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## WORKSHEETS, GUIDES, AND EXERCISES

1. *A Coordinating Body.* Campus leaders oversee the formation of a campus assessment committee to initiate, coordinate, and orchestrate cycles of inquiry into student learning. Provosts, vice presidents, faculty, staff, and students work together to design a campus assessment committee purposefully composed of representatives from across an institution who bring different sets of lenses to explore student learning. As a campus leader, in conjunction with key members of your college or university, identify the range of members who will either serve on or contribute to a campus committee. If you already have a committee, discuss how you might expand its membership or its relationship to other members of the campus. Membership in either case might include those in the local business community, advisory board members, parents, and representatives of the wider public, for example. As a division head or department chair, follow a similar process to design a program-level committee that invites representation from other internal or external constituencies. Use the following list to help identify these constituencies as representatives on your committee or as ad hoc members:

- Institution's chief academic leader
- Representatives from faculty and staff governance
- Full- and part-time faculty
- Representative from each academic program, department, division, or each school within an institution
- Representative from academic support services
- Representative from library and information resources
- Representative from student support services
- Full- and part-time graduate and undergraduate students
- Teaching assistants
- Tutors
- Local community members who educate students in internships, cooperative education programs, and community service
- Members of community and business advisory groups
- Department, division, school, or program leaders
- Laboratory assistants who are familiar with how well students have learned or are learning
- Graduate assistants
- Alumni who provide a perspective on what they learned in a program and the currency of that learning
- Employers who identify what students bring to their employment as well as identify new abilities students will need to bring into the workforce
- Parents
- Representatives from institutional research and planning who provide expertise and support for assessment

2. *Expectations for Student Learning.* Use Figure 2.1 in this chapter as a way to generate discussion and consensus about institution-level and program-level expectations for student learning. Initially, discussion may begin by identifying discrete abilities, such as critical thinking. However, because program- and institution-level assessment focuses on how students integrate over time, work toward articulating what you expect them to be able to accomplish mid-point and end-point in their studies, such as evaluating alternative solutions to disciplinary problems, identifying behavioral patterns that lead to a specific diagnosis, or integrating disciplinary or interdisciplinary perspectives into solutions to problems.

An institution-wide committee or core working group might use this figure as a way to focus on articulating what it believes all students who graduate from an institution should be able to demonstrate, represent, or produce. A program-level committee might use this figure to promote dialogue about what it believes all students who graduate from that program should be able to demonstrate, represent, or produce. Programs and services that contribute to and support student learning, such as in the areas of library and information resources or student affairs and support services, might use this figure to promote similar discussions. Representatives from these areas should also participate in academic institution- and program-level discussions to assure there is coherence underlying curricular and co-curricular intentions.

3. *Integration.* You may wish to select one or more of the readings listed under “Additional Resources” in this chapter as a way to deepen dialogue about how students learn over time in a department, school, program, or service at the institution.

For example, your department might read Donald’s book, *Learning to Think: Disciplinary Perspectives*, to stimulate discussion about how learning develops in a discipline over time.

Perry’s book, *Forms of Intellectual and Ethical Development in the College Years: A Scheme*, might guide institution-level dialogue about how a theory of development translates itself into the design of the curriculum and co-curriculum to develop students’ attitudes and dispositions.

Brown’s article, “Growing Up Digital: How the Web Changes Work, Education, and Ways People Learn,” might focus dialogue on the design of delivery systems as they contribute to program- and institution-level learning outcomes.

The Association of American Colleges & Universities’ writings, [www.aacu.org/integrative\\_learning/index.cfm](http://www.aacu.org/integrative_learning/index.cfm) or [www.carnegiefoundation.org/LiberalEducation/Mapping\\_Terrain.pdf](http://www.carnegiefoundation.org/LiberalEducation/Mapping_Terrain.pdf), could generate discussion about the learning relationships between students’ majors and their liberal education.

Mentkowski & Associates’ seven principles of learning, in *Learning that Lasts: Integrating Learning, Development and Performance in College and Beyond* (pp. 227–246), may focus dialogue on ways to deepen student learning at the program and institution levels.

4. *Coherence*. Once your institution- or program-level committee has agreed upon expectations for student learning, discuss the range of ways in which people teach or create learning environments that contribute to students' learning. Dialogue might involve discussing philosophies of teaching, principles of or assumptions about teaching and learning, theories of learning, research on learning and development, or research on learning in a discipline, topics that lead to collective understanding of the ways in which students learn over time. Use the following set of questions to guide institution-level discussions focused on how students learn what an institution and its programs and services value:

- What educational philosophy, principles, theories, models of teaching, research on learning, or shared assumptions underlie curricular or co-curricular design, instructional design, pedagogy, or use of educational tools to promote institution- or program-level expectations for student learning?
- What pedagogies or educational experiences develop the knowledge, understanding, habits of mind, ways of knowing, and problem solving that the institution or its programs value?
- How do students become acculturated to the ways of thinking, knowing, and problem solving that the institution or its programs value?
- How do faculty and staff intentionally build upon each others' courses and educational experiences to achieve institution- as well as program-level learning priorities?
- Which students benefit from specific teaching strategies, educational processes, or educational experiences?

