Student learning is why we are here!

Eastern Oklahoma State College
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mission Statement &amp; Functions of the College</td>
<td>3</td>
</tr>
<tr>
<td>What is Assessment?</td>
<td>5</td>
</tr>
<tr>
<td>All about the Academy</td>
<td>7</td>
</tr>
<tr>
<td>Academy Application</td>
<td>13</td>
</tr>
<tr>
<td>Project: Transforming General Education Assessment</td>
<td>19</td>
</tr>
<tr>
<td>General Education Learning Goals</td>
<td>27</td>
</tr>
<tr>
<td>Fundamental Questions about Student Learning</td>
<td>31</td>
</tr>
<tr>
<td>Grading Rubric &amp; Checklist</td>
<td>35</td>
</tr>
<tr>
<td>Professional Development Resources</td>
<td>39</td>
</tr>
</tbody>
</table>
Eastern Oklahoma State College
Mission Statement & Functions of the College

MISSION STATEMENT

The mission of Eastern Oklahoma State College is to generate student learning through its associate degrees and other academic programs which effectively prepare graduates to complete baccalaureate degrees, obtain productive employment, and lead enriched lives of learning. It is simultaneously the mission of the College to engage in educational programming and related activities that promote regional economic and community development.

FUNCTIONS OF THE COLLEGE

As a system institution coordinated by the Oklahoma State Regents for Higher Education (OSRHE), Eastern Oklahoma State College is charged with the following six functions: (1) to provide general education for all students; (2) to provide education in several basic fields of university–parallel study for those students who plan to transfer to a senior institution and complete a bachelor’s degree; (3) to provide one– and two–year programs of technical and occupational education to prepare individuals to enter the labor market; (4) to provide programs of remedial and developmental education for those whose previous education may not have prepared them for college; (5) to provide both formal and informal programs of study especially designed for adults and out–of–school youth in order to serve the community generally with a continuing education opportunity; (6) to carry out programs of institutional research designed to improve the institution’s efficiency and effectiveness of operation; and (7) to participate in programs of economic development with comprehensive or regional universities toward the end that the needs of each institution’s geographic service area are met.
What is Assessment?

“Assessment is the systematic collection of information about student learning, using the time, knowledge, expertise, and resources available, in order to inform decisions that affect student learning.”

Barbara E. Walvoord – Assessment Clear and Simple
All about the Academy
Overview of the Academy for Assessment of Student Learning

The HLC Academy for Assessment of Student Learning offers member institutions a four-year sequence of events and interactions that focus on accelerating and advancing the assessment and improvement of student learning and building institution-wide commitment to these efforts. The Academy is designed for institutions that are committed to strengthening their approaches to assessing and improving student learning.

Institutions may join the academy for three, four, five years. The Academy can serve as the following:

1. Open Pathway Institutions: The Academy can serve as the Quality Initiative.
2. AQIP Pathway Institutions: The Academy can serve as one or more action projects.
3. Standard Pathway Institutions: The Academy offers a program to catalyze the improvement of the assessment of student learning and help document this improvement.

FIRST YEAR

APPLY to Participate in Academy

PROPOSE Academy Portfolio & Student Learning Projects

ATTEND Academy Roundtable

INTERIM YEARS

Option to Attend Academy Information & Planning Workshop

Collaboration Network
- Postings
- Comments
- Analyses

Customized Services*
- Workshops and Seminars
- On Site Events
- Learning Showcase

FINAL YEAR

ENGAGE in Debrief Inquiry

UPLOAD Impact Report

ATTEND Academy Results Forum & Construct Sustainability Plan

COMPLETE Academy for Assessment of Student Learning

*Optional (additional fees may apply)

First Year: Apply, Propose Projects, and Attend Academy Roundtable

An institution joins the Academy, proposes projects related to assessing and improving student learning that comprise their Academy Portfolio, and sends a team to the three-day Academy Roundtable. At the Roundtable, institutions critique and improve their own and other institutions’ projects in consultation with Academy mentors and Commission staff.
Interim Years: Participate in Academy Collaboration Network and in Optional Customized Programs*

Institutions implement their action portfolios and receive mentoring, critique, and validation through the **Collaboration Network**, a gathering place for posting progress and exchanging ideas and information, throughout the Academy. Institutions may choose to participate in additional programs and services, such as the **Academy Learning Exchange, Evidence Inventory, Mentor’s Bureau, Consultation Visit, and the Learning Series.**

Final Year: Complete Impact Report, Participate in Results Forum, Complete Academy

Each institution writes a brief **Impact Report** and sends a team to the three-day **Academy Results Forum** to showcase accomplishments, to compare and share good practices, and to define post-Academy strategies. Each institution receives a **Results Response** from its reviewers.

Institutions can customize and propose a three, four, or five-year Academy experience.

### Academy Features and Benefits for Institutions

<table>
<thead>
<tr>
<th>Academy Features</th>
<th>Academy Benefits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Multi-year sequence of events, interactions, and analyses focused on improving student learning</td>
<td>Catalyze efforts to assess and improve student learning</td>
</tr>
<tr>
<td>Forums for institutional teams to receive consultation and critique from mentors, network and share good practices with other institutions</td>
<td>Increased institutional awareness of and commitment to assessing and improving student learning</td>
</tr>
<tr>
<td>Forums for documenting results and impact and sustaining efforts to improve student learning</td>
<td>May serve as the Quality Initiative for institutions in the Open Pathway</td>
</tr>
<tr>
<td>Analysis, critique, and commentary on project design, progress, and other components of Action Portfolios</td>
<td>Serve as one or more action projects for institutions in the AQIP Pathway (separate reporting process)</td>
</tr>
<tr>
<td>Web-based library of Action Portfolios (expected outcomes, assessment strategies and models, instruments, and results), progress analyses, and mentor and peer commentary</td>
<td>Opportunity to compile, share, and compare good practices (including learning outcomes, assessment models, instruments, and results) for assessing and improving student learning</td>
</tr>
<tr>
<td>Access and reduced pricing to other services for assessing and improving student learning*</td>
<td>Collaborative relationship with Commission in building institutional commitments to improving student learning</td>
</tr>
<tr>
<td>Access to mentors and assessment experts for consultation</td>
<td>Documented evidence may be used in the Evidence File in the Standard and Open Pathways</td>
</tr>
</tbody>
</table>

