# INDEX

A

| ABET, 150 | American Association of Community Colleges (AACC), 162 |
| Academic analytics, 39 | American Association of State Colleges and Universities (AASCU), 162 |
| Academic leaders, 15–16 | American Council on Education (ACE), 162, 172 |
| Academic leadership boards of trustees, 118, 119–122 | American Philosophical Association, 103 |
| | American Political Science Association, 137 |
| | APLU. See Association of Public Land-grant Universities (APLU) |
| | Arkansas State University (ASU), 113 |
| | Assessment campus partners in, 12–17 |
| | academic leaders as, 15–16 |
| | committees and special task forces as, 14–15 |
| | faculty members as, 13–14 |
| | governing boards, 17 |
| | presidents, 16–17 |
| | students as, 14 |
| | CAOs role, 133 |
| | connecting with current initiatives and projects, 71 |
| | distinctive institutional characteristics and, 89 |
| | doing vs. using results, 56–59 |
| | effective use of, 59–70 |

| Academic management, 119–120 |
| Accreditation, 119 |
| Academic quality, 119 |
| Accreditation as assessment driver, 149–151 |
| context, 147–149 |
| institutional roles and responsibilities, 153–156 |
| principles in assessment, 156–158 |
| review, 119 |
| role in assessment, 151–153 |
| Accreditors, 3–4, 45–46 |
| ACE. See American Council on Education (ACE) |
| Achieving the Dream (AtD), 177 |
| ACT Collegiate Assessment of Academic Proficiency (CAAP), 164 |
| Albany State University (ASU), 66 |
| American Association for Higher Education (AAHE), 55, 169, 171, 172 |
Assessment *(continued)*
- begin within mind, 61–63, 71
- distinct levels of, 59–61
- identifying the target for, 70–71
- flexibility of, 89–90
- framing, 104
- gauging value of, 70
- good practice in, 59–70
- closing of assessment loop, 69–70, 71
- leveraging external processes, 63–66
- linking to internal processes, 66–69
- and governing board, 119–122
- harnessing evidence, 56
- history of, 54–56
- improvement of, 82–88
- cross-campus collaboration for, 84–87
- identification of learning places for, 83–84
- linking end users with professionals, 87–88
- intentional, 2
- operational activities in, 120–121, 124–125, 128–130, 134–136
- organizational capacity for, 90
- organization of, 73–91
- approaches or process of, 75–80
- factors influencing, 79
- improvement and, 82–88
- learning in, 81–82
- principles for, 88–90
- reporting in, 81
- plans, 164
- professional development and, 77–78

purposes of, 88
purposive, 2
research design in, 58–59
resource and budget allocation, 77
results of, 9–19. See also
Assessment results
role of accreditation, 151–153
of student learning, 121
student learning outcomes. See
Student learning outcomes
assessment
systemic learning in, 88–89
Assessment activity, 57–58
linking to campus functions, 71
Assessment cycle, 57–59
Assessment Essentials, 55
Assessment in Practice, 52, 55
Assessment liaisons, 134–135, 143–144
Assessment plans, 164
Assessment results, 9–19
- campus partners and end users role, 12–17
- forward-looking anticipation, 18–19
- principles for effective use, 70–72
- relevant issues in, 9–12
- changing student characteristics and needs, 10
- economic and competitive forces, 11–12
- intensified competition for students, 10–11
- skepticism on educational quality, 12
- technological advancement, 10
Assessment Update, 55
Association of American Colleges & Universities (AAC&U), 35, 162, 174, 187
Association of American Universities (AAU), 162
Association of Public Land-grant Universities (APLU), 162

B
Benchmark Assessment Readings study, 69
Big Six, 162
Board members, trustees, 118
Boards of trustees, 118 challenges and responses, 139 operational activities in assessment, 139 roles and responsibilities, 139

