Guidebook

to

General Education Student Learning Outcomes Assessment at Quinsigamond Community College

Developed and compiled by the QCC General Education Student Learning Outcomes Assessment Team

Draft | August 2013
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AESTHETICS
CIVIC LITERACY
COMMUNICATION SKILLS
ETHICS
IMPACT OF TECHNOLOGY
INFORMATION LITERACY
MULTIPLE PERSPECTIVES
QUANTITATIVE REASONING
SCIENTIFIC REASONING
TECHNICAL LITERACY

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PURPOSE OF THIS GUIDEBOOK

The members of the General Education Student Learning Outcomes Assessment team have compiled this Guidebook to Assessment efforts at Quinsigamond Community College. The purpose of this Guidebook is to support the assessment efforts of QCC faculty and staff engaged in outcomes assessment activities at the course, discipline, program, and institution levels. More specifically, this document is comprised of the following:

- Descriptions of the process and products of institution-level assessment at QCC
- A shared vocabulary and usage for common assessment terminology
- A collection of local assessment materials including rubrics, performance criteria, and curriculum mapping tools
- Assessment-related materials we have found especially useful
- A list of selected web resources intended to direct users of this guide to further information about general education student learning outcomes assessment

The materials in this Guidebook are also available by request electronically as a zipped folder and in the Outcomes Assessment section of the Academic Affairs SharePoint site. (Navigate to: http://sharepoint.qcc.mass.edu/AcademicAffairs/default.aspx)

A FEW DRAFT NOTES

Most of the materials in this guidebook were developed by or under the auspices of QCC’s General Education Student Learning Outcomes Assessment team. Other materials’ sources are cited to the very best of our ability. We will of course add or correct any faulty citations in future drafts.

As this is a working draft, formatting has been kept to a minimum and may not be consistent throughout the draft.

This draft is offered for use by faculty, staff and administrators at Quinsigamond Community College; we ask that this draft not be shared widely outside of QCC without permission.

Finally, if there is any document, resource, or other information that would support your own assessment related work, we would like to include it. The General Education Student Learning Outcomes Assessment team also invites feedback on this Guidebook. Please do not hesitate to contact Gaelan Lee Benway at gbenway@qcc.mass.edu.

Thank you for your interest and feedback!
The committee, comprised of faculty and professional staff, supports our colleagues in their assessment endeavors by developing and sharing tools to assess students’ mastery of the College’s General Education Learning Outcomes.

Mission-guided activities of the Committee include:

- Identify and specify performance criteria related to each of the College’s General Education Learning Outcomes
- Develop rubrics to assess students’ attainment of performance criteria as they complete their QCC careers
- Develop and implement methodologies to gather and interpret assessment data
- Collaborate with faculty, staff, and the College Administration to amend assessment materials and methods through successive iterations of the assessment cycle

In all of our activities, the Committee’s priorities include:

- Defending the academic integrity and freedom of all constituents of Quinsigamond Community College with respect to General Education outcomes assessment
- Preserving the anonymity of all college students and employees during all phases of the assessment process
- Drawing upon college-wide resources and expertise
GENERAL EDUCATION LEARNING GOALS

(May 2013: proposed changes in italics)

General education at Quinsigamond Community College provides students with the skills, knowledge and perspectives that enable them to achieve their academic, professional and personal goals.

The following learning goals/competencies for general education are integrated into the courses that are required for each associate degree program.

<table>
<thead>
<tr>
<th>GOAL</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>COMMUNICATION SKILLS</td>
<td>Students will be able to write and speak effectively.</td>
</tr>
<tr>
<td>INFORMATION LITERACY</td>
<td>Students will be able to locate, evaluate and apply reliable and appropriate information.</td>
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<td>Students will apply the concepts and methods of mathematics to solve problems.</td>
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<td>Students will appreciate the variety of human experiences as expressed through the arts.</td>
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<td>MULTIPLE PERSPECTIVES</td>
<td>Students will demonstrate knowledge and appreciation of diverse cultures.</td>
</tr>
<tr>
<td>ETHICS</td>
<td>Students will be able to assess their own ethical values and recognize ethical issues in a variety of contexts.</td>
</tr>
<tr>
<td>IMPACT OF TECHNOLOGY</td>
<td>Students will reflect on the impact of scientific and technological advances on the individual, society and the environment.</td>
</tr>
<tr>
<td>CIVIC LITERACY</td>
<td>Students will demonstrate awareness of self and others and responsibilities of local, national and international citizenship.</td>
</tr>
</tbody>
</table>

What’s the difference between Gen Ed Goals and Student Learning Outcomes?

