



# The Assessment Process: From Philosophy to Implementation

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# Presentation Outline

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- Overview of the Assessment Cycle
- Components of an Assessment Plan
- Objective/Outcome Development
- Evaluating Your Assessment Plan
- Specific Tools
- Resources Available



# Workshop Outcomes

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- Participants will be able to articulate the importance of assessment.
- Participants will be able to articulate the assessment process.
- Participants will be able to articulate the components of an assessment plan.
- Participants will be able to articulate the definitions of and relationship between objectives and outcomes.



# First Things First

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- Acknowledge why you are engaging in outcomes assessment
- Articulate a shared conceptual understanding
- Define assessment
- Define a common language
- Articulate your assessment expectation(s)



# Purpose of Assessment

By M.J. Bresciani

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- 1) Reinforce or emphasize the mission of your unit
- 2) Improve programs and/or performance  
(formative)
- 3) Compare a program's quality or value to the  
program's previously defined principles  
(summative)
- 4) Inform planning
- 5) Inform decision making

# Purpose of Assessment, Cont.

By M.J. Bresciani

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- 6) Inform policy discussions at the local, state, regional, and national level
- 7) Evaluate programs, not personnel
- 8) Assist in the request for additional funds from the University and external community
- 9) Assist in the re-allocation of resources
- 10) Assist in meeting accreditation requirements, models of best practices, and national benchmarks

# Purpose of Assessment, Cont.

By M.J. Bresciani

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- 12) Celebrate successes
- 13) Manage expectations
- 14) Reflect on the attitudes and approach we take in improving teaching and learning
- 15) Create a culture of continuous improvement  
– a culture of accountability, of learning, and of improvement



# Common Language

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- CUPR Common Language and Shared Conceptual Understanding
- [http://www.ncsu.edu/provost/academic\\_programs/uapr/process/concept.html](http://www.ncsu.edu/provost/academic_programs/uapr/process/concept.html)



# The Assessment Cycle

from CUPR Guidelines

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- The key questions...
  - What are we trying to do?
  - How well are we doing it?
  - How do we know?
  - How do we use the information to improve?
  - Does do we know the changes we made worked?

# The Iterative Systematic Assessment Cycle

Adapted from Peggy Maki, Ph.D.

by Marilee Bresciani, Ph.D



# Components of An Assessment Plan

Bresciani, Zelna, and Anderson, 2003

- Mission
- Objectives
- Outcomes
- Evaluation Methods
  - By Outcomes
- Implementation of Assessment
  - Who is Responsible for What?
  - Timeline
- Results
- Decisions and Recommendations



# Mission Statement

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- A broad definition of your priorities, values, and purpose



# Objectives

From CUPR Common Language doc

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- They are broad, general statements of [1] what the program wants students to be able to do and to know or [2] what the program will do to ensure what students will be able to do and to know.
- They are evaluated directly or indirectly by measuring specific outcomes related to the objective.
- They are related to the mission and objectives of the division in which the program resides, and to the mission and objectives of the University.



# Examples

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- Students will develop a broad based understanding of the arts.
- Study in the discipline will expose students to ethical decision-making dilemmas.
- Students will develop technical skills and knowledge applicable to the field.



# Questions to Ask About Each of Your Objectives

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- Is it meaningful?
- Is it a broad, general statement of either what the program wants students to be able to do and to know or what the program will do to ensure what students will be able to do or know?
- Is it related to my department or program mission and objectives?
- Is there an accompanying outcome to measure this objective?



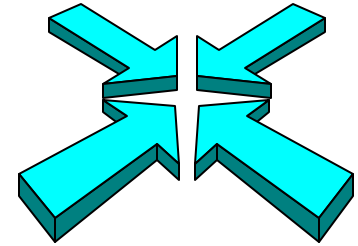
# Work Time: 10 minutes

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- Develop at least two objectives for your unit
- Ask yourself the questions from the previous slide

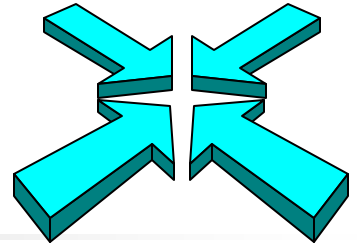
# Outcomes

From CUPR Common Language doc



- Outcomes are more detailed and specific statements derived from the objectives. These are specifically about what you want the end result of your efforts to be. Use of active verbs such as demonstrate, articulate, illustrate, conduct, etc will help keep the outcome measurable.
- They are detailed and meaningful enough to guide decisions in program planning and improvement and decisions about pedagogy and practice.

