

WESTERN MICHIGAN UNIVERSITY
ASSESSMENT PLAN AND TIMETABLE

University Assessment Steering Committee

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- I. Institutional Philosophy about Assessment:** Western Michigan University's mission is to operate as a student-centered research university building intellectual inquiry, investigation, and discovery into all undergraduate, graduate, and professional programs. At the heart of this mission is continuous improvement based in part on systematic assessment that informs individuals about student engagement, student learning, and program quality throughout the University.

Assessment is defined as the systematic collection and use of the results of student learning and academic program quality to determine the achievement of goals and objectives.¹ Through assessment activities, the University can analyze its effectiveness in meeting its mission and institutional goals. Additionally, the University will use assessment findings to improve University services and its co-curricular programs, as well as the quality of academic degree and professional educational programs. Assessment results also assist with effective decision-making by guiding resource allocation at the institution, division, college, and department levels. [back to Table of Contents](#)

- II. Assessment Principles:** nine principles govern the University's assessment policy, program, and related activities.

A. The University is responsible for delivering high-quality programs that prepare individuals to lead productive lives in a complex world. The University's academic and co-curricular programs are concerned with both students' academic performance and their social development as individuals.

B. The University uses continuous improvement as its standard of performance. Accordingly, internal and external standards of performance for the institution are used to make judgments about the quality of programs and student learning. Internal standards are represented by previous performance on the same or similar criteria. External standards are those, for example, represented by national norms, external accreditation agencies, or peer institutions. It is important to ensure that assessment results improve and refocus the structure and operations of academic programs and student services within the effective and productive use of student and faculty time.

C. Throughout the University, setting action improvement agendas requires thoughtful analysis of multiple types of information. Decision-makers at all levels are encouraged to use assessment reports as an initial quality tool or indicator. If results from assessment reports identify areas where change may be needed, additional information should be gathered to ascertain the nature of the required improvement. Assessment results and reports usually will require companion analyses when setting any action improvement agenda.

D. The University supplements student learning and program quality assessment activities with ongoing data collection. Data about external licensure examinations, participation of the student body in admissions testing

programs (e.g., GRE, TOEFL, GMAT), the needs assessment surveys conducted for specialized program accreditation, and other research studies have been conducted on campus for decades. These data sources along with assessment results enhance understanding of program quality and help improve decision-making across the campus.

- E. The proper use of assessment results involves formative or summative measures of student learning and program quality and is not involved with (i) personnel decisions regarding individual employees or (ii) academic decisions regarding individual students.** Assessment data will not be used in making retention, tenure, and promotion recommendations or decisions about faculty and staff. However, individual faculty and staff may use assessment data they compile on their own classes or for documentation of service involvement with assessment activities. Likewise, assessment data will not be used to determine a student's right to graduate or practice in a profession. Assessment results may be shared with any student or student group however. This will allow students to gain insight into their knowledge and skills that will encourage and engage them in making individual developmental decisions.
- F. At the University level, no single educational goal or objective takes precedence.** Additionally, no single metric can answer every question about the quality of programs, learning, or instruction. Assessment encompasses data concerning multiple objectives and differentiated programs, including institution-wide programs such as general education. Assessment also facilitates the collection of information that reflects faculty and staff values at the program or department level.
- G. The values of disciplines and educational programs impact assessment measures in different ways.** It is appropriate and desirable to encourage the use of assessment criteria that are unique to particular programs, departments, and disciplines so long as they contribute to an improved understanding of student learning and program quality. Student learning reports are rarely, if ever, disaggregated to contrast internal units at the University level. Comparisons among departments on criteria not equally emphasized in their respective programs and departments are inappropriate and not helpful to ongoing improvement processes.
- H. The complexity and diversity of academic programs preclude the use of assessment metrics for all possible learning outcomes.** Usually, program goals and objectives are sampled, and assessment activities are often supplemented with issues that represent "cutting edge" developments within the discipline. At the college and department levels, assessment activities and reports reflect differences related to the nature of the program. However, institutional information may be disaggregated with relevant criteria, (e.g.,

transfer student status, time to degree persistence rates, and trends of grade point averages).

- I. **The complexity and diversity of the student body and their experiences require assessment analyses involving multiple criteria over an extended time period.** Given the number of academic and co-curricular programs at WMU and the diverse nature of the student body, any particular skill or knowledge is not linked to one particular course, program, or experience. Thus, institutional assessment data should never be linked to one particular student, course, or professor. [\[back to Table of Contents\]](#)

III. Selected Benefits and Uses of Assessment Information: assessment information plays a key role in the improvement of program quality, as it enables faculty, staff, department chairs, and deans to:

- A. Strengthen student learning
- B. Enhance advising and curricular revisions
- C. Improve the retention and development of students
- D. Strengthen University and program admission criteria
- E. Improve pedagogy and instructional effectiveness
- F. Identify best practices and improve service delivery
- G. Shorten time from matriculation to graduation without compromising program quality
- H. Increase time-to-degree and degree completion rates
- I. Link academic program planning with the constructive use of resources
- J. Chart institutional infrastructure improvements that are necessary for program development
- K. Prioritize resource allocation to support the contributions of degree and co-curricular programs to the mission and institutional goals of the University

Further, assessment information can be used to provide stakeholder accountability as it demonstrates program quality and student accomplishments for external accreditation reviews, and helps determine if the publicly stated institutional goal “to conduct ongoing assessment activities and engage in continuous improvement initiatives within the University”² is being accomplished. [\[back to Table of Contents\]](#)

IV. Assessment and Accreditation: Through a combination of assessment and accreditation activities, the University analyzes the achievement of the institutional mission and goals, student learning, and individual program quality. In terms of institutional accreditation, for example, The Higher Learning Commission of the North Central Association, Chicago, Illinois, reviews colleges and universities in the Midwest region of the United States, using four criteria to determine levels of assessment practice within institutions of higher education, (1) “institutional culture,” which involves collective and shared values as well as the mission statement; (2) the “shared responsibility” for assessment among the faculty, students, administration, and the Board of Trustees; (3) “institutional support” in terms of resources and structures that sustain

the institution's assessment program; and (4) "efficacy of assessment" or the productive use of assessment results within the institution. In addition to the Higher Learning Commission's accreditation requirements, assessment results are often required by agencies that review and accredit specific graduate and undergraduate programs.

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V. Assessment Structure, Scope, and Resources:

A. Assessment Structure and Administrative Responsibility: The vice provost for academic planning and assessment has formal leadership responsibility for the institution's assessment program through the Office of the Provost and Vice President for Academic Affairs. The vice provost guides and coordinates the University assessment program including assessment activities required for compliance with the Higher Learning Commission's guidelines as well as the numerous external professional accreditation agencies that review and accredit graduate and undergraduate programs at the University.

