



ASSESSING STUDENT LEARNING OUTCOMES IN HIGHER EDUCATION

Edited by
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and Hamish Coates*



Assessing Student Learning In Higher Education

Marilee J. Bresciani



Assessing Student Learning In Higher Education:

Assessing Student Learning Linda Suskie, 2018-01-05 *Assessing Student Learning* is a standard reference for college faculty and administrators and the third edition of this highly regarded book continues to offer comprehensive practical plainspoken guidance The third edition adds a stronger emphasis on making assessment useful greater attention to building a culture in which assessment is used to inform important decisions an enhanced focus on the many settings of assessment especially general education and co curricula a new emphasis on synthesizing evidence of student learning into an overall picture of an integrated learning experience new chapters on curriculum design and assessing the hard to assess more thorough information on organizing assessment processes new frameworks for rubric design and setting standards and targets and many new resources Faculty administrators new and experienced assessment practitioners and students in graduate courses on higher education assessment will all find this a valuable addition to their bookshelves

Assessing Student Learning Linda Suskie, 2010-07-30 The first edition of *Assessing Student Learning* has become the standard reference for college faculty and administrators who are charged with the task of assessing student learning within their institutions The second edition of this landmark book offers the same practical guidance and is designed to meet ever increasing demands for improvement and accountability This edition includes expanded coverage of vital assessment topics such as promoting an assessment culture characteristics of good assessment audiences for assessment organizing and coordinating assessment assessing attitudes and values setting benchmarks and standards and using results to inform and improve teaching learning planning and decision making

Assessing Student Learning in Higher Education George A Brown, Joanna Bull, Malcolm Pendlebury, 2013-10-14 There is no doubt about the importance of assessment it defines what students regard as important how they spend their time and how they come to see themselves it is a necessary part of helping them to learn This text provides background research on different aspects of assessment Its purpose is to help lecturers to refresh their approach to the assessment of student learning It explores the nature of conventional assessment such as essays and projects and also considers less widely used approaches such as self and peer assessment There are also chapters devoted to the use of IT the role of external examiners and the introduction of different forms of assessment With guidelines suggestions examples of practice and activities this book will become a springboard for action discussion and even more active learning

Assessing Student Learning Outcomes in Higher Education Hamish Coates, Olga Zlatkin-Troitschanskaia, Hans Anand Pant, 2018-12-07 This book examines important advances and offers a realistic image of the state of the art in student learning outcomes assessment in higher education a field close to the core of nearly every higher education institution Producing sound information on what students know and can do is critical to higher education practitioners and future social prosperity Spanning international national and institutional developments the book presents methodological and empirical insights highlights research challenges and showcases the enormous progress made in recent

years The book will be of interest to researchers in education assessment and neighbouring fields and stakeholders like institutional leaders teachers and graduate employers looking for better insight on returns governments searching for information to assist with funding and regulation and members of the public wanting more clarity about outcomes and public investment This book was originally published as a special issue of Assessment Evaluation in Higher Education Assessing Student Learning and Development T. Dary Erwin,1991-03-26 This book is a practical hands on guide to assessing student learning and development in higher education In engaging nontechnical language the book describes the key issues strategies terminology and challenges in developing an assessment program within an academic department or a student affairs office It offers step by step guidance for determining what is to be assessed and for defining program objectives

Using Evidence of Student Learning to Improve Higher Education George D. Kuh,Stanley O. Ikenberry,Natasha A. Jankowski,Timothy Reese Cain,Peter T. Ewell,Pat Hutchings,Jillian Kinzie,2014-12-09 American higher education needs a major reframing of student learning outcomes assessment Dynamic changes are underway in American higher education New providers emerging technologies cost concerns student debt and nagging doubts about quality all call out the need for institutions to show evidence of student learning From scholars at the National Institute for Learning Outcomes Assessment NILOA Using Evidence of Student Learning to Improve Higher Education presents a reframed conception and approach to student learning outcomes assessment The authors explain why it is counterproductive to view collecting and using evidence of student accomplishment as primarily a compliance activity Today s circumstances demand a fresh and more strategic approach to the processes by which evidence about student learning is obtained and used to inform efforts to improve teaching learning and decision making Whether you re in the classroom an administrative office or on an assessment committee data about what students know and are able to do are critical for guiding changes that are needed in institutional policies and practices to improve student learning and success Use this book to Understand how and why student learning outcomes assessment can enhance student accomplishment and increase institutional effectiveness Shift the view of assessment from being externally driven to internally motivated Learn how assessment results can help inform decision making Use assessment data to manage change and improve student success Gauging student learning is necessary if institutions are to prepare students to meet the 21st century needs of employers and live an economically independent civically responsible life For assessment professionals and educational leaders Using Evidence of Student Learning to Improve Higher Education offers both a compelling rationale and practical advice for making student learning outcomes assessment more effective and efficient **Higher Education Assessments** Gary L. Kramer,Randy L. Swing,2010-10-16 Higher Education Assessments Leadership Matters reflects the work of a select group of researchers scholars and practitioners in higher education assessment with the goal of identifying strategies that assist senior campus leaders as they respond to the challenges of a changing economic landscape and political climate The contributors experts in the field bring

