

ASSESSMENT OF STUDENT LEARNING: LEVELS OF IMPLEMENTATION

(This model contains modifications of the original published by NCA-CIHE)

Self-evaluation from: _____
(NDSU Department or program) Date:

Completed by: _____

To use this form: Circle the identifier to the left of the description that, in your opinion, most effectively describes the level of implementation for each individual category of achievement in evaluating student learning.

Collective/Shared Understanding of Assessment

- 1 A shared understanding of assessing student learning is not present
- 1+ . . . Is beginning to evolve
- 2 . . . Has developed and implementation is beginning
- 2+ . . . Is expanding and the value system rewards faculty conducting assessments of student learning
- 3 . . . Has become a way of life and assessment has been included in the unit=s PT&E document.

Mission and Goals Statements

- 1 Assessment of student learning is not a part of department/unit mission or goals statements
- 1+ . . . Is a minor part of mission and goals statements
- 2 . . . Is a modest part of mission and goals statements
- 2+ . . . Is stated as a secondary objective in mission and goals statements of the department or unit
- 3 . . . Is a featured goal of the department or unit

Faculty Involvement

- 1 Faculty have not identified direct measures of student learning to be used and consider grades to be sufficient as an evaluator of learning
- 1+ . . . Are becoming familiar with the vocabulary of assessment of student learning. Direct and indirect measures of learning are used in less than 33% of the courses offered by the department or unit.
- 2 . . . Have developed learning objectives evaluated by direct and indirect measures of learning in approximately 50% of the courses

- 2+ . . . Have highly-developed learning objectives primarily supported by direct measures of student learning for nearly all classes
- 3 . . . Have a depth of understanding of evaluating student learning such that they are serving as an assessment resource to faculty in other departments or other institutions.

Awareness of Students

- 1 Students know essentially nothing about evaluation of student learning (in contrast to their knowledge of course grading systems)
- 1+ . . . Are beginning to learn about measuring student learning
- 2 . . . Are beginning to understand the significance of evaluating student learning in their courses
- 2+ . . . Are requesting more feedback about the general level of student learning in their courses and in previous offerings of courses
- 3 . . . Are actively involved in self-evaluation of their student learning through portfolios, capstone courses, or comparable activities

The Assessment Process: Development and Use of Results

- 1 The Chair developed the departmental or unit assessment program with no faculty involvement
- 1+ The Chair and the department=s Curriculum or Assessment Committee are discussing assessment of student learning in courses for majors
- 2 The department Chair and the Curriculum or Assessment Committee share responsibility for overseeing assessment activities and the assessment report
- 2+ Assessment results have led to changes in some courses
- 3 Assessment results are leading to a second cycle of changes in some classes

Proficiency in Assessment by the Department or Unit

- 1 Assessment has not progressed as an agenda item in the last three years
- 1+ Faculty discussions of the results of assessing student learning in their courses are increasing
- 2 Discussions of the results of assessing student learning are taking place during department meetings
- 2+ Accomplishments in assessing student learning are highlighted in standard annual reports and in reports provided to the Program Review Committee
- 3 Sufficient evidence of student learning has been accumulated to justify using that information in recruiting students and faculty.

Thank you for completing this self-evaluation of your assessment practices. Include this form as part of your annual assessment report.

For more information, please contact your college representative to the University Assessment Committee or call the Office of Institutional Analysis at 231-8262.

Reference: <http://www.ncacihe.org/resources/assessment/LevelsforCEs.pdf>
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Approved by the members of University Assessment Committee on February 22, 2001.