

Assessing

for excellence

It's spring...

and we continue to improve our assessment program at Central Carolina Community College. Many of you joined us for Dr. Stephen Spangehl's session on February 14th. If not, read the session highlights on page 9. On Wednesday, April 16th, we welcome Dr. Terri Flateby and Dr. Jeffrey Seybert to our campus. Both possess assessment expertise and years of assessment experience. Dr. Flateby will facilitate a session on using the Cognitive Level and Quality Writing Assessment (CLAQWA); she describes the tool in this publication (p. 2). Also in this issue, Dr. Allen Dupont and Dr. Pam Steinke outline the seven habits applicable to a better assessment program, and CCC's Assessment Resource Development and Training Team shares its assessment resource list.

As always, send us your comments: assess@cccc.edu.

Celia Hurley, editor

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Spring 2008 • Central Carolina Community College

A newsletter promoting assessment excellence

Cognitive Level and Quality of Writing Assessment

Teresa Flateby

Overview

Effective writing and critical thinking outcomes are universal to the American undergraduate education. If these skills are to be fostered, as well as valued by students and faculty, they must be assessed. One tool that effectively measures these skills is the Cognitive Level and Quality of Writing Assessment. Conceived in response to a two-year, team-taught learning community program at the University of South Florida, faculty began using CLAQWA to evaluate students' writing and thinking over ten years ago. In this learning community program, faculty from multiple disciplines team-taught cohorts of fifty students; all faculty graded writing, although with considerable variation. Additionally, Elizabeth Metzger, program coordinator and a faculty member of the English department, and I discovered that faculty fostered higher-order, complex thinking, reflecting the upper levels of Bloom's Taxonomy of Educational Objectives—Cognitive Domain (1956) early in the two-year curriculum. Responding to these two findings, we realized the need to provide a consistent method to evaluate writing for faculty from diverse disciplines and to assess thinking levels. This rubric (originally intended for instructors) evolved into an assessment system (<http://www.usf.edu/assessment>) that includes an instructional component with writing examples, for use at the classroom or program levels.

Based upon commonly used writing handbooks, such as *St. Martin's Handbook*, *Harbrace College Handbook*, and *Scott Foresman Handbook for Writers*, the writing rubric has a comprehensive writing focus (Flateby & Metzger, 1999, 2001). The rubric is analytic, has five major categories with multiple traits within each category and five performance levels operationally defined. It is jargon-free, flexible and useful in its entirety or with a smaller number of traits, depending upon the demands of the assignment or discipline and the achievement level of students. Recently, based upon the American Philosophical Association's Delphi Report (1990), we have added critical thinking traits to complement the original "Reasoning" traits on the writing portion of the CLAQWA rubric.

The separate cognitive scale, representing a holistic view of thinking revealed in a text, is based upon Bloom's Taxonomy of Educational Objectives-Cognitive Domain (1956). Even if faculty and assessment teams will not assess students' cognitive levels reflected in their writing, I strongly recommend consciously selecting the appropriate cognitive level and carefully constructing assignments to reflect these levels. Attention to the cognitive levels helps ensure compatible results if comparisons are to be made.

Although developed for use in the classroom, CLAQWA has become the primary method of measuring writing performance in USF's General Education curriculum. When we began assessing the General Education curriculum approximately ten years ago, we used a holistic scale to evaluate students' writing. Raters assigned scores of 1-6, ranging in proficiency levels from "below" to "exceeds" expectations. While our results confirmed anecdotal evidence that some students were more than acceptable writers, many more were not. Even after using this approach for several years, we lacked formative data to identify specific student writing weaknesses and inform instruction or the curriculum. At that time, we decided to use the CLAQWA analytic scale to assess our students' writing. Results confirmed that typically

students' performance levels were lower than desired; however, the traits related to thinking were the most problematic. In response to these findings, the General Education Council added process writing courses in which feedback and revision are required, and also began requiring critical thinking in all General Education courses.

