



Program and Educational Assessment

Guidelines for

Academic Affairs and Student Life

Assessment Committee
Office of Educational Assessment

September 30, 2009

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INTRODUCTION

The *Guidelines* are intended to serve as an evolving resource for Academic Affairs and Student Life staff and administrators as they assess the programmatic and educational outcomes of their offices and programs. The College of Wooster's *Program and Educational Assessment Guidelines for Academic Affairs and Student Life* includes:

- a description of the roles and responsibilities of individuals, offices, and groups in the program and educational assessment process,
- a description of the process of development, review, and oversight of assessment plans and reports,
- questions that supervisors will ask when reviewing and evaluating assessment plans,
- questions that the Assessment Committee will ask when reviewing assessment plans and providing feedback,
- timelines for Academic Affairs and Student Life offices to complete assessment plans and reports,
- a description of assessment plan components and examples of the components included in each step of the assessment plan,
- models of assessment plans from Academic Affairs and Student Life programs and offices, and
- a list of books, websites, newsletters, journals, and listserves that may be helpful assessment resources.

These guidelines are posted on The College of Wooster's Assessment website at: <http://www3.wooster.edu/assessment/> .

ASSESSMENT PLAN DEVELOPMENT

Four-Step Assessment Plan Development Process

The Assessment Committee has identified the components for Academic Affairs and Student Life programs and offices to include in their assessment plans. These components differ slightly from what is expected of academic departments and programs, but the structure of the integrated assessment plan is similar.

Characteristics of an effective assessment plan:

An effective plan will:

- start with the program's mission statement and relate to the College's mission and values statements,
- build upon the program's goals and objectives,
- involve more than one type of measure,
- be developed and implemented by staff within the department or program,

- address real concerns that staff may have about program objectives, services offered, or the support of student learning and development within the program,
- be used to improve programs, services, or student learning and development, and
- include a well-developed feedback loop so that improvements can be implemented.

I. MISSION STATEMENT

- ✓ Develop a mission statement that describes the values and principles that guide your program, as well as one that complements and contributes to the College's mission.

The mission statement is a concise statement of the general values and principles that guide the program/curriculum. It sets a tone and a philosophical position from which follow a program's goals and objectives; it is also a statement of program vision. It defines the very broadest program principles and describes the larger context in which more specific program goals will fit.

Program mission statements should be consistent with the principles of purpose set forth in the College's mission statement. A good starting point for any program mission statement is to consider how the program mission supports or complements the College's mission and values statements. The program mission statement serves as a link between the program's goals and objectives on the one hand, and the College's mission on the other.

The program mission statement should:

- define the broad purposes the program is aiming to achieve,
- describe the community the program is designed to serve,
- state the values and guiding principles which define its standards, and
- support the mission statement and core values of the College.

Links to The College of Wooster's:

- mission statement and statement of purpose:
<http://www.wooster.edu/en/About-Wooster/Mission%20Statement.aspx>
- DRAFT revised mission statement, core values, and vision statement:
<http://strategicplan.scotblogs.wooster.edu/>

Questions to Consider in the Development of a Program Mission Statement:

1. What are the general values and broad principles that will guide the program?
2. Whom will the program serve, and how?
3. In what specific ways is the program mission consistent with the College's mission, core values, and vision statement?
4. Does the program mission statement serve as a link between the College's mission statement and the program goals?

Examples of Mission Statements:

*"The Office of Intercultural Advancement is dedicated to creating a diverse and culturally-enlightened community based on mutual respect and understanding. We believe that for students to grow cognitively and effectively, we must provide a diverse environment which fosters critical dialogue and reflection while valuing and appreciating differences."
(Gettysburg College)*

"The primary purpose of the Office of Academic Advising is to assist students in the development and implementation of their educational plans. To this end the Office of Academic Advising subscribes to the philosophy of developmental advising; advising is a cooperative effort between advisor and student that consists not only of course planning and selection, but the development of the person as a whole. This includes the selection of career and life-long goals." (University of La Verne)

II. GOALS

- ✓ Identify the program and/or educational goals of your program or office.

