Assessment works best when it is embedded in teaching and learning. It gains faculty attention when it provides feedback that is timely, relevant, and used. Turned to advantage, assessment helps faculty members teach smarter, not harder. Properly used, assessment saves time, energy, and money. It monitors and assures student learning, raises standards of achievement, and supports both program review and institutional accountability as well. And by doing assessment in a way that eases administrative burdens, a faculty will not only avoid running aground on shoals, it may revive, survive, and even thrive.
Background Knowledge Probe
[–after Angelo and Cross]

1. Goals vs. Objectives
   a. I’ve never heard of this before.
   b. I’ve heard of this before but wouldn’t want to explain it publicly.
   c. I’ve heard of this before and can explain it publicly if asked.
   d. I’ve heard of this before and have used it my work.

2. Direct vs. Indirect Assessment
   a. I’ve never heard of this before.
   b. I’ve heard of this before but wouldn’t want to explain it publicly.
   c. I’ve heard of this before and can explain it publicly if asked.
   d. I’ve heard of this before and have used it my work.

3. Grades, by themselves, do not suffice as assessment.
   a. I’ve never heard of this before.
   b. I’ve heard of this before but wouldn’t want to explain it publicly.
   c. I’ve heard of this before and can explain it publicly if asked.
   d. I’ve heard of this before and have used it my work.

4. Assessment vs. Evaluation
   a. I’ve never heard of this before.
   b. I’ve heard of this before but wouldn’t want to explain it publicly.
   c. I’ve heard of this before and can explain it publicly if asked.
   d. I’ve heard of this before and have used it my work.

5. Wingspread Principles, aka The 7 Principles of Good Practice
   a. I’ve never heard of this before.
   b. I’ve heard of this before but wouldn’t want to explain it publicly.
   c. I’ve heard of this before and can explain it publicly if asked.
   d. I’ve heard of this before and have used it my work.

6. Bloom’s Taxonomy
   a. I’ve never heard of this before.
   b. I’ve heard of this before but wouldn’t want to explain it publicly.
   c. I’ve heard of this before and can explain it publicly if asked.
   d. I’ve heard of this before and have used it my work.

7. Some assessment techniques. specifically, the Minute Paper and Primary Trait Analysis
   a. I’ve never heard of this before.
   b. I’ve heard of this before but wouldn’t want to explain it publicly.
   c. I’ve heard of this before and can explain it publicly if asked.
   d. I’ve heard of this before and have used it my work.

8. I have been off campus to a conference on teaching and learning most recently…
   a. Since January, 2010
   c. During the academic year 2009
   d. Longer ago than AY 2009
   e. Never
Scholarship Reconsidered, Scholarship Assessed

In *Scholarship Reconsidered*, Ernest Boyer presents the idea of four scholarships: Discovery, Integration, Application, and Teaching. He argues that the first three share in common the properties of thoughtful reflection and peer review. If teaching could be structured to possess these properties, it could be scholarly, too.

In *Scholarship Assessed*, Ernest Boyer’s six principles of reflective practice are advocated as desirable habits. They characterize any scholarly activity. Application of these principles endows assessment with elegant properties that can be used to satisfy criteria for classroom assessment, formal program review, and individual promotion/merit/tenure portfolios as well. Thus, assessment merits our attention because it supports honest, reflective practice.

1. *Clear Goals*: Does the scholar state the basic principles of his or her work clearly? Does the scholar define objectives that are realistic and achievable? Does the scholar identify important questions in the field?

2. *Adequate Preparation*: Does the scholar show an understanding of existing scholarship in the field? Does the scholar bring the necessary skills to his or her work? Does the scholar bring together the resources necessary to move the project forward?

3. *Appropriate Methods*: Does the scholar use methods appropriate to the goals? Does the scholar apply effectively the methods selected? Does the scholar modify procedures in response to changing circumstances?

4. *Significant Results*: Does the scholar achieve the goals? Does the scholar’s work add consequentially to the field? Does the scholar’s work open additional areas for further exploration?

5. *Effective Presentation*: Does the scholar use a suitable style and effective organization to present his or her work? Does the scholar use appropriate forums for communicating work to its intended audiences? Does the scholar present his or her message with clarity and integrity?