Realizing the importance and potential of technology, we developed an electronic platform for CLAQWA. Our goals were to provide students with fuller explanations about our expectations and more instructional feedback. Thus, we included examples, to improve students' writing and thinking about the course content. Growing from the rubric intended for instructors, this system has multiple benefits. Students are able to apply the system for peer review, thus providing meaningful writing and thinking feedback to their fellow students. The CLAQWA Online system can be used for faculty wishing to provide feedback either with the CLAQWA rubric and/or with instructor-generated comments. In addition, assessment teams can use the system to evaluate students' texts, give more comprehensive and useful feedback to students than is typical for program assessment, as well as store and aggregate the results to quickly identify students' writing and thinking strengths and weaknesses.

Commonly Asked Questions

- Faculty often ask if the system is appropriate beyond composition programs.

Although the composition program at USF is using the CLAQWA system, we developed the rubric for faculty whose discipline is not English. We encourage faculty to select specific traits from the CLAQWA rubric appropriate for their assignments. In fact, faculty teaching disciplines as diverse as business, engineering and theater are current users. In addition, the online system permits adding instructor/discipline/institutionally developed traits. To adapt the rubric to their discipline and classes, some faculty at USF carefully describe each aspect of the assignment criteria and weigh the "Assignment Requirements" trait more heavily than the remaining CLAQWA traits, thereby placing more emphasis on content.

- Faculty also are curious about the benefits of using CLAQWA online.

The online version for instruction and assessment has been operational for two terms; prior to that, we were using CLAQWA online only for General Education assessment. The online system facilitates more comprehensive feedback for program assessment. Rather than receiving a score or scores, students' weaknesses are identified in their texts. In addition to using the online system for program assessment, many faculty are using the online system to engage their students in peer review. We have conducted peer review studies that have revealed measurable improvement in student writing and thinking, a consistent finding with others' research (Falchikov & Goldfinch, 2000; Topping, 1998). We also have discovered that when students carefully consider their peers' feedback and revise their work accordingly, writing improves. In addition, assignments developed by faculty become clearer as they use the system, and are often more focused on the cognitive levels they expect their students to achieve.

- Some wonder how to encourage faculty to use and administrators to support the system. Generally speaking, the CLAQWA rubric has been accepted by faculty who assign writing and are willing to try it. The rubric promotes consistent grading of student texts, provides a common language which faculty can use to discuss development of student writing and thinking, and helps to clearly define expectations for students. Administrators are supportive

when they understand the purpose of formative assessment and that writing improves with feedback and revision. Administrators are also supportive if they appreciate that writing is not simply a skill set, but a vehicle for developing understanding and thinking about a topic.

- Institutions have asked if comparative data are available.

Although comparative data currently are not available, since CLAQWA is a criterion-referenced rubric, institutions can establish their own levels of expectations to evaluate students' writing and critical thinking performance levels. To meet the external demands for accreditation and accountability, we are forming consortia, based upon specific types of institutions to share data, develop appropriate assignments, and to decide upon reporting approaches.

North Carolina community colleges interested in joining the consortium should contact Celia Hurley at churley@cccc.edu or Teresa Flateby at tflateby@admin.usf.edu. ■

References

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Dr. Teresa Flateby is the Director of Assessment at the University of South Florida.

Join us for the

Assessing for Excellence Conference
Wednesday, April 16, 2008 • 9 am - 1:30 pm
Dennis A. Wicker Civic Center, Sanford, NC

Facilitators include:

- CCCC faculty and staff • Dr. Teresa Flateby, Director of Assessment, University of South Florida
• Dr. Jeffrey Seybert, Director of Research, Evaluation, & Instructional Development,
Johnson County Community College, KS

Registration and payment required by Friday, April 4, 2008
Registration form available at the end of this newsletter.

