
Tool Time

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Tool Time

Guys and tools



When the tools overwhelm the project

When the tools overwhelm the project

“If it’s assessment, does it have to be standardized testing?”

Assessment is...

**...what I *don't* want my tools to
overwhelm**

Assessment involves...

“...making our expectations explicit and public; setting appropriate criteria and high expectations for learning quality; systematically gathering, analyzing, and interpreting evidence to determine how well performance matches those expectations and standards; and using the resulting information to document, explain, and improve performance...” (Angelo, 1995)

- **Explicit goals**
- **Monitor progress toward goals**
- **Use the information to improve the program**

Assessment is for...

- **Program improvement**
- **Telling the story**
- *Put program improvement first*

Assessment requires...

- **Program-level buy-in**
- **“Draw from the top”**
 - **The 10th principle of good practice for assessing student learning (Banta et al., 1996)**
 - **See AAHE’s [“9 Principles of good practice for assessing student learning”](#)**
- **Effort**

Assessment tools shouldn't be more important than...

- **Gathering useful information**
- **Figuring out what it means**
- **Making sure the information is used**

Key questions

What's your purpose in doing this assessment?

- **What's it for?**
- **Who's it for?**

Tools to...

- **Coordinate the assessment process**
- **Produce the data**
- **Present the results**

Tools to coordinate the assessment process

Tools to coordinate the assessment process:

Tracking assessment activities

Record:

- **Intended outcomes**
 - **...and their relationships to unit/institution missions**
- **For each intended outcome**
 - **How performance was assessed**
 - **What was found**
 - **How the information was used**
- **What's done when, and by whom**

Tools to coordinate the assessment process: Web forms for department reports

George Mason University: Program goals

Assessment Plans - I. Program-Level Student Learning Goals - Netscape

File Edit View Go Communicator Help

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Bookmarks Location: <http://assessment.gmu.edu/AssessmentPlans/I-Program.cfm>

Please use this form to list the student learning goals and program outcome goals for each program in your department/school. See ["Creating Student Learning Goals: A Brief Guide for Faculty"](#) for guidance. You may submit as many goals as you wish.

Department/School Name:	<input type="text"/>	If you encounter problems using this on-line entry system, please contact Emily Yance. Phone: 993-8876 E-mail: eyance@gmu.edu
Program Name:	<input type="text"/>	
Contact's Name:	<input type="text"/>	
Contact's E-mail:	<input type="text"/>	

(To help us verify your submissions.)

Goal:

(Submit each goal as you finish it. You can then hit the "Clear Goal Field" button and continue to submit additional goals.)

When finished submitting goals, go to Step 2, the [Evaluation Methods](#) page.

Document: Done

Tools to coordinate the assessment process: Web forms for department reports

GMU: Evaluation methods

Assessment Plans - II. Evaluation Methods - Netscape

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Bookmarks Location: <http://assessment.gmu.edu/AssessmentPlans/II-Evaluation.cfm>

Commercially-Available Tests/Surveys

Test/Survey	Semester/Year Used	Will it be used within the next year or so?
UCLA/CIRP Freshman Survey	<input type="text"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/> Not Sure
ETS Tasks in Critical Thinking	<input type="text"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/> Not Sure
ETS Major Field Achievement Test	<input type="text"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/> Not Sure
CSEQ (College Student Experiences Q)	<input type="text"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/> Not Sure
Noel-Levitz Student Satisfaction Inventory		<input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/> Not Sure
Other (Please Identify)		
<input type="text"/>	<input type="text"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/> Not Sure
<input type="text"/>	<input type="text"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/> Not Sure

Document: Done

Tools to coordinate the assessment process: Web forms for department reports

GMU: Evaluation methods

Assessment Plans - II. Evaluation Methods - Netscape

File Edit View Go Communicator Help

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Bookmarks Location: <http://assessment.gmu.edu/AssessmentPlans/II-Evaluation.cfm>

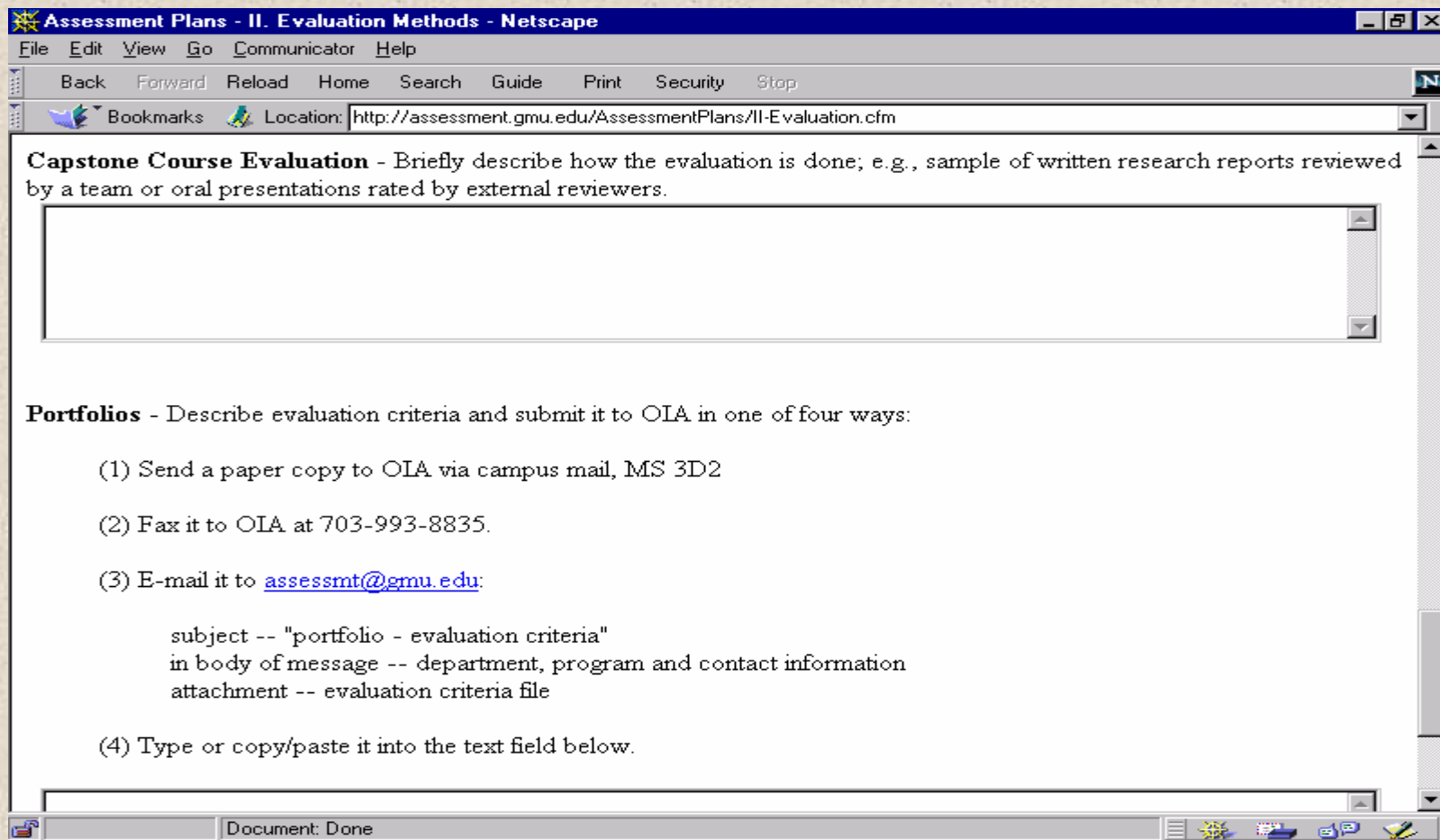
Locally-Developed Methods

Method	Semester/Year Used	Will it be used within the next year or so?
Capstone Course Evaluation conducted by a team of faculty/experts (See Details)	<input type="text"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/> Not Sure
Portfolios (See Details)	<input type="text"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/> Not Sure
Papers/Projects evaluated by team of faculty/experts (Disregard if this is the same as the Capstone Course Evaluation.)	<input type="text"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/> Not Sure
Senior Exit Surveys, Interviews, Focus Groups	<input type="text"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/> Not Sure
Alumni Surveys	<input type="text"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/> Not Sure

Document: Done

Tools to coordinate the assessment process: Web forms for department reports

GMU: Evaluation methods



The screenshot shows a Netscape browser window with the title "Assessment Plans - II. Evaluation Methods - Netscape". The address bar displays "http://assessment.gmu.edu/AssessmentPlans/II-Evaluation.cfm". The main content area contains two sections:

Capstone Course Evaluation - Briefly describe how the evaluation is done; e.g., sample of written research reports reviewed by a team or oral presentations rated by external reviewers.

Below this text is a large, empty text input field with a vertical scrollbar on the right side.

Portfolios - Describe evaluation criteria and submit it to OIA in one of four ways:

- (1) Send a paper copy to OIA via campus mail, MS 3D2
- (2) Fax it to OIA at 703-993-8835.
- (3) E-mail it to assessmt@gmu.edu:
 - subject -- "portfolio - evaluation criteria"
 - in body of message -- department, program and contact information
 - attachment -- evaluation criteria file
- (4) Type or copy/paste it into the text field below.

The browser's status bar at the bottom shows "Document: Done" and various system icons.

Tools to coordinate the assessment process: Web forms for department reports

GMU: Major findings and changes

Assessment Plans - III. Major Findings and Changes Made to Program - Netscape

File Edit View Go Communicator Help

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Bookmarks Location: <http://assessment.gmu.edu/AssessmentPlans/III-Major.cfm>

Please list the major findings and program improvements made as a result of assessing student learning and program outcome goals. Link the findings to the method used. For example: "Capstone Course - Students lacked appropriate presentation skills; we now incorporate the practice of having oral presentations in two required courses". You may submit as many findings/changes as you wish.