*Some optional customizations have additional fees.
Examples of Academy Action Portfolio Initiatives

<table>
<thead>
<tr>
<th>Systemic, Comprehensive Processes</th>
<th>Using Assessment Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>Establishing consistency and stability within current assessment practices across the entire institution; a systemic approach and well-established processes.</td>
<td>Using assessment data to improve curricula and teaching and learning environments, and inform institutional processes and decision-making structures.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>General Education/High Impact Practices</th>
<th>Shared Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessing and improving general education/core curriculum or continued expansion and improvement of these efforts. Integrating high-impact practices, signature assignments, and signature student performances.</td>
<td>Improving ownership, engagement, and buy-in of faculty, administrators, staff, and students in defining, assessing, and improving student learning.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Program/Departmental Review</th>
<th>Measures, Tools, and Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improve program and departmental level evaluation efforts through the use of learning and assessment evidence within academic and non-academic (e.g., co-curricular) units.</td>
<td>Identifying and/or developing effective measures, tools, instruments, and approaches as well as performance standards to gather meaningful and effective data.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Communicating Evidence/Improving Transparency</th>
<th>Resources &amp; Professional Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>System for communication evidence of student learning across the organization; sharing assessment information with internal and external stakeholders.</td>
<td>Providing faculty, staff, and administrators resources (e.g., grants, technology, expertise) that help develop effective ways to assess and improve learning.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Co-curricular Learning</th>
<th>Graduate Learning Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessing and documenting learning and student development across the educational experience.</td>
<td>Designing and implementing assessment at the graduate level or aligning undergraduate and graduate learning outcomes and achieved learning.</td>
</tr>
</tbody>
</table>

Application Timeline and Pricing

Academy application for 2012-13 and 2013-14 will be accepted beginning May 1, 2012, and will continue until cohorts are filled.

Institutions on the Open Pathway with reaffirmations of accreditation after September 1, 2015, and before August 31, 2018, may request that their participation in the Academy serve as the Quality Initiative.

Depending on its date of reaffirmation, an institution that is currently in the Academy and will transition to the Open Pathway may be able to extend its participation in the Academy to serve as its Quality Initiative.
## Events and Dates for 2012-13

<table>
<thead>
<tr>
<th>Event</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Information and Planning Workshop</td>
<td>October 4-5, 2012</td>
</tr>
<tr>
<td>Academy Roundtable</td>
<td>November 7-9, 2012</td>
</tr>
<tr>
<td>Information and Planning Workshop</td>
<td>January 10-11, 2013</td>
</tr>
<tr>
<td>Academy Roundtable</td>
<td>February 20-22, 2013</td>
</tr>
<tr>
<td>Information and Planning Workshop</td>
<td>April 25-26, 2013</td>
</tr>
<tr>
<td>Academy Roundtable</td>
<td>June 5-7, 2013</td>
</tr>
</tbody>
</table>

## Four-Year Academy Experience and Pricing*

<table>
<thead>
<tr>
<th>Year</th>
<th>Description</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>ONE</td>
<td>Academy Roundtable (five-person team included in pricing, additional team members may be added at additional fee)</td>
<td>$7,500</td>
</tr>
<tr>
<td></td>
<td>Learning Exchange at the Annual Conference</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Collaboration Network for sharing ideas</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Optional: Topical webinars, programs, and other services (some with additional fee)</td>
<td></td>
</tr>
<tr>
<td>TWO</td>
<td>Mentor Consultation and Critique two times annually</td>
<td>$5,000</td>
</tr>
<tr>
<td></td>
<td>Learning Exchange at the Annual Conference</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Collaboration Network for sharing ideas</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Optional: Topical webinars, programs, and other services (some with additional fee)</td>
<td></td>
</tr>
<tr>
<td>THREE</td>
<td>Mentor Consultation and Critique two times annually</td>
<td>$5,000</td>
</tr>
<tr>
<td></td>
<td>Learning Exchange at the Annual Conference</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Collaboration Network for sharing ideas</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Optional: Topical webinars, programs, and other services (some with additional fee)</td>
<td></td>
</tr>
<tr>
<td>FIVE</td>
<td>Results Forum (five-person team included in pricing, additional team members may be added for additional fee)</td>
<td>$5,000</td>
</tr>
<tr>
<td></td>
<td>Impact Report &amp; Sustainability Plan</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Learning Exchange at the Annual Conference</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Collaboration Network for sharing ideas</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Optional: Topical webinars, programs, and other services (some with additional fee)</td>
<td></td>
</tr>
</tbody>
</table>
Three-Year and Five-Year Academy Experience and Pricing

Institutions may choose a three-year Academy experience. This cycle is designed for institutions that already have assessment of student learning strategies underway. The pricing for the three-year program is $8,000 in Year 1 and $5,000 in Years 2 and 3.

Institutions may choose a five-year academy experience. This longer cycle is designed for institutions focused on establishing a culture of evidence and engagement in assessing and improving student learning. The pricing for this program is $7,500 in Year 1 and $4,500 each year thereafter.

Extending Participation or Re-enrolling in the Academy

Institutions participating in the three or four-year cycle have the option to extend their participation in the Academy up to a maximum of five years. Institutions may also re-enroll in the Academy.

*Pricing does not include institutional expenses, including travel, lodging, and related costs. Some optional customizations have additional fees. In addition, events held in conjunction with the Commission’s Annual Conference have a registration fee.
Academy Application
Academy for Assessment of Student Learning
2012-13 Academy Application
Eastern Oklahoma State College

Recent Efforts

1. What is your “assessment story”? Evaluate your past and present efforts (include here things such as your accomplishments, issues, barriers, results, strategies).

Past/Present Efforts

As a system institution coordinated by the Oklahoma State Regents for Higher Education (OSRHE), Eastern is required to conduct assessments of entry-level abilities for college-level courses, general education, program outcomes, and student satisfaction. Assessment results are reported to OSRHE annually. The report is prepared with input from departmental chairs and is presently compiled by the Institutional Research coordinator.