The Seven Habits of Highly Effective Assessment Programs

Allen Dupont and Pamela Steinke

Many of us have read Stephen Covey's *The 7 Habits of Highly Effective People* and have tried with varying success to adopt those habits in our own lives. Attempts to apply the principles to organizational processes are less common but it appears that institutions of higher education can gain from examining the habits as they apply to assessment programs.

Habit 1: Be Proactive

Being proactive means recognizing that you have the freedom to choose a path rather than reacting to accountability and accreditation demands. Too often, institutions wait to develop an assessment process or to fully implement an assessment plan until the regional accreditation agency is knocking on the door. This typically leads to an administratively imposed assessment process that does not focus on the most important issues of student learning and does not have the authentic support of the faculty. The results are predictable – faculty resistance to what is clearly an empty exercise designed to appease the On Site Committee.

Starting early has the benefit of ensuring that faculty has time to ask the most important questions and that the answers are useful for enhancing student learning. Recently, a community college that was successfully reaffirmed in 2006 sought a consultant to help them develop an assessment program that will ask and answer the most important questions rather than the easiest questions. Faculty members at the college are involved at every step; their concerns are being addressed; and there is enough time before the next visit that there is no pressure to “get something in place.”

Habit 2: Begin With the End in Mind

Beginning with the end in mind means that assessment should focus on the goal of improving the most important outcomes – what we want our students to know, think, and be able to do when they complete a course or program. It is rarely useful to assess for the sake of being able to say that it has been done and then try to use those results for improvement. Start by asking the most important questions about student learning, and assess to get the answers to those questions rather than asking questions that appear easy to answer and expecting to get meaningful results for improvement.

Institutions in the Higher Learning Commission North Central accreditation region have a choice between a traditional accreditation and an alternative accreditation, the Academic Quality Improvement Program (AQIP). AQIP is an accreditation grounded in principles of continuous quality improvement. Part of AQIP accreditation involves the identification of “action projects” which are concrete projects centrally important to the institution for which evidence of improvement can be clearly documented. The Quality Enhancement Plan (QEP) now required of all institutions seeking accreditation in the SACS region, is based on the same basic principles as AQIP. Institutions choose a focused topic and develop an action plan for improvement of student learning. Both these examples demonstrate the importance of beginning with the end in mind - choose a project, develop an improvement plan and assess improvement of student learning.

All assessment efforts can learn from this focus. Given that a program does not need to assess all outcomes each year, program assessment should be motivated in large part by the most important, current initiatives designed to improve student learning in the department. For example, a department at a large public university decided that the most important learning outcomes are the students' ability to ask complex questions and design research programs to answer them. They implemented an innovative, inquiry guided capstone course in which seniors were asked to develop questions and to answer those questions in the laboratory. When assessing this capstone course as part of program assessment, faculty found the students did not appear to know how to develop research goals and plans. After some thoughtful reflection and dialogue, the faculty came to the conclusion that there was a need to intentionally structure all of the courses in the curriculum so that students would develop these habits of mind. This is an on-going process that started with a simple question: what is it that we want our students to achieve by completing our curriculum? In other words, what are the most important ends of the program?

Habit 3: Put First Things First

Putting first things first means staying focused on the most important goals and objectives, which are not always the most urgent tasks. If an assessment program is urgently focusing on the unimportant, then it is depleting faculty energy and enthusiasm. The assessment program should be redirected toward what is most important for the institution, its faculty and its students. These principles apply equally to academic programs, student affairs and academic support services. For example, the tutorial center at a public institution was focusing its assessment energy on the impact of tutoring on the specific courses for which the students sought tutoring. This makes sense, of course, but the tutorial staff realized that one grade in a single course was not the most important objective. So the tutorial center changed their focus to assessing how well the tutorial services improved students' abilities to be independent learners, including their study skills and other dimensions of academic success. The results of this assessment led the tutorial center staff to change the way they thought about their mission and then to change many of their practices. Their approach to tutor training was fundamentally changed and they now strive to have no "repeat customers" for their services. The result is that the tutorial center has a much larger impact on students (including higher grades in the courses for which students seek tutoring), an impact that lasts longer than in the past under the previous system.