Department/School Name:

Program Name:

Contact's Name:

Contact's E-mail:

(To help us verify your submissions.)

If you encounter problems using this on-line entry system, please contact Emily Yance. Phone: 993-8876 Email: eyance@gmu.edu

Clear All Fields

Findings and Changes:

Submit Current Finding

(Submit each finding and you finish it. You can then "Clear Finding Field" by continue to submit additional findings and changes.)

Clear Finding Field

Document: Done

Tools to coordinate the assessment process: Forms to track assessment activities

Institutional Effectiveness Associates

Microsoft Word - iforma.doc

File Edit View Insert Format Tools Table Window Help

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**ASSESSMENT RECORD FOR
DEPARTMENT
OF**

(Academic Department Name)

(Assessment Period Covered)

(Date Submitted)

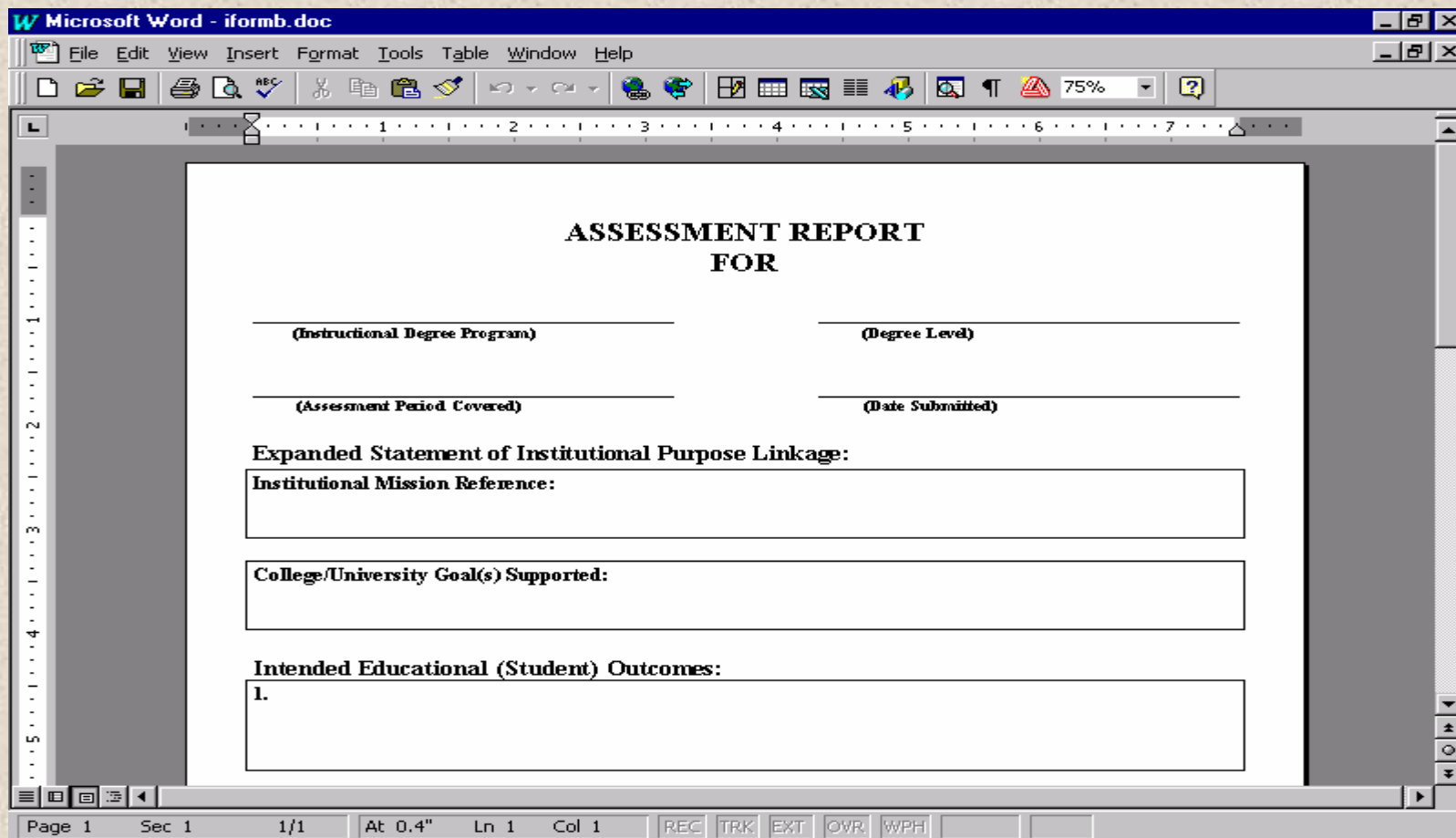
Includes Assessment Reports for those Instructional Programs listed below:

<u>Title of Instructional Degree Program</u>	<u>Degree Level</u> (Associate, Bachelors, Master's, etc.)
_____	_____
_____	_____
_____	_____
_____	_____

Page 1 Sec 1 1/1 At 1" Ln 3 Col 3 REC TRK EXT OVR WPH

Tools to coordinate the assessment process: Forms to track assessment activities

IEA -- Goals and outcomes



The image shows a Microsoft Word window titled "Microsoft Word - iformb.doc". The window contains a form titled "ASSESSMENT REPORT FOR". The form has several fields for user input:

- (Instructional Degree Program)**: A horizontal line for text entry.
- (Degree Level)**: A horizontal line for text entry.
- (Assessment Period Covered)**: A horizontal line for text entry.
- (Date Submitted)**: A horizontal line for text entry.
- Expanded Statement of Institutional Purpose Linkage:**
 - Institutional Mission Reference:** A large rectangular text box.
 - College/University Goal(s) Supported:** A large rectangular text box.
 - Intended Educational (Student) Outcomes:** A large rectangular text box with a bulleted list starting with "1."

The status bar at the bottom of the window shows: Page 1, Sec 1, 1/1, At 0.4", Ln 1, Col 1, REC, TRK, EXT, OVR, WPH.

Tools to coordinate the assessment process: Forms to track assessment activities

IEA -- Assessment method and results

Microsoft Word - iformc2.doc

File Edit View Insert Format Tools Table Window Help

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1 2 3 4 5 6 7

**ASSESSMENT REPORT
FOR**

(Instructional) Degree Program

(Degree Level)

(Assessment Period Covered)

(Date Submitted)

Intended Educational (Student) Outcome:
NOTE: There should be one form C for each intended outcome listed on form B. Intended outcome should be restated in the box immediately below and the intended outcome number entered in the blank spaces.

First Means of Assessment for Outcome Identified Above:

a. Means of Program Assessment & Criteria for Success:

a. Summary of Assessment Data Collected:

a. Use of Results to Improve Instructional Program:

Page 1 Sec 1 1/2 At 0.4" Ln 1 Col 1 REC TRK EXT OVR WPH

Tools to coordinate the assessment process: Forms to track assessment activities

TracDat -- Objectives

The screenshot displays the TracDat software interface within a Netscape browser window. The browser title is "GCS Group, Inc. - TracDat Product Overview - Netscape" and the address bar shows "http://www.gcsgroup.com/student_portfolio.htm". The software window is titled "TracDat Software - [Assessment Plan and Objectives]" and has a menu bar with "File", "Edit", "View", "Record", "Tools", and "Help".

The interface is divided into several sections:

- Left Sidebar:** Contains navigation icons and labels: "Assessment Plan" (target icon), "Observations" (hand icon), "Student Performance" (person icon), "Group Performance" (group of people icon), "Questionnaire" (document icon), "Reports", "Customize", and "Edit Drop-downs".
- Top Tabs:** "Objectives" (selected), "Related Courses", "Related Mission Compon", and "Custom Fields".
- Main Form:**
 - Objective Name:** A text field containing "Objective 1".
 - Objective:** A text area containing "To prepare students for admission to graduate school and to perform competently in graduate school by developing and demonstrating proficiencies in research design, statistical analysis, scientific thinking, scientific writing, oral presentation and defense of".
 - Track:** A dropdown menu set to "Two".
 - Start Date:** A date field set to "1/1/96".
 - End Date:** A date field set to "2/23/99".
 - Assessment Method:** A text area containing "1. Faculty ratings of student performance in Thesis I and Thesis II for each of the following areas: (a) two tests, (b) two oral presentations, (c)".
 - Feedback Loop:** A text area containing "Results will be used to improve student learning by making course and teaching modifications suggested by analysis of Student Performance data and Alum survey data. Changes will be documented on TracDat Observations".
 - Calendar:** A text area containing "1. Ratings will be done yearly. 2. Alum Survey will be done every 5 years (starting 1996/1997)".
 - Assessment Evaluation:** A text area containing "Department will meet in April of each year, beginning in 1997, to analyze data collection methods and modify department assessment plan if necessary".
- Bottom:** A status bar showing "Record: 1 of 4" and navigation buttons.

Tools to coordinate the assessment process: Forms to track assessment activities

TracDat -- Observations

The screenshot shows the TracDat Software interface for Observations, running in Netscape. The browser window title is "GCS Group, Inc. - TracDat Product Overview - Netscape". The address bar shows the URL "http://www.gcsgroup.com/student_portfolio.htm". The software window title is "TracDat Software - [Observations]".

The interface includes a menu bar (File, Edit, View, Record, Tools, Help) and a toolbar with various icons. A left sidebar contains navigation options: Assessment Plan, Observations (selected), Student Performance, Group Performance, Questionnaire, Reports, and Customize. The main area is divided into "Observation" and "Custom Fields" tabs.