Academic Affairs and Student Life offices and programs may have two types of goals:

1. Program goals that are related to the program or services of the program
2. Educational goals that are related to student learning and development goals

Academic Affairs and Student Life offices and programs may have only program goals and not necessarily have student learning and development goals.

Program and Service Goals & Student Learning & Development Goals

Program and service goals and student learning and development goals are statements of the desired long-term outcomes of program. They are derived from the mission statement and are logical outgrowths of it. Programmatic goals are program and service goals of the program that relate to desired outcomes of the College. Student learning and development goals describe in general terms the achievable knowledge, skills, attitudes and values that a program expects students to develop as a result of being a student at The College of Wooster.

What are the differences among goals, objectives, and outcomes? Think of what students should be able to do or know or believe as a result of your program – this refers to an outcome. Goals and objectives are broader statements of what programs want to achieve. Goals often include objectives, which are more specifically defined than goals.

Don't concentrate on the differences in the meanings of goal, objective, and outcome; instead, concentrate on determining what the outcomes should be and what evidence will demonstrate those. After you have developed your goals, you may want to revisit the language in your goals as you begin to develop measures for these goals. Often opportunities for even greater specificity arise.

Example of developing measurable outcomes:

Step 1: Each student will be able to function as a team member.

Step 2: Each student will *reflect upon his or her contributions* to a team effort.

Step 3. Each student will reflect upon his or her contributions to a team effort, ability to accept other team members as resources, and willingness to accept compromise if required to achieve a team goal.

The language becomes more specific following each iteration. The *verb(s)* chosen will help you focus on what you assess.

Questions to Consider in the Development of Goals:

1. What are the goals of your program in terms of programming and services offered and in terms of student learning or development?
2. Are these goals aligned with the mission statement of your program?
3. Can the goals be measured or assessed?

Examples of program or service goals:

Residence Life, Augsburg College

<http://www.augsburg.edu/reslife/guidebook/?url=content/mission.htm>

- *To provide safe, well-maintained facilities that are designed to accommodate the changing needs of our student population and support the program objectives of the department and college.*
- *To provide a residence life staff that encourages a positive living learning environment, supports students in making a successful transition to the college community, and assists students in accessing campus resources.*
- *To offer a residence life program which provides students with academic support and enhanced opportunities for personal growth and learning in a community that promotes the development of life skills, citizenship, leadership, responsibility, and spirituality.*
- *To offer an environment that celebrates diversity by bringing students together in a community where differences are respected and where the common goal is learning.*

Entrepreneurship for the Public Good, Berea College, Berea Kentucky

<http://www.berea.edu/epg/>

The goals of the Entrepreneurship for the Public Good program are to engage Berea College students in entrepreneurship and leadership activities in order to enable them to:

- *explore theoretical and practical approaches to entrepreneurship for the public good in the context of economic development in Appalachia and beyond;*
- *identify and seize new entrepreneurial opportunities;*
- *develop and build leadership skills;*
- *prepare for professional careers with a purpose; and*
- *add value to small businesses and nonprofits in the region.*

Second Level Library Instruction Goals, Lafayette College

http://library.lafayette.edu/instruction/instruct_mission

Students working in their major or minor will be introduced to specialized resources in a field of study, gain advanced understanding of the scholarly communication process, and learn additional strategies for using the World Wide Web as a research tool.

Scholarly Communication

Students will learn the following:

- 1. How new information is produced, reviewed, and disseminated in a field.*
- 2. How certain factors affect the value of information in a field, e.g., author's credentials, publisher's reputation, number of times cited in literature.*
- 3. How "primary sources" are defined in a field and why scholars use them.*
- 4. What constitutes ethical use of scholarly resources.*

Examples of program-related goals:

Our office will help first-generation college students succeed in academic and co-curricular areas.

Our program will provide opportunities for academically strong students to be challenged beyond the ordinary classroom experiences.

III. METHODS OF ASSESSMENT

- ✓ Define measures specifically related to the programmatic and/or educational goals of your program or office, and develop or identify the tools and instruments for the measures.