Habit 4: Think Win-Win

Thinking "win-win" means developing an assessment process that serves the needs of students, faculty members, administrators, and external stakeholders. Such an assessment process provides information to faculty members about the most important objectives related to student learning, so that the faculty can enhance courses and curricula and thus enhance student learning. This process will also provide the documentation necessary for the administration to demonstrate to the regional accreditation agency and the external stakeholders that the institution is meeting the standards and providing students with the knowledge, skills, and habits of mind that are the hallmarks of higher education.

One of the most difficult problems for faculty in the assessment process is to be asked to report honest findings of assessment when those results reflect negatively on their courses

or program. They are afraid that their negative results will be used against them to reduce resources or cut programs prematurely. Yet, if assessment is for the purpose of improvement, it is very important that these results get reported and if institutions are going to be able to document improvement they need to include documentation of where they began. This is a situation that can quickly lead to a standoff between faculty and administration and thereby undermine the assessment process. As a win-win solution, some colleges and universities have developed curriculum improvement grant programs for faculty. In these programs faculty can apply for a grant to improve their courses or program based upon assessment results that indicate a need for improvement.

Habit 5: Seek First to Understand Then to Be Understood

Seeking first to understand means listening in order to understand why faculty members may be resistant to assessment rather than taking the attitude that “faculty need to get on board.” No one wants to get on a train when they do not know the destination and thus cannot be sure that the trip is worth the price of the ticket. One of the most common sources of confusion and resistance is the conflation of assessment (for improvement) and accountability (sometimes referred to as “assessment for accountability”). While these two activities share some similarities and can often be carried out together, the purposes of the two activities are completely different. Assessment is (or should be) designed to provide information to faculty members so that they have a basis for deliberations about courses, curricula, and student learning. These deliberations should lead to efforts to improve student learning regardless of whether students have met some benchmark or standard. Accountability asks us to prove whether students have achieved some benchmark or standard, with an implied threat of dire consequences if our students fall short. It is important to recognize this confusion in discussions about assessment results. Faculty may be threatened (sometimes with good reason) by the idea of assessment data (generated for the purpose of local improvement) being turned in to higher administrators who may wish to use these data for accountability with potentially negative consequences for programs. From the other point of view, administrators may be nervous about trusting that faculty really are doing meaningful, continuous assessment for improvement (again, sometimes with good reason) without seeing clear evidence.

If both perspectives can seek first to understand, then a solution can be found. For example, a large public university recently revamped the reporting lines for assessment activities. Initially, there was a university level committee that oversaw the process and communicated directly with departments, bypassing the college structure (Deans and Associate Deans). Even worse, there were times when the committee communicated with the departmental undergraduate coordinators and thus bypassed the department heads. The department heads in particular found this ominous. The faculty was reluctant to share honest results because of this disconnect; after all, most of the faculty members preparing the assessment reports did not personally know the members of the university committee. The system was changed to one in which the Associate Deans of the colleges became responsible for seeing that assessment plans were developed and implemented by the departments, in return for which each Associate Dean could develop college-level guidelines that made sense for their college and its unique culture. Furthermore, the assessment reports prepared by the departments now go to the Associate Deans rather than to a university committee. Because

the faculty members know their Associate Dean they are much more willing to report honestly on their findings. This has addressed the most outspoken resistance to assessment and appears to have increased the faculty's willingness to engage in the process.

Habit 6: Synergize

Synergizing means involving more people in the assessment process at many levels. At the program level, it means getting more faculty members involved in determining the most important student learning issues, in deliberating on the meaning of the assessment results, and in discussing how to enhance student learning. It also means having representatives of different departments or units meet to discuss what they are assessing and what they are finding with respect to student learning. It should also mean having deans and other administrators meet to discuss any issues or themes uncovered by the assessment activities taking place on campus, and how the institution can respond to them.