The "Observation" tab contains the following fields:

- Related Objective: Objective 1
- Date: 4/1/96
- Observation: Some of the students left out components of their oral presentations (introduction, discussion, etc), while doing well otherwise. The omissions seem to be a case of not understanding
- Observation Type: Problem/limitation
- * Data Source: Performance Ratings
- Remedy: Provide students enrolled in capstone course with written copy of criteria on which oral and written work will be graded.

On the right side, there are two text areas for notes:

- Notes: Implement 1996/1997. Distribute at Fall Thesis meeting.
- Follow-up Comment: Written criteria were provided at Fall 1996/1997 meeting of Thesis students. Oral presentations did not have the component omissions that were presents in last year's presentations.

Other fields include:

- Followup Date: 4/1/97
- Issue Resolved: Yes No

The status bar at the bottom indicates "Record: 2 of 17".

Tools to coordinate the assessment process: Forms to track assessment activities

TracDat -- Student Portfolios

The screenshot displays the TracDat Student Information software interface within a Netscape browser window. The browser title is "GCS Group, Inc. - TracDat Product Overview - Netscape" and the address bar shows "http://www.gcsgroup.com/student_portfolio.htm". The software interface has a menu bar (File, Edit, View, Record, Tools, Help) and a toolbar with various icons. The main window is titled "TracDat Software - [Student Information]" and features a navigation pane on the left with icons for Assessment Plan, Observations, Student Performance, Group Performance, Questionnaire, Reports, Customize, and Edit Drop-downs. The main content area is divided into tabs: General, Performance Measure, Narrative Feedback, Portfolio (selected), and Custom Fields. The "Portfolio" tab shows the student's name "Sally B Andso" and an "Enter Document" field. Below this is a table listing portfolio items:

Portfolio Name	View
Evaluation Paper	
Thesis Paper	
Lab Study	
Capstone Review	

At the bottom of the interface, it indicates "Record: 1 of 10" and includes navigation buttons. The Windows taskbar at the bottom shows "Document: Done" and various system icons.

Tools to coordinate the assessment process:

Tracking assessment activities

Benefit: helps...

- **Make sure things get done**
- **Make sure things get done on schedule**
- **Show others what's done**

Tools to coordinate the assessment process: Tracking assessment activities

Risk: “Not those forms again!”

- **Focus on**
 - **Record-keeping rather than information use**
 - **Reporting rather than improvement**

Tools to produce data

Tools to produce data: Web surveys

NC State University sophomore survey

1999 Sophomore Survey - Netscape

File Edit View Go Communicator Help

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Bookmarks Netsite: <http://www2.acs.ncsu.edu/upa/survey99/so99tst.htm>

INSTRUCTIONS:

To answer a question, click on the bubble for the answer you are choosing. Once you have answered all questions, you must hit the **SUBMIT** button at the end of the form in order to complete the survey.

Section A – Faculty Contributions

Please evaluate how well faculty members at this campus do each of the following.

	Excellent	Good	Fair	Poor
1. Set high expectations for you to learn:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Respect the diverse talents and ways of learning of you and your classmates:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Encourage you to be an actively involved learner:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Encourage student-faculty interaction, in and out of the classroom:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Give you frequent and prompt feedback:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Encourage you to devote sufficient time and energy to your coursework:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Develop opportunities for you to learn cooperatively with fellow students:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Care about your academic success and welfare:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. In general, how would you evaluate your instructors on these eight measures?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Document: Done

Tools to produce data: Web surveys

NC State sophomore survey

1999 Sophomore Survey - Netscape

File Edit View Go Communicator Help

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Bookmarks Netsite: <http://www2.acs.ncsu.edu/upa/survey99/so99tst.htm>

Section E – Other Offices that Serve You

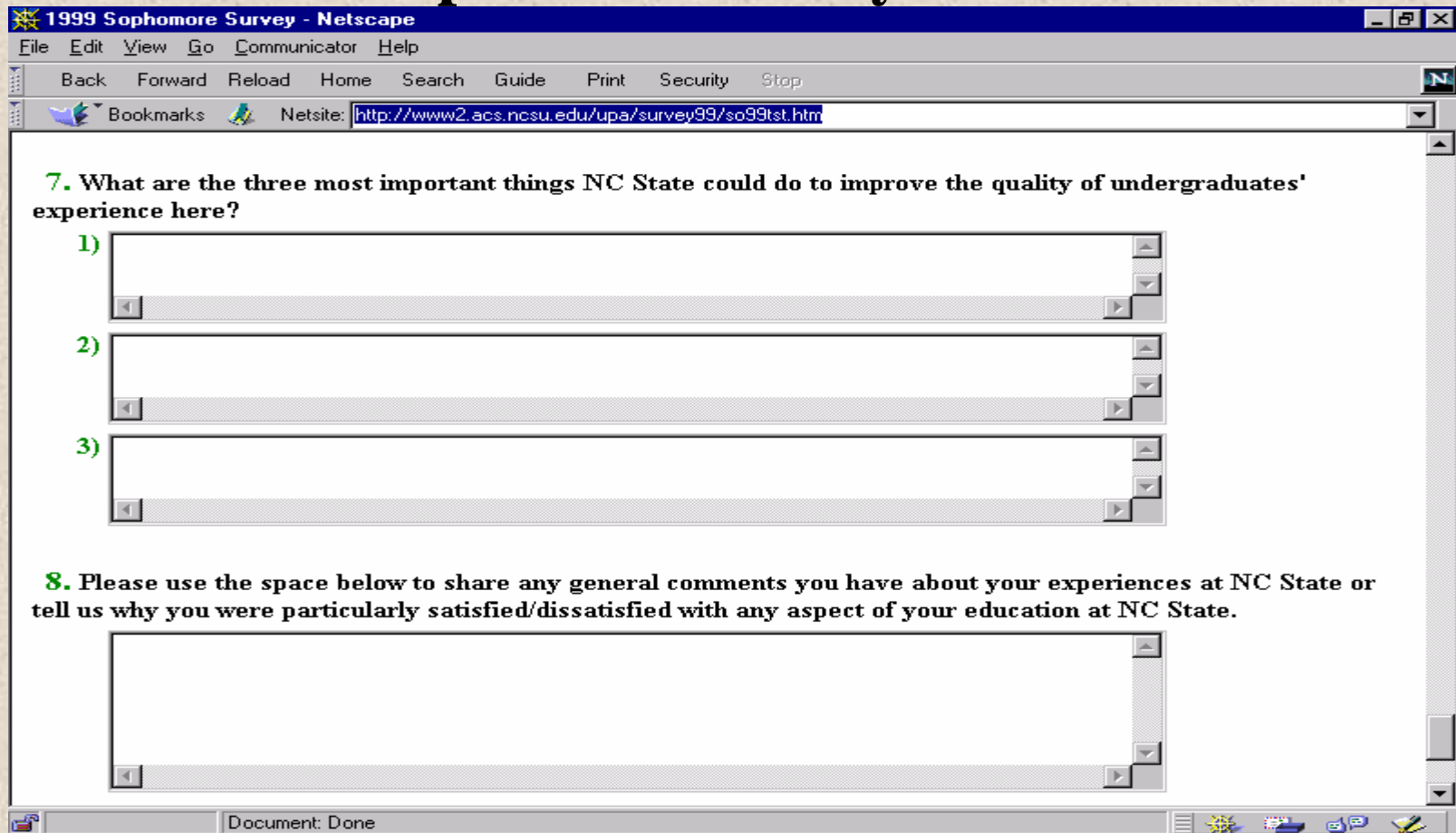
Based on your experience so far, how would you evaluate each of the following services? (If you have not had enough experience with a service to evaluate it, please choose "Don't know/did not use" and then skip to the next service.) For those services which required interaction with staff secretaries, tutors, counselors, office workers, or other people, please rate how responsive those staff people were to your needs.

	Don't Know/ Did Not Use	Evaluation of Service Area				Evaluation of Staff Responsiveness			
		Excellent	Good	Fair	Poor	Excellent	Good	Fair	Poor
1. Registration process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Financial aid services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Campus food services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Campus health services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Campus counseling (not career) services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Business services/cashier/student accounts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Campus residence life programs for students living in university-owned housing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Opportunities to participate in campus recreational and other extra-curricular activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>				
9. Opportunities to participate in community service projects	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>					

Document: Done

Tools to produce data: Web surveys

NC State sophomore survey



The screenshot shows a Netscape browser window with the title "1999 Sophomore Survey - Netscape". The address bar contains the URL "http://www2.acs.ncsu.edu/upa/survey99/so99tst.htm". The main content area displays two survey questions:

7. What are the three most important things NC State could do to improve the quality of undergraduates' experience here?

1)

2)

3)

8. Please use the space below to share any general comments you have about your experiences at NC State or tell us why you were particularly satisfied/dissatisfied with any aspect of your education at NC State.

The browser window includes a menu bar (File, Edit, View, Go, Communicator, Help), a toolbar (Back, Forward, Reload, Home, Search, Guide, Print, Security, Stop), and a status bar at the bottom showing "Document: Done".

Tools to produce data:

Web surveys

Benefits:

- **Attract attention**
- **Easy administration**
- **Easy data capture**

Tools to produce data:

Web surveys

Risk: Response bias from unevenly distributed Web/email use

- **Students' use of email varies**
 - **With major**
 - **With GPA**
 - **Data from: [University of Colorado-Boulder](#)**
- **Web surveys for distance-education students**

Key questions

What's your purpose in doing this assessment?