Goals are statements about general aims or purposes of education that reflect broad, long-range intended outcomes. Learning outcomes can be usefully thought of as behavioral criteria for determining whether students are achieving the educational objectives of a program, and, ultimately, whether overall program goals are being successfully met.
Outcomes Assessment at QCC

Guiding Principles

Typical Activities

Design and Cycle

Recent History
STATEMENT OF GUIDING PRINCIPLES

We recognize that many of our colleagues are engaged in important and necessary outcomes assessment efforts that must comply with the missions and standards of relevant accrediting agencies or other entities.

The work of the General Education Outcomes Student Learning Outcomes Assessment Team was conceived and is guided by the following values:

- A problem-based approach that asks questions to answer with evidence
- Direct versus indirect methods
- Formative versus summative assessment
- Convergent versus divergent thinking
- Authentic versus standardized instruments
- Self-reflective versus norm referenced interpretation
- Consensus-driven and inclusion-aware decision making in "closing the loop"

In 2012 Massachusetts became a LEAP state. That is, most of the Commonwealth’s institutions of higher education, including Quinsigamond Community College, agreed to adhere to the theory, method, and substance to the American Association of Colleges and Universities’ program of Liberal Education and America’s Promise (LEAP) and to use its VALUE (Valid Assessment of Learning in Undergraduate Education) rubrics in state-level assessment projects. At QCC we have used many VALUE rubrics as starting points for our local General Education rubrics. More information about the AAC&U, LEAP, and VALUE is available at http://www.aacu.org.
The General Education Outcomes Assessment team hosts two “Academies” per year in January and August, with the purpose of significantly advancing its work on campus or engaging in professional development around higher education outcomes assessment practice. The team meets monthly and is also regularly works with, presents to, or shares its work with the following bodies:

- Academic Affairs Divisions (Schools, as of Fall 2013)
- Coordinators Council
- Sociology Commons
- Adjunct(s) Matter(s)
- Breakfast Club
- Academic Review
- Faculty Professional Staff Senate Retreat
- All College Day

The team runs 2-4 workshops each semester on its current assessment research for those interested in participating.

We guide one or two Navigator projects each semester. Each Navigator operates within an area of his or her expertise to develop innovative materials for use by the campus community in its student learning outcomes assessment efforts.

We attend conferences and workshops of the New England Educational Assessment Network (usually in November, March, and June).

We field a delegate to the BHE Advancing a Massachusetts Culture of Assessment (AMCOA) group and attend its conferences and meetings. We also liaise with the QCC delegate to the Vision Project’s Mass Team.

We are grantees in the Davis Foundation Central Massachusetts Partnership to Assess Written Communication.
HIGHLIGHTS OF THE WORK OF THE GENERAL EDUCATION OUTCOMES ASSESSMENT TEAM SINCE 2009

May 2009
Inception of General Education Outcomes Assessment Team

Summer Academy 2009
Performance criteria & rubric drafts for Communications Skills, Quantitative Reasoning, and Multiple Perspectives

Fall 2009
Communications Skills draft dissemination
Department feedback

Spring 2010
Communciation Skills pilot data gathering
NEEAN Summer Institute (June)

Summer Academy 2010
Review and strategy sessions with consultant Peggy Maki

Fall 2010
Communication Skills data collection
Vision Project rollout (witnessed)

Winter Academy 2011
Pilot assessment of student work, Communication Skills

Spring 2011
Pilot data interpretation
Pilot report dissemination
Faculty Senate retreat presentation
Attended listening sessions for Vision Project Phase 1
NEEAN Summer Institute
Fall 2012
- Technical Literacy and Scientific Reasoning Navigator Projects
- Quantitative Writing data collection
- AMCOA
  - Davis experiment phase 2
  - NEEAN panel presentation

Winter Academy 2013
- Numbers We Should Know
- Quantitative Reasoning Pilot Assessment

Spring 2013
- Aesthetics and Impact of Technology Navigator projects
- Presented: “Free-Range Assessment: Faculty-Driven General Education Outcomes in a Community College Setting” at AMCOA Regional Conference on Assessment in Higher Education
Skills for Assessing Student Learning

Writing Student Learning Outcomes
Bloom’s and Beyond
Rubric Templates
Aligning SLOs from Course to Institution
# SLO Conceptualization: Knowledge Dimensions