Direct and Indirect Measures

Direct measures include direct observation or evaluation of the activity, service, program, student learning, or student development. Indirect measures are generally perceptions of students, staff, employees or others about an activity, service, program, learning, or development. Generally, a direct measure is a stronger measure than an indirect one. Evidence includes qualitative as well as quantitative information.

As you develop your methods for assessment, consider the following factors that may influence the types of methods you choose:

- compliance with the Family Educational Rights and Privacy Act (FERPA) <http://orientation.wooster.edu/ferpa.pdf>
- need for human subjects research review <http://www.wooster.edu/psychology/hsrc/>
- need for legal counsel
- use of data that are already available or being collected – contact the Associate Vice President of Institutional Research, Assessment, and Planning or the Director of Educational Assessment.

Examples of program or service measures:

- evaluation reports of individual programs submitted by program-specific and specialized accrediting agencies, visiting committees, or committees of external peer experts
- the percentage of students who engage in off-campus study
- enrollment, retention, or graduation trends for the total student population or segments of the population
- the diversity of the student body
- measures of volume activity (number of clients served, presentations given, etc.)
- measures of type of clients served (demographics, etc.)
- measures of efficiency (average turnaround time for completing a task, timely service, prompt response, etc.)
- measures of satisfaction (satisfaction with products, services, service delivery, timeliness, etc.)
- measures of service quality (error rates, accuracy of information provided, accuracy of charts, etc.)
- other methods of obtaining client feedback (comments via email, blogs, suggestion boxes, informal surveys, etc.)

Examples of direct measures include:

A selection of representative **case studies** and their analysis may serve as a direct measure.

Content analysis may also be an appropriate direct measure that is used to classify themes from qualitative data, which can then be quantified.

Checklists can be used to identify activities or actions that have taken place. Checklists can be particularly useful when you know that in your field or program if students complete a, b, and c that they are likely to succeed.

Visual data collection of images can provide much relevant detailed data.

An electronic or paper **portfolio** documents progress toward a goal or a set of goals. It can be used to assess a variety of learning or developmental outcomes and provides an opportunity for reflection by the student. Staff and faculty could provide feedback on the portfolio. The portfolio itself is not an assessment measure; it requires a systematic method of assessment, such as a rubric.

A **rubric** is an explicit summary of the criteria for assessing a particular service, activity, or learning goals with levels of potential achievement for each criterion. There are several types of rubrics, including generic or task-specific and holistic or analytic.

Licensure, certification, or professional evaluations may be direct measures if the evidence from these is related to your program or educational goals and supplemented with evidence from other direct measures.

Narrative/Journaling provides your target audience with an opportunity to be reflective. Journaling and narratives can be analyzed with a rubric or by content analysis.

Employers may **externally review** performance of internships based on program or stated learning and development goals.

Locally developed pre-test and post-tests

Matched pairs analysis of those who participate and those who do not on specific criteria.

Examples of indirect measures include:

Senior exit surveys and other surveys of students, alumni or employers are indirect measures and may be used to supplement direct measures. There are several institutional surveys (NSSE, ASQ, etc.) and locally developed surveys for specialized projects (Ohio5 Teagle Creative & Critical Thinking) that may already provide valuable information related to the goals of your programs and offices.

Interviews of seniors, graduates, or alumni and **focus groups** may provide evidence for your program and educational goals. These may be conducted prior to employing your direct measures to inform the development of direct measures, or may be administered after gathering and summarizing the data from your direct measures in order to provide contextual information.

Benchmarking data that compares College of Wooster data with peer or aspirant institutions; or a national average; or an agreed upon standard

Student program/services evaluations

Peer review of program

Graduate follow-up studies and job placement data may also be used as indirect measures related to goals.

IV. FEEDBACK LOOP

- ✓ Describe your plan for a feedback loop in which your department or program will engage in the future.

The feedback loop component of the assessment plan has one section. It includes a statement about the plan for a specific and systematic approach for including a description of action items related to the assessment plan or to the improvement of the program, the services offered by the program, or student learning and development. The statement also describes the resources required to carry out the change, and the people, departments, or programs that should be notified because they may be directly or indirectly impacted or they may provide resources for the change(s).