to the forefront key issues relevant to advancing assessments in higher education principles that culminate in improving student learning and development Kramer and Swing provide a tool for presidents vice presidents provosts and deans to determine which areas of assessment matter most in their institutions and how they can measure progress in aligning claims with outcomes The contributors deftly address assessment in student affairs documentation of student learning student engagement to bridge learner outcomes assessment in the disciplines assessments that can transform a culture and putting students first as partners in the learning enterprise In doing so they have focused on what a campus president and his or her team need to know and do to lead assessment successfully on campus and as they set the tone for and facilitate institutional assessments

Assessing for Learning Peggy L. Maki, 2023-07-03 While there is consensus that institutions need to represent their educational effectiveness through documentation of student learning the higher education community is divided between those who support national standardized tests to compare institutions educational effectiveness and those who believe that valid assessment of student achievement is based on assessing the work that students produce along and at the end of their educational journeys This book espouses the latter philosophy what Peggy Maki sees as an integrated and authentic approach to providing evidence of student learning based on the work that students produce along the chronology of their learning She believes that assessment needs to be humanized as opposed to standardized to take into account the demographics of institutions as students do not all start at the same place in their learning Students also need the tools to assess their own progress In addition to updating and expanding the contents of her first edition to reflect changes in assessment practices and developments over the last seven years such as the development of technology enabled assessment methods and the national need for institutions to demonstrate that they are using results to improve student learning Maki focuses on ways to deepen program and institution level assessment within the context of collective inquiry about student learning Recognizing that assessment is not initially a linear start up process or even necessarily sequential and recognizing that institutions develop processes appropriate for their mission and culture this book does not take a prescriptive or formulaic approach to building this commitment What it does present is a framework with examples of processes and strategies to assist faculty staff administrators and campus leaders to develop a sustainable and shared core institutional process that deepens inquiry into what and how students learn to identify and improve patterns of weakness that inhibit learning This book is designed to assist colleges and universities build a sustainable commitment to assessing student learning at both the institution and program levels It provides the tools for collective inquiry among faculty staff administrators and students to develop evidence of students abilities to integrate apply and transfer learning as well as to construct their own meaning Each chapter also concludes with 1 an Additional Resources section that includes references to meta sites with further resources so users can pursue particular issues in greater depth and detail and 2 worksheets guides and exercises designed to build collaborative ownership of assessment The second edition now covers Strategies to connect

students to an institution's or a program's assessment commitment. Description of the components of a comprehensive institutional commitment that engages the institution, educators, and students all as learners. Expanded coverage of direct and indirect assessment methods, including technology-enabled methods that engage students in the process. New case studies and campus examples covering undergraduate, graduate education, and the co-curriculum. New chapter with case studies that presents a framework for a backward-designed, problem-based assessment process anchored in answering open-ended research or study questions that lead to improving pedagogy and educational practices. Integration of developments across professional, scholarly, and accrediting bodies and disciplinary organizations. Descriptions and illustrations of assessment management systems. Additional examples, exercises, guides, and worksheets that align with new content.