<table>
<thead>
<tr>
<th>Knowledge Dimension</th>
<th>Concept #1</th>
<th>Concept #2</th>
<th>Concept #3</th>
<th>Concept #4</th>
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<tbody>
<tr>
<td>Factual</td>
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<td>Conceptual</td>
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<td>Procedural</td>
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<td>Attitudinal</td>
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<td>Psychomotor</td>
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<td>Metacognitive</td>
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Carol Lerch, PhD, WSU, COWC Workshop, October 5, 2012
<table>
<thead>
<tr>
<th>Concept</th>
<th>Remember</th>
<th>Understand</th>
<th>Apply</th>
<th>Analyze</th>
<th>Evaluate</th>
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<tbody>
<tr>
<td>Concept #1</td>
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<td>Concept #2</td>
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<td>Concept #3</td>
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<td>Concept #4</td>
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<tr>
<td>Learning Concept</td>
<td>Knowledge Dimension</td>
<td>Cognitive Process</td>
<td>Verb</td>
<td>SLO</td>
<td>Assessment</td>
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<tr>
<td>Criteria</td>
<td>Yes</td>
<td>No</td>
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<td>--------------------------------------------------------------------------</td>
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<td>SLOs include active verbs</td>
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<td>SLOs suggest or identify an assessment as evidenced by the three items below:</td>
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<td>The language indicates an important overarching concept versus a small lesson or chapter objective.</td>
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<td>The learning outcomes address what students have done or have learned by the completion of the course.</td>
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<td>The SLOs address student competency rather than content coverage.</td>
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<td>SLOs are appropriate for the course as evidenced by the three items below:</td>
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<td>The SLOs represent a fundamental result of the course.</td>
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<tr>
<td>The SLOs align with other courses in sequence, where applicable.</td>
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<tr>
<td>The SLOs represent collegiate level work.</td>
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</tbody>
</table>

Source: Center for Teaching & Learning, WSU
There are thousands of rubrics for student learning outcomes available. The Gen Ed Team likes the clarity and adaptability of this one.

http://lesposito1.tripod.com/rubrictemplate.gif
QCC Rubric Template, described

<table>
<thead>
<tr>
<th>QCC GESLOAT LOCAL RUBRIC TEMPLATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>State a student learning goal to be measured and develop discrete performance descriptors for every performance criterion.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Performance Criterion: What behavior will you measure?</th>
<th>Highest Level of Competency</th>
<th>Intermediate Level of Competency</th>
<th>Lowest Level of Competency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performance descriptor: What does the student do; what does their work demonstrate or include?</td>
<td>Student work is unambiguously successful.</td>
<td>Student work provides adequate evidence of the required behavior.</td>
<td>Artifact does not exhibit the desired behavior, or the performance of the behavior is significantly problematic.</td>
</tr>
<tr>
<td>May even attempt thoughtful extension of assignment requirements. Such attempts are for the most part successful.</td>
<td>There may still be some minor problems, including overreaching, that limit the success of the performance.</td>
<td>Assessor may also use n/a to indicate the criterion is not to be measured or cannot be measured by the associated assignment.</td>
<td></td>
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</tbody>
</table>

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<thead>
<tr>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
<th>n/a</th>
</tr>
</thead>
</table>

Comments: Include as many of these tables as you need. Measure one performance criterion per table.

<table>
<thead>
<tr>
<th>Performance Criterion:</th>
<th>Highest Level of Competency</th>
<th>Intermediate Level of Competency</th>
<th>Lowest Level of Competency</th>
</tr>
</thead>
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</tbody>
</table>

| 5 | 4 | 3 | 2 | 1 | 0 | n/a |

Comments:
Program / Discipline Objectives and Outcomes Worksheet

OVERVIEW

Connection Codes – Degree or level of connection between course and outcome.

**Not Applicable or Level 0**
There is no relationship between the course and the outcome.

**I – Introductory/Background or Level 1**
There is an indirect relationship between the course and the outcome. The outcome itself is not the focus of the course but at least one element of the course serves as a building block to the achievement of the final outcome. For example, course elements may provide the knowledge, skills or attitudes necessary for the ultimate achievement of the outcome.

**M – Intermediate/transitional or Level 2**
There is a more of a direct relationship between the course and the outcome than at Level 1. A mixture of course elements supports the final achievement of the outcome, but the final integration of the knowledge, skills, and attitudes necessary for its achievement is not accomplished in this course. For example, knowledge, skills and/or attitudes (at least 2 of the 3) required for the achievement of the outcome may be the focus of the course or course element, but the integration of all three is not.