Questions to Consider in the Development of a Feedback Loop:

1. What is your feedback mechanism/loop?
2. How have you factored what you learned from your assessment back into the program?
3. What other offices within the institution should receive your action items?

Examples of a feedback loop:

Statement of plan for specific and systematic approach for including feedback mechanism as part of International Relations Program assessment process:

Academic Advising Center

The data collected for the assessment of the Academic Advising Center will be collected and analyzed at the end of each semester. There will be an annual meeting dedicated to assessment with the staff of the Academic Advising Center, the Provost, and other associated faculty, staff, and administrators. Findings and plans to improve the program or alter the assessment of the program may be shared with the Writing

Center, the Math Center, the Learning Center, International Programs, Career Services, Student Affairs, and other college constituents.

THE INTEGRATED ASSESSMENT PLAN

- ✓ Submit assessment plans that include a mission statement and goals, methods of assessment, and a description of a feedback loop; the tools or instruments used to measure goals; and a matrix of program functions/activities/services and goals.

Submit the integrated assessment plan to your supervisor.

The integrated assessment plans include all of the components of your program assessment plan, and any revisions that you have made during the plan development process with feedback from your supervisor and the Assessment Committee, and a matrix of your program's or office's functions/activities/services with your goals, as well as any other supporting documents.

ASSESSMENT TIMELINE

Exemplars in Academic / Student Affairs will submit an assessment plan as soon as possible during the 2009-10 academic year. Other programs and offices in Academic Affairs and Student Life will submit a mission statement and goals by October 30, 2009, measures and a feedback loop by February 26, 2010, an integrated assessment plan by April 23, 2010.

Academic Affairs Schedule for Assessment Plan Development & Review	
	Key Dates
Mission & Goals	
From AA to Supervisor	October 30, 2009
From Supervisor to AC	November 23, 2009
From AC to Supervisor & AA	December 7, 2009
Measures & Feedback Loop	
From AA to Supervisor & AC	February 26, 2010
From Supervisor & AC to AA	March 29, 2010
Integrated Plan	
From AA to Supervisor	April 23, 2010
From Supervisor to AA and DEA	May 14, 2010

AA - Academic Affairs office, center, department
 AC - Assessment Committee (Anne Nurse, Chair)
 DEA - Director of Educational Assessment (Theresa Ford)
 Supervisor - Provost or Dean (Shila Garg & Hank Kreuzman)

Supervisors will provide a decision on the goals and the integrated plan within three to four weeks after receiving the documents, as will the Assessment Committee.

The proposed schedule for Student Life differs somewhat from Academic Affairs. In recognition of the previous work that Student Life has begun, Student Life will submit an umbrella mission statement and goals by February 1, 2010. The individual offices and programs will submit an assessment plan during the 2010-11 academic year with mission statement and goals due October 11, 2010, measures and a feedback loop due February 14, 2011, and the fully integrated assessment plan due April 12, 2011.

Student Life Overall Mission Statement and Goals PROPOSED Schedule for Development and Review	
	Key Dates
Mission & Goals	
From Student Life to President	February 1, 2010
From President to AC	March 1, 2010
From AC to President & Student Life	March 31, 2010

Student Life Offices and Departments PROPOSED Schedule for Assessment Plan Development & Review	
	Key Dates
Mission & Goals	
From SL to Supervisor	October 11, 2010
From Supervisor to SL	November 8, 2010
From AC to Supervisor & AA	November 29, 2010
Measures & Feedback Loop	
From SL to Supervisor & AC	February 14, 2011
From Supervisor & AC to SL	March 14, 2011
Integrated Plan	
From SL to Supervisor	April 12, 2011
From Supervisor to SL and DEA	May 16, 2011

SL - Student Life office, center, department
 AC - Assessment Committee Chair
 DEA - Director of Educational Assessment (Theresa Ford)

ASSESSMENT PLAN REVIEW & OVERSIGHT PROCESS

Roles and Responsibilities

Supervisors and staff (generally these will be the Provost, Deans, and Directors) in Academic Affairs and Student Life and the Assessment Committee share responsibilities in the review and oversight process of assessment plans. Clarifying the roles and responsibilities of those involved in assessment plan development will also help elucidate the process of review and oversight.