- **What's it for?**
- **Who's it for?**

Tools to produce data: “Ear to the ground” surveying

- CU-Boulder’s “[Ask Ralphie](#)”
- University of Massachusetts-Amherst:
“[Pulse](#)”

Tools to produce data: “Ear to the ground” surveys

The screenshot shows a Netscape browser window titled "Ask Ralphie - Netscape". The address bar displays "http://www.colorado.edu/sacs/AskRalphie/". The main content area features a large orange banner with a cartoon buffalo sitting at a computer. The word "ask" is written in large black letters, with "Ralphie" in a smaller, handwritten font below it. A small box next to the buffalo says "ask ralphie". Below the banner, there are four orange buttons: "Search", "Frequently asked Questions", "Ralphie's guide", and "ask a question". To the left of the main content is a dark sidebar with four orange buttons: "Ralphie's Info Center", "Ralphie archives", "Best of ask Ralphie", and "Ralphie's links". Below the buttons, there is a paragraph of text: "Hi, I'm Ralphie, the Buffalo-in-the-Know. I'm here to help you find out what you need to know about the University of Colorado at Boulder. Use the [search](#) button above to see if your topic has been covered in the [Ralphie Archives](#), [Frequently Asked Questions](#) or [Ralphie's Guide to Student Life](#). If your question is new, use the [Ask a Question](#) button above." Below this is another paragraph: "If you need to find the street address or e-mail address of someone at the university, use the electronic directory at <http://www.Colorado.EDU/Directories/>." The browser's status bar at the bottom shows "Document: Done" and various system icons.

Ask Ralphie - Netscape
File Edit View Go Communicator Help
Back Forward Reload Home Search Guide Print Security Stop
Bookmarks Location: <http://www.colorado.edu/sacs/AskRalphie/>

Ralphie's Info Center
Ralphie archives
Best of ask Ralphie
Ralphie's links

ask
Ralphie
ask ralphie
General Questions about Academic or Student Concerns

Search **Frequently asked Questions** **Ralphie's guide** **ask a question**

Hi, I'm Ralphie, the Buffalo-in-the-Know. I'm here to help you find out what you need to know about the University of Colorado at Boulder. Use the [search](#) button above to see if your topic has been covered in the [Ralphie Archives](#), [Frequently Asked Questions](#) or [Ralphie's Guide to Student Life](#). If your question is new, use the [Ask a Question](#) button above.

If you need to find the street address or e-mail address of someone at the university, use the electronic directory at <http://www.Colorado.EDU/Directories/>.

Document: Done

Tools to produce data: “Ear to the ground” surveys

The Best of Ask Ralphie - Netscape

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Location: <http://www.Colorado.EDU/sacs/boar/>

The Best of ask Ralphie

Contents

- [All About the Land of Unusualness: Boulder](#)
- [Ralphie's Deepest and Darkest Secrets](#)
- [Ralphie's Friends, Critters and Other Buffaloes](#)
- [What Ralphie \(and Others\) Love to Eat](#)
- [Campus Landmarks and Traditions](#)
- [Love, Sex, and Other Troublesome Topics](#)
- [The Meaning of Life, Etc...](#)
- [Ralphie Avoids the Issue, Embellishes the Truth, or Goes Off the Deep End](#)
- [Red Tape: Campus Bureaucrats and Precarious Policies](#)
- [Academics and Student Life Impressions](#)
- [Ralphie's Wide World of Wonder](#)

Document: Done

Tools to produce data: “Ear to the ground” surveys

Ask Ralphie FAQs - Netscape

File Edit View Go Communicator Help

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Bookmarks Location: <http://www.colorado.edu/sacs/AskRalphie/ralphietop10faq.html>

ask ralphie for parents

Search

Ralphie's guide

Ralphie's Info Center

Ralphie's Frequently Asked Questions

Ralphie's mailbag is frequently full of questions that have been asked before. Many of these questions and answers are posted here. While I do my best to keep this FAQ current, if you find errors or outdated hyperlinks, [let me know](#) and I'll fix them.

Topics covered in this FAQ:

- [Residency](#)
- [Housing](#)
- [CU alumni](#)
- [PLUS and grades on line](#)
- [Transcripts](#)
- [International English](#)
- [Physical therapy, physician assistant, and sports medicine](#)
- [Distance learning, independent study, and correspondence courses](#)
- [University job listings](#)

Computer-related FAQ:

- [Setting up an e-mail account](#)

Document: Done

Tools to produce data: “Ear to the ground” surveys

“Ask Ralphie”

- **Convenience sample**
- **Unstructured data-gathering**
- **Searchable, analyzable email files**

Tools to produce data: “Ear to the ground” surveys

“Pulse”

- **Structured topical phone interviews**
- **Random sample**
- **CATI data entry**

Tools to produce data: “Ear to the ground” surveys

Benefits:

- **Current topics**
- **Maintains interest**
 - **Respondents**
 - **Audience for reports**

Tools to produce data: “Ear to the ground” surveys

Trade-off: Ease vs generalizability

- **“Ralphie”**
 - **Uses data gathered for another purpose**
 - **Eyeball analysis**
 - **Convenience sample**
 - **Unstructured/uncontrolled topics**
- **“Pulse”**
 - **Labor-intensive**
 - **Random samples**
 - **Structured/controlled topics**

Key question: What's it for?

- **Quick check to identify possible topics for followup?**
- **Characterize population's experiences or opinions?**

Tools to produce data: “Point & click” analysis

- **Statistical software**
- **Accommodates various levels of sophistication**

Tools to produce data: “Point & click” analysis

Benefits:

- **Built-in data management**
- **Fast**
- **Powerful analyses**

Tools to produce data: “Point & click” analysis

Risk:

- **“No special training in statistics [or research design] is needed...”**

Tools to present the results

Assessment Web sites

Tools to present the results: Assessment Web sites

Benefits:

- **Widely accessible**
- **Up-to-date information**

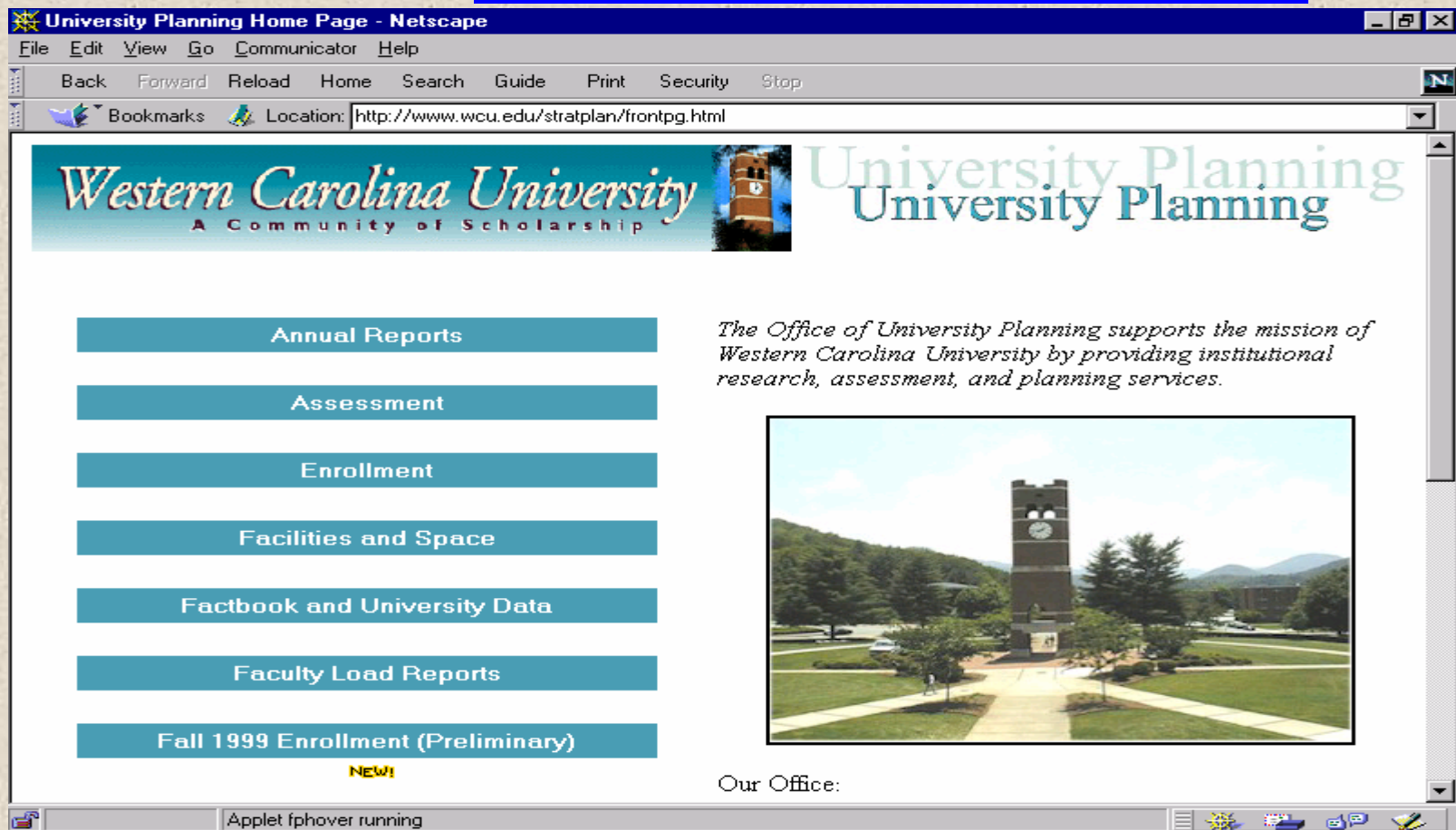
Tools to present the results: Assessment Web sites

Risk: Reducing utility with the “latest and best” effects

- **Are Java effects worth the start-up time?**
- **Are frames really needed?**

Tools to present the results: Assessment Web sites

Java effects: [Western Carolina University](http://www.wcu.edu/stratplan/frontpg.html)



The screenshot shows a Netscape browser window with the title "University Planning Home Page - Netscape". The address bar shows the URL "http://www.wcu.edu/stratplan/frontpg.html". The website content includes the Western Carolina University logo, a navigation menu with buttons for "Annual Reports", "Assessment", "Enrollment", "Facilities and Space", "Factbook and University Data", "Faculty Load Reports", and "Fall 1999 Enrollment (Preliminary)". A "NEW!" label is positioned below the "Fall 1999 Enrollment" button. To the right, there is a paragraph of text and a photograph of a clock tower on a campus.