C
Campus administrators, 48
Campus partners, in assessment, 12–17 academic leaders as, 15–16 committees and special task forces as, 14–15 faculty members as, 13–14 governing boards, 17 presidents, 16–17 students as, 14
CAO. See Chief academic officers (CAOs)
Carnegie Mellon University (CMU), 60–61, 78
CCSSE. See Community College Survey of Student Engagement (CCSSE)
CEO. See Chief executive officers (CEOs)
Chancellors, 122–127 challenges and responses, 125–127 operational activities in assessment, 124–125 roles and responsibilities, 123
CHEA. See Council for Higher Education Accreditation (CHEA)
Chief academic officers (CAOs), 118, 124, 127–133 challenges and responses, 130–133, 140 operational activities in assessment, 128–130, 140 roles and responsibilities, 128, 140
Chief executive officers (CEOs), 118, 122–127 challenges and responses, 139 operational activities in assessment, 139 roles and responsibilities, 139
CIC. See Council on Independent Colleges (CIC)
CLA. See Collegiate Learning Assessment (CLA)
Classroom Assessment Techniques: A Handbook for College Teachers, 97
Classroom assignments, 34–36
CLAST. See College Level Academic Skills Test (CLAST)
College: The Undergraduate Experience in America, 171
College Level Academic Skills Test (CLAST), 163
College measures, 206 navigator, 206 rating system, 204 reality check, 206 scorecard, 206
Collegiate Learning Assessment (CLA), 33–34, 62, 164
Colorado State University (CSU), 64–68, 77
Committees, as campus partners and end users 14–15
Communication, 202
Community College Survey of Student Engagement (CCSSE), 31, 165
Comparability, 206–207
Compliance culture, 5–7 changing or bending of, 8–9
Consequential validity, 40–41
Cooperative Institutional Research Project (CIRP) Freshman Survey, 31
Council for Higher Education Accreditation (CHEA), 52, 175–176
Council on Independent Colleges (CIC), 162
Critical Thinking Assessment Test, 34
Cross-campus collaboration, 84–87

D
Dealing strategies, 191–195
  clear and explicit connections, 194–195
  hold large-scale events, 192–193
  return on investment calculation, 194
  sell merits of initiative, 192
  short-cycle assessments, 193
Deans and department chairs (D&DCs), 118, 133–138 challenges and responses, 136–138, 141
operational activities in assessment, 134–136, 141
roles and responsibilities, 134, 141
Degree Qualifications Profile (DQP), 47, 66, 104, 155, 174, 187, 188
Designing Effective Assessment, 52, 99
Disclosure of information, 204–205
DQP. See Degree qualifications profile (DQP)

E
ELO. See Essential Learning Outcomes (ELOs)
End users, 6–7, 12–17
  linking with assessment professionals, 87–88
  role in assessment results, 12–17
  students as, 14
Essential Learning Outcomes (ELOs), 65–66, 187
Essential Learning Outcomes Assessment, 32
ETS Proficiency Profile, 164
Evidence, assessment 2–3
  access to, 41–42
  accreditors as, 45–46
  campus administrators as, 48
  campus leaders role in creating and sustaining, 21–22
  culture of, 46
  examples of productive use of, 20
  faculty as, 46–47
  information’s social life and, 43–44
lacking improvement, 43
nature of, 44–50
obstacles to effective use of, 41–44
overview, 27–29
policymakers as, 44–45
sources and properties of, 29–41
classroom assignments, 34–36
consequential validity, 40–41
general knowledge and skills tests, 33–34
learning analytics, 39–40
portfolios, 36–37
rubrics, 37–39
surveys, 31–32
students and parents as, 48–50
of unacceptable performance, 42
External communication for transparency, 204–208
External transparency, 204–212

F
Faculty, 96–107
challenges for, 98–101
count as evidence, 46–47
cultivating voice of, 104–105
development opportunities for, 105
embed assessment in work, 106–107
engagement in contexts and culture, 101–104
engaging, 104–107
expertise and perspectives of, 106
flexibility within shared framework, 106
informal spaces for, 105
learning with students, 113–115
locating assessment in commitments of, 104
mechanism for sharing best practices, creation of, 105
members of, 13–14
respecting curricular authority and ownership of, 104
structural support to encourage, 105–106
Financial audit, 119
FIPSE. See Fund for the Improvement of Postsecondary Education (FIPSE)
Fiske Guide to Colleges, 107
Fund for the Improvement of Postsecondary Education (FIPSE), 55, 169

G
General education (GE), 70
General Education Student Learning Report, 70
General knowledge, 33–34
Georgia State University (GSU), 65
Governing boards, 17, 119–122
operational activities in assessment, 120–121
principal challenges and responses, 121–122
roles and responsibilities, 119–120
GROW. See Guided Reflection on Work (GROW) program
Guided Reflection on Work (GROW) program, 84
H
Higher Education Act (HEA), 18, 149, 168
Higher education affinity groups, 22
Higher Education in America, 115
Higher Education Opportunity Act (2013), 161, 168
Higher Learning, 115
Higher Learning Commission (HLC), 64, 149
HLC. See Higher Learning Commission (HLC)

I
Ineffability debate, 99
Information, 214
Information’s social life, 43–44
Initiative fatigue, 5, 23
assessment as one more thing, 190–191
assessment factors, 185–190
dealing strategies, 191–195
clear and explicit connections, 194–195
hold large-scale events, 192–193
return on investment calculation, 194
sell merits of initiative, 192
short-cycle assessments, 193
defined, 184–185
and student learning, 195–199
Institutional mission, 144
Institutional performance, transparency on, 23
INTEGRATE (Institutional Network Targeting Evaluation, Goals, Resources, and