The team that visited Eastern for its 2006 Comprehensive Visit noted in its evaluation of Criterion Three: “While the college is active in many admirable assessment activities, there seems to be a pattern of departmentalization that decentralizes and isolates assessment efforts. A more centralized system would better serve the college environment if assessment activities were coordinated and expectations regarding assessment communicated college-wide.” In the Advancement section the team noted: “Along with the tendency to have localized, departmental assessment initiatives, the Team also noticed a tendency for EOSC to start new assessment initiatives without achieving any usable application of existing assessment programs, and assessment initiatives seem to stall at the information-gathering stages. This gives the impression that assessment plans are more reactive than strategic.”

As a result of the visiting team’s recommendations, we addressed the need for centralization of assessment efforts by re-establishing an assessment committee which includes a faculty representative from each academic division and is chaired by the Institutional Research coordinator, also a faculty member. The committee decided to focus on general education goals which Eastern assesses through the Collegiate Assessment of Academic Proficiency (CAAP) exam. On the writing skills test, Eastern students always score at or above the national average for two-year colleges. However, many instructors have reported that students need to improve their writing skills. As a result, the assessment committee elected to conduct a direct measure of writing abilities. During the spring 2011 semester, approximately 100 students in Freshman Composition II wrote essays that were evaluated with a simple rubric by three faculty members from outside the English department. The results showed that over 90% of the students could write an essay that would earn a grade of at least C. However, the rubric did not provide enough detail on common errors to impact instruction so the rubric will be modified and the evaluation will be repeated this spring. In addition, two sections of Freshman Composition II were selected to test if grammar skills could be improved. Each class took a pre-test and post-test. One section had weekly grammar-intensive instruction and drills and the second served as a control group. The students in the grammar-intensive section showed significantly greater improvement in their post-test scores as compared to the control group. As a result, weekly grammar lessons have been added to the curriculum.

Assessment discussions, including a presentation by assessment administrators from Tulsa Community College, occurred at yearly faculty in-service meetings. Additionally, each division was asked to evaluate its assessment efforts. Reviews of the self-evaluations and assessment reports submitted to OSRHE suggest that we still have much room for improvement. There is still a somewhat widespread absence of faculty buy-in. Some faculty confuse assessment of student learning with how they assign grades. If they are conducting course-embedded measures by using grades on tests, reports, or other assignments to assess learning, there is no documentation as to how they evaluate the grade data to make curricular or
budgetary decisions. Some programs have clearly defined assessment measures, such as pre- and post-tests, test-embedded questions, etc., which are used to assess learning outcomes. But how the results are evaluated or used to modify curriculum or budget decisions is not always apparent.

In order to ensure that all faculty have developed clearly stated goals and objectives for the courses they teach, a standardized course syllabus template was developed. The syllabi are posted on Eastern’s learning management system so that the goals and objectives are communicated to students. For multiple-section courses, faculty discussed and developed a common set of course goals and objectives.

Issues/Barriers

As stated above, Eastern has for many years used the CAAP exam as the only method to assess general education learning. Although the exam allows us to compare our students’ performance against national scores, we do not believe that it provides the best measure of the general education learning goals.

Although students are encouraged to take the exam, and the nursing program requires it, less than half of graduating sophomores participate. Of those who do, many do not take it seriously. For the spring 2011 test, fifty-two percent gave little or no effort on the science exam and forty-three percent gave little or no effort on the mathematics test. Also, it is not clear how we can improve students’ scores unless faculty teach what the test covers. Finally, the test is very expensive and we might better spend our assessment budget in other ways.

Other areas where we need to improve include tracking of graduates, co-curricular learning assessment, and student satisfaction surveys. Nursing and other applied programs do a good job of tracking graduates in regards to licensure pass rates, job placement, and employer satisfaction, but we receive little to no feedback on our transfer students from the four-year universities. Presently we do not conduct any assessments of co-curricular learning. A new Dean of Students has been hired and he is eager to plan activities that support the academic learning goals. We are hopeful that cooperation and collaboration between academic and student affairs will enhance our assessment efforts and ultimately impact student learning. This will be especially important as we need to do a better job of soliciting and using student feedback to improve learning. We use the ACT Student Opinion Survey but it doesn’t appear that the results are used for anything other than to provide information for the student satisfaction section of the OSRHE assessment report.

Accomplishments

One program that does an exceptional job of assessing student learning and analyzing the results to make decisions is Nursing (AAS). It is significant that as a result of the assessment process, the most recent National Council Licensure Examination-Registered Nurse (NCLEX-RN) pass rates were 100 percent at Eastern’s Wilburton and McAlester campuses. The pass rate at Idabel, where Eastern is the two-year partner of Southeastern Oklahoma State University, was considerably lower. The nursing faculty were able to make some changes in clinical rotations and testing procedures at Idabel. Although it is too early to predict NCLEX results, the Idabel students’ scores on standardized tests (ATI) have increased significantly.

Another area where we are seeing improvement is in our online courses. We received a five-year Native American Serving Non-tribal Institutions (NASNTI) grant to improve our online course offerings. The main goal of the project is to develop new online courses and online student support services so that we will be able to seek approval for five online degrees by the end of the grant in 2016. Through the grant, we joined the Quality Matters consortium in Oklahoma. Online courses are now evaluated by the Quality Matters rubric. Faculty receive training on how to write course goals and learning objectives and how to align the course and assessments to the goals and objectives. Although this does not complete the assessment cycle, it has been a valuable training in the first step of the process.
We have made some progress since the HLC 2006 comprehensive visit. We now have an assessment committee in place to provide needed centralization. We have begun to focus on general education learning goals and have conducted two assessments of writing abilities.

However, we have much room for improvement. Assessment continues to be a compliance task, faculty buy-in is not widespread, much of the assessment data that is collected is not analyzed or used to make decisions, decisions based on assessment data are not well documented, and the general education assessment provided by the CAAP exam is not very useful. Because we are committed to improving student learning and our efforts so far have produced mixed results, we have decided to apply to HLC’s Assessment Academy.

Needs and Benefits

2. What are the most pressing needs that you expect to be addressed via your participation?

The most pressing need we hope will be addressed by our participation in the Academy is to establish a campus-wide culture of assessment at our college. We hope to change what has often been a compliance task to a process that will produce reliable data which we will use to make and document decisions to improve student learning. We need to develop a more consistent system of assessment to be used campus-wide for general education and academic programs. We need to evaluate the data we are collecting to determine if it will measure our learning goals and objectives, discuss the data both across campus and within departments, use the data to make decisions, and report to share-holders, including our students, governing board, state Regents, and HLC.