Exemplars

Exemplars in assessment are staff members from a diverse group of programs and offices in Academic Affairs and Student Life who are role models in assessment planning for their colleagues. They have agreed to complete their assessment plans on an expedited schedule and to make their plans available to colleagues on campus. They will assist in the development of the plan, implementation, and reporting processes. Generally, they will be an assessment resource for their colleagues. The exemplars are:

Jessica DuPlaga, Off-Campus Study
Nicola Kille, Ambassadors Program
William Macauley, Writing Center
Kitty McManus Zurko, Art Museum

Assessment Committee and Director of Educational Assessment

The Assessment Committee and the Director of Educational Assessment have been reviewing and providing feedback on assessment plans for academic departments and programs based on a specific set of criteria since the fall of 2006, and on annual assessment reports since the fall of 2008. The Committee will review and provide feedback on the components of assessment plans related to educational goals (student learning and student development goals) for Academic Affairs and Student Life offices and programs. The Assessment Committee does *not* review plan components related to program and service goals for Academic Affairs and Student Life offices and programs. The Assessment Committee does *not* approve or disapprove plans and reports.

Provost, Deans, and other Supervisors

The Provost, Dean for Curriculum and Academic Engagement, Dean for Faculty Development, Dean of Students, and other supervisors in Academic Affairs and Student Life have three main responsibilities related to assessment plans.

1. Early in the plan development process, supervisors determine whether the program's mission statement is aligned with the College's mission and value statements, and whether the program goals are aligned with the program's mission.
2. When the plan is drafted, supervisors review components of the plan related to program or service goals. They will also review the feedback provided by the Assessment Committee on the components of the plan related to educational assessment.

3. Supervisors will approve or disapprove of the plan, and provide their feedback to the staff member responsible (accountable) for the plan, and to recommend any modifications to the plan.

Thus, supervisors work with their staff to identify program and educational goals and to improve the overall assessment plan. Staff collaborate with the Assessment Committee and Director of Educational Assessment on plan components related to educational goals.

Associate Vice President of Institutional Research, Assessment, and Planning (AVPIRAP)

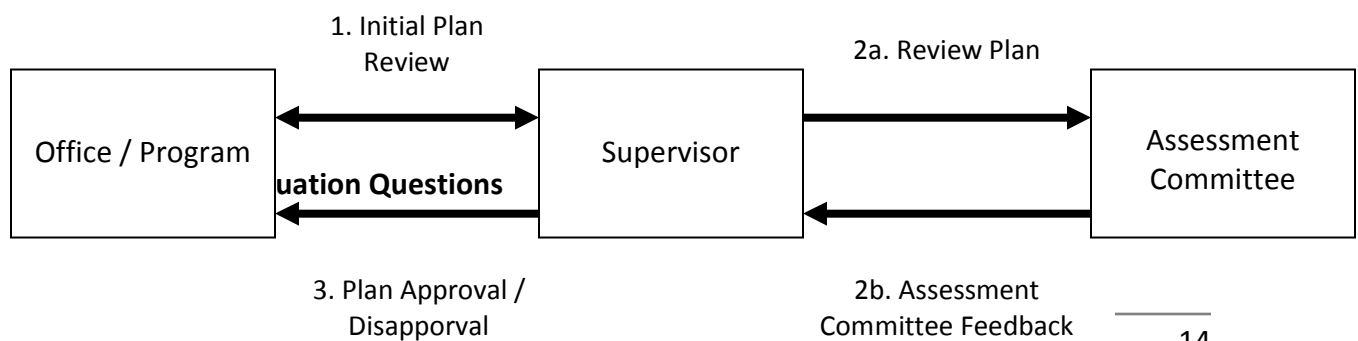
The AVPIRAP serves as an *ex officio* member of the Assessment Committee and in that role will assist with the development of plan components related to educational goals. The AVPIRAP will also assist with development of plan components related to program and service goals.