Accountability Toward Effectiveness), 60
Integrity in the College Curriculum: A Report to the Academic Community, 96, 171
Intentional assessment, 2
Internal channels of communication, 138, 142
Internal communication, 208–212
Internal transparency, 204–212
International Society for the Scholarship of Teaching and Learning, 136
Investments, 143–144
Involvement in Learning, 54, 171
Involvement in Learning: Realizing the Potential of American Higher Education, 96

L
Learning analytics, 39–40
Lumina Foundation, 35, 161, 177-178

M
Massive open online course (MOOC), 10, 185
MOOC. See Massive open online course (MOOC)
MSC. See Multi-State Collaborative (MSC)
Multi-State Collaborative (MSC), 166–167

N
NAICU. See National Association of Independent Colleges and Universities (NAICU)
National Association of Independent Colleges and Universities (NAICU), 162
National Center for Postsecondary Improvement (NCPI), 74
National Education Goals, 169
National Endowment for the Humanities (NEH), 170
National Institute for Learning Outcomes Assessment (NILOA), 4, 33, 49, 59–60, 63, 66, 73, 78, 149
National Institute of Education (NIE), 171
National student surveys, 31–32
National Survey of Student Engagement (NSSE), 31, 41, 165
A Nation at Risk, 54, 170
NCA&T. See North Carolina A&T State University (NCA&T)
NCPI. See National Center for Postsecondary Improvement (NCPI)
NEH. See National Endowment for the Humanities (NEH)
New England Association of Schools and Colleges (NEASC), 147
New Mexico Higher Education Assessment Association (NMHEAA), 167
NIE. See National Institute of Education (NIE)
NILOA. See National Institute for Learning Outcomes Assessment (NILOA)
NILOA transparency framework, 215–218
components of, 216–217
institutional uses, 218
NMHEAA. See New Mexico Higher Education Assessment Association (NMHEAA)
North Carolina A&T State University (NCA&T), 110–113
NSSE. See National Survey of Student Engagement (NSSE)

O
Ohio State University (OSU), 66
Operational activities in assessment, 120–121
chancellors, 124–125
chief academic officers (CAOs), 128–130
deans and department chairs (D&DCs), 134–136
governing boards, 120–121
presidents, 124–125
Organization, of assessment, 73–91
approaches or process of, 75–80
factors influencing, 79
improvement and, 82–88
learning in, 81–82
principles for, 88–90
reporting in, 81

P
Parents, count as evidence, 48–50
PASSHE. See Pennsylvania State System of Higher Education (PASSHE)
Pennsylvania State System of Higher Education (PASSHE), 166
<table>
<thead>
<tr>
<th>Periodic Program Reviews (PPRs), 76</th>
</tr>
</thead>
<tbody>
<tr>
<td>Philanthropic community, 176–177</td>
</tr>
<tr>
<td>Policymakers, 44–45</td>
</tr>
<tr>
<td>Portability, 228</td>
</tr>
<tr>
<td>Portfolios, 36–37</td>
</tr>
<tr>
<td>PPRs. See Periodic Program Reviews (PPRs)</td>
</tr>
<tr>
<td>President champions assessment, 120</td>
</tr>
<tr>
<td>Presidents, 16–17, 122–127</td>
</tr>
<tr>
<td>as campus partners and end users, 16–17</td>
</tr>
<tr>
<td>challenges and responses, 125–127</td>
</tr>
<tr>
<td>operational activities in assessment, 124–125</td>
</tr>
<tr>
<td>roles and responsibilities, 123</td>
</tr>
<tr>
<td><em>The Princeton Review</em>, 107</td>
</tr>
<tr>
<td><em>Principles for Effective Assessment of Student Achievement</em>, 16</td>
</tr>
<tr>
<td>PRISM (Plan for Researching Improvement and Supporting Mission), 67–686</td>
</tr>
<tr>
<td>Problem-based learning model, 185</td>
</tr>
<tr>
<td>Program review, 142–143</td>
</tr>
<tr>
<td>Provosts, 127–133</td>
</tr>
<tr>
<td>challenges and responses, 130–133</td>
</tr>
<tr>
<td>operational activities in assessment, 128–130</td>
</tr>
<tr>
<td>roles and responsibilities, 128</td>
</tr>
<tr>
<td>Purposive assessment, 2</td>
</tr>
</tbody>
</table>

| Quality assurance, accreditation, 147 |
| Quality Enhancement Plan (QEP), 64–65, 192 |
| Quality improvement, accreditation, 147 |