3. Why is the Academy key to your success at this time?

The visiting team for Eastern’s 2006 Comprehensive visit did not cite any evidence related to assessment that required Commission follow-up, but did note the need for organizational attention. As described above, we have made little progress since that visit. And we have recently been notified that Eastern will transition from PEAQ to the Standard Pathway Model. We welcome the closer monitoring and interactions with the Commission that the Standard Pathway will provide and believe assessment of student learning is the best area to focus on for improvement. Given the need to rebuild our assessment system, it’s imperative that we do it correctly. In preparing our answer to the question, “What is your assessment story?” it became obvious that we need the kind of hands-on assistance and target deadlines that the Academy will provide. We are committed to using assessment to improve student learning; participation in the Academy, which is intended to “develop institutional culture and increase institutional commitment to assessing and improving student learning”, will provide the best guarantee that we will “get it right”.

4. What are your goals for the Academy participation? What do you think will be your focus during the Academy?

We hope to rebuild our assessment processes by first developing an academic assessment plan. This will be facilitated by the members of the Assessment Committee and with input from faculty and staff. Included in the plan will be foundational information about assessment, e.g., what it is, what it does, how it is used. We have already identified learning goals and objectives for general education and programs so we will need to identify appropriate assessment measures. Since general education touches all programs on campus as well as co-curricular activities, we think it is the best area to begin with to change the campus-culture on assessment. As described above, we do not believe that the CAAP exam provides reliable, usable information on student mastery of our general education goals. Through our participation
in the Academy, we hope to develop a new campus-, program- and course- embedded system to assess our general education learning goals. We need to develop a centralized, consistent system to evaluate and document our assessment results and document actions that result from the assessment process.

The processes that we will put in place will serve as a guide for assessment of academic program goals and objectives. Again, the assessment committee members will lead that effort in their respective divisions. We believe that this will be the best method to secure faculty support that will change assessment from a compliance exercise to a meaningful undertaking that will positively impact student learning.

Commitment and Focus

5. What evidence demonstrates your commitment to and capacity for assessment of student learning?

Eastern Oklahoma State College is committed to improving student learning. Our new Strategic Plan 2011-16, which was developed with campus-wide input, includes Goal #2: Increase the percentage of students who progress toward and achieve their academic and career goals, a Key Performance Indicator of Learning Outcomes Assessment and target of developing and implementing a new learning outcomes assessment process by the end of FY2013. In order to work towards achieving this goal, funding to attend Year One of the Academy has been included in the 2011-12 budget; funding for Years Two, Three, and Four will be allocated in future budgets.

The President, Vice President for Academic Affairs, and the six Division Deans support the Assessment Academy application. An assessment committee, consisting of a faculty representative from each of the six academic divisions, the Coordinator of Institutional Research, and the Vice President for Academic Affairs, has been established. With the approval of the Division Deans, each faculty division representative will receive three hours release time or the equivalent stipend each semester for the duration of the Academy. The College library contains a collection of works on assessment that the committee members have consulted to become more informed about assessment.

As described above and in keeping with the Commission’s Statement on Assessment of Student Learning: “…Faculty members, with meaningful input from students and strong support from the administrative and governing board, should have the fundamental role in developing and sustaining systematic assessment of student learning.”, the assessment committee will work directly with faculty across campus. In addition, others such as the Library Director, The Dean of Students, and academic advisors will be included in the discussions. A committee chair will coordinate the activities, and the VPAA will be ultimately responsible for ensuring that all tasks are completed according the Academy’s guidelines and timeframes.

Potential Impact

6. What results do you want to achieve by the end of four years in the academy? What is the potential for impact on the institution? On learning and teaching? On organizational culture?

The most tangible result we hope to achieve through our participation in the Academy will be the development and use of an effective, reliable assessment plan. With the plan in place, we will have a system that will allow us to collect, analyze, and use data on student learning to inform our curricular and budgetary decisions. We anticipate that the improved assessment process will provide validation and affirmation for our faculty. We are an open-door teaching institution and our faculty are dedicated to student success. We believe that, for the most part, we do a good job of educating our students. The assessment process will allow us to document the learning our students achieve and share their achievements with our college, present and future students, alumni, governing board, and accrediting
bodies. More importantly, assessment will provide a reliable framework to help us identify areas where we need to improve so that we can improve instruction, make modifications, and re-evaluate learning.

We expect that participation in the Academy will be transformative and culture-changing. Instead of being a compliance activity, assessment will be a tool that will positively impact teaching and learning, will foster cooperation and collaboration among all college units, especially academic and student affairs, and will be an impetus for decision-making across the College.

7. How will your work in the Academy contribute to improvement of student learning at your institution?

Our work in the Academy will focus on the learning achieved in the general education curriculum. Many factors contribute to that learning so it may be difficult to demonstrate that learning will improve as a result of assessment. However, we believe that we will see improvement because we will have a system in place that will allow us to collect reliable, usable information and to analyze it to make decisions. We already make curricular and budgetary decisions; decision-making processes will lead to improved student learning if we are using reliable information about student learning. For example, a few years ago, a biology instructor began using inquiry-based laboratory activities to improve student mastery of science process goals and objectives. Since we use the CAAP to assess science reasoning skills and many students give minimal effort on the test, there was no way to verify if learning had improved as a result of the change. Similarly, we believe that decreasing the size of our freshman composition classes, which would entail the added expense of additional sections, will increase students’ writing abilities. However we do not have any data, other than anecdotal, on whether larger class sizes negatively impact learning or if decreasing class sizes will improve learning.

We are committed to student learning. We have identified general education learning goals and objectives. We need a reliable, useful system to measure the learning our students achieve, to analyze the results of assessment, and to act upon those results in a way that will positively impact learning. Participation in the Academy will help us achieve these outcomes.
Project: Transforming General Education Assessment
Transforming General Education Assessment  
Eastern Oklahoma State College  
July 2012

PLAN

1. Shared Responsibility

Describe your plan for creating shared responsibility for assessing and improving student learning. (100-200 words)

The Vice President for Academic Affairs (VPAA) and the Assessment Academy team will bear the primary responsibility for our assessment project “Transforming General Education Assessment”. The six division deans will ensure that each full-time faculty member actively participates in the development and piloting of revised instruments to assess general education learning goals. In order to enhance faculty buy-in, the Academy team will conduct forums on student learning which will be held at the start of the fall and spring semesters. Follow-up “brown bag” assessment meetings will address various assessment topics, e.g., writing learning outcomes, developing rubrics, etc. Assessment training will be incorporated in new faculty orientation.