Process of Assessment Plan Development, Review, and Approval

There are three main steps in the assessment plan development, review, and approval process.

1. Program directors and coordinators state their mission and identify their goals, both program and educational goals, and discuss them with the supervisor.
 2. After the mission statement and goals have been agreed upon, an assessment plan is developed by program directors and presented to the supervisor.
 3. Then the plan undergoes a two-part review.
 - a. The supervisor sends the components of the plan related to educational goals to the Assessment Committee. The Assessment Committee will review components of the plan related to educational goals and forward its feedback to the supervisor and staff member.
 - b. The supervisor reviews all components of the plan related to programmatic goals and educational goals as well as the feedback of the Assessment Committee and makes recommendations. The supervisor will approve or disapprove of the plan, and forward feedback and any recommendations to the staff member who is responsible for the plan.
- Figure 1 provides a flow chart of these three steps in the assessment process.

Figure 1. Assessment Process for Academic Affairs and Student Life



STEP 1 – Initial Review by Supervisor:

The supervisor will ask these questions when presented with the mission and goal statements of the program or office.

- a. Is the mission of the program or office aligned with the mission and value statements of the College?
 - b. Is the mission appropriate for the office or program?
 - c. Are all of the program and educational goals aligned with the mission?
 - d. Is this a comprehensive set of program and educational goals for the office or program?
- If yes, plan is passed to Assessment Committee.
 - If no, plan is returned to Office/Program, and mission and/or goals are redefined or modified.

STEP 2 – Review of Plan Components by Supervisor and Assessment Committee

A. Plan Components related to Program Goals (criteria for supervisors)

Mission statement and goals (program and service goals)

- a. Is the program mission statement aligned with the mission and value statements of the College?
- b. Are the goals clearly articulated?
- c. Are the goals aligned with the program's mission statement?
- d. Are the goals related to programs and services offered by the office?
- e. Can the goals be assessed or measured?
- f. Is this a comprehensive set of goals for the program/office?

Measures

- a. Are the measures tied to a specific program or service goal?
- b. Are there at least two measures of a program or service goal?
- c. Are the measures clearly defined?
- d. Will the measure(s) sufficiently assess the goal(s) to which they are tied?

Feedback Loop

- a. What feedback mechanism has the office or program developed?
- b. Will the feedback be sufficient?
- c. To whom will action items be communicated?

B. Plan Components related to Educational Goals (criteria for Assessment Committee)

Educational goals (student learning and development goals):

- a. Are the goals clearly articulated?
- b. Are the goals aligned with the program's mission statement?
- c. Are the goals related to student learning or development in the office or program?
- d. Can the goals be assessed or measured?

Measures:

- a. Are the measures tied to a specific goal(s) of student learning or development?
- b. What measures have been developed? Are they direct, indirect or non-measures of student learning and development?
- c. Is there at least one direct and one indirect measure or two direct measures of a student learning or development?
- d. Are the measures clearly defined?
- e. Will the measure(s) sufficiently assess the goal(s) to which they are tied?

Feedback Loop:

- a. What feedback mechanism has the department or program developed?
- b. Will the feedback be sufficient?
- c. To whom will action items be communicated?

The Assessment Committee provides comments and written responses to these questions, and forwards the written response to the Supervisor and the staff member.

STEP 3 - Supervisor's final review and evaluation questions:

On AC Feedback -

- b. Do I agree with the feedback of the Assessment Committee on plan components related to educational goals?
 - If yes, Supervisor reviews the plan components related to program goals.
 - If no, Supervisor meets with Assessment Committee Chair & Director of Educational Assessment.

Overall Plan -

- a. Is the plan viable?
- b. Is it inadequate, ineffective, onerous, or overly ambitious?
- c. Can it be adopted and integrated into the workflow of the office/program?
- d. Ultimately, can the plan be implemented given the time, knowledge, expertise, and resources available in the office or program?
 - If yes, the plan should be implemented with any necessary revisions.
 - If no, the plan should be revised based.