Many of the academic support units at a public university hold a monthly meeting to discuss their assessment plans, activities, findings, and reports. This has allowed them to share ideas, concerns, frustrations, successes and tips for improving the services that they provide to undergraduate students. Initially these discussions focused on urgent but not necessarily important issues (e.g., what do I include in the report); lately they have centered on the most critical issues of undergraduate student success and how the academic support unit staffs can improve what they do on the basis of assessment information (as opposed to anecdote). This same group has also turned their attention to formulating division objectives to help align their unit objectives and outcomes with the goals of the division and thereby increasing the usefulness of their assessment activities for making division level decisions. This is a clear example of the whole being greater than the sum of its parts.

Habit 7: Sharpen the Saw

Sharpening the saw means continually assessing your assessment program, process, and methods, and finding ways to stay energized by your own work in assessment. Renewal in this context means reading the assessment and pedagogy literature and staying abreast of national level discussions of concern to higher education. It means talking to faculty members, assessment professionals or administrators on other campuses, even if only to get an outside perspective on frustrations and concerns. It also means going to assessment institutes and symposia, such as the upcoming NC State Undergraduate Assessment Symposium <http://www.ncsu.edu/assessment/symposium/index.htm>. This is important because without this renewal new perspectives on old problems will not be generated, assessment processes will become stale and key personnel will burn out. Applying the seven habits to assessment programs is one way to renew your commitment to effective assessment. ■

Reference:

Covey, S.R. (1989). *The 7 habits of highly effective people*. New York: Simon & Schuster.

Dr. Allen Dupont is Director of Assessment and
Dr. Pam Steinke is Assistant Director of Assessment at North Carolina State University.

The following is a feature article about the February 14, 2008 assessment session at CCCC:

Assessing Student Achievement – A New Approach

Katherine McDonald

Education is the ticket to a better job for the individual and to a nation's success in the global economy, according to Dr. Stephen Spangehl, director of the Academic Quality Improvement Program for the Higher Learning Commission of the North Central Association of Colleges and Schools.

By this standard, the United States is falling behind, he said.

"The percentage of Americans with degrees has remained flat since 1970," Spangehl said. "Economic equilibrium in the world is going to shift unless that percentage changes. Economic development will move to other parts of the world and jobs with it."

Spangehl was in Sanford Feb. 14, to address 148 representatives, most of them administrators, from 23 North Carolina community colleges on the importance of using assessment to help students learn better.

Central Carolina Community College hosted the event at its Lee County Campus's Dennis A. Wicker Civic Center.

"CCCC is developing a 'culture of assessment' on our campuses," said Dr. John Slade, CCCC vice president/chief academic officer. "Dr. Spangehl offers the clearest, most cogent, and most useful general perspective on assessment and how to approach it of anyone I know. At CCCC, we want to become a leader in effective and authentic assessment of programs and services."

Higher education must change its understanding of its purpose and operation, Spangehl said. Traditionally, higher education has seen itself as a "sifter," separating those with intellectual ability and strong motivation from those without, and serving only the former.

The emerging understanding, Spangehl said, is that it is the responsibility of higher educators to discover effective ways to educate everyone, to use assessment to engineer the teaching and learning processes to help students achieve.

"If educators do their jobs properly, students will become highly educated and graduate from college," he said. "Those who fail to do so will not have been adequately served by their higher education institutions."



Dr. Stephen Spangehl, director of the Academic Quality Improvement Program for the Higher Learning Commission of the North Central Association of Colleges and Schools

Assessment is the key, he told his audience, saying that colleges and universities already have a lot of assessment information on students. He offered an A-B-C-D format to use it effectively:

- A. – Assess and specify the learning goal and level of proficiency expected.
- B. – Beam in on student achievement results.
- C. – Calculate, compute, and conclude what caused the results.
- D. – Determine, deduce, and decide the processes needing adjustment or redesign to achieve student learning.