**E – Emphasized or Level 3**
There is a direct relationship between the course and the outcome. At least one element of the course focuses specifically on the complex integration of knowledge skills and attitudes necessary to perform the outcome.

Pedagogy codes – How outcome is taught

- **L** = Lecture
- **LD** = Lecture/discussion
- **C** = Cases – any type of problem based learning, learning applied to realistic scenarios
- **E** = Experiential – actual practice of the outcome in a real or simulated environment, may include the use of live “subjects” (patients, patient actors, health care practitioner etc.)
- **I** = Independent study or other high-impact experience such as service learning

Assessment codes – How the outcome is evaluated

- **B** = building blocks – students are assessed primarily on their grasp of basics i.e. recall of information rather than their ability to apply and or synthesize that knowledge and/or skills and/or attitudes
- **A** = Application/Synthesis – students are assessed on their ability to apply and synthesize knowledge and/or attitudes and/or skills. This includes simulated experiences
- **D** = Demonstration – students demonstrate their abilities; they are assessed based on their ability to show mastery of the elements of the outcome. The “demonstration” may occur in either a simulated environment (e.g., professional practice laboratory) or in realistic setting (e.g., patient care setting)

Adapted from Source: Ohio State University: Pharmacy via communication from Peggy Maki, January 2012
Identify the courses within your program / department / discipline that support each General Education Student Learning outcome. Please indicate the degree or level of connection between the course and outcome and how those outcomes are taught and evaluated.

<table>
<thead>
<tr>
<th>General Education Student Learning Outcomes</th>
<th>Courses in program or discipline that support the Student Learning Outcome</th>
<th>Connection of course to outcome) Introductory, M (intermediate), Emphasized</th>
<th>Pedagogy (how outcome is taught)</th>
<th>Assessment (how outcome is evaluated)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication Skills:</td>
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<tr>
<td>Students will write and speak effectively.</td>
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<td>Information Literacy:</td>
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<td>Students will locate, evaluate and apply reliable and appropriate information.</td>
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<td>Quantitative Reasoning:</td>
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<td>Students will apply the concepts and methods of mathematics to solve problems.</td>
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<td>Scientific Reasoning:</td>
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<td>General Education Student Learning Outcomes</td>
<td>Courses in program or discipline that support the Student Learning Outcome</td>
<td>Connection of course to outcome</td>
<td>Pedagogy (how outcome is taught)</td>
<td>Assessment (how outcome is evaluated)</td>
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<td>--------------------------------------------</td>
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<tr>
<td>Technical Literacy:</td>
<td></td>
<td>Introductory, M (intermediate), Emphasized</td>
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<tr>
<td>Students will utilize computer and emerging technologies effectively.</td>
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<tr>
<td>Aesthetics:</td>
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<td>Students will appreciate the variety of human experiences as expressed through the arts.</td>
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<tr>
<td>Multiple Perspectives:</td>
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<tr>
<td>Students will demonstrate knowledge and appreciation of diverse cultures.</td>
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<tr>
<td>Ethics:</td>
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<tr>
<td>Students will develop an awareness of personal obligations and responsibilities in one’s community of influence.</td>
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<tr>
<td>Impact of Technology:</td>
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<td>Students will reflect on the impact of technological advances on the individual, society and the environment.</td>
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<td>Civic Literacy:</td>
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<tr>
<td>Students will demonstrate awareness of the responsibilities of local, national and international citizenship.</td>
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</tbody>
</table>
Identify the program's / department's / discipline's expected learning outcomes, the courses that support each outcome, and how those outcomes are taught and evaluated. Please indicate the degree or level of connection between the course and outcome as Introductory/Background (I), Intermediate/Transitional (M), or Emphasized (E).

<table>
<thead>
<tr>
<th>Student Learning Outcomes:</th>
<th>Where and How Outcomes are Addressed and Assessed</th>
<th>Course #1</th>
<th>Course #2</th>
<th>Course #3</th>
<th>Course #4</th>
<th>Course #5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. (Describe objective)</td>
<td>Degree or level of connection between the course and outcome:</td>
<td>SOC 101 meets Objective #1 as Introductory</td>
<td></td>
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<tr>
<td>2. (Describe objective)</td>
<td>Comments:</td>
<td></td>
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<tr>
<td>3. (Describe objective)</td>
<td>Pedagogy:</td>
<td></td>
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<tr>
<td>4. (Describe objective)</td>
<td>Comments:</td>
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<tr>
<td>5. (Describe objective)</td>
<td>Evaluation &amp; assessment:</td>
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<tr>
<td>6. (Describe objective)</td>
<td>Comments:</td>
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</table>