# Outcomes



- They may be things the program wants students to know (cognitive), ways students think (affective/attitudinal), or things students should be able to do (behavioral, performance, psychomotor).
- They are not what you are going to do TO the student but what the end result of the doing is
- They are typically characterized by action verbs such as demonstrate, articulate, apply, interpret, evaluate, and identify.



# Action verbs

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- Consider Blooms taxonomy:
  - Knowledge (list, define, tell, describe...)
  - Comprehension (interpret, contrast...)
  - Application (apply, demonstrate...)
  - Analysis (analyze, separate...)
  - Synthesis (combine, integrate...)
  - Evaluate (assess, measure...)
  - <http://www.Coun.uvic.ca/learn/program/hndouts/bloom.html> Counseling Services - University of Victoria



# Examples of Outcomes

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- Students will be able to compare and contrast various aspects of 14<sup>th</sup> century Italian art with Post-Renaissance Art.
- Students will be able to identify ethical dilemmas presented in case studies and propose varying solutions.
- Students will apply statistical calculations in SAS to the problems identified in their senior capstone projects.



# Questions to Ask About Each of Your Outcomes

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- Is it measurable?
- Is it meaningful?
- Is it manageable?
- Who is the target audience of my outcome?
- How will I know if it has been met?
- Will it provide me with evidence that will lead me to make a decision for continuous improvement?



# Work Time: 15 minutes

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- Choose an objective and ask what it would look like in your unit
- Develop at least two outcomes for your unit based on the objective
- Ask yourself the questions from the previous slide



# Measurement Methods

Palomba, C.A. and Banta, T.W. (1999)

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- Evidence of learning-two types
  - Direct-methods of collecting information that require the students to display their knowledge and skills
  - Indirect- methods that ask students or some one else to reflect on the student learning rather than to demonstrate it

# Some Methods That Provide Direct Evidence

from Peggy Maki, Ph.D.



- Student work samples
- Collections of student work (e.g. Portfolios)
- Capstone projects
- Course-embedded assessment
- Observations of student behavior
- Internal juried review of student projects
- Evaluations of performance

# Some Methods That Provide Indirect Evidence

from Peggy Maki, Ph.D.

- Alumni, Employer, Student Surveys
- Focus groups
- Exit Interviews with Graduates
- Graduate Follow-up Studies
- Percentage of students who go on to graduate school
- Retention and Transfer Studies
- Job Placement Statistics

# Questions to Ask About Choosing a Measurement Tool

Bresciani, M.J.