Spangehl warned that educators could use assessment results wrongly to weed out non-achieving students or to select only students who fit their profiles.

“No one wants that for the United States,” he said. “Here, we have a long tradition of using education to create upward social mobility.”

He added that educators must define their educational goals so that all stakeholders understand and value them. Educators must design better student records that communicate what students have learned, and they must publish information showing improvement targets and performance. Colleges must also work with high schools to see that students are prepared for college-level work.

One of those attending the program was Dr. Edward Dent, chairman of the Industrial Technology and University Transfer Department at Bladen Community College. Bladen is beginning the process for its reaffirmation of accreditation by the Southern Association of Colleges and Schools.

“Anything like today’s presentation helps us to define and redefine what we do,” he said. “Assessment can help us get to our end point of educating students.”

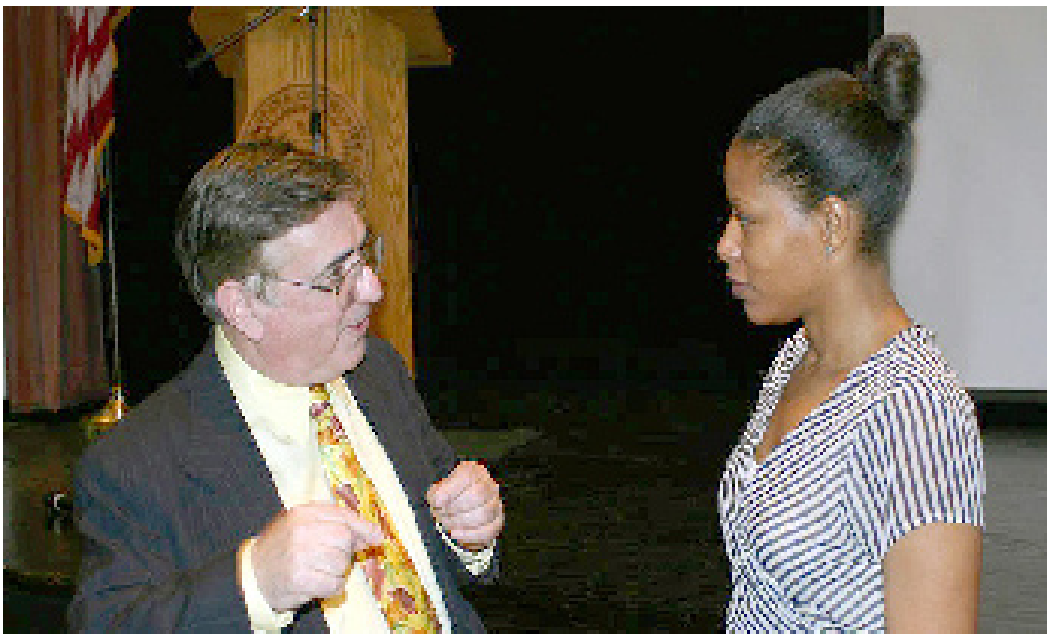
Celia Hurley, co-director of CCCC’s Quality Enhancement Plan, agreed with the importance of what Dr. Spangehl said.

“CCCC uses assessment daily, formally and informally, to determine if our courses, programs, and services are effective,” she said. “Dr. Spangehl offered insights and fresh ideas that we can apply to assessment at all levels.”

Community colleges attending the forum were CCCC, Sandhills, Fayetteville Technical, Bladen, Isothermal, Randolph, Montgomery, Halifax, Rowan-Cabarrus, Alamance, Durham Technical, Forsyth Technical, Craven, Brunswick, Richmond, Lenoir, Johnston, Nash, Haywood, Southeastern, James Sprunt, and Carteret. ■



Elaine Cole (right), a counselor at Fayetteville Technical Community College, speaks with Dr. Stephen Spangehl following the assessment forum at Central Carolina Community College.