University Planning Home Page - Netscape

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Bookmarks Location: http://www.wcu.edu/stratplan/frontpg.html

Western Carolina University
A Community of Scholarship

University Planning
University Planning

Annual Reports

Assessment

Enrollment

Facilities and Space

Factbook and University Data

Faculty Load Reports

Fall 1999 Enrollment (Preliminary)

NEW!

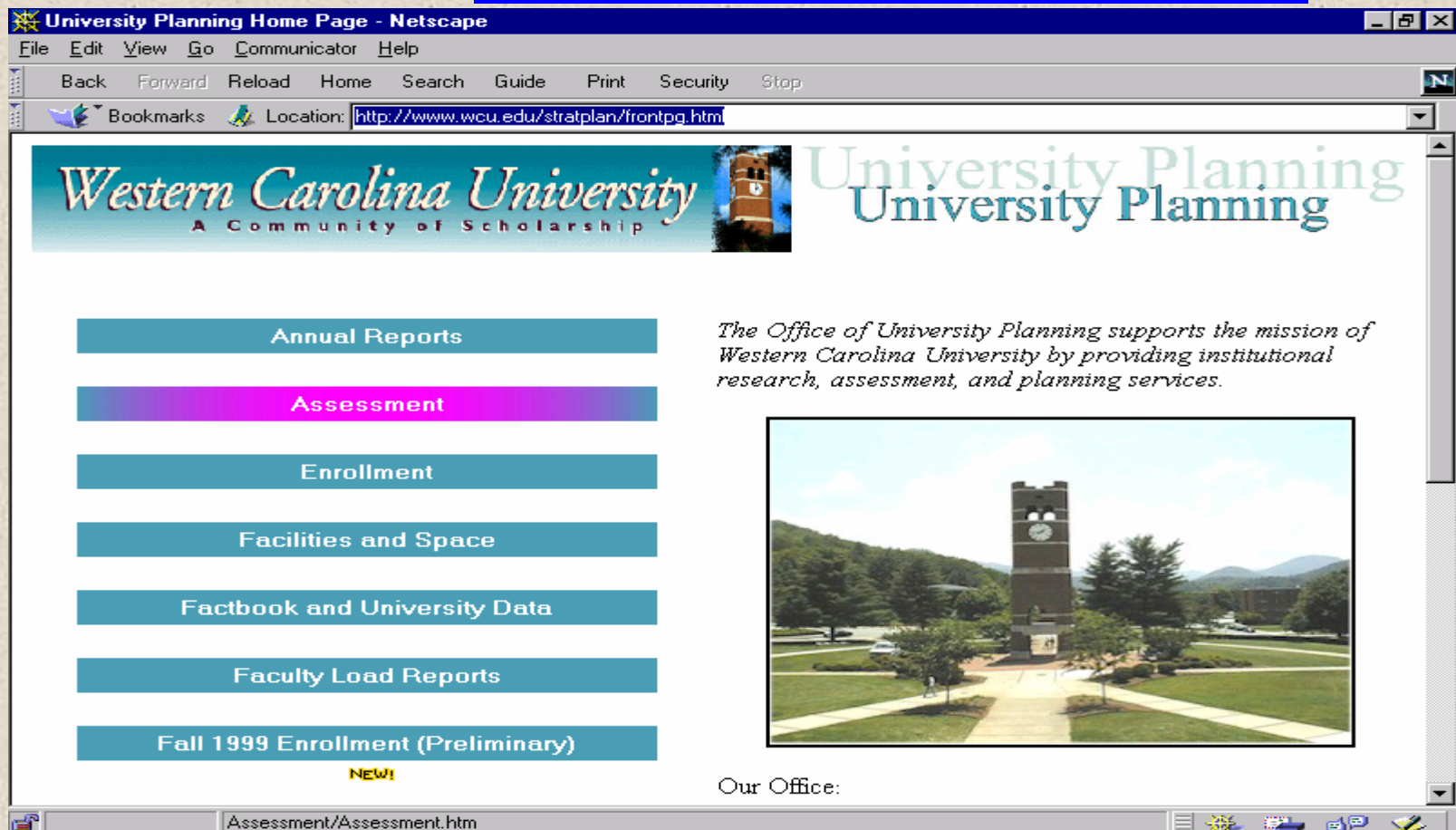
The Office of University Planning supports the mission of Western Carolina University by providing institutional research, assessment, and planning services.

Our Office:

Applet fphover running

Tools to present the results: Assessment Web sites

Java effects: [Western Carolina University](http://www.wcu.edu/stratplan/frontpg.htm)



The screenshot shows a Netscape browser window with the title "University Planning Home Page - Netscape". The address bar contains the URL "http://www.wcu.edu/stratplan/frontpg.htm". The main content area features the Western Carolina University logo and the text "University Planning". A vertical menu on the left lists several categories: "Annual Reports", "Assessment" (highlighted in pink), "Enrollment", "Facilities and Space", "Factbook and University Data", "Faculty Load Reports", and "Fall 1999 Enrollment (Preliminary)". To the right of the menu, there is a paragraph of text: "The Office of University Planning supports the mission of Western Carolina University by providing institutional research, assessment, and planning services." Below this text is a photograph of a tall clock tower on a campus. At the bottom of the page, the text "Our Office:" is visible. The browser's status bar at the bottom shows the current page as "Assessment/Assessment.htm".

University Planning Home Page - Netscape

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Bookmarks Location: <http://www.wcu.edu/stratplan/frontpg.htm>

Western Carolina University
A Community of Scholarship

University Planning
University Planning

Annual Reports

Assessment

Enrollment

Facilities and Space

Factbook and University Data

Faculty Load Reports

Fall 1999 Enrollment (Preliminary)

NEW!

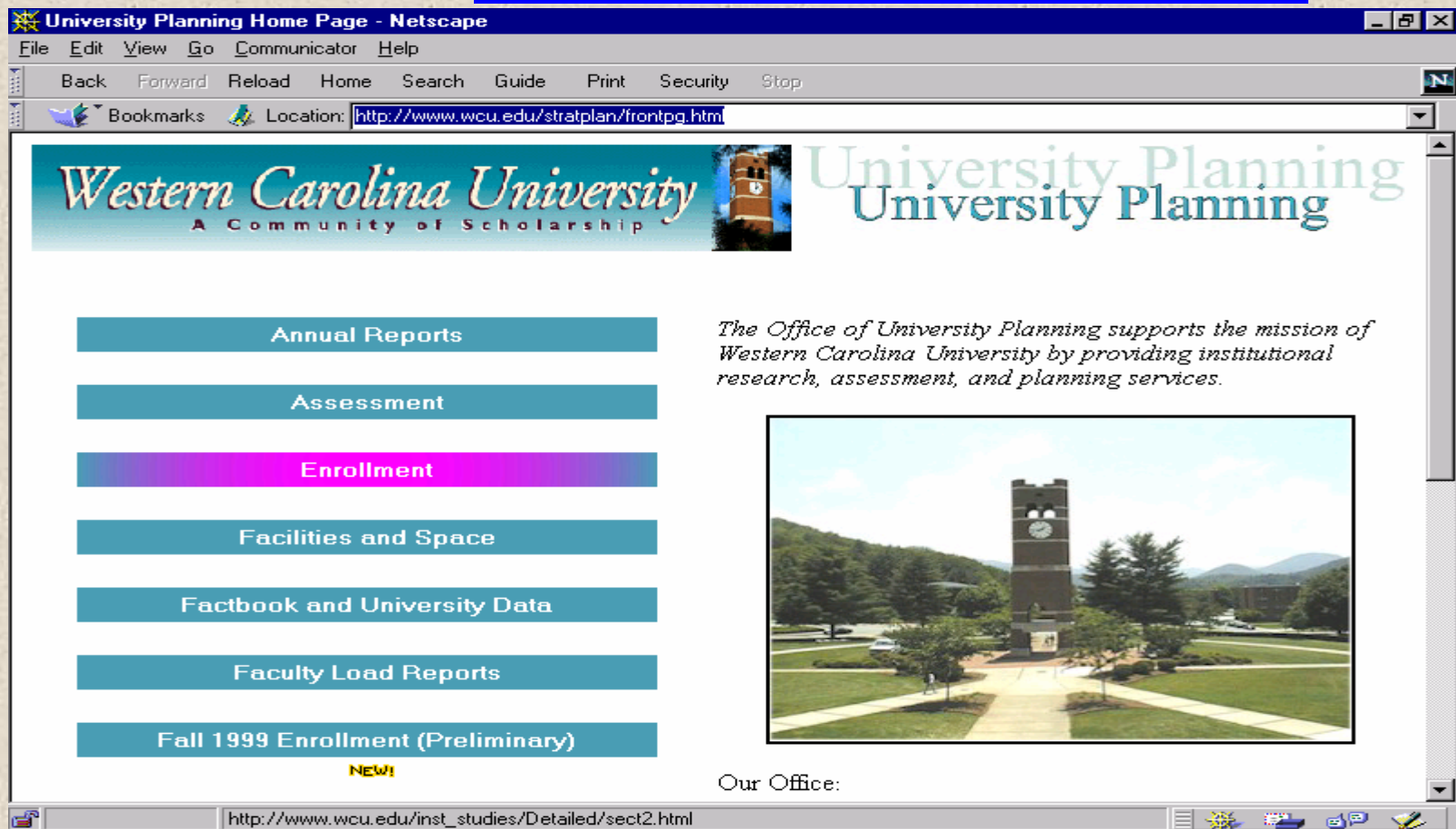
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Our Office:

Assessment/Assessment.htm

Tools to present the results: Assessment Web sites

Java effects: [Western Carolina University](http://www.wcu.edu/stratplan/frontpg.htm)



The screenshot shows a Netscape browser window with the title "University Planning Home Page - Netscape". The address bar displays the URL "http://www.wcu.edu/stratplan/frontpg.htm". The website content includes the Western Carolina University logo, a navigation menu with buttons for "Annual Reports", "Assessment", "Enrollment", "Facilities and Space", "Factbook and University Data", "Faculty Load Reports", and "Fall 1999 Enrollment (Preliminary)". A "NEW!" label is positioned below the "Fall 1999 Enrollment" button. To the right, there is a descriptive paragraph about the office's mission and a photograph of the university's clock tower. The browser's status bar at the bottom shows the URL "http://www.wcu.edu/inst_studies/Detailed/sect2.html".

