

# Role of Technology to Support Campus Assessment Efforts

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Blackboard

# Assessment

- Accreditation's answer to accountability in higher education
- Best practice in higher education

# The Assessment Process

- Develop learning outcomes for courses, program, schools, and institutions.
- Verify curriculum alignment.
- Develop an assessment plan.
- Implement the plan—collect and assess learning evidence.
- Reach a conclusion about student attainment of each learning outcome.
- Close the loop.

# What Can Technology Contribute?



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# Data Warehouse

- Accumulation of possible assessment data
- Students can create electronic portfolios or faculty can create collective portfolios
- Surveys or other instruments can be administered, summarized, and tied to other findings (e.g., tie NSSE to learning)
- Student records can be tied to other findings

# Alignment

- Align course learning outcomes with program, school, and institutional learning outcomes
- Curriculum maps—examine alignment of curricula with learning outcomes
- Use a rubric bank to align teaching, grading, and assessment
- Identify signature assignments for specific outcomes
- Advisors, librarians, tutors, student affairs professionals, etc. can have access to outcomes and results, so can align their services to promote learning

# Assessment

- Assess course, program, school, and institution-wide outcomes
- Developmental assessment of individual students
- Random sampling of student work
- Online tutorials for training/calibrating those who will review student products
- Electronic safeguards to protect students' privacy, confidentiality, and anonymity
- Distant, asynchronous access to assessment data, e.g., adjunct faculty, advisory boards, colleagues at other campuses can review student work
- Efficient production of assessment reports

# Closing the Loop

- Just collecting data is not assessment!
- Platform for asynchronous discussion of assessment results
- Warehouse assessment studies and their impact

# Test Hypotheses

- Compare learning results for groups, e.g., online vs. face-to-face programs, main vs. remote campus programs, special-admit vs. regular-admit students, FYE students vs. other students, native vs. transfer students, etc.
- Integrate survey data, course evaluations, etc. with learning data

# Other Uses of the Assessment Infrastructure



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# Framework for a Learning-Centered Campus

- Repository of course, program, school, and institutional outcomes
- Access to assessment findings by campus stakeholders, e.g., department chairs, deans, provost, president, assessment personnel, accreditation committees, and visiting teams
- Opportunity to provide formative feedback to students as they develop their mastery of course, program, school, and institutional SLOs—then tap these grading data, aggregate results, and reach conclusions about student achievement

# Quality Assurance

- Monitor, document, and ensure the impact of assessment
- Store, access, and update assessment reports
- Identify common themes to inform faculty and staff development programs

# Program Reviews

- Easy access to data and findings across the review period

# Accreditation Records

- Institutional portfolio to share with visiting teams—outcomes, syllabi, alignment matrices, learning results, impact.
- Can be used for regional accreditation, as well as for specialized accreditation efforts, e.g., ABET, AACSB, NCATE.