6. *Reflective Critique*: Does the scholar critically evaluate his or her own work? Does the scholar bring an appropriate breadth of evidence to his or her critique? Does the scholar use evaluation to improve the quality of future work?
# Memory Matrix

<table>
<thead>
<tr>
<th>Description</th>
<th>Example</th>
<th>Application</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct &amp; Indirect Assessment</td>
<td></td>
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<tr>
<td>Formative &amp; Summative Assessment</td>
<td></td>
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<tr>
<td>Assessment &amp; Evaluation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment as Grading? Questioning?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Six Principles of Scholarship</td>
<td></td>
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</tbody>
</table>
In Scholarship Assessed, Ernest Boyer’s principles of reflective practice are advocated as desirable habits. Application of these principles endows assessment with elegant properties that can be used to satisfy criteria for classroom assessment, formal program review, institutional reaccreditation, and individual promotion/merit/tenure portfolios as well. Thus, assessment merits our attention because it supports honest, reflective, scholarly practice.

**Principle #1:**

_Clear Goals:_ Does the scholar state the basic principles of his or her work clearly? Does the scholar define objectives that are realistic and achievable? Does the scholar identify important questions in the field?

Picture a domain --- assignment, topic, course, or program --- for which you have responsibility. What Big Rocks related to student learning do you, as a professor, want to “go in first”? That is, what major goals do you wish your students to achieve under your guidance?

---

**Principle #2:**

_Adequate Preparation:_ Does the scholar show an understanding of existing scholarship in the field? Does the scholar bring the necessary skills to his or her work? Does the scholar bring together the resources necessary to move the project forward?

Ideally and briefly, what would you need to see (what evidence needs to be present, what specific indicators must be visible) in order for a skeptic to see that your undergraduate students are approaching the goals of Principle #1? Identify those that require a disciplinary specialist for interpretation and those that would be meaningful to a disciplinary layperson.
Some Assessment Ways and Means

• Assessment days and assessment centers
• Case studies
• Classroom assessments
• Completion and retention studies
• Content analyses
• Debates
• Direct observations
• Focus groups
• Graduate success
• Internships and service learning
• Interviews (including videotapes)
• Exams for certification and licensure
• Matrices
• Performances
• Portfolios of several kinds
• Projects (Primary Trait Analysis)
• Questionnaires and surveys
  (Face-to-face, telephone, web; employer, alumni, and student attitude and satisfaction)
• Reflective essays
• Study and activity logs
• Tests and embedded questions
  (Locally-developed and standardized)
• Transcript analyses
Principle #3:
Appropriate Methods: Does the scholar use methods appropriate to the goals? Does the scholar apply effectively the methods selected? Does the scholar modify procedures in response to changing circumstances?

Subdivide one item of evidence, activity, or behavior from Principle #2 into component parts and construct a rubric representing a 3- or 4-point assessment of quality.

Principle #4:
Significant Results: Does the scholar achieve the goals? Does the scholar’s work add consequentially to the field? Does the scholar’s work open additional areas for further exploration?

A. What venues exist where assessment activities might take place to gather evidence of the sort described in Principle #2?

B. What resources need to be maintained in your environment in order for you to collect this evidence? Which of these are the most important?

C. What obstacles, if any, are preventing you from collecting the evidence described in Principle #2 and achieving your student-related Big Rocks?
**RSQC2**

[--after Angelo and Cross]

**Recall** pertinent facts that relate to the target concept. Map them, perhaps?

**Summarize** the main point in one well-constructed sentence.

**Question?** What central question do you still have about this material?

**Connect** the topic to the theme of the course. How do you see this topic relate?

**Comment?** What’s useful or not? What’s relevant or not? What did you like or not?
Deep learning is enhanced when students:
1. **Become actively engaged.**
   (So they can learn to self-assess, reflect, and learn to learn for themselves.)
2. **Practice retrieval and presentation in varied environments.**
   (And activate multiple neural pathways --- sensory, motor, and association.)
3. **Link new learning to prior learning.**
   (In order to use existing knowledge as a foundation for new knowledge.)
4. **Apply learning to new situations that they care about.**
   (Because generating applications is a powerful way to make connections.)
5. **Receive timely and relevant reinforcement.**
   (So they can learn to self-assess, reflect, and learn to learn for themselves.)