The supervisor approves or disapproves of the assessment plan and provides all of the feedback from the Assessment Committee and the Supervisor to the staff member who is responsible for developing and implementing plan, modifying it, or re-developing it. A copy of the final fully integrated assessment plan is given to the Supervisor and the Director of Educational Assessment.

ASSESSMENT COMMITTEE 2009-10

Anne M. Nurse, Associate Professor of Sociology – Chair

Denise D. Byrnes, Associate Professor of Computer Science

Mark A. Christel, Director of Libraries

Ellen Falduto, Associate Vice President of Institutional Research, Assessment, and Planning, *ex officio*

Theresa Ford, Director of Educational Assessment, *ex officio*

Hannah Haas '12

Laura Hazlett '11

Michelle L. Johnson, Associate Professor of Communication

Henry Kreuzman, Dean for Curriculum and Academic Engagement, Associate Professor of Philosophy, *ex officio*

Kitty McManus Zurko, Director of the Art Museum

ASSESSMENT RESOURCES

Books

Designing Effective Assessment: Principles and Profiles of Good Practice by Trudy W. Banta, Elizabeth A. Jones, and Karen E. Black (Jossey-Bass, 2009)

Assessment Essentials: Planning, Implementing, Improving by Catherine Palomba & Trudy Banta (Jossey-Bass, 1999)

Assessment in Student Affairs: A Guide for Practitioners, by M. Upcraft and J. Schuh (Jossey-Bass, 1996) [Chapter 1: *Why Assessment in Student Affairs?* <http://www.uqa.edu/studentaffairs/assess/pdf/Why%20Assessment%20In%20Student%20Affairs.pdf>]

A Guide to Outcomes Assessment in Education Abroad edited by Mell C. Bolen (Forum on Education Abroad)
http://www.forumea.org/research-outcomes_assess_guide.cfm

A Practitioner's Handbook for Institutional Effectiveness and Student Outcomes Assessment Implementation by James O. Nichols (Agathon Press, 1995)

Library Assessment, SPEC Kit 303 (Association of Research Libraries, 2007)
<http://www.arl.org/news/pr/spec303-21dec07.shtml>

Assessment Clear and Simple: A Practical Guide for Institutions, Departments, and General Education by Barbara E. Walvoord (Jossey-Bass, 2004)

Assessing Student Learning: A Common Sense Guide, second edition, by Linda Suskie (Jossey-Bass, 2009)

Websites

ACPA Principles of Good Practice for Student Affairs
www.acpa.nche.edu/pgp/principle.htm

Association of American Colleges and Universities (AAC&U)
<http://www.aacu.org/resources/assessment/index.cfm>

AAC&U VALUE-project rubrics related to LEAP Essential Learning Outcomes
<http://www.aacu.org/value/rubrics/index.cfm>
College of Wooster assessment website

<http://www3.wooster.edu/assessment>

Council for the Advancement of Standards in Higher Education

www.cas.edu

National Institute for Technology and Liberal Education NITLE

<http://nitle.org/>

North Carolina State University Assessment Resources

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

Office of Institutional Research - Assessment Resources – Dartmouth College

<http://www.dartmouth.edu/~oir/assessmenteval/tools/>

Teagle Foundation

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

The TLT Group (Teaching, Learning, and Technology)

<http://www.tltgroup.org/about.htm>

Yale University Library, Assessment Toolkit

<http://www.library.yale.edu/assessment/toolkit/>

Journals/Newsletters

Assessment and Evaluation in Higher Education, published by Routledge, 6 issues per year.

Assessment Matters, The College of Wooster, 4 issues per year

<http://www3.wooster.edu/assessment/Newsletter.html>

Assessment Update, edited by Trudy W. Banta, published online in Wiley InterScience, 6 issues per year.

The Journal of General Education, published by The Pennsylvania State University, University Park, PA, 4 issues per year in OhioLINK EJC

Conferences/Workshops/Training

List of Assessment Conferences

<http://www.assessmentconferences.com/>