Operationally, Western Michigan University uses a decentralized assessment structure with individual academic deans of colleges, academic departments, and the vice president for student affairs responsible for the design, implementation, and operation of specific academic and co-curricular assessment programs. Additionally, the dean of the College of Arts and Sciences is formally responsible, along with the vice provost for academic planning and assessment, for the assessment of the University's general education program. Therefore, the primary locus of activity for student learning and program quality assessment is the college or division, department, and program because of the discipline-specific content knowledge of the faculty and the professional staff's knowledge of co-curricular programs and related operations.

Each academic college should designate an associate dean who has formal responsibility for assessment coordination within the college. The associate dean shall report, with any college assessment committee, to the college dean, faculty, and staff of the college no less than biennially about the results of assessment activities within the college. Additionally, the respective college dean or vice-president (along with the associate dean and college or division assessment committee) will provide operational and fiscal support to department chairs, faculty, and staff for assessment activities. Assistance, for example, may include: (1) facilitation in the design of assessment plans, (2) fiscal support for implementing plans, including technical help from graduate assistants, (3) consultation support for the selection of measurement tools, and, most importantly, (4) assistance with the reporting and use of specific assessment results to improve student learning and strengthen program quality. The academic departmental assessment structure and activities among colleges will vary depending upon the faculty's determination of its assessment plan and objectives as well as any external program accreditation requirements.

The University Assessment Steering Committee (UASC) serves as the University-wide assessment policy, planning, and resource coordination group. UASC

membership consists of students, faculty, and administrative representatives from Extended University Programs, the academic colleges, the Division of Student Affairs, and student organizations. UASC is an active, deliberative committee that operates within public guidelines established and approved by the provost. Nominations from the academic deans, the Faculty Senate, the WMU-AAUP Chapter, the Graduate Student Advisory Committee, and the Western Student Association for two-year membership terms are sent to the vice provost for academic planning and assessment. UASC members, at the committee's last meeting each spring semester, shall determine the committee's chair for the upcoming academic year. UASC:

1. Advises the provost, academic and administrative officers, and the colleges, divisions, and departments about assessment policy, resources, and the findings from assessment reports. In this capacity, UASC reports annually to the Faculty Senate and the provost, making assessment policy and program recommendations on behalf of students, faculty, and staff throughout the University.
2. Determines an annual calendar of institutional assessment support and educational activities, including the provision of: (1) external speakers, (2) fiscal support for assessment conferences, (3) internal assessment grants, and (4) a Web-based assessment directory of assessment methods for undergraduate majors, graduate concentrations, and service programs as a resource to departments and individuals engaged in assessment activities throughout the University.
3. Formally reviews and recommends to the vice provost for academic planning and assessment and the dean of the College of Arts and Sciences, the general education assessment plan and considers general education assessment findings on an established four-year cycle beginning in 2003.
4. Formally reviews and approves all departmental and unit assessment plans and examines the uses made of unit assessment findings on an established five-year cycle beginning in fall 2003.
5. Reviews and approves assessment grant applications, which are awarded annually to design or implement assessment activities at the operational level. Funds awarded may be up to \$5,000 per department with a total of about \$30,000 awarded annually through this grant program. Grants will be awarded during spring, to commence with fall semester 2003. [\[back to Table of Contents\]](#)

B. Assessment Scope: Western Michigan University's assessment program is comprehensive in scope. The various elements support implementation of the University's mission and goals and also seek to assess student-learning outcomes and program quality. The University's assessment program also informs the Division of Student Affairs as well as others about the co-curricular life of students. The scope of the University's assessment program reflects an ongoing collaborative effort of all units directly related to the education of enrolled and former students, as well the career

readiness of its graduates. The following elements comprise the scope of Western Michigan University's assessment program:

1. General Education Assessment: The goal of general education at the University is to assure that undergraduate students have the knowledge, the capacity for expression and response, and the critical insight to become capable, well informed, and responsible citizens of a culturally diverse society in a complex world.³ The general education assessment has three dimensions. First, general education assessment seeks to determine if the University's general education goals for students have been met. Second, general education assessment findings seek to determine if the distribution areas, proficiencies, and course offerings in the University's general education program continue to be appropriate for students. And third, general education assessment results inform professional programs and colleges about student preparedness for specialized programs of study.

The dean of the College of Arts and Sciences has formal leadership responsibility, with staff assistance from the vice provost for academic planning and assessment, for assessment of the University's general education program. The dean will chair and constitute the General Education Assessment Committee, which has the primary role for the design and implementation of a general education assessment program for Western Michigan University. The General Education Assessment Committee will be mainly composed of full-time faculty who regularly instruct in one of the eight distribution areas or the proficiencies within the general education program. Additionally, both the Undergraduate Studies Council (USC) and the Committee on General Education (COGE) of the Faculty Senate will advise the dean of the College of Arts and Sciences and others about the use of specific general education assessment results for continuous improvement of the University's general education program.

[Implementation date: Fall 2003. Responsible parties: vice provost for academic planning and assessment, dean of the College of Arts and Sciences, General Education Assessment Committee, Undergraduate Studies Council, Committee on General Education (COGE), and faculty and staff involved with the design, delivery, and use of results from the University's general education program.]

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2. Undergraduate Major and Graduate Concentration Assessments: The purpose of undergraduate majors and graduate concentration assessments is to measure student learning in terms of the discipline's knowledge base and any related technical or operational skills. Academic departments or programs of study are expected to determine which measures will best represent student learning within the discipline or disciplines involved in each major or program. Multiple measures of student learning should be identified and used because no single measure will adequately assess student learning in terms of all curricular goals and objectives within a major or concentration. Such measures can range

from the subjective and abstract to the objective and concrete. For example, one department may choose to assess course objectives through mastery of content exams for core courses, another may choose to observe performance with a portfolio demonstrating key skills for the discipline, and another by observing performance with an oral examination of knowledge for seniors or graduate students. These different types of majors and concentration assessments should be considered dynamic and only one tool for determining the degree to which the current curriculum supports the expected student learning outcomes. Departments will also determine the frequency of majors and graduate concentration assessments which may not be less than every three years.

[Implementation date: Fall 2004. Responsible parties: vice provost for academic planning and assessment, academic deans, the graduate dean, Undergraduate Studies Council, Graduate Studies Council, department chairs, and faculty.]

