Academic affairs, improving collaboration with, 45
Academic freedom, concerns about, 8
Academic support, 55
Accelerated learning, assessment concerns about, 8
Accountability: versus assessment, 46; in faculty evaluations, 9–10; purpose of action and, 4–5; reform movement and, 3; standardized tests for, 46
Accreditation: basic program assessment for, 60–61; documentation for, 54–57; embedded assessment for, 41–42; purpose of action and, 4–5; reform movement and, 3; reporting for, 75–76; writing goal statements and, 29, 30
Accreditors: as audience for communication, 12; role of, 13; sharing self-reflection with, 13; Web site access for, 41, 55
Action, for assessment: in basic program assessment, 60, 85–86, 87; choosing issues for, 69; definition of, 4; departmental reporting of, 6; description of, 4–5, 70; evaluating the effectiveness of, 23–24, 70; general principles of, 22–24; importance of, 10; information gathering for, 69–70; most common types of, 5; special circumstances for, 71–75; timing of, 66, 70. See also Decision making
Adjunct faculty: in basic program assessment, 64; in general education discussions, 96–97; guidelines for including, 66–67
Administrators: assessment responsibilities of, 25, 26; as audience for communication, 12; general education responsibilities of, 82, 92–98
Alberts, S., 52
Allied health programs, 65
Alumni surveys, 67
Anderson, V. J., 1, 16, 18, 19, 44, 66, 110, 115
Anne Arundel Community College, 44
Annual reports, 41
Approving new courses, 35
Assessment: versus accountability, 46; benefits of, 10–11; categories of, 4; concerns about, 6–10; definition of, 2; function of, 2–3, 11; goal of, 4–5; as natural act, 2, 3; pitfalls of, 5; resources for, 1, 113; results of, 5; steps in, 3–4, 13–24
Assessment committees, need for, 37–39
Assessment, embedded: for accreditation, 41–42; in departmental program review, 96; in general education review, 92–95
Assessment reports: assistance for completing, 43–44; deadlines for, 43; embedding versus separating, 41–42; in general education assessment system, 86, 99; special circumstances of, 75–79; templates for, 41–42
Assessment systems: analysis of, 32–35; basic departmental type of, 59–70; basic general education type of, 85–88; making improvements to, 35–54, 55–56
Assessment Update newsletter, 3, 11, 16, 66
Associate’s degree programs, 72–73
Association of American Colleges and Universities, 7, 8, 22, 30

B
Banta, T. W., 1, 11, 16, 19, 46, 47, 51, 59, 66, 74, 75, 115
Bergquist, W. H., 12
Black, K. E., 1, 11, 19, 66, 74, 75, 115
Blackboard system, 42
Blame, for lack of student learning, 9, 13
Board of Directors Statement on Academic Freedom and Educational Responsibility (Association of American Colleges and Universities), 8
Brainard, J., 9
Braskamp, L. A., 23
Bresciani, M. J., 11, 19, 40
Bridges, B. K., 23, 45, 115
Buckley, J. A., 23, 45, 115
Budgets: common concerns for, 57; embedding assessment in, 41; rewards and incentives in, 44; standardized tests and, 48
Bureaucracy, 4
Business schools, 65

C
Cambridge, B., 51
Cameron, J. A., 22
Capstone projects, 16, 17, 51; in basic assessment system, 63–64; sample rubric for, 110–114; special circumstances involving, 71–72
Carey, A. K., 43
Case studies, 11, 48
Certificate programs, 72–74
Certification exams, 60
Chairs, department, 92
Chickering, A. W., 23
Choban, D., 42
Choban, G. M., 42
Choban, M. D., 42
Classroom assessment, definition of, 4
Classroom work, as assessment: analysis of, 20–22; in basic program assessment, 59, 61–66; benefits and pitfalls of, 15–16; common selections of, 16–17; establishing criteria for, 17–20; guidelines for collecting, 16–17; improved use of, 50–54; special circumstances for, 72–74. See also specific types
Collaboration, 45, 91
Collegial culture, 12
Collegiate Learning Assessment, 46, 47, 48, 49
Columbus State Community College, 7
Communication, about assessment: audience for, 12, 28, 105; general principles of, 12–13
Community College Assessment of Student Engagement, 86
Community College Assessment of Student Learning, 49
Community colleges: general education in, 81; special circumstances for, 72–74
Composition programs, 84
Course evaluations, 9
Course sequences, 72–73
Critical thinking, 83
Cross-cultural communication, 12
Curricular change, 91
Curricular requirements, 81
Curriculum mapping, for assessment: in basic assessment system, 62; definition of, 4; template for, 101

