

Resources & References

Ephraim Schechter

SACS-COC 2009 Institute on Quality Enhancement & Accreditation

Slide 2: In this session...

- Meta-list: Internet Resources for Higher Education Outcomes Assessment (<http://www2.acs.ncsu.edu/UPA/assmt/resource.htm> or just Google "outcomes assessment")
 - Large meta-list of web links, from North Carolina State University
 - Entries are annotated so you can use your browser's (F)ind function to locate information about a particular topic.
 - Topics include:
 - General resources
 - Lists, organizations, conferences, consultants, glossaries, graduate training opportunities, online discussions, etc.
 - Examples & discussion-list threads on topics such as the structure of assessment offices, faculty attitudes towards assessment, and assessing administrative & support units.
 - Information about & examples of
 - Rubrics, e-portfolios, CATS (classroom assessment techniques), etc.
 - Nationally-standardized surveys & tests.
 - Tools for online surveying, portfolios, managing assessment information & processes.
 - Assessment "handbooks" from individual colleges/universities as guidance for their faculty & staff.
 - Information about assessment of specific skills or content, e.g.:
 - General-education skills/abilities.
 - Specific disciplines (where available), e.g. biology, business, engineering, mathematics, psychology, teacher education.
 - Individual institutions' assessment websites.
 - Assessment information from state boards/commissions and regional & discipline-specific accrediting bodies.
 - Student assessment of courses & faculty ("course evaluations").

The examples for **Slides 4-7** illustrate different approaches to presenting each type of information. They're ideas that you might want to borrow from, not "best practices" that you *should* use.

Slide 4: An institutions' assessment website might include:

- An overview of assessment at the institution
 - California State University, Sacramento (<http://webapps2.csus.edu/assessment/>)
 - King's College (<http://www.kings.edu/Academics/caprogram.htm>)
 - California State University, Stanislaus (<http://web.csustan.edu/OAQA/Data/OverviewAssessmentCSUS.html>)
- Policies, general processes, assessment plan
 - Cleveland State University (<http://www.csuohio.edu/assessment/assesscsu.html>)
 - Morningside College (<http://webs.morningside.edu/oair/assessment/guidelines.htm>)
 - System-level policy/processes pages
 - SUNY's system-wide general-ed assessment process (<http://www.suny.edu/provost/Assessmentinit.cfm?navLevel=5>)
 - University of Texas System (<http://www.utsystem.edu/aca/initiatives/assessment/>)

Resources & References

Ephraim Schechter

SACS-COC 2009 Institute on Quality Enhancement & Accreditation

- Calendars, reporting forms/formats
 - Calendars & timelines
 - University of Colorado at Colorado Springs (<http://www.uccs.edu/~assess/saac/calendar.html>)
 - University of Louisiana at Monroe (*pdf* file; http://www.ulm.edu/assessment/documents/assessment_cycle_timeframe.pdf)
 - Formats & forms
 - University of Colorado at Colorado Springs: forms (*pdf* files) and reporting guidelines: (<http://www.uccs.edu/~assess/saac/progress.html>)
 - Indiana University Kokomo forms (*Word* documents) & reporting format guidelines (*pdf* files; <http://www.iuk.edu/%7Ekoctla/assessment/forms.shtml>)
- Programs' assessment activities
 - Summary of methods used
 - Lists/tables of assessment methods used
 - Georgia Perimeter College (http://www.gpc.edu/~ctl/summary_of_discipline_assessment_methods.htm#1)
 - Portland State University (*pdf* file; http://www.pdx.edu/sites/www.pdx.edu.cae/files/media_assets/arnap4.pdf)
 - University of Minnesota Morris (<http://www.mrs.umn.edu/committees/asl/summary.html>)
 - Who's done what so far
 - California State University, San Bernardino (links to plans & reports [*pdf* files] with indicator for programs' status so far: <http://gradstudies.csusb.edu/outcome/bycollege.html>)
 - The URL says "gradstudies" but the list includes both undergraduate & graduate programs.
 - Central Michigan University (<http://academicaffairs.cmich.edu/caa/assessment/program/database.shtml>; view each college's *program assessment activity*)
 - Individual programs' outcomes, assessment methods, results, impacts
 - Academic majors
 - Bowling Green State University (<http://www.bgsu.edu/offices/assessment/page31483.html>)
 - Oklahoma State University (tables link to individual units' plans & annual reports [*Word* documents]: http://uat.okstate.edu/assessment/assessment_at_osu/outcomes/directory.html)
 - Phillips Community College of the University of Arkansas (the programs' individual reports are also summarized in the annual college-level report [all are *Word* documents]: http://www.pccua.edu/assessment/program_assessment.htm)
 - University of Alaska Anchorage (Plans and Memos are *Word* documents, Reports are *Excel* files: <http://www.uaa.alaska.edu/assessment/assessmentmaterialsbyprogram.cfm>)
 - General education
 - Arizona Western College (general education outcomes assessment processes [*pdf* file]; http://www.azwestern.edu/learning_services/learning_support_services/assessment_program_review/downloads/GE%20Info%20FINAL.pdf)
 - Capital Community College (<http://www.ccc.commnet.edu/slat/>, scroll down to *General Education Assessment*)