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3. Student and Alumni Engagement and Satisfaction Studies: student surveys are conducted to determine whether students' expectations of the University are congruent with their campus engagement. ("Campus" as used throughout this plan refers to WMU's main campus in Kalamazoo and each of the University's branch campuses.) If gaps exist between student expectations and campus engagement, then responses can be considered to lessen or eliminate the inappropriate gaps that students identified. Since the University cannot control the development of all expectations, in some cases the institution's ability to respond to gaps may be appropriately limited. In other cases, alumni perceptions of congruence between their student learning and campus engagement and later life experiences may be more useful as a metric of satisfaction and overall institutional loyalty. Further, the assessment of alumni satisfaction and loyalty through qualitative tools such as targeted interviewing, surveys, and focus group sessions can provide insight about specific campus improvements that could increase current students' engagement and the institutional loyalty of WMU students.

[Implementation date: Fall 2002 with the National Survey of Student Engagement (NSSE) and alumni surveys. Individuals responsible: the vice president for student affairs, vice provost for academic planning and assessment, registrar, chairs and directors of academic departments, director of alumni relations, and various alumni chapters.] [\[back to Table of Contents\]](#)

4. Targeted Assessment Projects: These projects include studies aimed at determining the effectiveness of specific academic and student programs or assessing the results of strategies used to improve student-learning outcomes. These targeted assessment projects may arise from the results of assessment within majors or graduate concentrations as well as from other types of campus information. Examples of targeted assessment projects may include a study of departed, non-returning students who left in good academic standing, the retention

and graduation rates of students in residential alternatives, predicting student performance in specific course sequences, correlation prediction studies using admission criteria such as ACT scores or high school rank and subsequent University grade-point-averages, effectiveness of instructional preparation for teaching and research assistants, academic program migration patterns of students not admitted to their first program-of-choice, employment outcomes for college graduates in specific majors, and international graduate students' perceptions of instructional quality.

[Implementation date: Fall 2002, as requested by individuals responsible for specific services, programs, or departments.] [\[back to Table of Contents\]](#)

5. Institution-wide Studies: These studies are designed to assess the effectiveness of institution-wide programs, services, and issues. Such studies are designed to provide baseline data that can measure the use of specific services or provide information about programs that are not unique to one college, to a specific academic major, or to one group of students. Examples of institution-wide studies could include an evaluation of library and technology services, facility access and campus assistance for students with disabilities, the perceived accuracy of visual and text material used in University publications, or campus climate for supporting and accepting cultural and ethnic diversity.

[Implementation: Fall 2002, as requested by individuals responsible for specific services, programs, or departments.] [\[back to Table of Contents\]](#)

C. Assessment Resources: University-wide assessment resources, offices, and activities provide assessment information and institutional support for assessment activities at the college, department, or program level. Four types of institutional leadership and resources directly support the University's assessment program: (1) the work of the vice provost for academic planning and assessment, the academic deans, department chairs, and the graduate dean; (2) the Center for Analysis and Research Studies (CARS); (3) the Center for Teaching and Learning; and (4) the work of UASC with its annual calendar of external speakers, directory of assessment methods and activities across WMU, and the assessment grant program. Specific resources are briefly described here:

1. Center for Analysis and Research Studies (CARS) (Currently the Office of Academic Planning and Institutional Data). The CARS director and research staff (with organizational support and leadership from the vice provost for academic planning and assessment) assists the faculty, academic officers, student affairs staff, and other professionals with assessment research design, the administration of assessment tools, and the operation of assessment processes that help determine student learning outcomes and program quality. Specifically,

- a. CARS provides assistance with the definition of educational objectives, the provision, selection, and evaluation of different

assessment methods and tools, with the collection and maintenance of information through the use of electronic technology, and with the analyses and reporting of assessment information to the University community.

- b. CARS staff also conduct the traditional analytical and research reporting activities of basic institutional data and, in turn, provide reports using such data to internal and external parties. CARS staff also work to ensure access to information that is necessary to support both the academic program planning and assessment tasks at the college and department level. CARS staff serve as a methodological resource to faculty and staff for the design and conduct of targeted or specialized research studies.
- c. CARS assists with organizing and providing analytical assessment reports to department chairs, deans, the provost, and other senior administrators to help guide resource allocations that support improved academic program planning, enrollment forecasting, and student learning outcomes. [\[back to Table of Contents\]](#)

2. The Center for Teaching and Learning is a University wide resource dedicated to the enhancement of teaching and learning through: (a) individual consultation and assistance with teaching and learning options, (b) the appropriate and effective use of technology, (c) custom-designed programs that respond to specific needs, and (d) the effective use of research findings about successful teaching and learning. The center supports institutional assessment activities with the provision of specialized workshops, individual consultations, and through collaboration with the University Computing Center and University Libraries on use of instructional technology to support specific assessment programs. [\[back to Table of Contents\]](#)

3. An annual calendar of external assessment speakers supports assessment developments. UASC establishes an annual calendar of educational and grant support each winter for the following academic year. The committee each January issues a campus wide invitation for ideas for educational speakers and materials as well as for assessment grant proposals. Subsequently, a program of developmental speakers and workshops are established for the campus in conjunction with the Center for Teaching and Learning. [\[back to Table of Contents\]](#)

4. A Web-based directory of campus assessment methods and activities serves as an information resource, especially for faculty and staff working on assessment at the department or program level. This directory provides access to approved departmental assessment plans; and password protected access to the results of general education, undergraduate majors, and graduate program assessments. The directory also provides access to student and alumni engagement and satisfaction studies and the results from targeted and institution-wide assessment studies. [\[back to Table of Contents\]](#)

5. **Finally, assessment grants help fund assessment activities** including the purchase standardized rating or testing instruments as well as for the development of specialized web-based assessment tools. The assessment grants are expressly for the design and implementation of assessment programs at the departmental level. [\[back to Table of Contents\]](#)

VI. Departmental Assessment Plans: Every WMU degree and certificate program must have an operational assessment program based upon its approved departmental assessment plan. An assessment plan is the initial step in developing a unit's assessment program. It is essential that faculty members and the appropriate professional staff design assessment plans because of their knowledge and values about the program's educational content and related student knowledge, skills, and attitudes. Assessment plans should reflect the mission of Western Michigan University as well as the educational and development goals of its faculty and staff, and include appropriate tools and processes to determine whether students are achieving expected learning outcomes and program quality. The assessment plan for the department defines the expected student learning outcomes that are usually based on program objectives. The plan also indicates how the assessment results will contribute, for example, to consideration of changes in admission or graduation requirements, curriculum and course planning, academic advising, and the success of graduates.