D
Data collection: for assessment system analysis, 32, 33, 34; in general education assessment system, 85–88, 89–90; to identify factors affecting learning, 23. See also Information gathering, for assessment
Data organization, 67–68
Deadlines, 43
Decision making: academic and student affairs collaboration and, 45; for assessment system analysis, 32, 33, 34, 35; documentation of, for accreditation, 56–57; in general education assessment system, 85–88, 87; to make improvement to assessment system, 35–39. See also Action, for assessment
Degree requirements, 54–55
Dental hygiene programs, 66
Department assessment. See Program assessment
Department meetings: in basic assessment systems, 64; for general education assessment, 96–97; including adjuncts in, 66–67; preparing data for, 67–68; for two-year degrees, 72
Departmental report templates, 41–42
Departmental review. See Program review
Developmental culture, 12
Diagnostic assessment rubrics, 18
Diagrams, of assessment systems, 32–35, 54, 99
Disciplinary accreditation, 60–61
Disciplinary goals, 83–84
Discussions, online, 75
Diversity, sensitivity toward, 7
Documentation, of assessment: for accreditation, 54–57; in general education reports, 99
Driscoll, A., 7

E
Economics department, 71, 72
EducationBenchmarking, Inc., 61
Effective Grading (Anderson and Walvoord), 1, 16, 18, 19
Engaging the Six Cultures of the Academy (Bergquist and Pawlak), 12
Engineering programs, 61
E-portfolios. See Portfolio assessment
Erwin, T. D., 46
Essay rubrics, 18, 19, 107–109
Ethics: of assessment, 8–9, 103–104; instruction in, 6, 7–8
Ewell, P. T., 3, 46, 47
Exit interviews, 74–75

F
Faculty: analysis of standardized tests by, 48; as analyzers of classroom work, 20–22; assessment responsibilities of, 25; as audience for communication, 12; in basic program assessment, 60–66; concerns of, about reform movement, 3; control of, over student learning, 10; culture of, 12; general education responsibilities of, 88–92; minimizing workload of, 43–44; oral reports from, 61–63; orientations for new, 45; rewards and incentives for, 44, 91; tenure issues of, 9–10
Faculty development, 90
Faculty meetings. See Department meetings
Finance departments, 65
First-year seminars, 50–51
Focus groups: in basic program assessment, 60; organizing data from, 67
Forest, J.J.F., 7
Forums: for general education assessment, 96–97; special circumstances for, 73, 74
Friedlander, J., 74
Full rubrics, 18
Funding: campuswide vision and, 27–28; embedding assessment in, 41; for rewards and incentives, 44; standardized tests and, 48; student privacy and, 9

G
Gaff, J. C., 42, 93
Gamson, Z. F., 23
Gaston, P. L., 42, 93
Gelmon, S. B., 7
General education assessment: audience and purpose of, 82; basic system for, 85–88; in community colleges, 81; curricular requirements of, 81; defining responsibilities in, 25–26, 82, 88–92; documentation of, for accreditation, 55; establishing a vision of, 81–82; goal setting for, 81, 82–85; guidelines for, 88–98; reporting of, 86, 99; special circumstances of, 71–72
General education committees, 4, 42
General education review: embedding assessment in, 42, 92–95; timing of, 92–93
Goal setting, for assessment: in basic program assessment, 59; definition of, 3; documentation of, for accreditation, 54; faculty and administrator responsibilities for, 25; for general education, 81, 82–85; general principles of, 14–15; by institutional leaders, 25, 28–32; levels of generality of, 14, 31; in meaningful program review, 40; publication of goals in, 31; for regional versus disciplinary accreditors, 60–61; reporting of, 75–76; resources for, 30–31; special circumstances for, 71–73; terminology of, 14; writing format for, 14, 29, 30, 54, 82–85
Governing bodies, 26
Grades, as assessment, 6
Graduate programs, 74–75
Grant funding: for rewards and incentives, 44; student privacy and, 9

Hayek, J. C., 23, 45, 115
Higher education: effects of reform movement on, 3; nature of assessment in, 2–3
Hinkle, S. E., 45
History departments, 64–65
Holland, B. A., 7
Hunt, S., 7

Incentives, faculty, 44, 92
Information gathering, for assessment: benefits of, 11; common types of, 15–22; definition of, 4; to determine action issue, 69–70; faculty and administrator responsibilities for, 25; general principles of, 15–22; purpose of, 4–5; special circumstances for, 71–72. See also Data collection; specific methods
Information literacy, 82
Institutional leaders: assessment report workshops for, 43; audience identification by, 28; goal setting by, 28–32; improvements made by, 35–54; minimizing workload of, 43–44; resources for, 44; rewards and incentives for, 44, 92; types of, 27; vision establishment by, 27–28. See also specific leaders
Institutional review boards, 8, 9
Instructional resources, 23
Interrater reliability, 52
Interviews: for assessment reports, 43; in graduate programs, 74–75
Isothermal Community College, 73
Jacobs, D. C., 6, 23
Job placement rates, 60
Johnson County Community College, 17
Jones, E. A., 1, 11, 19, 66, 74, 75, 115