Resources & References

Ephraim Schechter

SACS-COC 2009 Institute on Quality Enhancement & Accreditation

- College of William & Mary (details of general education assessment process; some web pages, some *pdf* files: http://www.wm.edu/wmoa/general_education_req.htm)
- Doña Ana Community College (*Word* documents; http://dabcc.nmsu.edu/fs/iep/assessment/ge_reports.shtml)
- Acknowledgements and campus "best practices"
 - Bowling Green State University (assessment committee awards <http://www.bgsu.edu/offices/assessment/> [2009 reports are *pdf* files, 2006 reports are *html* pages])
 - Christopher Newport University (*pdf* files: http://assessment.cnu.edu/oaea_success.htm)
 - Northern Arizona University (<http://www4.nau.edu/assessment/seals/recipients%2007-08.htm>)

Slide 5: An institutions' assessment website might include:

- Institution-wide survey data
 - Two approaches to presenting results from the same set of surveys (the University of North Carolina's system-wide surveys of first-year students, sophomores, graduating seniors, and baccalaureate alumni; both websites also include results from nationally-standardized surveys).
 - North Carolina State University (<http://www2.acs.ncsu.edu/UPA/survey/>)
 - University of North Carolina at Pembroke (*pdf* files; <http://www.uncp.edu/ie/assessment/>)
- Resources
 - Handbooks, guidelines, suggestions
 - See the *Assessment "handbooks"* section of the meta-list
 - Kansas State University (guidelines for writing student learning outcomes: <http://www.k-state.edu/assessment/slo/how.htm>)
 - Old Dominion University (see the *Assessment Toolbox* list in the left-hand menu: <http://www.odu.edu/ao/ira/assessment/toolbox/>)
 - FAQs (Frequently-Asked Questions)
 - Many FAQ pages deal with the same general questions about assessment: "Why do we have to do this?" and "What do we have to do?" Use your browser's (F)ind function to search the meta-list for "FAQ". It's interesting to see how different campuses approach the questions. For example:
 - Arkansas Tech University (http://ir.atu.edu/Assessment_Info/assessment-faq/assessment-dept-faq.htm)
 - Georgia State University (<http://education.gsu.edu/ctl/outcomes/FAQs.htm>)
 - FAQs for students
 - Old Dominion U (<http://www.odu.edu/ao/ira/assessment/about/faqs.shtml>)
 - Lincoln University (about general education assessment: <http://www.lincolnu.edu/pages/480.asp>)
 - Newsletters
 - Binghamton University (calendars, on-campus activities, guidelines, resources [*pdf* files]: <http://assessment.binghamton.edu/resources.html>)
 - Eastern New Mexico University (assessment results; each issue deals with a different topic [*pdf* files]: <http://www.enmu.edu/academics/assessment/data/datawave/index.shtml>)
 - Glossaries
 - See the *Glossaries: Assessment Terms* section in the meta-list