University Planning Home Page - Netscape

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Bookmarks Location: <http://www.wcu.edu/stratplan/frontpg.htm>

Western Carolina University
A Community of Scholarship

University Planning
University Planning

Annual Reports

Assessment

Enrollment

Facilities and Space

Factbook and University Data

Faculty Load Reports

Fall 1999 Enrollment (Preliminary)

NEW!

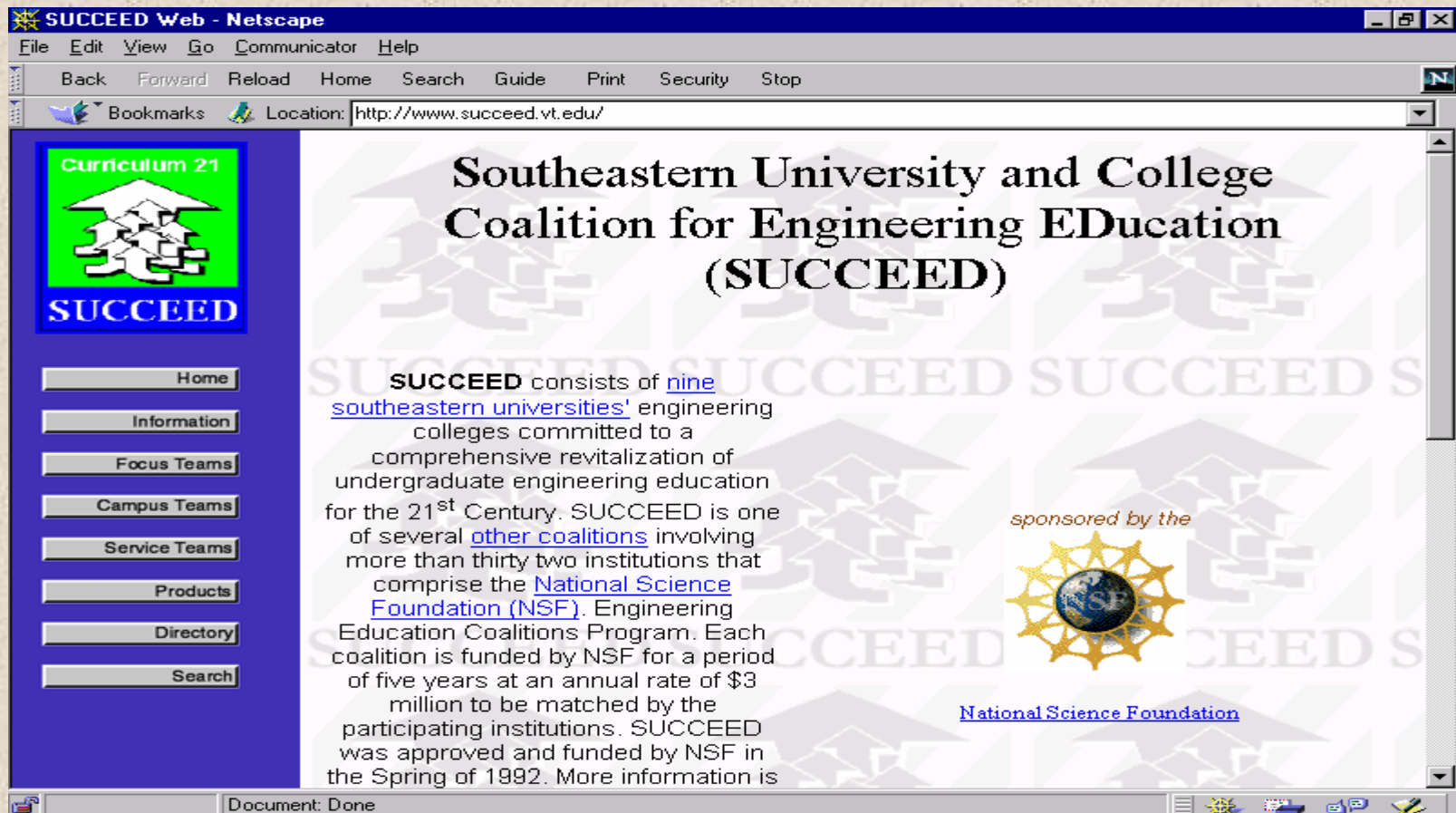
The Office of University Planning supports the mission of Western Carolina University by providing institutional research, assessment, and planning services.

Our Office:

http://www.wcu.edu/inst_studies/Detailed/sect2.html

Tools to present the results: Assessment Web sites

Java effects: [SUCCEED](#)

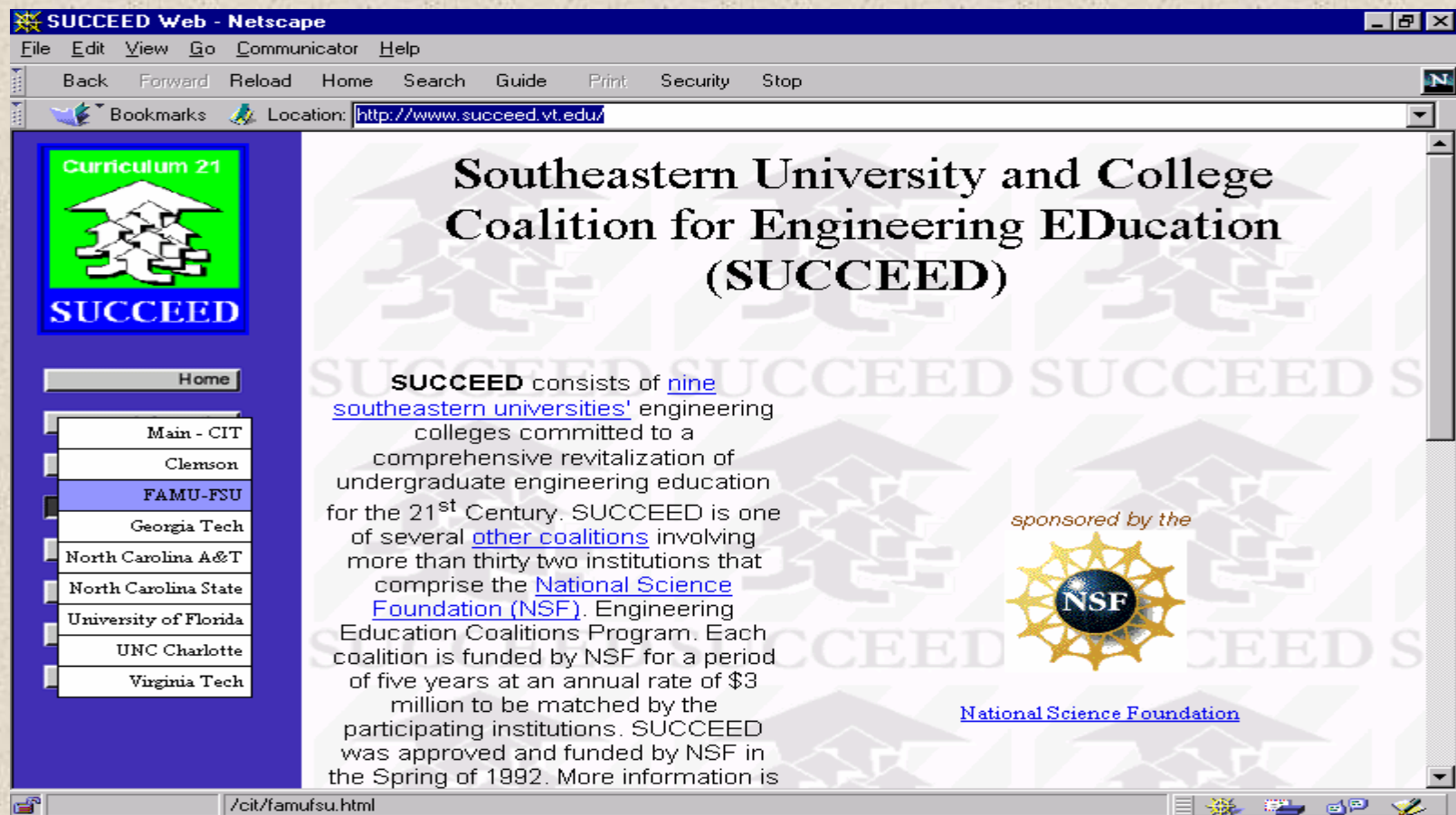


The screenshot shows a Netscape browser window displaying the SUCCEED website. The browser's address bar shows the URL <http://www.succeed.vt.edu/>. The website features a blue sidebar with a logo for 'Curriculum 21' and 'SUCCEED', and a list of navigation buttons: Home, Information, Focus Teams, Campus Teams, Service Teams, Products, Directory, and Search. The main content area has a large heading: 'Southeastern University and College Coalition for Engineering Education (SUCCEED)'. Below the heading is a paragraph of text: 'SUCCEED consists of [nine southeastern universities](#)' engineering colleges committed to a comprehensive revitalization of undergraduate engineering education for the 21st Century. SUCCEED is one of several [other coalitions](#) involving more than thirty two institutions that comprise the [National Science Foundation \(NSF\)](#). Engineering Education Coalitions Program. Each coalition is funded by NSF for a period of five years at an annual rate of \$3 million to be matched by the participating institutions. SUCCEED was approved and funded by NSF in the Spring of 1992. More information is

Below the text is a logo for the National Science Foundation, featuring a globe surrounded by a sunburst, with the text 'sponsored by the' above it and '[National Science Foundation](#)' below it. The background of the page is a repeating pattern of the SUCCEED logo.

