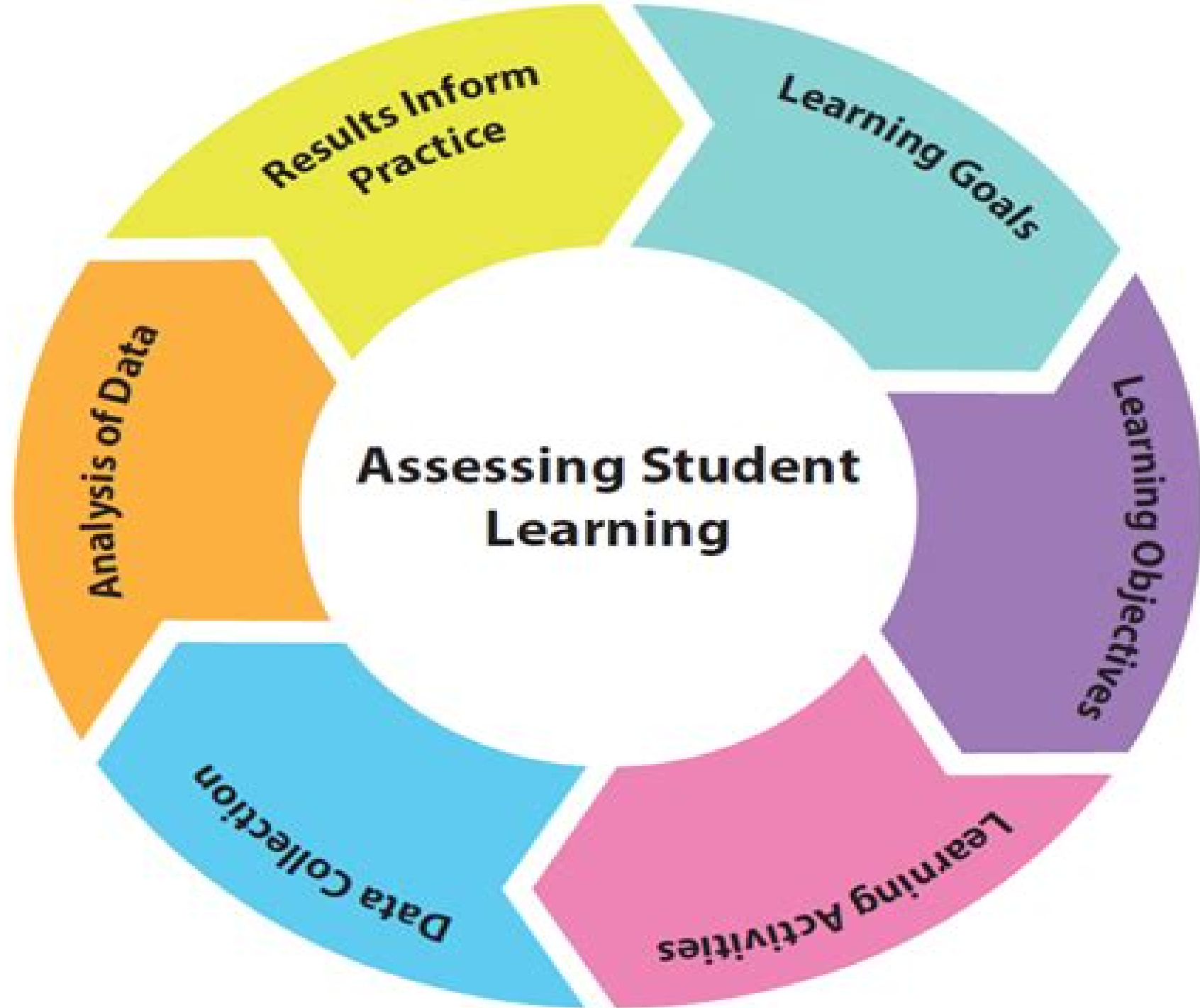




Assessing Student Learning In Higher Education

Jay McTighe, Steve Ferrara



Assessing Student Learning In Higher Education:

