Role of Faculty and Faculty Acceptance • Some Stumbling
Blocks in Understanding Assessment • The Nature of Resistance

Involving Students in Assessment 54
Student Responsibility • Resources for Students • Student Rewards
• Maximizing Student Acceptance of Assessment

Acting with Integrity 63

4. Setting Expectations and Preparing to Select Measures 65

Intentions for Learning: Goals, Objectives, Outcomes 65
Defining Terms • Learning Taxonomies

Developing Statements of Expectations 69
Statement Content • Curriculum Maps • Using Matrices and Other Tools

Selecting Methods and Approaches 73
Inventories of Existing Activities • Developing Criteria for Choosing Methods
• An Overview of Methods • Use of Existing Information • Locally Developed
versus Commercial Measures • Comparing Potential Methods to Criteria

Designing Instruments 85
Recognizing the Uniqueness of Designing Instruments for Assessment
• Enlisting Help from Campus Experts • Enhancing Instrument Reliability
and Validity

Determining Approaches for Implementation 87
Research Strategies • Identifying Eligible Participants • Sampling and
Sample Size

Putting Everything Together 91
Contents

5. Using Direct Measures 93
   Using Classroom Assignments for Outcomes Assessment 93
   Performance Assessment 95
   Types of Performance Assessment • Using Performance Measures for Outcomes Assessment • Designing Effective Assignments
   Rubrics 100
   VALUE Rubrics • Some Rubric Issues
   Aggregating Assessment Results in and across Courses 104
   Using Objective Tests for Outcomes Assessment 105
   Advantages and Disadvantages of Objective Tests • Developing Good Tests and Writing Good Items • Implications for Students
   Electronic Portfolios 110
   Using E-Portfolios for Outcomes Assessment • Choices for E-Portfolios • Student Reflection • Scoring • Resources and Training • Feedback • Impact on Students • Using Results • Developing E-Portfolios • Appeal of Portfolios and Some Cautions

6. Using Indirect Assessment Methods 121
   Using Surveys in Assessment 121
   Topics for Assessment Surveys • Selecting and Using Various Target Groups • Response Types and Scales • Writing Survey Questions • Questionnaire Administration • National Surveys for Assessment
   Using Focus Groups in Assessment 132
   Topics, Target Groups, and Participants • The Moderator’s Role • Developing Questions and Summarizing Results • Other Considerations
   Additional Indirect Methods 136
   Interviews • Written Materials • Documents and Records
   Qualitative versus Quantitative Approaches 141
   Classroom Assessment Techniques 142

7. Assessing Learning in the Major 145
   Capstone Experiences and Courses 146
   Capstone Experiences • Capstone Courses
   Portfolios 150
   Experiential Education 152
   Internships • Service-Learning • Applied Projects
8. Assessing Learning in General Education  167

The Nature of General Education  167
Assessment Choices and Issues  170
Agreeing on Program Purposes and Learning Objectives • Selecting an Assessment Approach for General Education • Generating, Reporting, and Using Results

Using Commercial Instruments and the Voluntary System of Accountability  175

Assessing Specific Aspects of General Education  178
Critical Thinking and Problem Solving • Writing • Information Literacy • Oral Communication • Ethical Reasoning • Values and Attitudes

The Degree Qualifications Profile  189
Assessing General Education Outcomes within the Major  190

9. Assessing Student Learning and Program Effectiveness in Student Affairs  193

Foundations for Assessment in Student Affairs  193
Mission, Goals, and Objectives  197
Goals and Objectives • Mapping Outcomes

Leadership and Preparation for Assessment in Student Affairs  199
Committees, Offices, and Assessment Teams • Resources and Training

Assessment Frameworks, Models, and Diagrams  204
Assessment Plans and Methods  205
Planning Templates and Guides • Methods

Reporting and Sharing Results  208
Reporting Templates • Evaluating Reports • Communicating Results

Ethical Behavior  210
Improving Assessment  212
Rewards for Assessment  212
10. Analyzing, Reporting, and Using Assessment Results 215

Helping Faculty and Staff Use Their Assessment Results 215
Encouraging Reflection and Collaboration • Providing Mentors • Sharing Materials • Communicating about How Assessment Results Have Been Used • Linking Assessment Results to Important Processes

Assessment Reporting by Departments and Programs 221
Outcomes • Methods • Findings • Action Plans • Follow-Up • Closing the Loop • Reflections on the Process

Summarizing Reports 225

Managing Data 226

Assessing Unit Reports 226

Making the Process Transparent 228

Institutional Assessment Reporting 229
Theme Reports • Extracts for Colleges and Departments • Oral Reports • Comprehensive Reports • Institutional Data and Dashboards

Analyzing Assessment Information 234
Descriptive and Comparative Information • Impact of Various Response Scales on Analysis • Qualitative Analysis • Multivariate Analysis • Data Mining and Learning Analytics

Displaying Results 239

Other Considerations 240

11. Assessing Institutional Effectiveness 241

Linking Assessment and Institutional Planning: An Example 242

Organizing to Assess Institutional Effectiveness 245
Assessment Leaders • Assessment Committees • Leadership in Units • Central Offices

Planning and Institutional Improvement at IUPUI 248
Testing Center • Office of Institutional Effectiveness • Office of Institutional Research • Office of Program Review • Office of the Economic Model

Administering an Assessment Plan 252
Planning Levels • Using Assessment Information • Assessing and Facilitating Assessment

Considering Costs 258

Linking Assessment to Other Valued Processes 259
12. Summing Up 263
   A Time of Transition 263
   Current Practice 265
   Purposes • Assessment Approaches • Stakeholder Involvement • Technology
   Continuing Challenges 268
   Assessment’s Effect on Individual Students • Alternative Ways to Credential Students
   • Sharing Assessment Information and Results • Assessment Costs and Benefits
   • Finding a Home for Assessment • Creating a Culture of Assessment

References 279

Name Index 311

Subject Index 317
LIST OF EXHIBITS AND FIGURES

Exhibit 4.1 Content-by-Process Matrix 71
Exhibit 4.2 Curriculum Map 72
Exhibit 4.3 Planning for Learning and Assessment 73
Exhibit 4.4 Selection Criteria Matrix 85
Exhibit 4.5 Objective-by-Measures Matrix 85
Exhibit 5.1 Planning Sheet for e-Portfolios 120
Exhibit 11.1 Assessment Plan Outline 257
Figure 11.1 Planning, Evaluation, and Improvement at IUPUI 243