Dr. Spangehl and Barbara Rusher (right), Humanities Department chair at Central Carolina Community College, discuss the finer points of incorporating assessment into humanities courses.

Ms. Katherine McDonald is the News & Feature Writer at
Central Carolina Community College.

Sharing ART Work on Assessment

Bianka Stumpf, Barbara Rusher, Joe Henderson, and Karen Allen

Motivated extrinsically by the creation of a Quality Enhancement Plan (QEP) for reaccreditation and intrinsically by a desire to more meaningfully embrace assessment, Central Carolina Community College's Assessment Resource Development and Training (ART) Team bolted into action in 2007. The team was comprised of instructional administrators and faculty with varied insight into and experience with assessment.

With an institutional definition of assessment as a guide, the team crafted training on assessment basics and best practices for the college's faculty and support staff. The ART Team also compiled an annotated list of assessment resources for faculty and support staff. While the team's commission was to enhance the understanding and implementation of assessment at Central Carolina, their annotated resource list is useful to other schools ready to paint their own assessment masterpieces.

An excerpt from the ART Team's resource list is below. For the complete list, contact ART Team chair Bianka Stumpf at bstumpf@cccc.edu.

What are the assessment basics I should know?

Faculty and staff must learn how to best collect information, analyze it, and use the information to improve student learning. Thus, the fundamental assessment questions become: What do we want to assess? How do we assess? How do we make sure assessment is valid and reliable? How do we use the results to improve?

The State University of New York at Geneseo offers an "Assessment 101" overview covering assessment basics, summarizing the meaning and intent of assessment, and listing basic methods of assessment. <http://www.geneseo.edu/~assess/concepts.shtml>

What is the must-know assessment lingo?

There are terms used regularly in conversations about college assessment. You will hear a lot about learning outcomes, rubrics, and course embedded assessment. There are standards of quality which affect the validity or reliability of the data obtained.

If you need an assessment dictionary to find the meaning of terms with which you are unfamiliar, consult the Glossary Resources of the Evaluation Center of Western Michigan University. This glossary includes over 570 entries. Though you won't need to read it all, you're likely to find what you're looking to learn! <http://ec.wmich.edu/glossary/index.htm>

What does good practice for assessment look like?

The North Carolina State University Planning and Analysis Office's website contains several links to resources that are annotated with brief descriptions. The links are divided into the following categories: general resources, assessment "handbooks," assessment of specific skills or content, individual institutions' assessment-related pages, accrediting bodies, and student assessment of courses and faculty. <http://www2.acs.ncsu.edu/upa/assmt/resource.htm>

Why and how should my students self-assess?

Students should self-assess because “[w]hen students are collaborators in assessment, they develop the habit of self-reflection. They learn the qualities of good work, how to judge their work against these qualities, how to step back from their work to assess their own efforts and feelings of accomplishment, and how to set personal goals” (Reif, 1990; Wolf, 1989). They can compare their work over time, create evaluation criteria for a project, discuss their strategies for reading difficult texts, and work with peers to evaluate and revise a piece of writing. These are qualities of self-directed learners, not passive learners. As teachers model, guide, and provide practice in self-assessment, students learn that assessment is not something apart from learning or something done to them, but a collaboration between teachers and students, and an integral part of how they learn and improve. To read more, visit Eduplace.

<http://www.eduplace.com/rdg/res/litass/self.html>

As an instructor, why should I assess my classroom instruction?

The University of Connecticut website is an excellent online resource that addresses the following categories: Why Assessment?, What is Assessment?, Assessment Primer, and Assessment and General Education. The primary reasons to assess are for learning, effective teaching, maintaining a quality learning environment, and shifting to the learning paradigm versus the teaching paradigm. The website also provides excellent resources and links to other assessment websites. <http://web.uconn.edu/assessment/why1.htm>

What are some actual classroom assessment techniques I could try?