Assessing Student Learning in Higher Education George A Brown, Joanna Bull, Malcolm Pendlebury, 2013-10-14 There is no doubt about the importance of assessment it defines what students regard as important how they spend their time and how they come to see themselves it is a necessary part of helping them to learn This text provides background research on different aspects of assessment Its purpose is to help lecturers to refresh their approach to the assessment of student learning It explores the nature of conventional assessment such as essays and projects and also considers less widely used approaches such as self and peer assessment There are also chapters devoted to the use of IT the role of external examiners and the introduction of different forms of assessment With guidelines suggestions examples of practice and activities this book will become a springboard for action discussion and even more active learning

Assessing Student Learning Linda Suskie, 2018-01-05 *Assessing Student Learning* is a standard reference for college faculty and administrators and the third edition of this highly regarded book continues to offer comprehensive practical plainspoken guidance The third edition adds a stronger emphasis on making assessment useful greater attention to building a culture in which assessment is used to inform important decisions an enhanced focus on the many settings of assessment especially general education and co curricula a new emphasis on synthesizing evidence of student learning into an overall picture of an integrated learning experience new chapters on curriculum design and assessing the hard to assess more thorough information on organizing assessment processes new frameworks for rubric design and setting standards and targets and many new resources Faculty administrators new and experienced assessment practitioners and students in graduate courses on higher education assessment will all find this a valuable addition to their bookshelves

Assessing Student Learning Outcomes in Higher Education Olga Zlatkin-Troitschanskaia, Hans Anand Pant, Hamish Coates, 2019 This book examines important advances and offers a realistic image of the state of the art in student learning outcomes assessment in higher education a field close to the core of nearly every higher education institution Producing sound information on what students know and can do is critical to higher education practitioners and future social prosperity Spanning international national and institutional developments the book presents methodological and empirical insights highlights research challenges and showcases the enormous progress made in recent years The book will be of interest to researchers in education assessment and neighbouring fields and stakeholders like institutional leaders teachers and graduate employers looking for better insight on returns governments searching for information to assist with funding and regulation and members of the public wanting more clarity about outcomes and public investment This book was originally published as a special issue of *Assessment Evaluation in Higher Education* Provided by publisher

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

Higher Education Assessments Gary L. Kramer, Randy L. Swing, 2010-10-16 Higher Education Assessments Leadership Matters reflects the work of a select group of researchers scholars and practitioners in higher education

assessment with the goal of identifying strategies that assist senior campus leaders as they respond to the challenges of a changing economic landscape and political climate The contributors experts in the field bring to the forefront key issues relevant to advancing assessments in higher education principles that culminate in improving student learning and development Kramer and Swing provide a tool for presidents vice presidents provosts and deans to determine which areas of assessment matter most in their institutions and how they can measure progress in aligning claims with outcomes The contributors deftly address assessment in student affairs documentation of student learning student engagement to bridge learner outcomes assessment in the disciplines assessments that can transform a culture and putting students first as partners in the learning enterprise In doing so they have focused on what a campus president and his or her team need to know and do to lead assessment successfully on campus and as they set the tone for and facilitate institutional assessments

Higher Education Assessments Gary L. Kramer,Randy L. Swing,2010-10-16 Higher Education Assessments Leadership Matters reflects the work of a select group of researchers scholars and practitioners in higher education assessment with the goal of identifying strategies that assist senior campus leaders as they respond to the challenges of a changing economic landscape and political climate The contributors experts in the field bring to the forefront key issues relevant to advancing assessments in higher education principles that culminate in improving student learning and development Kramer and Swing provide a tool for presidents vice presidents provosts and deans to determine which areas of assessment matter most in their institutions and how they can measure progress in aligning claims with outcomes The contributors deftly address assessment in student affairs documentation of student learning student engagement to bridge learner outcomes assessment in the disciplines assessments that can transform a culture and putting students first as partners in the learning enterprise In doing so they have focused on what a campus president and his or her team need to know and do to lead assessment successfully on campus and as they set the tone for and facilitate institutional assessments Assessing Student Learning by Design Jay McTighe,Steve Ferrara,2021 Revised edition of Assessing learning in the classroom Washington DC National Education Association c2000 **Using Evidence of Student Learning to Improve Higher Education** George D. Kuh,Stanley O.

