

General-Education Reports

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Art And Science Of Assessing General Education Outcomes A Practical Guide

SA Dillow



Art And Science Of Assessing General Education Outcomes A Practical Guide:

The Art & Science of Assessing General Education Outcomes Andrea Leskes, Barbara Drygulski Wright, 2005 The contemporary context An introduction to the assessment process Assessment step by step Ten tips for better assessment The public interest in liberal learning Assessment methods close up

Handbook on Measurement, Assessment, and Evaluation in Higher Education Charles Secolsky, D. Brian Denison, 2017-07-31 In this valuable resource well known scholars present a detailed understanding of contemporary theories and practices in the fields of measurement assessment and evaluation with guidance on how to apply these ideas for the benefit of students and institutions Bringing together terminology analytical perspectives and methodological advances this second edition facilitates informed decision making while connecting the latest thinking in these methodological areas with actual practice in higher education This research handbook provides higher education administrators student affairs personnel institutional researchers and faculty with an integrated volume of theory method and application

Realizing General Education: Reconsidering Conceptions and Renewing Practice Cynthia A. Wells, 2015-12-30 General education is widely touted as an enduring distinctive of higher education but what do we actually mean by general education Differing perspectives not only make it challenging to consider its significance but also open it up to a wide range of determinations regarding its effectiveness This volume aims to sharpen understanding of the complex picture of general education by describing how various conceptions of general education evolved historically identifying various functions expected of general education in the contemporary context and pointing out the educational practices that fulfill general education's aims in the current context The conceptions of and aspirations for general education are consequential This volume disentangles the divergent conceptions that hinder its renewal and considers the range of avenues for realizing its effectiveness This is the second issue of the 42nd volume of the Jossey Bass series ASHE Higher Education Report Each monograph is the definitive analysis of a tough higher education issue based on thorough research of pertinent literature and institutional experiences Topics are identified by a national survey Noted practitioners and scholars are then commissioned to write the reports with experts providing critical reviews of each manuscript before publication

Applying Anthropology to General Education Jennifer R. Wies, Hillary J. Haldane, 2022-03-31 The current higher education policy and practice landscape is simultaneously marked by uncertainty and hope and nowhere are these tensions more present than in discussions and actions around general education This volume uses an anthropological approach to contemplate ways of reimagining general education for the 21st century and how faculty teachers administrators and others can transform the educational endeavor to be holistic comprehensive and aligned with the needs of people and the planet in the decades to come Included are analyses of general education concepts such as diversity case studies of general education and connecting curricula opportunities for faculty development unique general education student populations assessment strategies and philosophical pedagogical challenges Contributors make

the case that far from receding from a central role in higher education there is a need to strengthen general education curricula as key to the educational needs of students for the skills and competencies they require in the workplace and for civic engagement

Foundations of Assessment Joseph D. Levy, Natasha A. Jankowski, 2025-08-18 This book unpacks the philosophies and theories behind assessment and builds upon that foundation with practical how to guidance for effective practice Renowned assessment experts Levy and Jankowski thoughtfully explore assessment across both academic and student affairs highlighting equitable strategies throughout to demonstrate the transformative potential of assessment to enhance student learning outcomes support institutional decision making and ensure continuous quality improvement in higher education With insights drawn from extensive research and work with over 300 institutions this text prepares graduate students and practitioners to make informed choices around assessment

Education Management and Management Science Dawei Zheng, 2015-07-28 This proceedings volume contains selected papers presented at the 2014 International Conference on Education Management and Management Science ICEMMS 2014 held August 7 8 2014 in Tianjin China The objective of ICEMMS2014 is to provide a platform for researchers engineers academicians as well as industrial professionals from all over the world

Assessing Student Learning Linda Suskie, 2010-07-30 The first edition of *Assessing Student Learning* has become the standard reference for college faculty and administrators who are charged with the task of assessing student learning within their institutions The second edition of this landmark book offers the same practical guidance and is designed to meet ever increasing demands for improvement and accountability This edition includes expanded coverage of vital assessment topics such as promoting an assessment culture characteristics of good assessment audiences for assessment organizing and coordinating assessment assessing attitudes and values setting benchmarks and standards and using results to inform and improve teaching learning planning and decision making

