Assessment Reconsidered

Institutional Effectiveness for Student Success

Richard P. Keeling, Andrew F. Wall, Ric Underhile, and Gwendolyn J. Dungy

International Center for Student Success &
Institutional Accountability

(114 pages)

This book promotes the shared ownership of assessment planning among faculty, student affairs educators, administrators, and students. As a project of the International Center for Student Success and Institutional Accountability (ICSSIA), this book focuses on the collaborative use of all campus resources in promoting student success.

This book can be helpful to student affairs professionals and faculty members. It covers internal and public questions about the functioning of postsecondary institutions by reconsidering assessment policies, patterns, and practices in colleges and universities.

Along with addressing greater expectations for institutional accountability, it also focuses on building capacity to engage in evidence-based, reflective practice and supporting educators in doing their best work. It also addresses the substantive aspects of assessment and prepares readers to begin or improve assessment practice by laying down the foundation of concepts, knowledge, and skills that is essential for effectiveness.

(Book Cover)

CONTENTS

1. Assessment in Higher Education: Vision and Approach

Assessing Learning

Assessment, Learning, and Higher Education Reconsidered Educators and Assessment

2. Fundamentals of Assessment in Higher Education

Formal and Informal Processes of Assessment

Student Learning Outcomes

Theory in Assessment

- Theories and Models
- Examples: Application of Theory to Assessment Practice
- The Value of Theory in Assessment

Linking Assessment to Taxonomies of Learning

Assessment in Political Context

• The Role of Assessment in Higher Education in Promoting the Public Good

Using Assessment to Support Curriculum Development, Student Learning, and Institutional Effectiveness

3. Rigor in Assessment

Rigor in Assessment and Research Developing Sound Assessment Questions to Guide Inquiry in Practice Promoting Rigor in Assessment

4. Methods and Innovation in Assessment Practice

Process and Outcomes in Assessment Practice Quantitative Methods in Assessment

- The Value of Quantitative Information
- Categories of Quantitative Data
- Competency in Collecting and Interpreting Quantitative Data

Qualitative Assessment

- The Five Traditions of Qualitative Inquiry
- The Application of Qualitative Approaches in Student Affairs

Mixed Assessment Methods

5. Capacity-Building for Assessment Practice

Four Primary Areas of Competency

- Mapping Learning
- Integrating Learning
- Supporting Students as Learners
- Assessing the Outcomes of Learning

Learning to Document Learning

A Curricular Approach to Capacity-Building

6. Assessment in Practice

A Conceptual Map of Assessment in Practice

- Applying Concepts of Community Organization to Assessment in Higher Education
- Nurturing Change
- A Practical Model for Assessment Planning

Elements of Assessment Practice

- Designing Student Learning Outcomes
- Selecting Methods of Assessment
- The Assessment Calendar
- Review of Assessment Activity
- Responding to Assessment Data
- Reporting and Refinement of Results

7. The Costs of Assessment in Higher Education

The Symbolic and Political Dimensions of Cost Accounting the Costs of Assessment Planning for the Costs of Assessment

8. Framing Assessment Practice in Higher Education

Internal and External Concerns

- Fitting Assessment to Institutional Mission, Purpose, and Values
- Fitting Assessment to Student Needs
- Locating Assessment in the Work of the Institution

9. Assessment and Institutional Policy

Current Practice: Assessment and Policy
The Potential of Assessment to Influence Institutional Policy
Organization of Assessment Activities
Implications for Institutional Leadership

- Professional Development
- Programmatic Responsiveness

Implications for Parents, Alumni, and Community Stakeholders

10. Assessment Scholarship Reconsidered

Implications for Graduate Professional Preparation Programs Implications for Contemporary Practitioners

11. Assessment Results Reconsidered

Making Assessment Salient Preparing Assessment for the Future