Individual departments will determine the scope of student assessment activities, including whether to assess individual majors or degree programs as a whole. Within each department, specific academic programs or majors may have different or combined student learning outcomes, depending on the faculty's determination of which outcomes for majors, programs, or degrees are appropriate.

[Implementation date: during the 2002-2003 year, assessment plans for programs, majors, and or degrees within departments will be reviewed and approved by UASC on a voluntary basis from departments. However, UASC subsequently will schedule, review, and approve all academic departmental assessment plans by the end of the 2003-2004 academic year. Thereafter, all departmental assessment plans will be updated and reviewed at least every seven years, preceding or coinciding with external accreditation reviews.] [\[back to Table of Contents\]](#)

VII. Criteria for Evaluating Departmental Assessment Plans

The University Assessment Steering Committee (UASC) reviews and approves all departmental assessment plans, whether at the level of department, program, or division using the following criteria: ⁴

- **Departmental Goals:** Describe what the department intends to accomplish in educating its students and how the department's goals relate to the University's mission and purposes for assessment.

- **Student Learning and Program Quality Objectives:** Describe what students must know, do, and value, in terms of majors, programs, graduate concentrations, or degrees; and how program quality is defined in the department.
- **Techniques and Targeted Student Groups:** Indicate how the department will determine whether specific learning objectives have been met, including the methods to be used, the description of targeted student groups, and the impact from results on students and other stakeholders. Both qualitative and quantitative data are useful when determining how students meet program or degree learning objectives.
- **Time Line:** Specify when during the academic year the data will be collected and analyzed and by whom, when reports will be available, and when recommendations for improvements will be made, as appropriate.
- **Provisions for Administration:** Identify who has responsibility for implementation of the plan, who will collect and analyze data, and who will summarize and report results within the department and to the responsible college person or committees.
- **Use of Information:** Describe provisions for sharing information with internal and external audiences, including students, and for making recommendations and decisions based on assessment results. The plan must illustrate how assessment information will be used to improve the program, in for example, (1) curriculum planning and course revisions, (2) student engagement or student accomplishment of program goals, (3) program academic advising, (4) changes to admission or graduation criteria, or (5) course sequence, course content, and course delivery alternatives.
- **Assessment Evaluation:** Indicate how frequently and by whom the departmental assessment plan and program will be evaluated. [back to Table of Contents](#)

VIII. University Assessment Program Evaluation: not less than every five years, beginning in 2007, the University Assessment Steering Committee will invite departments, colleges, the division of student affairs, and other colleagues from around the campus to evaluate and recommend improvements to the University's assessment program, including, but not limited to, assessment activities, resources, and use of assessment results. This evaluation of WMU's assessment program will be reported with recommendations for change to the Faculty Senate, provost, the Division of Student Affairs, Extended University Programs, and the academic colleges by committee report and public presentations.

[Implementation date: Fall 2007.]

1. Palomba, Catherine A. and Trudy W. Banta (1999) *Assessment Essentials*, Jossey-Bass Publishers, p. 4-5.
2. Western Michigan University's *Mission and Goals Statement*, December 7, 2001.
3. Western Michigan University *Undergraduate Catalog*, 2000-2001, p. 30.

4. Adapted from Palomba, Catherine A. and Trudy W. Banta, *Assessment Essentials*, Jossey-Bass Publishers, p. 47.

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Appendix I: Composite Assessment Resources

COMPOSITE OF PRINT, WEB-BASED, AND NATIONAL ASSESSMENT RESOURCES

Print Resources

- AAHE Assessment Forum. (1997). Learning through assessment: A resource guide for higher education. Edited by Lion F. Gardiner, Caitlin Anderson, and Barbara L. Cambridge. Washington, DC: American Association of Higher Education.
- Angelo, T.A., Cross, K. P. (1993) Classroom assessment techniques: A handbook for college teachers. San Francisco, CA: Jossey-Bass.
- Alverno College. (2002). Student learning: A central focus for institutions of higher education. A report and collection of institutional practices of the Student Learning Initiative. Milwaukee, WI: Alverno College Institute.
- Astin, A. W., Banta, T. W., Cross, K. P., El-Khawas , E., Ewell, P. T.; Hutchings, P. Marchese, T. J., McClenney, K. M., Mentkowski, M., Miller, M. A., Moran, E. T., & Wright, B. D. (199x). Assessment forum: Nine principles of good practice for assessing student learning. Washington, DC: American Association for Higher Education. Available on line: www.aahe.org/assessment/principi.htm
- Banta, T. W., and Associates. (2002). Building a scholarship of assessment. San Francisco, CA: Jossey-Bass.
- Banta, T. W., and Associates. (1993). Making a difference: Outcomes of a decade of assessment in higher education. San Francisco, CA: Jossey-Bass.
- Burz, H., Marshall, K. (1997) Performance-based curriculum for science: From knowing to showing. Thousand Oaks, CA: Corwin Press.
- Burz, H., Marshall, K. (1999) Performance-based curriculum for music and the visual arts: From knowing to showing. Thousand Oaks, CA: Corwin Press.
- Carroll, S. M. (1999) Learning Assessment Journal. Corvallis, OR: Pacific Crest.
- Doherty, A., Riordan, T., & Roth, J. (Eds.). (2002). Student learning: A central focus for institutions of higher education. A report and collection of institutional practices of the student learning initiative. Milwaukee, WI: Alverno College Institute.
- Erwin, T. D. (1998). Definitions and assessment methods for critical thinking, problem solving, and writing ("The Sourcebook"). Washington, DC: National Postsecondary Education Cooperative. Available on-line: www.nces.ed.gov/npec/evaltests.
- Gaffney, Maureen, et.al. (2001) How accreditation influences assessments. San Francisco, CA: Jossey-Bass.
- Hatfield, S. (2001). The student learning self-study: Choices and opportunities. New Directions for Higher Education, Chapter 2, no. 113, pp. 23-33.