Example:

All materials here adapted from Discipline Review draft document; final table adapted from Office of University Assessment, University of Nevada, Reno http://www.unr.edu/assess/assess/index.htm (accessed 3/24/12).
QCC General Education Draft Rubrics and Performance Criteria

Please refer to individual rubric files
APPENDICES

Glossary of Assessment Terminology

Web Resources
Glossary of Assessment Terms

Assessment
The systematic collection, review, and use of information about educational programs undertaken for the purpose of improving student learning and development. (Palomba & Banta, 1999)

Assessment Cycle
Process by which assessment is sustained over time. Includes five steps for each General Education goal identified:
1. Develop performance criteria
2. Generate assessment rubrics
3. Gather evidence
4. Interpret evidence
5. Implement changes

Benchmark
A detailed description of a specific level of student performance expected of students at particular ages, grades, or development levels. Benchmarks are often represented by samples of student work. A set of benchmarks can be used as "checkpoints" to monitor progress toward meeting performance goals. (CRESST)

Benchmarking
A measurement of group performance against an established standard at defined points along the path toward the standard. Subsequent measurements of group performance use the benchmarks to measure progress toward achievement. (New Horizons for Learning)

Competencies
Measurable behaviors, knowledge, actions, and skills identified as elements of particular general education learning goals.

Direct Assessment
Gathers evidence about student learning based on student performance that demonstrates the learning itself. Can be value added, related to standards, qualitative or quantitative, embedded or not, using local or external criteria. Examples are written assignments, classroom assignments, presentations, test results, projects, logs, portfolios, and direct observations. (Leskes, 2002) - contrast with indirect assessment
**Embedded Assessment**

A means of gathering information about student learning that is built into and a natural part of the teaching-learning process. Often uses for assessment purposes classroom assignments that are evaluated to assign students a grade. Can assess individual student performance or aggregate the information to provide information about the course or program; can be formative or summative, quantitative or qualitative. Example: as part of a course, expecting students to complete a research paper that is graded for content and style, but is also assessed for advanced ability to locate and evaluate Web-based information (as part of a college-wide outcome to demonstrate information literacy). (Leskes, 2002)

**Evaluation**

The use of assessment findings (evidence/data) to judge program effectiveness; used as a basis for making decisions about program changes or improvement. (Allen, Noel, Rienzi & McMillin, 2002)

**Formative Assessment**

The gathering of information about student learning during the progression of a course or program to improve the learning of those students. Example: reading the first lab reports of a class to assess whether some or all student in the group need a lesson on how to make them succinct and informative. (Leskes, 2002) – contrast with *summative assessment*.

**General Education Assessment**

Assessment that measures the institution-wide, general education competencies agreed upon by the faculty. General education assessment is more holistic in nature than program outcomes assessment because general education competencies are measured across disciplines, rather than just within a single discipline. (MUAP) – TCC’s general education goals include critical thinking, effective communication, engaged learning and technological proficiency.

**Goal:** Goals are statements about general aims or purposes of education that reflect broad, long-range intended outcomes (e.g., “problem-solving skills”)

**Indirect Assessment**

Acquiring evidence about how students perceive their learning and their learning environment rather than actual demonstrations of outcome achievement. Examples include surveys, questionnaires, interviews, focus groups, and reflective essays. (Eder, 137) - contrast with *direct assessment*

**Learning Goals**

In the design of any educational resource, the explicit definition of the purpose or objective of the resource education that reflect broad, long-range intended outcomes (e.g., “problem-solving skills”). Explicit definition of learning goals:

1. helps you to clarify what you want students to accomplish.
2. helps you communicate expectations to students more effectively.
3. helps you to select methods, materials and assignments that are most appropriate.
4. helps to guide your assessment of what your students have learned.
Learning Outcomes
Operational statements describing specific student behaviors that evidence the acquisition of desired knowledge, skills, abilities, capacities, attitudes or dispositions. Learning outcomes can be usefully thought of as behavioral criteria for determining whether students are achieving the educational objectives of a program, and, ultimately, whether overall program goals are being successfully met. Outcomes are sometimes treated as synonymous with goals or objectives, though objectives are usually more general statements of what students are expected to achieve in an academic program. (Allen, Noel, Rienzi & McMillin, 2002)

Norm-Referenced Assessment
An assessment where student performance or performances are compared to a larger group. Usually the larger group or "norm group" is a national sample representing a wide and diverse cross-section of students. Students, schools, districts, and even states are compared or rank-ordered in relation to the norm group. The purpose of a norm-referenced assessment is usually to sort students and not to measure achievement towards some criterion of performance.