Keith, B., 7
Kerrigan, S., 7
Kinzie, J., 23, 45, 115
Kuh, G. D., 23, 45, 115

LaGuardia Community College, 51
Law schools, 28
Leaders. See Institutional leaders
Learning: academic and student affairs collaboration and, 45; assessment concerns about, 6–8; benefits of assessment for, 10–11; faculty’s control over, 10; identifying factors that affect, 23
Learning outcomes: concerns about, 6–7; in departmental reporting, 75; listing of, 6; measurable types of, 7–8; writing format of, 14, 30
Levi, A. J., 19
Liberal Education and America’s Promise project, 7, 30
Licensure exams, 60
M
Maki, P. L., 9
Managerial culture, 12
Medical schools, 28
Meetings. See Department meetings
Minimal rubrics, 18
Minor, F. D., 45
Mission statements, 29–30
Model departments, 92
Multidisciplinary programs, 74

N
National Center for Academic Transformation, 11
National Survey of Student Engagement, 46, 47, 48, 49, 86, 98, 115
New courses, 93
New England Association of Schools and Colleges, 30
Newsletters, 3

O
Objectivity, 6–7
O’Hara, K. A., 17
Online learning assessment: concerns about, 8; special circumstances involving, 75
Oral faculty reports, 61–63

P
Palomba, C. A., 59, 66
Pascarella, E. T., 23
Pawlak, K., 12
Pike, G. R., 46, 47
Politics, 47
Portfolio assessment: alternatives to, 52–54; benefits and pitfalls of, 15–16, 50–52; criteria for, 17–20; definition of, 16; evaluation guidelines for, 20–22; example of evaluation of, 20; guidelines for, 17, 52; improved use of, 50–52; for program assessment, 52–53
Preassessment, 16
Privacy, student: concerns about, 8–9; consent forms regarding, 103–104
Program assessment: basic type of, 59–70; concerns about, 6–10; definition of, 4; documentation of, 54–55; to evaluate the effects of actions, 23–24; examples of, 61–66; faculty evaluations and, 9; guidelines for, 66–71; improvement of, 39–44; minimizing workload for, 43–44; portfolios for, 52–53; reporting of, 75–79; special circumstances in, 71–75; using grades for, 6
Program review: embedded assessment in, 96; pitfalls of, 40–41; rewards and incentives for, 92; sequence of, 40
Provosts, 37–39

R
Reading skills, 65
Record keeping, 36, 70, 91
Reform movement, 3
Regional accreditors, 60–61
Research design, 5
Research institutions, 96
Retreats, 36, 44
Revising General Education—And Avoiding the Potholes (Gaston and Gaff), 42, 93
Rewards, faculty, 44, 92
Reynolds, C., 49
Rose-Hulman Institute of Technology, 51
Rubrics: in basic program assessment, 63–64; for classroom-work analysis, 20–21; construction of, 19–20; definition of, 18; description of, 17–20; for essays, 18, 19; examples of, 107–114; organization of, for department meetings, 67–68; resources for, 22; sharing of, with students, 19; types of, 18

S
Santa Fe Community College, 49
Schroeder, C. C., 45
Schuh, J. H., 23, 45
Scientific research project, 63–64, 110–114
Self-reflective analysis, 13
Serban, A. M., 74
Service learning assessment, 7
Seybert, J. A., 17
Shavelson, R. J., 47–48
Shermis, M. D., 46
Shulman, L. S., 47
Smith, H. L., 43
Software, 17, 42
Soled, S. W., 43
Specificity, of goals, 82–85
Spring, A., 7
Standardized tests: description of, 15; improved use of, 46–49
Stevens, D. D., 19
Stipends, 44
Strategic planning: documentation of, for accreditation, 56–57; embedding assessment in, 42
Student affairs: documentation of, for accreditation, 55; improving collaboration with, 45
Student course evaluations, 9
Student interest groups, 45
Student permission forms, 9, 103–105
Surveys: in basic program assessment, 60; in general education assessment system, 86, 90, 97; improved use of, 46–49; organization of, for department meetings, 67
Suskie, L., 1, 115

T
Tarkow, T. A., 45
Teaching and Learning Center, 36
Teagle Foundation, 22
Templates, for departmental reports, 41–42
Tenure and promotion, assessment for, 9–10
Terenzini, P. T., 23
Theology courses, 65
Tobias, S., 70

Tomkins Cortland Community College, 22
Transferring students, 72–73
Trautvetter, L. C., 23
Truman State University, 51–52
Two-year degrees, 72–74

U
United States Military Academy, 7
University of Notre Dame, 6, 23
U.S. Department of Health and Human Services, 9
Using NSSE to Assess and Improve Undergraduate Education: Lessons from the Field 2009 (National Survey of Student Engagement), 48

V
Validity, of standardized tests, 46
Value-added assessments, 47
Values, 47
Vision, for assessment: establishment of, 27–28; for general education, 81–82
Voluntary System of Accountability, 15, 46

W
Walvoord, B. E., 1, 9, 16, 18, 19, 43, 44, 66, 103, 104
Ward, K., 23
Washington State University, 9
Way, P. K., 43
Web pages, as documentation, 54–55
Whitt, E. J., 23, 45
Womack, N. H., 73
Workshops, 43
Writing programs, 52–53, 84
Writing-intensive courses, 84–85

Z
Zorn, D., 43
Zubizarreta, J., 16