- Heller, Donald E. (2001) The states and public higher education policy: Affordability, access, and accountability. Baltimore, MD: John Hopkins University Press.
- Hernon, P., Dugan, R. E. (2002) An action plan for outcomes assessment in your library. Chicago, IL: American Library Association.
- Huba, M. E., & Freed, J. E. (1999). Learner-centered assessment on college campuses: shifting the focus from teaching to learning. Boston: Allyn & Bacon.
- López, C. L. (1999). General education: Regional accreditation standards and expectations. Liberal Education, 85(3) 46-51.
- _____. (1999). Assessing student learning: Why we need to succeed. Assessment and Accountability Forum: Journal of Quality Management in Adult-Centered Education. Special Edition: Regional Accrediting Bodies, 2(2), 5-7, 18.
- _____. (1999). A decade of assessing student learning: What we have learned: What's next? Presented at the 104th Annual Meeting of the NCA/Commission on Institutions of Higher Education.
<http://www.ncahigherlearningcommission.org/resources/assessment/index.html>.
- _____. (1998). Assessment of student learning: A progress report. Presented at the 103rd Annual Meeting of the NCA/Commission on Institutions of Higher Education.
<http://www.ncahigherlearningcommission.org/resources/assessment/index.html>.
- _____. (1998). How campuses are assessing general education. Liberal Education, 84(3), 36-43.
- _____. (1996). Classroom research and regional accreditation: Common ground. Special Insert, Briefing, 14(3), 1-4.
- _____. (1996). Opportunities for improvement: Advice from Consultant-Evaluators on programs to assess student learning. Presented at the 102nd Annual Meeting of the North Central Association of Colleges and Schools, Commission on Institutions of Higher Education.
<http://www.ncahigherlearningcommission.org/resources/assessment/index.html>.
- Maki, Peggy (2002, May). Moving from paperwork to pedagogy: Channeling intellectual curiosity into a commitment to assessment. AAHE Bulletin, 54(9), 3-5.
- National Center for Education Statistics (2000, July). The NPEC sourcebook on assessment, volume 2: Selected institutions utilizing assessment results, NCES 2000-196 by T. Dary Erwin for the Council of the National Postsecondary Education Cooperative Student Outcomes Pilot Working Group: Cognitive and Intellectual Development. Washington, DC: U.S. Department of Education.
- North Central Association of Colleges and Schools. (2002). Assessment of student academic achievement: Levels of implementation/Patterns of Characteristics. Addendum to the Handbook of Accreditation, Second Edition (pp. 15-27). Chicago, IL: Higher Learning Commission. Available:
<http://www.ncahigherlearningcommission.org/resources/assessment/index.html>.

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Rogers, G. M., & Sando, J. K. (1996). Stepping ahead: An assessment plan development guide. Terre Haute, IN: Rose-Hulman Institute of Technology (gloria.rogers@rose-hulman.edu).

Web Resources

Resources for Outcomes Assessment (links are organized into eight categories: university assessment pages; general resources; agencies, institutes, and organizations; assessment instruments and techniques; assessment papers and reports; commercial resources on assessment; benchmarking; software): <http://www.tamu.edu/marshome/assess/oabooks.html>

Resources for Outcomes Assessment collected by North Carolina State University (organized by general resources; **assessment handbooks**; assessment of specific skills or content; individual institutions; assessment-related pages; accrediting bodies):

<http://www2.acs.ncsu.edu/UPA/assmt/resource.htm>

Resources for Methods in Evaluation and Social Research: <http://gsociology.icaap.org/methods>

Resources for Assessment Coordinators, Institutional Researchers, and Planners. The Consortium for Assessment and Planning Support (CAPS) provides a forum for practitioners to ask questions and share information, strategies, and solutions to issues related to assessment and planning: <http://www.omed.gatech.edu/caps/home.html>

Resources for the First Year of College: The First-Year Assessment List (**FYA-List**) is currently producing a free, web-based weekly series of invited scholarly essays featuring surveys and tests for assessment of first-year students or programs. The FYA-List is provided as a public service of the Policy Center on the First Year of College (supported by a grant from The Pew Charitable Trusts) at Brevard College and the National Resource Center on The First-Year Experience & Students in Transition at the University of South Carolina. Subscribe to the FYA-List or access the invited essays that are archived on the Web. For either option, visit: <http://www.brevard.edu/fyc/ListservHome.htm> or contact Randy Swing (Swingr1@brevard.edu) for more information.

**Internet Resources From
Policy Center on the First Year of College,
Brevard College and the National Resource Center on The First-Year Experience
& Students in Transition, University of South Carolina**

ASSESSMENT GLOSSARY

<http://cresst96.cse.ucla.edu/CRESST/pages/glossary.htm>

Offers definitions of key assessment terms

GUIDELINES AND STANDARDS

Doing Assessment as if Learning Matters Most

<http://www.aahe.org/Bulletin/angelomay99.htm>

In the May 1999 issue of the AAHE Bulletin, Tom Angelo presents ten guidelines for assessing as if learning matters most.

Installing Authentic Assessment: Putting Assessment in its Place

<http://www.siue.edu/~deder/assess/denver0.html>

Six principles drawn from Ernest Boyer's Scholarship Assessed that lead to the reflective, scholarly practice of assessment

What Does Research Say About Assessment?

http://www.ncrel.org/sdrs/areas/stw_esys/4assess.htm

A summary of principles of good practice for assessment posted by the North Central Regional Educational Laboratory. A glossary is also provided.

The Use of Tests When Making High-Stakes Decisions for Students: A Resource Guide for Educators and Policymakers

<http://www.ed.gov/offices/OCR/testing/>

Developed by the U.S. Department of Education Office of Civil Rights to provide information on test measurement standards, legal principles, and resources to help educators and policy-makers ensure that uses of tests as a part of decision-making that has high-stakes consequences for students are educationally sound and legally appropriate.

Code of Fair Testing Practices in Education

<http://ericae.net/code.htm>

This code aims to advance the quality of testing practices. It was developed by the Joint Committee on Testing Practices, sponsored by the American Educational Research Association, the American Psychological Association, the National Council on Measurement in Education, the American Association for Counseling and Development/Association for Measurement and Evaluation in Counseling and Development, and the American Speech-Language-Hearing Association.

Principles and Indicators for Student Assessment Systems

<http://fairtest.org/princind.htm>

These seven principles, published by the National Center for Fair & Open Testing (FairTest), are intended as a vision of how to transform assessment systems and practices as part of wider educational reform.

Leadership Statement of Nine Principles on Equity in Educational Testing and Assessment

<http://ncrel.org/sdrs/areas/issues/content/contareas/math/ma1newst.htm>

This statement, from the North Central Regional Educational Laboratory, aims to ensure that both equity and quality are dominant themes in testing and assessment.

Writing Assessment: A Position Statement from the Conference on College Composition and Communication

http://www.ncte.org/tetyc/back/22_3cccc.html

Designed to help explain writing assessment to colleagues and secure the best assessment options for students

Program Evaluation Standards

<http://eval.org/EvaluationDocuments/progeval.html>

These standards were prepared by the Joint Committee on Standards for Educational Evaluation, whose membership includes the American Educational Research Association, the American Psychological Association, the National Council on Measurement in Education, and the American Evaluation Association. They are of particular interest to assessment practitioners involved in evaluating the effectiveness of academic programs.