Tools to present the results: Assessment Web sites

Java effects: [SUCCEED](#)



The screenshot shows a Netscape browser window with the title "SUCCEED Web - Netscape". The address bar shows the URL "http://www.succeed.vt.edu/". The main content area features the SUCCEED logo (a green square with a white graduation cap and the text "Curriculum 21" above it and "SUCCEED" below it) on the left. The main heading reads "Southeastern University and College Coalition for Engineering EDucation (SUCCEED)". The text describes the coalition's mission and funding by the NSF. A sidebar on the left contains a "Home" button and a list of member institutions: Main - CIT, Clemson, FAMU-FSU (highlighted), Georgia Tech, North Carolina A&T, North Carolina State, University of Florida, UNC Charlotte, and Virginia Tech. The NSF logo is displayed on the right, with the text "sponsored by the" above it and "National Science Foundation" below it. The status bar at the bottom shows the file path "/cit/famufsu.html".

SUCCEED Web - Netscape

File Edit View Go Communicator Help

Back Forward Reload Home Search Guide Print Security Stop

Bookmarks Location: <http://www.succeed.vt.edu/>

Curriculum 21

SUCCEED

Home

- Main - CIT
- Clemson
- FAMU-FSU**
- Georgia Tech
- North Carolina A&T
- North Carolina State
- University of Florida
- UNC Charlotte
- Virginia Tech

Southeastern University and College Coalition for Engineering EDucation (SUCCEED)

SUCCEED consists of [nine southeastern universities'](#) engineering colleges committed to a comprehensive revitalization of undergraduate engineering education for the 21st Century. SUCCEED is one of several [other coalitions](#) involving more than thirty two institutions that comprise the [National Science Foundation \(NSF\)](#). Engineering Education Coalitions Program. Each coalition is funded by NSF for a period of five years at an annual rate of \$3 million to be matched by the participating institutions. SUCCEED was approved and funded by NSF in the Spring of 1992. More information is

sponsored by the

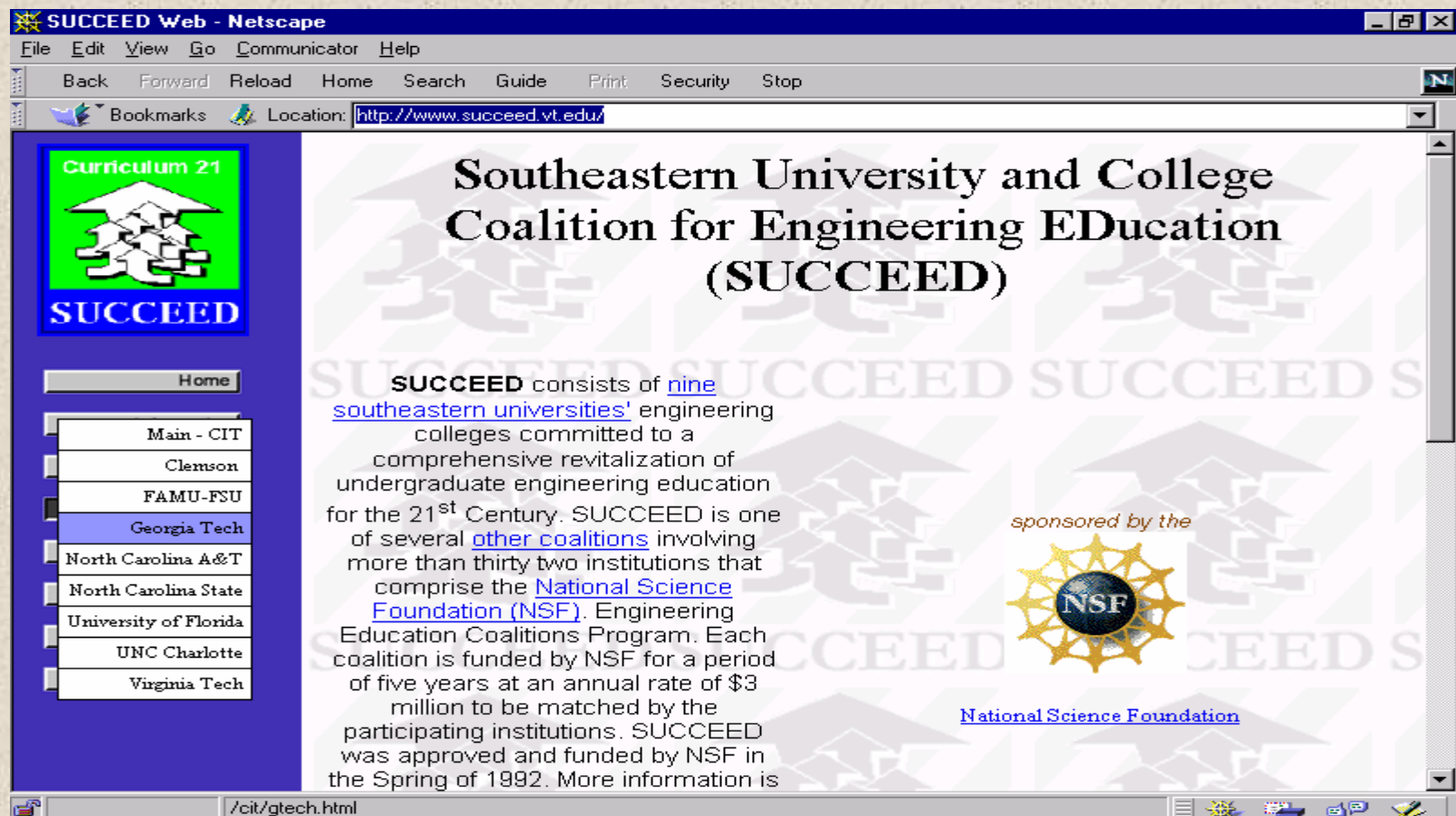
NSF

[National Science Foundation](#)

/cit/famufsu.html

Tools to present the results: Assessment Web sites

Java effects: [SUCCEED](#)



The screenshot shows a Netscape browser window displaying the SUCCEED website. The browser's address bar shows the URL <http://www.succeed.vt.edu/>. The website features a blue sidebar on the left with a "Curriculum 21" logo and a list of member institutions. The main content area has a large heading for the Southeastern University and College Coalition for Engineering Education (SUCCEED) and a paragraph describing the coalition's mission and funding by the National Science Foundation (NSF). A logo for the NSF is also visible, along with the text "sponsored by the National Science Foundation".

SUCCEED Web - Netscape

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Bookmarks Location: <http://www.succeed.vt.edu/>

Curriculum 21

SUCCEED


Home

- Main - CIT
- Clemson
- FAMU-FSU
- Georgia Tech
- North Carolina A&T
- North Carolina State
- University of Florida
- UNC Charlotte
- Virginia Tech

Southeastern University and College Coalition for Engineering Education (SUCCEED)

SUCCEED consists of [nine southeastern universities'](#) engineering colleges committed to a comprehensive revitalization of undergraduate engineering education for the 21st Century. SUCCEED is one of several [other coalitions](#) involving more than thirty two institutions that comprise the [National Science Foundation \(NSF\)](#). Engineering Education Coalitions Program. Each coalition is funded by NSF for a period of five years at an annual rate of \$3 million to be matched by the participating institutions. SUCCEED was approved and funded by NSF in the Spring of 1992. More information is

sponsored by the



[National Science Foundation](#)

/cit/gtech.html

Tools to present the results: Assessment Web sites

Frames: [Assessment & Evaluation on the Net](#)

ALTERNATIVE ASSESSMENT/PERFORMANCE BASED ASSESSMENT

[Dr. Helen Barrett's Favorite Links on Alternative Assessment & Electronic Portfolios](http://transition.alaska.edu/www/Portfolios/bookmarks.html)
[http://transition.alaska.edu/www/Portfolios/bookmarks.html]
The author is an assistant professor in the School of Education of the University of Alaska (Anchorage) and presents a set of links that emphasizes the injection of technology into the portfolio development process.

[Alternative Assessment Essays](gopher://vmmsgopher.cua.edu/11gopher_root_eric_ae[_alt]]) [gopher://vmmsgopher.cua.edu/11gopher_root_eric_ae:[_alt]]
This is a searchable database of 23 reports, recommendations, and ERIC Digests posted by the ERIC Clearinghouse on Assessment and Evaluation.

[The Portfolio and Its Use: Developmentally Appropriate Assessment of Young Children](http://www.ed.gov/databases/ERIC_Digests/ed351150.html)
[http://www.ed.gov/databases/ERIC_Digests/ed351150.html]
Read the full-text of the ERIC Digest.