Evaluating Student Learning in Higher Education: Beyond the Public Rhetoric William H. Rickards, Monica Stitt-Bergh, 2016-09-26

Evaluation has played a fundamental role throughout the history of higher education. It has been key to institutional missions and for accountability concerns for public funding policy and fiscal oversight. In the last 30 years, there has been focused attention on the quality of education and student learning. Campuses have stepped up their initiatives to evaluate educational outcomes and communicate these to their constituencies, just as regional, state, and national efforts have emerged regarding assessment of learning outcomes. In this context, various methods and approaches to evaluative inquiry have emerged to support efforts to increase the effectiveness and efficiency of instructional practice and curriculum for higher learning. This edition examines perspectives on evaluation studies addressing higher education learning from program to institution-based studies and critiques of practice to document successes and identify significant challenges that face evaluators and the collaborating educators in the continuing development of higher education. This examination represents both an investigation into the particular insights that evaluative inquiry contributes to the scholarship and practice of higher education and a reflection on the evaluation expertise that can be applied across contexts of professional practice and program development. This is the 151st issue in the *New Directions for Evaluation* series from Jossey-Bass. It is an official publication of the American Evaluation Association.

Enhancing Assessment in Higher Education Tammie Cumming, M. David Miller, 2023-07-03

Assessment and accountability are now inescapable features of the landscape of higher education, and ensuring that these assessments are psychometrically sound has become a high priority for accrediting agencies and therefore also for higher education institutions. Bringing together the higher education assessment literature with the psychometric literature, this book focuses on how to practice sound assessment. This volume provides comprehensive and detailed descriptions of tools and approaches to assessing student learning outcomes in higher education. The book is guided by the core purpose of assessment, which is to enable faculty, administrators, and student affairs professionals with the information they need to increase student learning by making changes in policies, curricula, and other programs. The book is divided into three sections: overview, assessment in higher education, and case studies. The central section looks at direct and

indirect measures of student learning and how to assure the validity reliability and fairness of both types The first six chapters the first two sections alternate chapters written by experts in assessment in higher education and experts in psychometrics The remaining three chapters are applications of assessment practices in three higher education institutions Finally the book includes a glossary of key terms in the field A Co Publication with AAC U and AIR *Promoting Integrated and Transformative Assessment* Catherine Wehlburg,2008-07-28

Assessment plays a key role in institutions of higher education However many colleges and universities simply add their assessment plans onto other teaching learning service and research activities in order to prepare for an impending accreditation visit In this important resource Catherine M Wehlburg outlines an integrated and ongoing system for assessment that both prepares for an accreditation visit and truly enhances student learning This innovative approach can be adapted for use in a wide variety of situations to transform a department or an entire institution *Improving Student Learning at Scale* Keston H. Fulcher,Caroline

Prendergast,2023-07-03 This book is a step by step guide for improving student learning in higher education The authors argue that a fundamental obstacle to improvement is that higher educators administrators and assessment professionals do not know how to improve student learning at scale By this they mean improvement efforts that span an entire program affecting all affiliated students The authors found that faculty and administrators particularly struggle to conceptualize and implement multi section multi course improvement efforts It is unsurprising that ambitious wide reaching improvement efforts like these would pose difficulty in their organization and implementation This is precisely the problem the authors address The book provides practical strategies for learning improvement enabling faculty to collaborate and integrating leadership social dynamics curriculum pedagogy assessment and faculty development In Chapter 2 the authors tell a program level improvement story from the perspective of a faculty member Chapter 3 inverts Chapter 2 Beginning from the re assess stage the authors work their way back to the individual faculty member first pondering whether she can do something to impact students skills They peel back each layer of the process and imagine how learning improvement efforts might be thwarted at each stage Chapters 4 through 9 dig deeper into the learning improvement steps introduced in Chapters 2 and 3 Each chapter provides strategies to help higher educators climb each step successfully Chapter 10 paints a picture of what higher education could look like in 2041 if learning improvement were embraced And finally Chapter 11 describes what you can do to support the movement *Assessing Student Learning by Design* Jay McTighe,Steve

Ferrara,2021 How can we help teachers use classroom assessments to gather appropriate evidence for all valued learning goals and to use those assessments not just to measure learning but to promote it This book provides an answer in a practical proven and principled Assessment Planning Framework that moves away from solely multiple choice tests toward a wide range of approaches to classroom assessment activities including performance based assessments The Framework examines four different types of learning goals considers various purposes and audiences for assessment information reviews five

categories of classroom assessment methods and presents options for communicating actionable results To the authors the primary purpose of classroom assessment is to inform teaching and learning rather than simply to assign grades This concise resource will be a reliable go to reference for teachers school leaders mentors and coaches in guiding classroom assessment practices and understanding their underlying principles Book Features Builds on the classic book Understanding by Design written by Grant Wiggins and Jay McTighe Offers a practical nontechnical presentation appropriate for teacher preparation and busy practitioners K 16 Explores different purposes for and methods of classroom assessment and grading Addresses assessment of academic standards as well as transdisciplinary outcomes such as 21st century skills Describes the principles and practices underlying standards based grading