Assessing for Learning Peggy L. Maki, 2023-07-03 While there is consensus that institutions need to represent their educational effectiveness through documentation of student learning the higher education community is divided between those who support national standardized tests to compare institutions educational effectiveness and those who believe that valid assessment of student achievement is based on assessing the work that students produce along and at the end of their educational journeys This book espouses the latter philosophy what Peggy Maki sees as an integrated and authentic approach to providing evidence of student learning based on the work that students produce along the chronology of their learning She believes that assessment needs to be humanized as opposed to standardized to take into account the demographics of institutions as students do not all start at the same place in their learning Students also need the tools to assess their own progress In addition to updating and expanding the contents of her first edition to reflect changes in assessment practices and developments over the last seven years such as the development of technology enabled assessment methods and the national need for institutions to demonstrate that they are using results to improve student learning Maki

focuses on ways to deepen program and institution level assessment within the context of collective inquiry about student learning Recognizing that assessment is not initially a linear start up process or even necessarily sequential and recognizing that institutions develop processes appropriate for their mission and culture this book does not take a prescriptive or formulaic approach to building this commitment What it does present is a framework with examples of processes and strategies to assist faculty staff administrators and campus leaders to develop a sustainable and shared core institutional process that deepens inquiry into what and how students learn to identify and improve patterns of weakness that inhibit learning This book is designed to assist colleges and universities build a sustainable commitment to assessing student learning at both the institution and program levels It provides the tools for collective inquiry among faculty staff administrators and students to develop evidence of students abilities to integrate apply and transfer learning as well as to construct their own meaning Each chapter also concludes with 1 an Additional Resources section that includes references to meta sites with further resources so users can pursue particular issues in greater depth and detail and 2 worksheets guides and exercises designed to build collaborative ownership of assessment The second edition now covers Strategies to connect students to an institution s or a program s assessment commitment Description of the components of a comprehensive institutional commitment that engages the institution educators and students all as learners Expanded coverage of direct and indirect assessment methods including technology enabled methods that engage students in the process New case studies and campus examples covering undergraduate graduate education and the co curriculum New chapter with case studies that presents a framework for a backward designed problem based assessment process anchored in answering open ended research or study questions that lead to improving pedagogy and educational practices Integration of developments across professional scholarly and accrediting bodies and disciplinary organizations Descriptions and illustrations of assessment management systems Additional examples exercises guides and worksheets that align with new content Effective Grading Barbara E. Walvoord, Virginia Johnson Anderson, 2011-01-13 The second edition of Effective Grading the book that has become a classic in the field provides a proven hands on guide for evaluating student work and offers an in depth examination of the link between teaching and grading Authors Barbara E Walvoord and Virginia Johnson Anderson explain that grades are not isolated artifacts but part of a process that when integrated with course objectives provides rich information about student learning as well as being a tool for learning itself The authors show how the grading process can be used for broader assessment objectives such as curriculum and institutional assessment This thoroughly revised and updated edition includes a wealth of new material including Expanded integration of the use of technology and online teaching A sample syllabus with goals outcomes and criteria for student work New developments in assessment for grant funded projects Additional information on grading group work portfolios and service learning experiences New strategies for aligning tests and assignments with learning goals Current thought on assessment in departments and general education

using classroom work for program assessments and using assessment data systematically to close the loop Material on using the best of classroom assessment to foster institutional assessment New case examples from colleges and universities including community colleges When the first edition of Effective Grading came out it quickly became the go to book on evaluating student learning This second edition especially with its extension into evaluating the learning goals of departments and general education programs will make it even more valuable for everyone working to improve teaching and learning in higher education L Dee Fink author Creating Significant Learning Experiences Informed by encounters with hundreds of faculty in their workshops these two accomplished teachers assessors and faculty developers have created another essential text Current faculty as well as graduate students who aspire to teach in college will carry this edition in a briefcase for quick reference to scores of examples of classroom teaching and assessment techniques and ways to use students classroom work in demonstrating departmental and institutional effectiveness Trudy W Banta author Designing Effective Assessment **Assessing Student Learning in General Education** Marilee J. Bresciani, 2007-05-18 Of good practice strategies for assessing general education Marilee J Bresciani

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