[Performance Assessment Links in Science \(PALS\)](http://www.tappedin.sri.com/pals/index.html) [http://www.tappedin.sri.com/pals/index.html]
PALS is a resource bank of performance tasks for K-12 science education that are consonant with national science education standards and that have been gathered from such sources as the Third International Mathematics and Science Study (TIMSS), The National Assessment of Educational Progress (NAEP), the Council of Chief State School Officers (CCSSO), and various states' organizations. The arrangement of the tasks are by major science content areas for grade ranges within the K-12 spectrum. The sponsor is [SRI International's Center for Technology in Learning](#).

[Alternative Assessment Database](http://cresst96.cse.ucla.edu/database.htm) [http://cresst96.cse.ucla.edu/database.htm]
An excellent resource offered by the [National Center for Research on Evaluation, Standards, and Student Testing \(CRESST\)](#) [http://cresst96.cse.ucla.edu].

Assessment & Evaluation on the Net

[No frames]
Search

[Action Research](#)
[Achievement Data](#)
[Alter Assessment](#)
[College Test Programs](#)
[Computer Assist Testing](#)
[Definitions](#)
[Demographics](#)
[Disabilities](#)
[Early Childhood](#)

[El Sec Education](#)
[Fairness in Testing](#)
[Goals & Standards](#)
[Higher Education](#)
[Home Schooling](#)
[Inst & Prog Evaluation](#)

ERIC/AE Home
[No frames]

Tools to present the results: Assessment Web sites

Frames: [Academic Assessment at Virginia Tech](http://www.vt.edu/academic/assessment/)

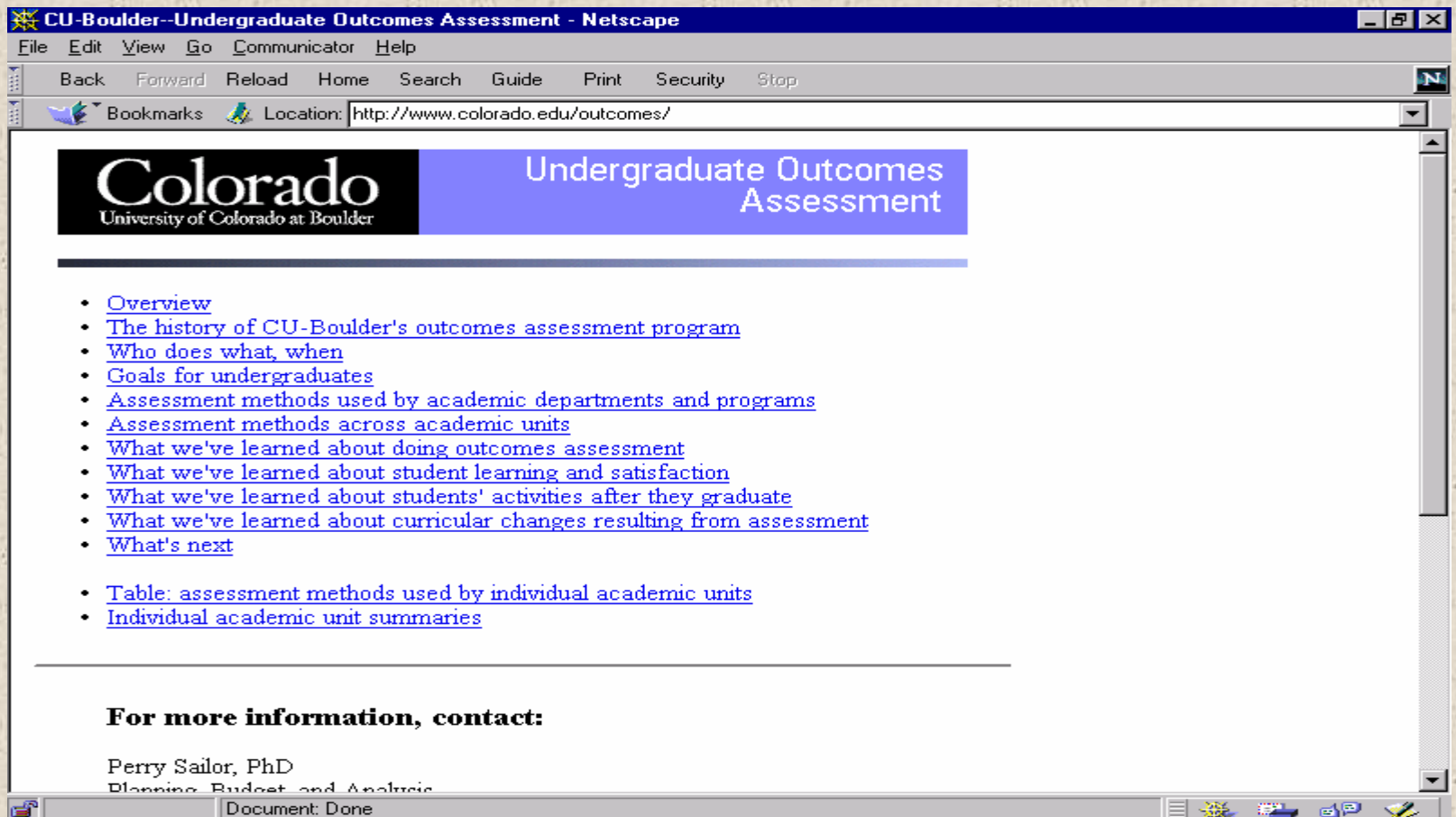
The screenshot shows a Netscape browser window titled "Virginia Tech Academic Assessment - Netscape". The address bar displays "http://fbox.vt.edu:10021/admin/assess/". The page is divided into two frames. The left frame contains the "Virginia Tech Office of Academic Assessment" logo and a navigation menu with the following links: Home, Mission, Reports, Instruments, Special Studies, and Related Links. At the bottom of the left frame is the "VT HOME PAGE" logo and the URL "http://www.vt.edu". The main frame displays the "Academic Assessment at Virginia Tech" title, the "Office of the University Provost" logo, the number "435", and the text "Accesses since September 28, 1999" and "Last updated September 29, 1999". A "Site Search!" section includes a search box and the text "Looking for a particular document? Search this site by entering a key word or phrase." The browser's status bar at the bottom shows "Document: Done".

Key question: Who's it for?

- **Internal or external audience?**
- **Knowledgeable or naïve audience?**

Key question: Internal or external audience?

University of Colorado-Boulder



The screenshot shows a Netscape browser window with the title "CU-Boulder-Undergraduate Outcomes Assessment - Netscape". The address bar displays "http://www.colorado.edu/outcomes/". The page content includes the Colorado University of Colorado at Boulder logo and a blue header for "Undergraduate Outcomes Assessment". A list of links is provided, followed by contact information for Perry Sailor, PhD.

CU-Boulder-Undergraduate Outcomes Assessment - Netscape

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Bookmarks Location: <http://www.colorado.edu/outcomes/>

Colorado
University of Colorado at Boulder

Undergraduate Outcomes Assessment

- [Overview](#)
- [The history of CU-Boulder's outcomes assessment program](#)
- [Who does what, when](#)
- [Goals for undergraduates](#)
- [Assessment methods used by academic departments and programs](#)
- [Assessment methods across academic units](#)
- [What we've learned about doing outcomes assessment](#)
- [What we've learned about student learning and satisfaction](#)
- [What we've learned about students' activities after they graduate](#)
- [What we've learned about curricular changes resulting from assessment](#)
- [What's next](#)

- [Table: assessment methods used by individual academic units](#)
- [Individual academic unit summaries](#)

For more information, contact:

Perry Sailor, PhD
Planning, Budget, and Analysis

Document: Done

Key question: Knowledgeable or naïve audience?

Southern Illinois University-Edwardsville

SIUE - Undergraduate Assessment and Program Review Home Page - Netscape

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Bookmarks Netsite: <http://www.siu.edu/~deder/assess/index.html>

[Alphabetical listing and shortcut to undergraduate departments](#)

The Assessment Plan	The Senior Assignment	Schedule of Seminar/Workshops
Statement in University Catalog	Honors: Undergraduate Research Academy	Classroom Assessment Techniques
The Committee on Assessment	SIUE's Senior Assignment Fund	Assessment Library Resources
Portfolio Assessment: SIUE Wing Assessment	Teaching & Learning in the Active Voice	Primary Trait Analysis (PTA)
"Mid-Point" Assessment	Diversity & Campus Climate	Other Assessment Web Sites
SIUE Fact Book	Alumni Surveys	Undergraduate Program Reviews
"BEESWAX" Project	"PILAF" Projects	Mission Statement

[Timely Assessment Results](#)

Welcome to the Assessment home page! The departmentally-based *Senior Assignment* is the jewel of SIUE's Assessment program. A Senior Assignment is a required scholarly engagement between *each* student and dedicated professor(s) that results in a product. Because the scholarly product is visible, it and the curriculum it represents can be assessed. This is not an honors program nor is it a University capstone. Senior Assignments are embedded in the pedagogy of the University and represent an *authentic* assessment. Thus, SIUE students actively shape their own educations and do not graduate merely by becoming competent classroom stenographers.

Document: Done

Tools to present the results: Assessment Web sites

For more ideas, see:

- AIR's “[Structures of data](#)” project
- [Internet Resources for Higher Education Outcomes Assessment](#)
- The post-conference workshop “[Using the Internet and World Wide Web for Assessment](#)”

Key questions:

What's it for? Who's it for?

- **Can be applied to any tool**
- **Know your tools well**
- **Select for *useful* information**
- **Remember your**
 - **Purpose**
 - **Audience**