Resources & References

Ephraim Schechter

SACS-COC 2009 Institute on Quality Enhancement & Accreditation

- Mini-grants
 - See the *Assessment Grants* section in the meta-list
- Links to resources elsewhere
 - Florida Atlantic University (<http://www.fau.edu/iea/assessresource.php>)
 - Marquette University (http://www.marquette.edu/ctl/facdev_assessment.htm)
 - Mount Royal College (<https://www.mtroyal.ca/cr/resources.php?mode=6&menu=3> & <https://www.mtroyal.ca/cr/outcomes.php?mode=3&menu=42>)
 - Many pages on Pasadena City College's assessment website include resource links (<http://www.pasadena.edu/SLO/>)

Slide 6: To make an institution's website an effective resource, think about...

- Who it's for
 - Internal audience? External audience?
 - Internal: Most of the topics on **Slides 4 & 5** serve internal audiences. See the examples for those slides.
 - External
 - Public relations
 - Glendale Community College (<http://www.gc.maricopa.edu/assessment/index.cfm?id=1606>)
 - Indiana University-Purdue University (from IUPUI's University Portfolio: <http://www.iport.iupui.edu/selfstudy/tl/learning/>)
 - Overviews & process summaries: See the examples for **Slide 4**.
- What help do your faculty & staff need for their assessment activities?
 - California State University, Bakersfield (minimalist approach: policy & unit-level reports: <http://www.csub.edu/assessmentcenter/>)
 - Central Michigan University (lots of guidance in the *assessment toolkit* (<http://academicaffairs.cmich.edu/caa/assessment/resources/toolkit.shtml>))
- What – and how much – should we share?
 - How much detail?
 - Chandler-Gilbert Community College (college/division/institution summary of results in governing-board reports [*pdf* files]: <http://webport.cgc.maricopa.edu/published/s/lo/sloac/collection/1/>)
 - See **Slide 4** for examples that include individual programs' outcomes, assessment methods, results, & impacts.
 - Different levels for different audiences? E.g.: Indiana University-Purdue University has the portfolio for external audiences (see *Public relations*, above) and details for internal audiences (at <http://www.planning.iupui.edu/assessment/>)
 - What's public, what's restricted?
 - Public: **Slide 4's** examples of individual programs' outcomes, assessment methods, results, & impacts are all publicly available.

Resources & References

Ephraim Schechter

SACS-COC 2009 Institute on Quality Enhancement & Accreditation

- Restricted to institution's faculty & staff
 - Concordia College (the *Index of Student Learning Assessment Activities*, from <http://www.cord.edu/Academics/assessment1.php>, isn't available from outside the campus)
 - Florida Atlantic U (<http://iea.fau.edu/>; select *Assessment*, then *Assessment Database*; the database requires a login)

Slide 7: To make an institution's website an effective resource, think about how to:

- Present information
 - Compare:
 - Georgia Perimeter College (all *html*: http://www.gpc.edu/~ctl/resources_academic_assessment.htm)
 - Dalton State College (all *pdf*: <http://www.daltonstate.edu/irp/effectiveness.htm>)
 - Doña Ana Community College (almost all *Word* & *rtf* documents: <http://dabcc.nmsu.edu/fs/iep/assessment/>)
 - PDF when you want to preserve complex hardcopy format
 - University of Massachusetts-Amherst (program-review handbook: http://www.umass.edu/oapa/oapa/publications/online_handbooks/program_based.pdf)
 - Binghamton University (assessment newsletter [individual issues are *pdf* files]: <http://assessment.binghamton.edu/resources.html>)
- Gather information
 - Downloadable wordprocessor files to be completed on the viewer's own computer
 - Arkansas Tech University (forms [*Word* documents) and examples [*pdf* files]: http://ir.atu.edu/Assessment_Info/assessment-forms.htm)
 - DePaul University (*Word* documents: http://condor.depaul.edu/~tla/html/assessment_reportstemplates.html#Templates)
 - Web-page forms to be filled out online
 - Barton County Community College classroom assessment report (<http://catsurvey.bartonccc.edu/>)
 - The College of New Jersey "One Question" plan and result (<http://www.tcnj.edu/~assess/onequestion.html>)
 - *PDF* versions of forms to be filled out by hand or on a typewriter
 - Borough of Manhattan Community College (<http://www.bmcc.cuny.edu/iresearch/page.jsp?pid=1008>, see *Forms B & C*)
 - Columbus State Community College (<http://global.csc.edu/assessment/AssessmentToolbx.shtml>, select *AnnualProgram and department Assessment Plan*)
 - Lord Fairfax Community College *course assessment guides* (reporting forms) are included in the college's assessment manual (<http://www.lfcc.edu/files/documents/about/pie/assessment/Assessment-Plan-and-Manual-12-2-08.pdf>, see p. 7 & Attachment 6)
- Make sure it's easy to view
 - Accommodate multiple browsers
 - Concordia College *Powerpoint* presentation optimized for *Internet Explorer* doesn't display on *Firefox* or *Netscape* (http://www.cord.edu/dept/assessment/hlc2005_files/frame.htm)
 - University of North Texas training presentation requires *Internet Explorer*; other browsers show the message *This presentation contains content that your browser may not be able to show properly. If you*