**R**

*Reading Between the Lives*, 114
*Reclaim a Legacy*, 170
Recognized national accrediting organizations, 148
Regional accrediting organizations, 148
*Rising to the Challenge*, 33
Roles and responsibilities chancellors, 123
chief academic officers (CAOs), 128
deans and department chairs (D&DCs), 134
governing boards, 119–120
presidents, 123
Rubrics, 37–39

**S**

SACS. See Southern Association for Colleges and Schools (SACS)
SACS accreditation, 155
SATAL. See Students Assessing Teaching and Learning (SATAL)
SERU. See Student Experience in the Research University (SERU)
SHEEO. See State Higher Education Executive Officers Association (SHEEO)
INDEX

consequential assessment, 222–223
results of assessment, 221–222
definition of, 2
effective use, 230–234
assessment work to respond to high priority questions, 231–232
demands, 234
embrace accountability, 230–231
focus but adapt, 234
leading, 233
managing, 233
share widely and transparently, 232–233
think of end users at outset, 231
effects of initiative fatigue, 23
faculty’s role in, 6–7
federal policy perspective, 167–170
forward looking anticipation of, 18–19
function of, 5–6
future, 224–230
comprehensive and transparent credentialing frameworks, 228–229
harsher, 229
portability, 228
roles and characteristics of providers and certifiers, 226–228
students knowledge, 225–226
technology-enhanced platforms, 226
transparency, 228

Shopping Sheet, 206
Short-cycle assessments, 193
Sizzle, 209
Skills tests, 33–34
Southern Association for Colleges and Schools (SACS), 42, 64, 149
Special task forces, 14–15
Spellings Commission, 19, 204
State Higher Education Executive Officers Association (SHEEO), 207
Statement on Government of Colleges and Universities, 97
Student Experience in the Research University (SERU), 31
Student learning, 195–199
assessment of, 121
comparability of information, 206–207
disclosure of results, 205
and transparency, 202–212
Student learning outcomes
assessment, 2–5, 162–180
accreditors role in, 3–4, 22
campus partners and end users in, 12–17
academic leaders as, 15–16
committees and special task forces as, 14–15
faculty members as, 13–14
governing boards, 17
presidents, 16–17
students as, 14
capacity of, 3
compliance culture and, 5–7
consequential use of, 3–5
current context, 221–224
accreditors, 223–224
Student learning (continued)
trust, 228
higher education affinity groups, influence of, 22
implications, 179–180
improving, 21
institutions involvement in, 21
national organizations, 170–176
philanthropic frame, 176–179
purposes and processes of, 6
realizing promise of, 7–9
relevant issues in, 9–12
changing student characteristics and needs, 10
economic and competitive forces, 11–12
educational quality, 12
intensified competition for students, 10–11
technological advancement, 10
results of, 9–19
state and federal policy, influence of, 22
state-level view, 162–167
support to, 4
Student Right-to-Know Act (1990), 169
Students, 107–113
as campus partners and end users, 14
changing characteristics and needs of, 10
count as evidence, 48–50
institutional models for, 110–113
intensified competition for, 10–11

learning with faculty, 113–115
SATAL program for, 112–113
self-assessment, 108–109
transparency on performance of, 23
Students Assessing Teaching and Learning (SATAL), 112–113
Student success, 11
Surveys, 31–32
administering, 32
locally designed, 32
national student, 31–32

T

TAMIU. See Texas A&M International University (TAMIU)
Teagle Foundation, 177
Texas A&M International University (TAMIU), 60
To Sell Is Human: The Surprising Truth About Moving Others, 192
Transparency, 228
defined, 202–203
internal and external transparency, 204–212
external communication for transparency, 204–208
internal communication, 208–212
NILOA framework, 215–218
reporting to transparent communication, 212–215
meet audience-specific needs, 212–213
share evidence in multiple formats and forums, 214–215
Transparency audit, 126
Transparency by Design, 206
Trust, 228
Trustees, 118

U
U-CAN. See University and College Accountability Network (U-CAN)
University and College Accountability Network (U-CAN), 206
University of Texas at El Paso (UTEP), 29
UTEP. See University of Texas at El Paso (UTEP)

V
Valid Assessment of Learning in Undergraduate Education (VALUE), 166, 174
VALUE. See Valid Assessment of Learning in Undergraduate Education (VALUE)
Value added, 103
VFA. See Voluntary Framework of Accountability (VFA)
Voluntary Framework of Accountability (VFA), 206
Voluntary System of Accountability (VSA), 18–19, 49, 107, 162, 206
VSA. See Voluntary System of Accountability (VSA)

W
Wabash-Provost Scholars Program, 110–112
WAG. See Washington Assessment Group (WAG)
WASC. See Western Association of Schools and Colleges (WASC)
Washington Assessment Group (WAG), 167
Western Association of Schools and Colleges (WASC), 2, 28, 149