PLANNING AN ASSESSMENT PROGRAM

Select or Design Assessments that Elicit Established Outcomes

<http://www.ncrel.org/sdrs/areas/issues/methods/assment/as7sele2.htm>

A readable ten-step plan for designing an assessment process

Research Methods Knowledge Base

<http://trochim.human.cornell.edu/kb/index.htm>

A Web-based textbook that addresses formulating research questions, sampling, measurement techniques, data analysis, report writing, validity, reliability, and ethics.

IDENTIFYING LEARNING OUTCOMES AND OTHER GOALS AND OBJECTIVES

Western Michigan University Evaluation Center Checklist Project

<http://www.wmich.edu/evalctr/checklists/>

Provides guidelines and information on creating checklists that define the critical goals and criteria by which a program is to be evaluated.

Rethinking Assessment and Its Role in Supporting Educational Reform

<http://www.ncrel.org/sdrs/areas/issues/methods/assment/as700.htm>

Important considerations to keep in mind as goals for student learning are established.

Dimensions of Learning

<http://www.mcrel.org/products/dimensions/whathow.asp>

A popular model for creating learning outcomes that go beyond simple understanding. Developed by Robert Marzano and others at Mid-continent Research for Education and Learning.

ASSESSMENT TOOLS

ERIC/AE Test Locator

<http://ericae.net/testcol.htm>

Provides information on thousands of instruments.

Assessment Techniques and Activities

<http://www.montana.edu/aircj/assess/Techniques.html>

An extensive list of potential ways to collect evidence of student learning

Questions to Ask When Evaluating Tests

<http://ericae.net/pare/getvn.asp?v=4&n=2>

In a 1994 issue of Practical Assessment, Research, and Evaluation, Lawrence Rudner provides a useful list of guidelines to use when considering any published instrument.

How to Use the Mental Measurements Yearbook

<http://www.unl.edu/buros/howtommy.html>

The Mental Measurements Yearbook (MMY) is a sourcebook for tests and instruments on all kinds of mental traits. It includes instrument information, contact information, citations, and critical reviews by scholars. This site gives tips on using the MMY.

How to Use Tests in Print

<http://www.unl.edu/buros/howtotip.html>

Tests in Print is another sourcebook for tests and instruments on mental traits. It is published more frequently than the Mental Measurements Yearbook, so it is often more up to date, but it lacks MMY's critical reviews and citations.

American College Personnel Association Clearinghouse on Environmental and Student Development Assessment Instruments

<http://www.acpa.nche.edu/comms/comm09/dragon/dragon-data.html>

Brief information on dozens of tools for assessing various aspects of student development

Rubrics (Primary Trait Analysis) and Holistic Scoring Guides

Scoring Rubrics: What, When, and How?

<http://ericae.net/pare/getvn.asp?v=7&n=3>

This article by Barbara Moskal in Practical Assessment, Research, & Evaluation explains types and uses of scoring rubrics and provides a process for developing scoring rubrics.

Ideas and Rubrics

http://intranet.cps.k12.il.us/Assessments/Ideas_and_Rubrics/ideas_and_rubrics.html

What rubrics are and how to create them, plus other readings on assessment

Guidelines for Rubric Development

http://edweb.sdsu.edu/triton/july/rubrics/Rubric_Guidelines.html

A simple guide for creating rubrics.

Rubric Development

http://www.mines.edu/fs_home/bmoskal/sld004.htm

A seven-step guide for rubric development

Rubrics for Web Lessons

http://edweb.sdsu.edu/triton/july/rubrics/Rubrics_for_Web_Lessons.html

The site provides an explanation of rubrics for any purpose and links to sample rubrics in several disciplines.

Scoring Rubrics – Definitions & Construction

http://ericae.net/faqs/rubrics/scoring_rubrics.htm

A bibliography of further readings on rubrics

The following are examples of rubrics:

A Sampler of Discipline-Specific PTA Scales

<http://www.rwc.uc.edu/phillips/Assessment/PTASampler.html>

Examples of rubrics for accounting, chemistry, foreign languages, history, and mathematics

Digital Desert Library Scoring Rubrics

<http://www.horizon.nmsu.edu/ddl/wgevaluation.html>

Rubrics for portfolios, collaborative learning, performance assessments, and summative assessments

Surveys and Self-Assessment Instruments

National Council for Research & Planning Survey Bank

<http://www.peralta.cc.ca.us/indev/ncrp/ncrp.htm#srvbank>

A collection of questionnaires used by eight community colleges to survey students, faculty, and other cohorts.

Response Scales: How Many Points and What Labels?

<http://www.ncs.com/ncscorp/research/96-7.htm>

How to decide how many response points to include in a rating scale.

Classroom Assessment Techniques

<http://www.siue.edu/~deder/assess/cats/paraph1.html>

An overview of techniques to collect student feedback on how well students are learning what they're being taught within the individual classroom.

Focus Groups

Guidelines for Discussion Groups

<http://www.innonet.org/resources/dglines.html>

PRINT-BASED PORTFOLIOS

The Portfolio Clearinghouse

http://www.aahe.org/teaching/portfolio_db.htm

The American Association for Higher Education's Portfolio Clearinghouse is a searchable collection of portfolio projects at institutions of higher education.

Portfolio Assessment Bibliography

http://www.indiana.edu/~eric_rec/ieo/bibs/portfoli.html

A bibliography on portfolio assessment from the ERIC Clearinghouse on Reading, English, and Communication

NWREL Bibliographies - Portfolios

http://www.nwrel.org/eval/ea_bibs/folio.html

A comprehensive annotated bibliography on portfolio assessment, assembled by the Northwest Regional Education Laboratory

Two-Year College Site

http://www.mcli.dist.maricopa.edu/ae/al_portfolio.html

Links to several sites on portfolio assessment

Lessons Learned about Student Portfolios

<http://www.pdkintl.org/kappan/kheb9804.htm>

An article by Elizabeth Hebert on Phi Delta Kappa's Web site with practical suggestions for anyone considering using portfolios

Self-Assessment in Portfolios

<http://www.ncrel.org/sdrs/areas/issues/students/learning/lr2port.htm>

Prompts for student self-reflection on their portfolios

Electronic Portfolios

<http://www.edsupport.cc/mguhlin/webs/portfolio/index.html>

A slide show overview of electronic portfolios

<http://ddp.alverno.edu/>

Alverno College's Diagnostic Digital Portfolio is designed to allow students, faculty, and academic staff to upload assignments and assessments, feedback and self assessments for review on a regular basis, track students' growing development as a learner, and develop strategies for improvement