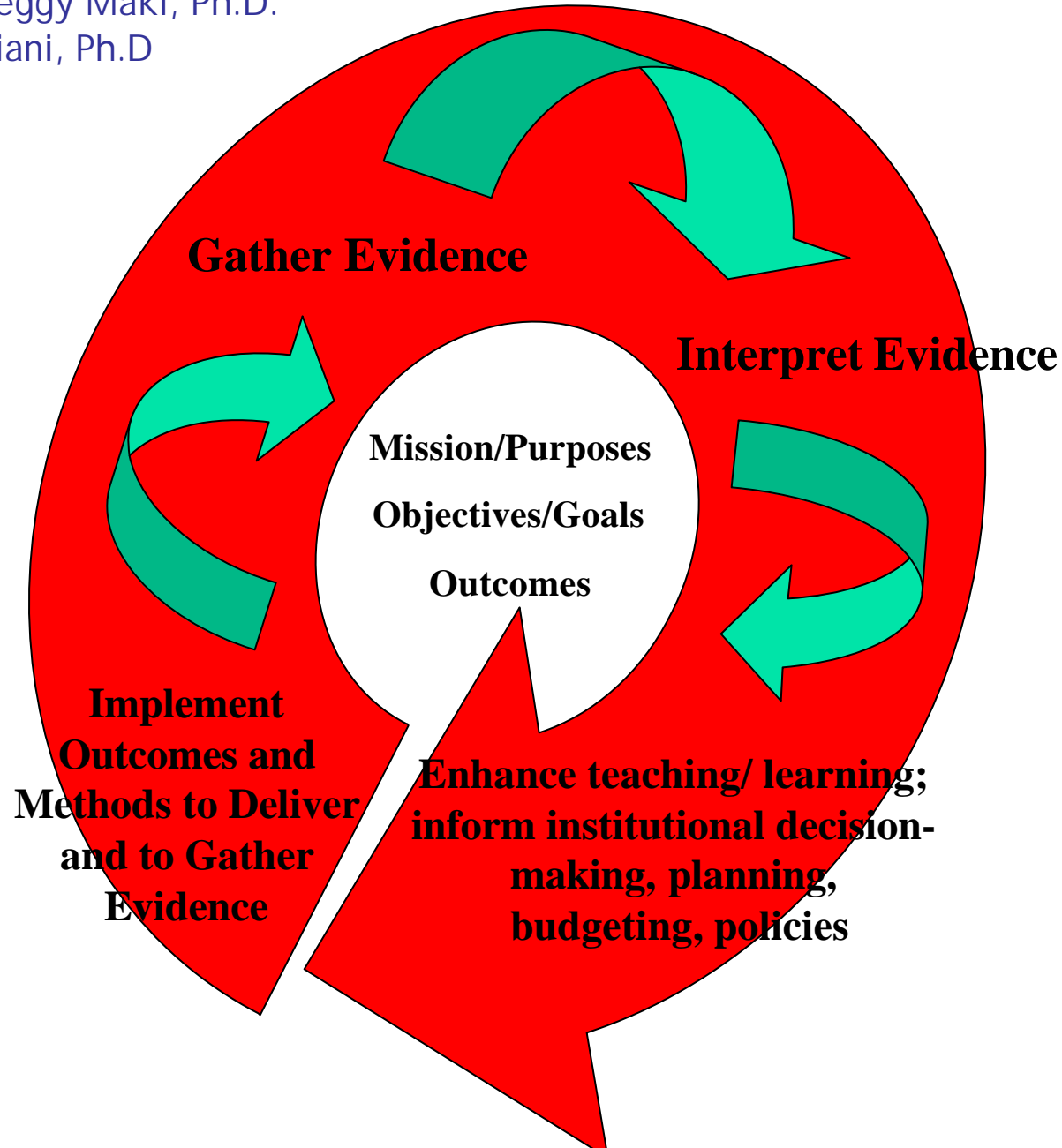
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- What is my budget?
- What is my timeline?
- What are my analysis capabilities?
- Who needs to see this data?
- How easily can I fit this method into my annual responsibilities?
- Who needs to make decisions with this data?
- Will this kind of evidence help me make the decisions I need to make?
- How will I document the evidence and the decisions made from that evidence?

# The Iterative Systematic Assessment Cycle

Adapted from Peggy Maki, Ph.D.

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# Meaningful Use of Data

from Peggy Maki, Ph.D.



- Collect data from different sources to make a meaningful point (*for example, classroom samples and other samples of student work*).
- Collect data you believe will be useful to answering the important questions you have raised.
- Organize reports around issues, not solely data.
- Interpret your data so that it informs pedagogy, budgeting, planning, decision-making, or policies.



# Closing the Assessment Loop

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- Briefly report methodology
- Document where the students are meeting the intended outcome
- Document where they are not meeting the outcome
- Document decisions made to improve the program
- Refine assessment method and repeat process



# Evaluating Your Own Assessment Plan

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- Checklist Method
- Rubric Method
- [http://www.ncsu.edu/undergrad  
\\_affairs/assessment/files/evaluati  
on/evaluation.htm](http://www.ncsu.edu/undergrad_affairs/assessment/files/evaluation/evaluation.htm)

# Resources

## Undergraduate Academic Program Review Tool

### Kit

- [http://www.ncsu.edu/provost/academic\\_programs/uapr/UAPRindx.html](http://www.ncsu.edu/provost/academic_programs/uapr/UAPRindx.html)
- University Planning and Analysis (UPA) Assessment website
  - <http://www2.acs.ncsu.edu/UPA/assmt/>
- Undergraduate Assessment website  
[http://www.ncsu.edu/undergrad\\_affairs/assessment/assess.htm](http://www.ncsu.edu/undergrad_affairs/assessment/assess.htm)
- FCTL [www.ncsu.edu/fctl/](http://www.ncsu.edu/fctl/)
- CWSP [www2.chass.ncsu.edu/cwsp/](http://www2.chass.ncsu.edu/cwsp/)

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<http://www.Coun.uvic.ca/learn/program/hndouts/bloom.html>



# One Minute Evaluation

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- What is the most valuable thing that you learned from this workshop?
- What is one question that you still have?