We will monitor our progress through regular meetings of the Academy team, division meetings, and monthly meetings of the division deans and the VPAA. We believe assessment is everyone’s responsibility so the VPAA will keep the College President and other members of his leadership council informed of the project’s progress and will present a progress report to the Board of Regents annually.

2. Impact of Academy Participation

What is the broader impact of your Academy work on the institution, faculty and staff, students, or other stakeholders? How will this work influence the culture of your organization, build institutional capacity, advance teaching and learning…etc.? (100-200 words)

The most tangible result we hope to achieve through our participation in the Academy will be the development and use of an effective, reliable assessment plan. With the plan in place, we will have a system that will allow us to collect, analyze, and use data on student learning to guide our curricular and budgetary decisions. We anticipate that the improved assessment process will provide validation and affirmation for our faculty. We are an open-door teaching institution and our faculty are dedicated to student success. We believe that, for the most part, we do a good job of educating our students. The assessment process will allow us to document the learning our students achieve and share their achievements with our college, present and future students, alumni, governing board, and accrediting bodies. More importantly, assessment will provide a reliable framework to help us identify areas where we need to improve so that we can improve instruction, make modifications, and re-evaluate learning.

We expect that participation in the Academy will be transformative and culture-changing. Instead of being a compliance activity, assessment will be a tool that will positively impact teaching and learning, will foster cooperation and collaboration among all college units, especially academic and student affairs, and will be an impetus for decision-making across the College.
3. Other important aspects

Optional: What else is important to know about your work on assessing and improving student learning? (100-200 words)

The visiting team for Eastern’s 2006 Comprehensive visit did not cite any evidence related to assessment that required Commission follow-up, but did note the need for organizational attention. We have made some progress since the HLC 2006 comprehensive visit. We now have an assessment committee in place to provide needed centralization. We have begun to focus on general education learning goals and have conducted two assessments of writing abilities. During the spring 2011 semester, approximately 100 students in Freshman Composition II wrote essays that were evaluated with a simple rubric by three faculty members from outside the English department. The results showed that over 90% of the students could write an essay that would earn a grade of at least C. However, the rubric did not provide enough detail on common errors to impact instruction so a common grammatical error tally sheet was developed. The evaluation was repeated spring 2012. In addition, two sections of Freshman Composition II were selected to test if grammar skills could be improved. These measures serve as a pilot for course-embedded general education assessments that we will develop in our Academy project.

CONCEPT

1. Describe this student learning project

Describe the project you developed at the Roundtable. Focus particularly on the general strategies you developed. (500 words)

Our student learning project focuses on (1) a revision of general education assessment, (2) the development of a sustainable assessment system and (3) the creation of a culture of assessment that will lead to improved student learning. Our Academy team, which will coordinate all the activities associated with our plan, consists of the VPAA and a faculty representative from five of the six divisions (a representative from the nursing division was not included in the team; however nursing faculty will participate in the project).

Revision of general education assessment

The team began its work by reviewing and proposing new general education learning goals. These goals will be presented to the faculty for review and approval at the Fall Forum on Student Learning which will be held prior to the start of the fall semester. The forum will also include an overview of the assessment process, information about the Assessment Academy, and our assessment action plan. We will begin with the general education learning goal of communication-writing skills and quantifiable learning outcomes will be developed. Results of the 2011 and 2012 writing essay described above will be presented along with the scoring rubric for discussion and modification if necessary. Faculty will be asked to identify writing-intensive courses within degree programs for further assessment of writing abilities. The assessments will be conducted during the fall 2012 semester and the results will be presented to the faculty and interested staff at the Spring Forum on Student Learning. During the spring 2013 semester, we will define learning outcomes and rubrics appropriate to oral communication and conduct a pilot assessment in the Fundamentals of Speech classes near the end of the spring semester. The assessment tool will be refined and used to evaluate oral communication skills within selected courses and programs during the fall 2013 semester. Assessment measures for the remaining general education learning goals will be developed and piloted in subsequent years following the same model.
Development of a sustainable assessment system
Creation of a culture of assessment that will lead to improved student learning

Perhaps our biggest challenge in developing a system of student learning assessment that will last beyond our Academy experience will be to foster faculty buy-in and to document the use of assessment results to improve student learning. We feel that communication and education are keys to meeting these challenges. As described above, we plan to conduct semi-annual forums on student learning. These forums will be a regular, expected component of the start of each semester which we believe will enhance system sustainability. Further, by beginning each semester this way, the importance of assessment as a means to improve student learning will be reinforced. In addition to the student learning forums, assessment will be included in new faculty orientations. We will also build a collection of assessment books and resources which will include an assessment page on our website. This web page will include general information about assessment, our assessment plan, assessment results, rubrics, etc. Finally, we will share our assessment activities with other stakeholders, including students, staff, administrators, and the governing board. The proposed assessment system is diagrammed below.
2. Desired results from the project

What are the desired outcomes of this project? How will you know that you have achieved each of these outcomes?
The ultimate outcome of the project will be the development of a sustainable system to assess student learning that uses results to improve general education learning goals and outcomes. A regular schedule of assessment and the documentation of how assessment results are used will provide evidence that this outcome has been achieved. A comparison of student learning as measured by our assessment instruments over time will allow us to determine if student learning has been improved. We also hope that budget decisions will be impacted by assessment results; this outcome will be easily monitored. In addition to sustainability, we also expect that the revised system for assessment of general education learning goals and outcomes will produce usable data that can impact curriculum and teaching. We will be able to determine this through feedback solicited from faculty at student learning forums, “brown bag” meetings, and division meetings. We anticipate that faculty will buy-in to the importance of assessment to improve student learning which will also be demonstrated at the aforementioned meetings.

3. Challenges and expectations

What serious challenges do you expect to encounter? How will you deal with them?