Resources & References

Ephraim Schechter

SACS-COC 2009 Institute on Quality Enhancement & Accreditation

would like to proceed anyway, click [here](#)

(http://www.unt.edu/ir_acc/Assessment/Institutional%20Effectiveness%20and%20Outcomes%20Assessment_files/PPTs/Academic_htm.htm)

- Follow accessibility standards
 - Accessible Webpage Design: Resources (http://library.uwsp.edu/aschmetz/accessible/pub_resources.htm)

The examples for **Slides 10-12** illustrate the points being made. They're not recommendations or evaluations of particular products.

Slide 10: Tools for online surveys and portfolios

- See the *Portfolio Assessment* and *Software for web surveys* sections of the meta-list.
- These tools should make it easier for you to:
 - Gather data
 - Write & deploy surveys
 - PollCat (try Create Survey Now: <http://www.pollcat.com/>)
 - SurveyMonkey (<http://www.surveymonkey.com/>; see *Types of Questions* under Powerful Survey Designer, *Collection Features* under Feature Highlights, and *Survey Design Fundamentals* under Video Tutorials)
 - The Survey System's site includes survey-design advice (<http://www.surveysystem.com/>; select *Survey Design* from the *Research Aids* dropdown menu)
 - Collect & evaluate student work samples
 - Collect student work samples (*artifacts*)
 - Chalk & Wire: students create or upload artifacts (<http://www.chalkandwire.com/eportfolio/index.php?p=features&f=2>)
 - Add reflections & evaluations to portfolios
 - Truman State University students add end-of-career reflections to their artifacts (<http://assessment.truman.edu/components/portfolio/>; see the *Instructions for Students* and the *Faculty Guidelines*)
 - Chalk & Wire: faculty edit & comment directly on students' uploaded artifacts; <http://www.chalkandwire.com/eportfolio/index.php?p=features&f=1>)
 - Is there a built-in rubric tool? E.g., see the questions about rubrics on p. 3 of iWebfolio's *electronic portfolio analysis tool* (*pdf* file from the left-hand menu at http://www.nuventive.com/products_iwebfolio.html)
 - Analyze & summarize results
 - Qualtrix (surveys: <http://www.qualtrics.com/>; under *Qualtrix Research Suite*, select *Reporting & Analysis*)
 - Chalk & Wire (portfolios: <http://www.chalkandwire.com/eportfolio/index.php?p=reporting>)

Resources & References

Ephraim Schechter

SACS-COC 2009 Institute on Quality Enhancement & Accreditation

- Manage the process
 - WESS (Web Enabled Survey System, <http://www.webebi.com/WESS/>; see the descriptions of set up, participant management, administration, launch, and communicating with participants)
 - Chalk & Wire (<http://www.chalkandwire.com/eportfolio/index.php?p=features&f=3>)