Thomas Angelo and Patricia Cross’s textbook *Classroom Assessment Techniques: A Handbook for College Teachers*, 2nd ed. is arguably the most universally-praised work on college assessment. This practical handbook is an information-packed resource for the beginner and beyond built on seven fundamental assumptions about assessment. This text not only discusses the value of assessment, but it also provides fifty peer-reviewed techniques that instructors can use as soon as they put the book down. The authors provide some thought-provoking questions to create a foundation for instructors ready to assess students, themselves, and courses.

What are rubrics?

For years educators have been heralding the benefits of assessment guided by rubrics. Rubistar is a phenomenal resource for college professionals seeking to assess with rubrics. Funded by the federal government, Rubistar is a free online tool that helps you create rubrics. Rubistar provides adaptable templates and examples that cover the spectrum of subjects and assignments. You will not regret book marking this effective and time-saving tool.

<http://rubistar.4teachers.org/index.php>

Should and how can assessment be translated from the classroom into student support and administrative services?

The importance of assessment extends from the classroom to the entire campus. Student Development Services counselors, Financial Aid Office specialists, Library assistants, Academic Assistance Center staff, Business Office cashiers, Distance Education technicians, and all other student support and administrative offices also impact learning. For a primer on

how college services are best assessed, check out the conference presentation from Bob Mundhenk, a popular college assessment consultant nationally.
http://www.ncahlc.org/download/feb06_assess_ppt/11StudAdminAff.pdf

What are some quality resources if I want to learn even more about assessment?

It is no secret that assessment is an increasingly significant part of post-secondary education reform. The Association of American Colleges and Universities provides guidance and resources on assessment to ensure college professionals are equipped to set goals, measure progress, and make decisions that contribute to student learning and growth. Their Assessment page provides useful links on assessment as it relates to accreditation, general education competencies, and various classroom assessment techniques like capstone experiences and portfolios. <http://www.aacu.org/issues/assessment/index.cfm> ■

Bianka Stumpf, Barbara Rusher, Joe Henderson, and Karen Allen are members of the Assessment Resource Development and Training Team for CCC's Quality Enhancement Plan.

Upcoming Conferences

CCC's Assessing for Excellence Conference

April 16, 2008

Dennis A. Wicker Civic Center • Sanford, North Carolina

Registration form at the end of this newsletter.

2008 NC State Undergraduate Assessment Symposium

Breaking Barriers: Building a Culture of Assessment

April 25-27, 2008

Embassy Suites • Cary, North Carolina

<http://www.ncsu.edu/assessment/symposium/>



Assessing for Excellence Conference Registration Form

Wednesday, April 16, 2008 • Dennis A. Wicker Civic Center • Sanford, NC • 9 am - 1:30 pm

Please complete one registration form for each attendee. Please type or print.

Name _____

Title _____

College _____

Mailing Address _____

Email Address _____

Phone Number(s) _____

I require special services as a disabled attendee. Please specify.

Conference Registration & Fees

Cost of Conference

The conference fee is \$12 per participant. CCCC must receive your registration and payment no later than Friday, April 4, 2008.

Registration Guidelines

Conference fees are non-refundable. If you are unable to attend, another individual may attend in your place.

Please pay by check or credit card. Sorry – we cannot process purchase orders.

Payment by check: Checks should be made payable to Central Carolina Community College.

Payment by credit card:

Name on credit card _____

Type of Credit Card VISA _____ Mastercard _____

Credit card number _____

Date of expiration _____

Registrations will not be processed without payment.

Please send your completed registration form and payment to:

**Michelle Powell
Central Carolina Community College
1105 Kelly Drive
Sanford, NC 27330**

Registration and payment must be received by **Friday, April 4, 2008**. Thanks!

Questions: assess@cccc.edu