One serious challenge that we anticipate is a lack of time to develop a new system for general education assessment. Currently, we use the CAAP as our only general education assessment. The test is administered by the scholarship coordinator who sends a copy of the results to the VPAA’s office for distribution. Other than reviewing and analyzing the test results, faculty spend little time with the assessment. The new system we intend to develop will require a substantial investment of time on the part of the faculty, division deans and the Academy team. To support the plan, members of the Academy team will receive three hours release time or the equivalent stipend each semester of our Academy participation. We will also conduct student learning forums twice a year to allow faculty the time needed to develop the new system.

Another serious challenge that has been ongoing at Eastern is a lack of faculty buy-in regarding assessment. We believe that the forums, “brown bag” and other meetings, and new faculty hires will help create a culture of assessment as a means to improve student learning.

Limited financial resources for assessment has been an issue in the past. However, the College has been the financial commitment to Academy participation and we believe that the budget will continue to support assessment efforts after our Academy participation ends.

Finally, there is a lack of understanding about assessment and its importance among the non-academic staff and some administrators. We plan to share our Academy work with the college through a web page, presentations and annual reports to the governing board. As we move through our project, we will look for additional avenues to communicate with all stakeholders regarding assessment and student learning.
## 4. Planning and Managing the student learning project

Describe the specific steps you will be taking in Year 1 to develop and implement the early stages of the project.

<table>
<thead>
<tr>
<th>When</th>
<th>What</th>
<th>Who’s Responsible</th>
<th>How/Details</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug. 2012</td>
<td>Present revised Gen. Ed. Learning Goals and develop measurable learning outcomes for Written Communication</td>
<td>Academy Team VPAA</td>
<td>Faculty Conference</td>
<td>Round table discussions</td>
</tr>
<tr>
<td>Fall Forum</td>
<td>Present assessment action plan</td>
<td>Academy Team VPAA</td>
<td>Faculty Conference admin. meeting</td>
<td>Power point /presentation</td>
</tr>
<tr>
<td>Aug. 2012</td>
<td>Present results of essay writing assessments conducted in spring 2011, 12 Review rubric that was used: does it measure the identified LOs?</td>
<td>Faculty/Academy Team</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall Forum</td>
<td>Revise or Develop new rubric for above</td>
<td>Faculty/Academy Team</td>
<td></td>
<td>Committee Meeting</td>
</tr>
<tr>
<td>Aug. 2012</td>
<td>Identify writing-intensive courses within degree programs for writing assessments Decide how we will conduct the assessment, how many students, which classes, etc.</td>
<td>Faculty/Academy Team</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall 2012</td>
<td>Pilot instrument in selected courses</td>
<td>Faculty</td>
<td>Embedded in course</td>
<td></td>
</tr>
<tr>
<td>Fall 2012</td>
<td>“Brown bag” assessment meetings</td>
<td>VPAA, Academy Team, others</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jan. 2013</td>
<td>Present results of fall pilot and evaluate: what problems or issues occurred? Revision to rubric? What do the results tell us? What changes in instruction, curriculum indicated?</td>
<td>Admin./Academy</td>
<td></td>
<td>In-service</td>
</tr>
<tr>
<td>Spring Forum</td>
<td>Begin discussion of Gen Ed learning goal Oral Communication and develop measurable LOs Develop rubric for oral communication.</td>
<td>Faculty/Academy Team</td>
<td>Speech department</td>
<td></td>
</tr>
<tr>
<td>Time</td>
<td>Activity</td>
<td>Department</td>
<td>Committee</td>
<td></td>
</tr>
<tr>
<td>--------------</td>
<td>---------------------------------------------------------------------------</td>
<td>---------------------</td>
<td>-----------------------------</td>
<td></td>
</tr>
<tr>
<td>Spring 2013</td>
<td>Pilot oral communication assessment in intro to speech sections</td>
<td>Speech department</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spring 2013</td>
<td>Repeat writing assessment in ENGL 1213</td>
<td>ENGL faculty and graders</td>
<td>Faculty Committee</td>
<td></td>
</tr>
<tr>
<td>Spring 2013</td>
<td>Larger Pilot of writing assessment in selected courses within degree programs</td>
<td>Faculty</td>
<td>Embedded in course</td>
<td></td>
</tr>
<tr>
<td>April 2013</td>
<td>Send at least 2 Academy team members to HLC annual conference</td>
<td>VPAA, Academy Team</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spring 2013</td>
<td>“Brown bag” assessment meetings</td>
<td>VPAA, Academy Team, others</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Summer 2013</td>
<td>Plan for 2013-14 Forums, Review first year progress</td>
<td>VPAA, Academy Team</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
General Education Learning Goals
General Education Learning Goals

In accordance with the policies of the Oklahoma State Regents for Higher Education (OSRHE) and the accreditation standards of the Higher Learning Commission of the North Central Association, all of the degree programs of Eastern Oklahoma State College contain a significant general education component. For A.A. and A.S. degrees at Eastern, at least 40 semester credit hours must be in general education courses. For A.A.S. and certificates, the general education portion is reduced, but it remains an important part of the collegiate academic experience.

General education in the college curriculum emphasizes the learning of facts, values, understandings, skills, attitudes, and appreciations believed to be meaningful concerns that are common to all students by virtue of their involvement as human beings living in the twenty-first century. General education, with its foundation in the liberal arts and the addition of new disciplines not traditionally associated with liberal studies, seeks to provide today’s college student with an education which moves beyond a narrow self-orientation into a position of grasping educational knowledge and experience that is significant for the individual to function adequately in his or her relationships to the global community.

The faculty of Eastern Oklahoma State College expresses the broad purposes of general education by specifying Five Student Outcomes for General Education. With these outcomes in mind, the end result of general education, with its emphasis on the need for both practical and liberal learning, should provide a foundation for continued study and to increase the capacity of graduates to live meaningfully in relation to others.

Proposed – General Education Learning Goals: Communication; Critical Thinking; Information & Technology Literacy; Quantitative & Scientific Reasoning; and Culture, Global Awareness, and Social Responsibility.