Ikenberry,Natasha A. Jankowski,Timothy Reese Cain,Peter T. Ewell,Pat Hutchings,Jillian Kinzie,2015-01-20 American higher education needs a major reframing of student learning outcomes assessment Dynamic changes are underway in American higher education New providers emerging technologies cost concerns student debt and nagging doubts about quality all call out the need for institutions to show evidence of student learning From scholars at the National Institute for Learning Outcomes Assessment NILOA Using Evidence of Student Learning to Improve Higher Education presents a reframed conception and approach to student learning outcomes assessment The authors explain why it is counterproductive to view collecting and using evidence of student accomplishment as primarily a compliance activity Today s circumstances demand a fresh and more strategic approach to the processes by which evidence about student learning is obtained and used to inform

efforts to improve teaching learning and decision making Whether you re in the classroom an administrative office or on an assessment committee data about what students know and are able to do are critical for guiding changes that are needed in institutional policies and practices to improve student learning and success Use this book to Understand how and why student learning outcomes assessment can enhance student accomplishment and increase institutional effectiveness Shift the view of assessment from being externally driven to internally motivated Learn how assessment results can help inform decision making Use assessment data to manage change and improve student success Gauging student learning is necessary if institutions are to prepare students to meet the 21st century needs of employers and live an economically independent civically responsible life For assessment professionals and educational leaders Using Evidence of Student Learning to Improve Higher Education offers both a compelling rationale and practical advice for making student learning outcomes assessment more effective and efficient

Assessing Student Learning and Development T. Dary Erwin,1991-03-26 This book is a practical hands on guide to assessing student learning and development in higher education In engaging nontechnical language the book describes the key issues strategies terminology and challenges in developing an assessment program within an academic department or a student affairs office It offers step by step guidance for determining what is to be assessed and for defining program objectives

Assessing Student Learning in the Community and Two-Year College Megan Moore Gardner, Kimberly A. Kline, Marilee J. Bresciani Ludvik,2023-07-03 This is a practical resource for community and two year college professionals engaged at all levels of learning outcomes assessment in both academic and co curricular environments It is designed as a guide both to inform the creation of new assessment efforts and to enhance and strengthen assessment programs already established or in development Each chapter addresses a key component of the assessment process beginning with the creation of a learning centered culture and the development and articulation of shared outcomes goals and priorities Subsequent chapters lead the reader through the development of a plan the selection of assessment methods and the analysis of results The book concludes by discussing the communication of results and their use in decision making integrating the conclusions in program review as well as to inform budgeting and finally evaluating the process for continuous improvement as well as engaging in reflection The book is illustrated by examples developed by faculty and student affairs services professionals at community and two year colleges from across the country Furthermore to ensure its relevance and applicability for its targeted readership each chapter has at least one author who is a community college or two year college professional Contributors are drawn from the following colleges Borough of Manhattan Community CollegeDavid PhillipsBuffalo State CollegeJoy BattisonKimberly KlineBooker PiperButler County Community CollegeSunday Faseyitan California State University FullertonJohn HoffmanGenesee Community CollegeThomas PriesterVirginia TaylorHeald CollegeMegan LawrenceStephanie Romano now with Education Affiliates Hobart and William Smith CollegesStacey PierceMiami Dade CollegeJohn FrederickBarbara RodriguezNorthern Illinois UniversityVictoria

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