Seven Principles for Good Practice in Undergraduate Education

Good Practice:
1. **Encourages active learning.**
   (Writing, applying, doing, thinking, and thinking about what they’re doing.)
2. **Gives prompt feedback on performance.**
   (So they can learn to self-assess, reflect, and learn to learn for themselves.)
3. **Develops reciprocity and cooperation among students.**
   (Deepens understanding, improves thinking, enhances communication.)
4. **Emphasizes time on task.**
   (Practice improves learning because learning = time x effective energy.)
5. **Encourages contact between students and faculty.**
   (Especially contact focused on the academic agenda---in and out of class.)
6. **Communicates high expectations.**
   (Reward the positive and encourage students to learn high self-expectations.)
7. **Respects diverse talents and ways of learning.**
   (And engenders respect for the many forms of genius.)
### Undergraduate Assessment and Program Review

**SAMPLE -- SAMPLE -- SAMPLE**

<table>
<thead>
<tr>
<th>Department of</th>
<th>Demo</th>
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</thead>
<tbody>
<tr>
<td>Program - Initiated Goal or Objective</td>
<td></td>
</tr>
<tr>
<td>Where, When, and How Monitored</td>
<td></td>
</tr>
<tr>
<td>Expectation for Satisfactory Performance</td>
<td></td>
</tr>
<tr>
<td>Observations of Student Performance</td>
<td></td>
</tr>
<tr>
<td>When and By Whom Were Results Analyzed?</td>
<td></td>
</tr>
<tr>
<td>Outcome of Analysis</td>
<td></td>
</tr>
<tr>
<td>Dept. or Program Follow-up</td>
<td></td>
</tr>
</tbody>
</table>

#### [For example]

**Baccalaureate knowledge of [major] discipline**

- [e.g.] Written and orally defended Academic Simulator each Spring semester; majority of faculty assesses through Primary Trait Analysis.

- [e.g.] Appropriate use of investigative methods; exposition of testable hypothesis, statistically competent analysis of results, discussion of work in literature.

<table>
<thead>
<tr>
<th>How many students exceeded</th>
<th>met</th>
<th>did not meet expectations?</th>
<th>exempted</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dept. meeting date</td>
<td></td>
<td>or Individual analysis (describe)?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- □ Objective wholly satisfied
- □ Objective not wholly satisfied. Follow-up strategy is: __________________________

- □ None required
- □ Follow-up completed on date______
- □ Will re-examine by date_______

#### [For example]

**Oral communication**

- [e.g.] (a) Oral defense of Academic Simulator (see above); (b) mandated 400-level seminar course with oral report requirement

- [e.g.] (a & b) Competent technical explanation such that lay assessor matches at least 4 out of 5 main points from student’s outline.

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- □ Follow-up completed on date______
- □ Will re-examine by date_______

#### [For example]

**Sense of ethics and ethical impact on society of major discoveries within the [major] discipline.**

- [e.g.] Application on Academic Simulator of ethical position with justification grounded visibly in ethical principles.

- [e.g.] Satisfactory performance on section the of Senior Seminar paper that applies ethical principles to discussion topic.

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#### [For example]

**Computer competence**

- [e.g.] Academic Simulator

- [e.g.] All graphs prepared via computer graphics; axes, scales, title present; graphic style (histo, bar, pie) appropriate to data; readable from 1 meter away.

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### Other observations? Highlights? Unexpected findings?

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Principle #5:  
**Effective Presentation:** Does the scholar use a suitable style and effective organization to present his or her work? Does the scholar use appropriate forums for communicating work to its intended audiences? Does the scholar present his or her message with clarity and integrity?

To what forums and audiences will assessment reports in your domain be addressed? Who will write and who will read the reports? What constructive feedback mechanisms are active? How will reports be used and what will happen as a consequence?

**Three Questions Appearing in Every External Assessment Inquiry**

What have you learned about your students’ learning?

How did you learn it?

What are you going to do about it and when, where, and how are you going to do it?

Principle #6:  
**Reflective Critique:** Does the scholar critically evaluate his or her own work? Does the scholar bring an appropriate breadth of evidence to his or her critique? Does the scholar use evaluation to improve the quality of future work?

---

**Question:**

The 3 highest priority questions that I would like to look into regarding educational performance here are:

1. 

2. 

3. 

---

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Three questions about change
What are you eager to give up?
What can you tolerate losing?
What do you cherish and want to keep?

What are you going to change in order to improve learning?
Pedagogy?
Curriculum?
Co-curriculum?
Enterprise requirements or prerequisites?
Performance standards?
Homework and practice?
Other?
Rapid Organizer
[--after National Research Council, 2000.]

Quickly list as many differences (similarities) as you can among things important for classroom assessment and those important for program assessment.

Do not censor or filter; refining the list can come later.

<table>
<thead>
<tr>
<th>Things important for classroom assessment</th>
<th>Things important for program assessment</th>
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### Some References on Assessment and Applying Feedback