Communication:

Students will employ effective written and oral communication skills in order to convey clear and organized information to target audiences. Toward attaining this goal, students will:

- Communicate effectively using listening, speaking, reading, and writing skills.
- Develop precision, clarity, and fluency in writing.
- Develop accuracy, conciseness, and coherence in spoken communication.
- Demonstrate competence in verbal and nonverbal communication.
- Demonstrate logical organization, coherent thinking, and precision in writing.
- Use standard English in academic and professional settings

Critical Thinking:

Students will practice analytical and evaluative thinking with a view toward continuous improvement. Toward attaining this goal, students will:

- Independently identify problems and pose questions
- Gather, read, evaluate and integrate relevant information
- Explore alternative perspectives and their implications
- Draw well reasoned conclusions
Information & Technology Literacy:

Students will legally and ethically retrieve and utilize information competently using critical evaluation and discipline-appropriate technology to meet a variety of professional and personal needs. Toward attaining this goal, students will:

- Identify information needs
- Locate, evaluate, and appropriately use information
- Communicate information using appropriate technologies
- Utilize technologies to organize concepts and ideas
- Utilize technologies to learn and problem-solve
- Demonstrate an awareness of the ethical, legal, and social/cultural responsibilities in the use of information and technology

Quantitative & Scientific Reasoning:

Students will apply appropriate mathematical and scientific concepts and processes in order to interpret data and solve problems based on verifiable evidence. Toward attaining this goal, students will:

- Describe and delineate the components of the scientific method.
- Apply scientific and mathematical methods to solving problems.
- Collect, graph and summarize data and make relevant observations and statements of results and formulate questions.
- Evaluate evidence and determine if conclusions based upon data are valid and reliable
- Distinguish sound scientific works from non-scientific works.

Culture, Global Awareness, and Social Responsibility:

Students will recognize the beliefs, behaviors, and values of diverse cultures from a global perspective. Students will recognize the value of meaningful civic and scholarly activities. Toward attaining these goals, students will:

Display basic knowledge of social, political, economic and historical concepts as they relate to the United States

- Identify the responsibilities and choices of involved citizenship
- Examine the global interdependence of humanity
- Explain social and cultural customs within their historical context
- Recognize and assess the significance of cultures and societies and describe the commonalities/differences among cultures from a global perspective
Fundamental Questions about Student Learning
Fundamental Questions about Student Learning

1. How are your stated student learning outcomes appropriate to your mission, programs, degrees, students, and other stakeholders?
   - How explicitly do major institutional statements (mission, vision, goals) address student learning?
   - How well do the student learning outcomes of programs and majors align with the institutional mission?
   - How well do the student learning outcomes of general education and co-curricular activities align with the institutional mission?
   - How well do course-based student learning outcomes align with institutional mission and program outcomes?
   - How well integrated are assessment practices in courses, services, and co-curricular activities?
   - How are the measures of the achievement of student learning outcomes established?
   - How well are they understood?

2. What evidence do you have that students achieve your stated learning outcomes?
   - Who actually measures the achievement of student learning outcomes?
   - At what points in the curriculum or co-curricular activities are essential institutional (including general education), major, or program outcomes assessed?
   - How is evidence of student learning collected?
   - How extensive is the collection of evidence?
3. In what ways do you analyze and use evidence of student learning?

- Who analyzes the evidence?

- What is your evidence telling you about student learning?

- What systems are in place to ensure that conclusions are drawn and actions taken on the basis of the analysis of evidence?

- How is evidence of the achievement of student learning outcomes incorporated into institutional planning and budgeting?

4. How do you ensure shared responsibility for student learning and assessment of student learning?

- How well integrated are assessment practices in courses, services, and co-curricular activities?

- Who is responsible for the collection of evidence?

- How cross-functional (i.e., involving instructional faculty, Student Affairs, Institutional Research, and/or relevant administrators) are the processes for gathering, analyzing, and using evidence of student learning?

- How are the results of the assessment process communicated to stakeholders inside and outside the institution?
5. How do you evaluate and improve the effectiveness of your efforts to assess and improve student learning?
   - What is the quality of the information you have collected telling you about your assessment processes as well as the quality of the evidence?
   - How do you know how well your assessment plan is working?

6. What steps, if any, is your institution taking to assure full, accurate, and open disclosure about the degree to which students are achieving stated learning outcomes, as well as plans to improve that achievement?
   - To what internal stakeholders do you provide information about student learning?
   - What is the nature of that information?
   - To what external stakeholders do you provide information about student learning?
   - What is the nature of that information?
Grading Rubric & Checklist
OBJECTIVES FOR WRITING ASSESSMENT

1) Demonstrate knowledge of standard English including but not limited to grammar syntax, spelling, punctuation, and vocabulary.

2) Demonstrate the ability to write an acceptable essay form including an introduction with a thesis and plan of development, supporting paragraphs including transitions, topic sentences, support for thesis, and a conclusion.

3) Demonstrate organizational skills of unity and coherence by maintaining focus on the thesis. Demonstrate critical thinking skills by using examples, case studies, analogies, etc., to support the thesis statement.

ABILITY TO COMMUNICATE COMPETENTLY RUBRIC

<table>
<thead>
<tr>
<th>ELEMENTS</th>
<th>MEETS</th>
<th>DOES NOT MEET</th>
</tr>
</thead>
<tbody>
<tr>
<td>Correct usage of standard English</td>
<td>Adequate use of standard English</td>
<td>Inadequate use of standard English</td>
</tr>
<tr>
<td>Use of acceptable essay form including</td>
<td>Uses acceptable essay form including organizational skills</td>
<td>Unacceptable essay form; lack of organization</td>
</tr>
<tr>
<td>organizational skills</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Unity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Coherence</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use of critical thinking skills to support thesis</td>
<td>Uses critical thinking skills focusing on the thesis</td>
<td>Lacks application of critical thinking skills</td>
</tr>
</tbody>
</table>
Potential Grammatical Errors

- Fragments
- Run-ons
- Comma Splices
- Correct Punctuation
- Subject/Verb Agreement
- Pronoun/Antecedent Agreement
- Incorrect Verb Forms
- Verb Tense Shifts
- Dangling Modifiers
- Parallel Construction
- Usage Problems: there/their, your/you’re, its/it’s, to/too, lie/lay, sit/set, who/whom, he/him, she/her, affect/effect, etc.
- No abbreviations
- No clichés
- Misspelled Words