Assessing Student Learning in General Education Marilee J. Bresciani, 2007-05-18 Of good practice strategies for assessing general education Marilee J Bresciani

Assessing Student Learning in the Disciplines Trudy W. Banta, 2007-01-22 Because faculty members thinking is immersed in the discipline s they teach it often makes good sense to begin an assessment initiative at a college or university by focusing on student learning in the discipline or academic major This new issue illustrates how assessment initiatives focused in that fashion can be the starting point of a successful institutional assessment program Methods range from faculty developed comprehensive exams to computer simulations from patient actors to electronic portfolios Disciplines represented include political science psychology sociology nursing teacher education social work engineering and technology business history urban studies and planning communications and fitness wellness Click here to view all five installments of Trudy Banta s Assessment Update Collections

Planning and Assessment in Higher Education Michael F. Middaugh, 2011-01-25 PLANNING AND ASSESSMENT IN HIGHER EDUCATION Demonstrating Institutional Effectiveness In this era of increasing pressure on higher education institutions for accountability Planning and Assessment in Higher Education is an essential resource for college and university leaders and staff charged with the task of providing evidence of institutional effectiveness Michael F Middaugh a noted expert in the field shows how colleges and universities can successfully measure student learning and institutional effectiveness and use these results to create more efficient communications with both internal and external constituencies as well as promote institutional effectiveness to support student learning How can the assessment of institutional effectiveness be used to provide a solid foundation for planning Middaugh has crafted a comprehensive practical guide that also explains what accrediting agencies really want and need to know about these topics Elizabeth H Sibolski executive vice president Middle States Commission on Higher Education Only Michael Middaugh the unquestioned national leader in this field could write such a lucid overview of how to make institutional assessment and planning really work as a tool rather than as a tedious requirement He helped invent and shape the focus of national assessment rubrics and now offers his insights into how to make them work for your institution John C Cavanaugh chancellor Pennsylvania State System of Higher Education Middaugh provides extremely helpful and practical guidance and insights on how colleges and

universities can use assessment tools and frameworks to improve both academic programs and administrative operations A valuable and timely book for all higher education leaders James P Honan senior lecturer on education Harvard Graduate School of Education

Real-Time Student Assessment Peggy L. Maki, 2023-07-03 This book challenges institutions and their programs to prioritize the use of chronological assessment results to benefit enrolled students in comparison with the more common practice of prolonged assessment cycles that generally benefit future students Peggy Maki advocates for real time assessment processes to identify patterns of underperformance and obstacles that require timely interventions for enrolled students to succeed In tandem with the sets of educational practices and policies that many institutions have now undertaken to close achievement and graduation rates across our diverse student demographics such as developing clear degree pathways she calls on all higher education providers if they are to remain relevant and meet their social purpose in our complex world to urgently recalibrate their assessment processes to focus on currently enrolled students progress towards achieving a high quality degree regardless of when they matriculate or re enter higher education She demonstrates that we already have sufficient examples and evidence to implement real time assessment of students as they progress through their studies She draws on the practices of specialized accredited programs such as those in the professions that assess in real time on the experiences of institutions that have adopted competency based education and on the affordances of technologies that now provide faculty and students with up to the minute diagnostics She identifies the six principles necessary to implement a real time assessment process illustrated by case studies of how campuses have operationalized them to advance students equitable progress towards achieving a high quality degree and demonstrates the benefits of real time assessment compared to more future oriented processes among which is engaging students in reflecting on their own progress along their degree pathways She advocates for the use of well documented national outcomes based frameworks such as Liberal Education and America s Promise LEAP its aligned Valid Assessment of Learning in Undergraduate Education scoring rubrics VALUE the Degree Qualifications Profile and discipline based outcomes assessments to ensure high quality degrees that meet well defined standards and criteria She also identifies how data systems and technological developments help to monitor closely and respond in time to students patterns of underperformance The book is an urgent call for higher education to achieve the values of equity transparency and quality it espouses and ensure that all students graduate in a timely fashion with the competencies they need to be active and productive citizens