Objectives
Brief, clear statements that describe the learning outcomes of instruction (i.e., skills, values, or attitudes students should exhibit that reflect broader goals)

Performance Criteria
The operational statements by which student performance is evaluated. Often, performance criteria drive rubric development. Performance criteria help assessors maintain objectivity and provide students with important information about expectations, giving them a target or goal to strive for. (New Horizons for Learning)

Portfolio
A systematic and organized collection of a student's work that exhibits to others the direct evidence of a student's efforts, achievements, and progress over a period of time. (New Horizons for Learning)

Portfolio Assessment
A portfolio becomes a portfolio assessment when (1) the assessment purpose is defined; (2) criteria or methods are made clear for determining what is put into the portfolio, by whom, and when; and (3) criteria for assessing either the collection or individual pieces of work are identified and used to make judgments about performance. (CRESST)

Qualitative measurement
Collecting information that is not numeric in nature. Qualitative data typically consist of words while quantitative data consist of numbers. These words are often assigned to categories, which can then be manipulated to help achieve greater insight into the meaning of the data and to help examine specific hypotheses. Some sources of qualitative data may include written documents [e.g., student assignments], interviews [e.g., focus groups], case studies [e.g., portfolios] and open-ended survey questions and/or questionnaires. (Trochim, 2000); The only numerical operation that can be conducted on qualitative variables is calculation of the frequency or percentage in each category. (Bailey, 1994)

In student learning assessment, qualitative data are often represented by a quantitative value by comparing the data to a scoring rubric in which the value is assigned based on a standard set of performance criteria.
Quantitative measurement

Collecting information that is numeric in nature. Quantitative data is that in which the values of a variable differ in amount [in numeric terms] rather than in kind [in descriptive terms]. (Bordens, 1997); This data can be analyzed using quantitative methods and generalized to a larger population. (Leskes, 2002)

Rubric

Specific sets of criteria that clearly define what a range of acceptable performance looks like. Criteria define descriptors of ability at each level of performance and assign values to each level. Levels referred to are proficiency levels which describe a continuum from excellent to unacceptable product. (System for Adult Basic Education Support)

Standards

Sets a level of accomplishment all students are expected to meet or exceed. Standards do not necessarily imply high quality learning; sometimes the level is a lowest common denominator. Nor do they imply complete standardization in a program; a common minimum level could be achieved by multiple pathways and demonstrated in various ways. (Leskes, 2002)

Summative Assessment

The gathering of information at the conclusion of a course, program, or undergraduate career to improve learning or to meet accountability demands. When used for improvement, impacts the next cohort of students taking the course or program. Example: examining student final exams in a course to see if certain specific areas of the curriculum were understood less well than others. (Leskes, 2002) - contrast with formative assessment

Value Added

The increase in learning that occurs during a course, program, or undergraduate education. Can either focus on the individual student (how much better a student can write, for example, at the end than at the beginning) or on a cohort of students (whether senior papers demonstrate more sophisticated writing skills-in the aggregate-than freshmen papers). Requires a baseline measurement for comparison. (Leskes, 2002)
Sources


Eanes, R. [n. d.]. Rubrics


National Teaching & Learning Forum, Classroom Assessment Techniques.


System for Adult Basic Education Support. Glossary of Useful Terms.


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American Association of Colleges and Universities

www.aacu.org
Liberal Education and America's Promise (LEAP)

http://www.aacu.org/leap/index.cfm
LEAP Essential Learning Outcomes

http://www.aacu.org/leap/vision.cfm

High-Impact Educational Practices

http://www.aacu.org/leap/hip.cfm

VALUE: Valid Assessment of Learning in Undergraduate Education

http://www.aacu.org/value/index.cfm

VALUE Rubrics (Word or PDF downloads)

http://www.aacu.org/value/rubrics/index.cfm

New England Educational Assessment Network (NEEAN)

http://neean.org/

Fall Forum, Spring Dialogues in the Disciplines, Summer Institute


Massachusetts Vision Project for Higher Education

http://www.mass.edu/visionproject/home.asp

AMCOA (including links to Phase I and II reports)

http://www.mass.edu/currentinit/vpwgstudent.asp