Potential Content Errors

- Does the essay have a clear thesis statement?
- Is there a 2-level outline in proper form that follows the thesis statement?
- Is there an introductory paragraph?
- Do the body paragraphs support the thesis?
- Is there enough support?
- Is there proper documentation for anything that is used?
- Are there transitions between paragraphs?
- Is there a concluding paragraph that goes back to the thesis?
Professional Development Resources
Professional Development Resources

Professional Development Resources on ASSESSMENT
Eastern Oklahoma State College Library


   Angelo, Thomas A. and K. Patricia Cross (2nd edition; 1993)
   *This revised and greatly expanded edition of the 1988 handbook offers teachers at all levels how-to advise on classroom assessment, including:
   - What classroom assessment entails and how it works.
   - How to plan, implement, and analyze assessment projects.
   - Twelve case studies that detail the real-life classroom experiences of teachers carrying out successful classroom assessment projects.
   - Fifty classroom assessment techniques
   - Step-by-step procedures for administering the techniques
   - Practical advice on how to analyze your data

2. Assessment in Practice

   *Brings together in one volume the best current knowledge of what assessment methods work best and how their principles should be incorporated into all effective assessment efforts, whether at institutional, program, or department levels. Drawing from 165 actual cases and reporting 86 of them in their entirety, the authors illustrate methods and techniques of assessment covering a wide range of objectives in diverse types of institutions.

3. Building a Scholarship of Assessment

   *In this book, leading experts in the field examine the current state of assessment practice and scholarship, explore what the future holds for assessment, and offer guidance to help educators meet these new challenges. The contributors root assessment squarely in several related disciplines to provide an overview of assessment practice and scholarship that will prove useful to both the seasoned educator and those new to assessment practice. Ultimately, "Building a Scholarship of Assessment" will help convince skeptics who still believe outcomes assessment is a fad and will soon fade away that this is an interdisciplinary area with deep roots and an exciting future.

4. Community College Assessment

   Banta, Trudy A. (Editor; 2004)
   *This makes the need for assessment methods of demonstrated value in the community college setting more critical than ever. This new booklet is designed to address this need, presenting for the first time between two covers some of the strongest illustrations of good practice that have appeared in the pages of the award-winning newsletter, Assessment Update. Articles address such issues of concern to community college faculty and administrators as evaluating transfer success, the community and technical college students’ perceptions of student engagement, assessing learning communities, assessing employer needs, and the role of corporate partnerships in assessment. Drawing on both faculty-created and standard measures, such as the Community College Student Experiences Questionnaire and the Community College Survey of Student Engagement, the authors explore the
effectiveness of various approaches and how they can be used to make the kind of curricular changes that can lead to improved student-learning outcomes.

5. **Assessing Student Learning and Development: A Handbook for Practitioners**

   Bresciani, Marilee J.; Carrie L. Zelna, and James A. Anderson (2004)

   *Assessing Student Learning and Development* is a must read for professionals at any level of their career. The authors not only document the importance of assessing student learning, but also provide student affairs professionals with specific techniques, ideas, and examples for assessing student learning and development in academic and student support services.

6. **Assessment Practices**

   Coombe, Christine A. and Nancy J. Hubley (Editors; 2003)

   *Assessment Practices* investigates thirteen case studies in TESOL Practice Series. It includes five categories of discussion: comprehensive assessment, curriculum washback, in-program assessment, end-of-program assessment, and program evaluations.

7. **Outcomes Assessment in Higher Education: Views and Perspectives**

   Hernon, Peter and Robert E. Dugan (Editors; 2004)

   *Outcomes Assessment in Higher Education* focuses on assessing institutional quality and effectiveness, and responds to the increasing demand for greater accountability at all levels of institutional activity. It provides material that anyone in higher education dealing with outcomes assessment will find useful. The book presents the perspective of assessment associations and regional accrediting bodies, faculty members who have prepared plans for implementation of outcomes assessment, and librarians engaged in such assessment. Examples provide practical guidance in determining assessment options and how to proceed in establishing and applying assessment programs. This unique book provides a broad, cross-disciplinary perspective on the discussion of educational quality as reflected through outcomes assessment. Regardless of their position or source of employment, the message of the various authors is the same: outcomes assessment is here to stay.


   Leskes, Andrea and Barbara D. Wright (2005)

   *This guide offers practical recommendations for individuals involved with the assessment of general education programs and outcomes on campus. It includes a step-by-step assessment checklist, tips for better assessment, and examples of assessment tools, methods, and rubrics for assessing a variety of key outcomes of a quality general education.*

9. **Assessing Adult Learning: A Guide for Practitioners**

   Moran, Joseph J. (1997)

   *This edition of Assessing Adult Learning: A Guide for Practitioners shows adult educators how to use informal assessments to improve the learning of those they serve. It explains well-established assessment principles and demonstrates how educators can use those principles to devise and conduct assessments in collaboration with their learners. Great care is taken to illustrate how the techniques of informal assessment can be implemented across the full range of adult learning settings. Consideration is also given to several current issues and trends in assessing adult learning including multiculturalism, distance learning, learners with disabilities, and using performance/portfolio assessments.*

10. **Assessment Essentials: Planning, Implementing, and Improving Assessment in Higher Education**
Palomba, Catherine A. and Trudy W. Banta (1999)

*This step-by-step guide provides the most current practices for developing assessment programs on college and university campuses. Assessment Essentials outlines the assessment process from the first to the last step and is filled with illustrative examples to show how assessment is accomplished on today's academic campuses. It is especially useful for faculty members and others who may be new to the assessment process. In clear, accessible language, Palomba and Banta describe effective assessment programs and offer a thorough review of the most up-to-date practices in the field.

11. Assessment Clear and Simple: A Practical Guide for Institutions, Departments, and General Education

Walvoord, Barbara E. (2010; 2nd edition)

*Assessment Clear and Simple provides a concise, step-by-step guide for the assessment process. This practical book provides cost-efficient and useful tools that fulfill the requirements of accreditation agencies, legislatures, review boards, and etc. to ensure a simple, successful assessment. With an easy-to-read manner, this toolkit explores the areas of planning, budgeting, and the changes in the curriculum, pedagogy, and programming. This modified edition includes new standardized tests, portfolios, and e-portfolios for the assessment process, and new institution-wide planning tools developed by the author for anyone involved in higher education.