Webfolio Workshop

<http://www.kafkaz.net/webfolios>

Resources from Northern Illinois University supporting those beginning to create online options for supporting, extending, measuring, documenting, and transforming learning

Learning Record Online

<http://www.cwrl.utexas.edu/~syverson/olr/contents.html>

An electronic format for documenting student progress and achievement, based on interviews, observations over time and samples of students' naturally occurring work, developed at the University of Texas

Liverpool University Student Interactive Database

<http://lusid.liv.ac.uk/>

An electronic portfolio system enabling students to record their experiences and achievements, to reflect on employment skills, and to plan their goals and activities

Electronic Portfolio Development Center

<http://coents2.coe.iup.edu/portfolio/>

Electronic portfolios designed for use by prospective teachers at Indiana University of Pennsylvania

Assessment of Specific Skills

Writing

WPA Outcomes Statement for First-Year Composition

<http://www.cas.ilstu.edu/English/Hesse/outcomes.html>

This statement, adopted by the Council of Writing Program Administrators, describes the common knowledge, skills, and attitudes sought by first-year composition programs in American postsecondary education.

Northwest Regional Educational Laboratory

www.nwrel.org/eval/pdfs/6plus1traits.pdf

Entitled “6+1 Traits of Writing Rubric,” this writing rubric provides raters with a well-researched method to record trait ratings.

IUPUI Goals for Writing Courses

<http://www.mwsc.edu/~outcomes/iupui.html>

Provides goals for writing courses, from first-year to capstone, at Indiana University-Purdue University Indianapolis

National Postsecondary Education Cooperative (NPEC) Sourcebook of Assessment Information

<http://www.nces.ed.gov/npec/evaltests/>

If you are looking for a published test or rubric assessing writing skills, this is the place to look, with full descriptions and analyses of published instruments.

<http://minerva.acc.virginia.edu/~trc/tc96fcc.htm>

Explains how to create a simple rubric for assessing writing

Regents’ Testing Program Essay Scoring Manual

<http://www.lcc.gatech.edu/regents/scoremanual.html>

A continuing challenge is scoring large numbers of writing samples efficiently yet reliably. These extensive guidelines may help those struggling with these issues or otherwise interested in holistic scoring.

The following sites include examples of rubrics for assessing writing.

Random Assessment Rubrics

<http://www.mwsc.edu/~outcomes/resources.html>

Brenau University Writing Skills Assessment Form

<http://www.brenau.edu/writingcenter/competencies/writingform.htm>

Oral Communication

National Communication Association Assessment Resources

<http://www.natcom.org/Instruction/assessment/Assessment/AssessMenu.htm>

Extensive, well-organized set of links to resources for assessing oral communication skills

Critical Thinking

National Postsecondary Education Cooperative (NPEC) Sourcebook of Assessment Information

<http://www.nces.ed.gov/npec/evaltests/>

If you are looking for a published test or rubric assessing critical thinking skills, this is the place to look, with full descriptions and analyses of a plethora of published instruments.

Special Focus Area – Critical Thinking
http://www.mcli.dist.maricopa.edu/ae/al_crit.html

Links to several sites on critical thinking

Center for Critical Thinking
<http://www.criticalthinking.org/>

The Center for Critical Thinking and Moral Critique (affiliated with Sonoma State University) and the Foundation for Critical Thinking seek to promote essential change in education and society through the cultivation of fair-minded critical thinking. This site includes readings and resources on critical thinking.

Holistic Critical Thinking Scoring Rubric
<http://www.calpress.com/rubric.html>
A holistic scoring guide for critical thinking

Assessing Diversity / Multicultural Initiatives

How Can the Results of Our Diversity Initiative Be Measured?

<http://www.shrm.org/diversity/measurement.htm>

A brief overview of the steps to take to assess the effectiveness of diversity initiatives, designed for workplace initiatives but nonetheless relevant to higher education

The following instruments are described in the ERIC A/E Test Locator.

Attitudes Toward Diversity Scale
<http://ericae.net/tc3/TC019935.htm>

Designed to measure attitudes toward diversity among working adults

Diversity Awareness Assessment
<http://ericae.net/tc3/TC019557.htm>

Designed to measure knowledge of general and business-related multicultural information

Intrapersonal Diversity Awareness Profile
<http://ericae.net/tc3/TC019707.htm>

Designed to assess personal diversity awareness and identity

University of Maryland Diversity Database
<http://www.inform.umd.edu/EdRes/Topic/Diversity/>

An extensive set of links to resources for those engaged in diversity and multicultural initiatives

Diversity Web Sources in Higher Education
<http://www.ala.org/acrl/ressept00.html>

Evaluating Educational Uses of Technology

Flashlight Program
<http://www.tltgroup.org/programs/flashlight.html>

The Flashlight Program, offered by the TLT Group, an affiliate of the American Association for Higher Education, aims to help institutions evaluate educational uses of technology.

The Technology Source

<http://horizon.unc.edu/TS/>

This online journal is designed to help educators face the challenging of integrating technology tools into teaching. It often includes articles on evaluating instruction delivered electronically.

Communicating Assessment Results

Understanding the Consumption of Evaluation Results

<http://www.stanford.edu/~jnash/reports/>

Although targeted toward those evaluating technology, the principles here are relevant to those engaged in higher education assessment.

Using Assessment Results

NPEC Sourcebook on Assessment, Volume 2: Selected Institutions Utilizing Assessment Results

<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2000196>

A series of case studies at postsecondary institutions that highlight the successful use of assessment data for external policy-related decision making purposes.

Equity in Assessment

Ensuring Equity with Alternative Assessments

<http://www.ncrel.org/sdrs/areas/issues/methods/assment/as800.htm>

Explores the issues and steps involved in ensuring that all students are assessed equitably.

Multicultural Assessment

<http://www2.uncg.edu/~ericcas2/assessment/diga24.html>

Identifies four common misuses of assessments in multicultural contexts, describes some of the ways in which multicultural assessments can be improved, and suggests topics for future research in the area of multicultural assessment.

Issues in Advancing Diversity Through Assessment

<http://www.inform.umd.edu/EdRes/Topic/Diversity/General/Reading/Sedlacek/issues.html>

Presents five problems relating to diversity that exist in the counseling and personnel professions and discusses how those concerned with assessment can address each problem.