Assessment, Learning and Judgement in Higher Education Gordon Joughin, 2008-12-11 There has been a remarkable growth of interest in the assessment of student learning and its relation to the process of learning in higher education over the past ten years This interest has been expressed in various ways through large scale research projects international conferences the development of principles of assessment that supports learning a growing awareness of the role of feedback as an integral part of the learning process and the publication of exemplary assessment practices At the same time more limited attention has been given to the

underlying nature of assessment to the concerns that arise when assessment is construed as a measurement process and to the role of judgement in evaluating the quality of students work It is now timely to take stock of some of the critical concepts that underpin our understanding of the multifarious relationships between assessment and learning and to explicate the nature of assessment as judgement Despite the recent growth in interest noted above assessment in higher education remains under conceptualized This book seeks to make a significant contribution to conceptualizing key aspects of assessment learning and judgement *Assessing for Learning* Peggy Maki,2023 While there is consensus that institutions need to represent their educational effectiveness through documentation of student learning the higher education community is divided between those who support national standardized tests to compare institutions educational effectiveness and those who believe that valid assessment of student achievement is based on assessing the work that students produce along and at the end of their educational journeys This book espouses the latter philosophy what Peggy Maki sees as an integrated and authentic approach to providing evidence of student learning based on the work that students produce along the chronology of their learning She believes that assessment needs to be humanized as opposed to standardized to take into account the demographics of institutions as students do not all start at the same place in their learning Students also need the tools to assess their own progress In addition to updating and expanding the contents of her first edition to reflect changes in assessment practices and developments over the last seven years such as the development of technology enabled assessment methods and the national need for institutions to demonstrate that they are using results to improve student learning Maki focuses on ways to deepen program and institution level assessment within the context of collective inquiry about student learning Recognizing that assessment is not initially a linear start up process or even necessarily sequential and recognizing that institutions develop processes appropriate for their mission and culture this book does not take a prescriptive or formulaic approach to building this commitment What it does present is a framework with examples of processes and strategies to assist faculty staff administrators and campus leaders to develop a sustainable and shared core institutional process that deepens inquiry into what and how students learn to identify and improve patterns of weakness that inhibit learning This book is designed to assist colleges and universities build a sustainable commitment to assessing student learning at both the institution and program levels It provides the tools for collective inquiry among faculty staff administrators and students to develop evidence of students abilities to integrate apply and transfer learning as well as to construct their own meaning Each chapter also concludes with 1 an Additional Resources section that includes references to meta sites with further resources so users can pursue particular issues in greater depth and detail and 2 worksheets guides and exercises designed to build collaborative ownership of assessment The second edition now covers Strategies to connect students to an institution s or a program s assessment commitment Description of the components of a comprehensive institutional commitment that engages the institution educators and students all as learners Expanded coverage of direct and

indirect assessment methods including technology enabled methods that engage students in the process New case studies and campus examples covering undergraduate graduate education and the co curriculum New chapter with case studies that presents a framework for a backward designed problem based assessment process anchored in answering open ended research or study questions that lead to improving pedagogy and educational practices Integration of developments across professional scholarly and accrediting bodies and disciplinary organizations Descriptions and illustrations of assessment management systems Additional examples exercises guides and worksheets that align with new content

Assessment Essentials Trudy W. Banta, Catherine A. Palomba, 2014-10-20 A comprehensive expansion to the essential higher education assessment text This second edition of *Assessment Essentials* updates the bestselling first edition the go to resource on outcomes assessment in higher education In this thoroughly revised edition you will find in a familiar framework nearly all new material examples from more than 100 campuses and indispensable descriptions of direct and indirect assessment methods that have helped to educate faculty staff and students about assessment Outcomes assessment is of increasing importance in higher education especially as new technologies and policy proposals spotlight performance based success measures Leading authorities Trudy Banta and Catherine Palomba draw on research standards and best practices to address the timeless and timeliest issues in higher education accountability New topics include Using electronic portfolios in assessment Rubrics and course embedded assessment Assessment in student affairs Assessing institutional effectiveness As always the step by step approach of *Assessment Essentials* will guide you through the process of developing an assessment program from the research and planning phase to implementation and beyond with more than 100 examples along the way Assessment data are increasingly being used to guide everything from funding to hiring to curriculum decisions and all faculty and staff will need to know how to use them effectively Perfect for anyone new to the assessment process as well as for the growing number of assessment professionals this expanded edition of *Assessment Essentials* will be an essential resource on every college campus

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