Slide 11: Tools for online surveys and portfolios should

- Make it easier for you to share information
 - Create & distribute reports
 - See *Analyze & summarize results*, above.
 - Taskstream (portfolios: <http://www.taskstream.com/pub/LAT.asp>; scroll down to *The Interactive Toolsets*)
 - Combine results with information from other sources
 - Export KeySurvey results for further analysis (<http://www.keysurvey.com/featureslist/>)
 - Scroll down to *Report Creation, Customization, Distribution*. Click the downward-pointing triangle to expand the list. Scroll down to *export report and results*.
 - Scroll over each features' *info* link for more information
 - Information from all Blackboard Learn components can be combined (<http://blackboard.com/Teaching-Learning/Learn-Platform.aspx>; see *content management* under *Platform Capabilities*)
 - Combine iWebfolio portfolio results with assessment information in TracDat (<http://www.nuventive.com/products.html>)
- Make good use of your resources
 - Local (on your institution's servers) or hosted (on a commercial server)?
 - AskAnywhere (local: <http://www.senecio.com/askanywhere.html>)
 - LimeSurvey (local, open-source: <http://www.limesurvey.org/content/view/13/80/lang,en/>)
 - PollCat (hosted: <http://www.pollcat.com/default.asp?nav=19#Workgroups>)
 - Checkbox (either: http://www.checkbox.com/checkbox_survey_software.aspx)
 - Available as part of a course-management system?
 - ANGEL LMS (learning management system) & ePortfolio tools (<http://www.angelllearning.com/products/>)
 - Blackboard Learn (<http://blackboard.com/Teaching-Learning/Learn-Platform.aspx>)
 - *Note:* Blackboard recently bought ANGEL and may eventually incorporate some of its approaches.
 - OSP (open source portfolio system, <http://osportfolio.org/>) and Sakai (open source CMS, <http://sakaiproject.org/portal>)
 - See *EduTools'* descriptions & comparisons of CMSs (<http://www.edutools.info/>)

Slide 12: Online tools to manage assessment processes

- Information-management programs: in the meta-list's section *Tools to Help Organize Assessment Information*:
 - General-purpose tools, e.g.: Blackboard Learn, FASI-Online, OATS, openIGOR, LiveText, TaskStream's AMS, TracDat, WEAVEonline

Resources & References

Ephraim Schechter

SACS-COC 2009 Institute on Quality Enhancement & Accreditation

- Task-specific tools
 - Assignment and course-based assessment, e.g. eLumen, iSocrates, rGrade, STEPS, TaskStream's LAT, TrueOutcomes, Waypoint Outcomes, WIDS
 - Discipline-specific assessment, e.g. TK20's CampusTools HigherEd and CEA's Teacher Education Assessment System (TEAS), Education Program Identification Framework (EPIF), and CEA-Candidate Tracking (CEA-CAT) are designed for NCATE reviews; PASS-PORT versions for education, nursing, and business programs
 - Portfolio-based assessment, e.g. Digication AMS, myMAPP, Tk20's CampusTools
- These tools should help you...
 - Keep track of who's done what, when: Summarize across units, drilldown from the summary to the details
 - In eLumen's screen shots (<http://www.elumen.info/screen-shots.html>, select the html version), see pages 30-37.
 - In WEAVEonline's interactive screen shots (http://www.weaveonline.com/interactive_screenshots.asp; click *view interactive screen shots*):
 - Click the blue area (*Home*) at the top of the window to see an institution-wide status summary.
 - Click the purple area (*Program Overview*) at the top of the window to see the menu for an individual program.
- Doing it with paper: Online or downloadable forms for assessment reports
 - See **Slide 7** for examples.

Resources & References

Ephraim Schechter

SACS-COC 2009 Institute on Quality Enhancement & Accreditation

Name	
Institution	
Position	
Email address	
	Check this column if your answer is “Yes”
My institution has an assessment website	
My institution uses online tools for:	
Surveys	
Student Portfolios	
Assessment Management	
Downloadable Forms	
Software	
I am willing to be contacted about my institution’s experience	

Thanks.

I’ll compile the information and email it to the session participants so that you can continue to talk with each other about your experience with online tools for outcomes assessment.

Ephraim Schechter, Ph.D.

Web: HigherEdAssessment.com

Email: eischech@higheredassessment.com