Journals and Collections of Readings on Assessment

ERIC/AE Full Text Internet Library

<http://ericae.net/ftlib.htm>

An extensive, searchable online collection of some of the best full-text books, reports, journal articles, newsletter articles and papers on the Internet that address educational measurement, evaluation and learning theory, including many resources of interest to higher education assessment practitioners.

ERIC/AE FAQs [Frequently Asked Questions]

<http://ericae.net/faqs/>

Well-organized links to online readings on a variety of assessment issues

SearchERIC.org

<http://searcheric.org/>

This valuable site allows you to search ERIC, the Educational Resources Information Center (ERIC) database. ERIC is the world's largest source of education information, with more than 1,000,000 abstracts of documents and journal articles on education research and practice.

ERIC Clearinghouse on Higher Education

<http://www.eriche.org/main.html>

This Web site describes itself as a “gateway to higher education information on the Web.” It includes a variety of resources, including reports and bibliographies.

Assessment Update

<http://www.jbp.com/JBJournals/au.html>

Assessment Update aims to cover the latest developments in higher education assessment and offer up-to-date information and practical advice on conducting assessments.

Practical Assessment, Research and Evaluation (PARE)

<http://ericae.net/pare/>

An online journal published by the ERIC Clearinghouse on Assessment and Evaluation (ERIC/AE) and the University of Maryland, intended to provide access to refereed articles that can have a positive impact on assessment, research, evaluation, and teaching practice.

Assessment and Accountability Forum (AAF)

<http://www.intered.com/public/aaf.htm>

A journal dedicated to quality management and innovation in higher education

Journal of College Student Retention: Research, Theory & Practice

<http://www.collegeways.com/JournalCSR.htm>

Aims to provide the latest research findings regarding the retention of students in higher education, including practices, programs and services that help students persist. The site also has a bibliography of retention references.

Education Policy Analysis Archives

<http://epaa.asu.edu>

Articles from this journal can be downloaded.

Assessment Bibliographies

Clemson University Assessment Bibliography

<http://assessment.clemson.edu/links/arbiblio.htm>

An extensive bibliography of assessment readings, mostly books.

National Council for the Social Studies Information Services Resources: Assessment, Testing, and Evaluation

<http://www.ncss.org/resources/infoservices/ASSESSMENT.html>.

Field-tested Learning Assessment Guide (FLAG) for Science, Math, Engineering, and Technology Instructors

<http://www.wcer.wisc.edu/nise/CL1/flag/>

Includes a primer on assessment tools and techniques and links to some samples of assessment tools. Many of the concepts can be applied to disciplines outside SMET.

<http://www.wcer.wisc.edu/nise/CL1/flag/resource/Rframe.asp>

A brief but well-annotated list of key assessment readings.

Regional Accreditation: Assessment Resources

Higher Learning Commission of the North Central Association of Colleges and Schools

<http://www.ncahigherlearningcommission.org/resources/assessment/index.html>

Research and papers by the Higher Learning Commission staff

Middle States Association of Colleges and Schools

<http://www.msache.org>

Look for MSA's assessment workbook. For hard copy call: 215-662-5606

Organizations Interested in Higher Education Assessment

American Association for Higher Education (AAHE) Assessment Forum

<http://www.aahe.org/assessment/assessnw.htm>

The AAHE Assessment Forum is the primary national network connecting and supporting higher education stakeholders involved in assessment. It helps campuses, programs, and individuals to plan, implement, and share the results of their assessment efforts by publishing, networking, and sponsoring an annual national conference.

Consortium for Assessment and Planning Support (CAPS)

<http://web.indstate.edu/oirt/caps/>

CAPS aims to provide a forum through which practitioners in the field of higher education can share information and find group solutions to day-to-day challenges in assessment and institutional planning.

American Educational Research Association (AERA)

<http://www.aera.net>

AERA is concerned with improving the educational process by encouraging scholarly inquiry related to education and by promoting the dissemination and practical application of research results. Its services include an annual conference, several journals, and listservs. Its 12 divisions and 128 special interest groups help those with similar interests network with one another.

National Council on Measurement in Education (NCME)

<http://ncme.org/>

NCME aims to advance the science of measurement in the field of education; improve measurement instruments and procedures for their administration, scoring, interpretation, and use; and improve applications of educational measurement.

American Evaluation Association (AEA)

<http://www.eval.org>

AEA defines evaluation as assessing the strengths and weaknesses of programs, policies, personnel, products, and organizations to improve their effectiveness. Its mission includes improving evaluation practices and methods and increasing evaluation use. AEA is a good resource for higher education assessment practitioners to gain fresh perspectives by learning about assessing strategies in fields other than education.

Association for Institutional Research (AIR)

<http://www.airweb.org/>

AIR is dedicated to professional growth of all who participate in decision making related to higher education via management research, policy analysis and planning. Its publications and Internet links include some works related to assessment.

Association for the Study of Higher Education (ASHE)

<http://tiger.coe.missouri.edu/~ashe/>

ASHE is a scholarly society, dedicated to higher education as a field of study, that promotes collaboration among those engaged in the study of higher education through research, conferences, and publications. Some of the work it promotes is related to assessment.

National Center for Higher Education Management Systems (NCHEMS)

<http://www.nchems.org/>

The information, research, and support that NCHEMS provides for higher education management includes attention to assessment issues.

National Council for Research and Planning (NCRP)

<http://www.raritanval.edu/ncrp/>

NCRP aims to serve institutional research and planning professionals in two-year postsecondary educational institutions and others with a special interest in community college research.

Meta-Sites (with numerous links to other assessment resources)

ERIC Clearinghouse on Assessment & Evaluation (Ericae.net)

<http://ericae.net/>

Ericae.net is “your clearinghouse for assessment, evaluation, and research information.” It includes over 400 full-text articles and access to the ERIC system, with abstracts of over one million books, articles and papers on education. It also has a “test locator” and extensive links to other Web-based resources.

Internet Resources for Higher Education Outcomes Assessment

<http://www2.acs.ncsu.edu/UPA/assmt/resource.htm>

This Web site, compiled by the University Planning & Analysis office at North Carolina State University, is one of the most extensive set of links available.

(Professional courtesy from Dr. Cecilia Lopez, Associate Director, HLC, Chicago, IL, clopez@hlcommission.org)

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Appendix II: University Assessment Steering Committee Membership

**University Assessment Steering Committee (UASC) Membership
(October 2002-October 2003) November 20, 2002**

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Academic Planning and Assessment, Provost's Office
7-0399 (Linda Walker), 7-3855, linda.delene@wmich.edu

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Appendix III: Directory of WMU Assessment Program
(under construction)