5. *Mapping*. The following format developed by the New Jersey City University Business Administration Program is useful after working groups have achieved consensus about shared expectations for student learning. At either the institution or program level, this map documents the distribution of learning opportunities that contribute to shared expectations for student learning. Representatives from institutional constituencies and even constituencies who contribute to student learning outside of the institution fill out these maps as a way to verify curricular and co-curricular coherence. Expectations for student learning, or outcomes, are listed on the left-hand side of the map, and courses or experiences are listed across the top of the map. Using the labels, *I* (introduced), *R* (reinforced), and *E* (emphasized), individuals indicate the focus of students' learning in the courses they teach or the educational experiences or opportunities they provide.
6. *Inventories*. The following two inventories can be used at either the program or institution level to develop a rich understanding of how educational practices promote shared expectations for student learning. They are particularly useful after groups have developed a map. That is, they provide a deeper look at educational practices and individual assessment methods that promote expected learning. Collective discussion of these worksheets identifies gaps in the continuum of students' learning, directing focus on how educators can integrate or redistribute opportunities for students to build on and demonstrate their learning over time.

Program- or Institution-Level Map									
I = Introduced R = Reinforced E = Emphasized	Course or Educational Experience	Course or Educational Experience	Course or Educational Experience	Course or Educational Experience	Course or Educational Experience	Course or Educational Experience	Course or Educational Experience	Course or Educational Experience	Course or Educational Experience
<b>Learning Outcomes:</b>									
1.									
2.									
3.									
4.									
5.									
6.									
7.									
8.									

Source: Adapted from the New Jersey City University Business Administration Program. Reproduced with permission.

**Inventory 1: Analysis of Assessment Method Used in a Course or Educational Experience to Assess Students' Achievement of an Institution- or Program-Level Expectation Course or Educational Experience:**

<b>Design</b>	<b>Pedagogy and Use of Educational Tools</b>	<b>Assessment Method: Context</b>	<b>Assessment Method: Content</b>
<p>Describe how you design a course or educational experience to contribute to students' demonstration or representation of an institution- or a program-level expectation:</p>	<p>Identify ways in which students actually learn what you intend, for example, in collaboratively-based projects, through simulations, through memorization, through the use of equipment, or through self-reflection in response to a task:</p>	<p>Describe your assessment method and the context within which students respond to it, for example, at the end of an internship, in a multiple choice test, or as part of a laboratory assignment:</p>	<p>Describe the content that you expect students to know in order to respond to a particular method, for example, content learned in the course or content you assume they learned in previous courses or educational experiences:</p>

**Inventory 2: Documentation of Focus on and Assessment of An Institution- or Program-Level Expectation for Learning  
Course or Educational Experience:**

<b>Program- or Institution- Level Learning Expectation</b>	<b>Course or Educational Experience Explicitly States This Expectation</b>	<b>Students Demonstrate or Represent Their Learning of This Expectation</b>	<b>Students Receive Formal Feedback About Their Demonstration or Representation of Learning</b>	<b>This Expectation Is Not Addressed in this Course or Educational Experience</b>
1.	Yes/No If yes, describe how.	Yes/No If yes, describe how.	Yes/No If yes, describe how.	Addressed/ Not Addressed
2.				
3.				
4.				
5.				
6.				
7.				





<i>Business Administration Competencies/Expected Outcomes for the Common Professional Component</i>																
<b>Business Administration Map</b>	Macro-Economics	Micro-Economics	Microcomp App for Bus	Writing for Bus	Math	Pre-Calc (Bus)	Intro to Bus	Bus Statistics	Prin Mgmt	Prin Mktg	International Bus	Prin Actg I	Prin Actg II	Bus Law I	Mgt Finance	Bus Policy
	Econ 207	Econ 208	CS 214	Eng 200	1165	201	203	211	231	241	251	252	281	371	411	
<b>Computer Literacy</b>																
Demonstrate computer literacy in preparation of reports and presentations.			I						R					E		E
Demonstrate ability to use software application to solve business problems.						I					R			E		
Conduct search queries through the use of the Internet.						I		R						E		
<b>Values Awareness</b>																
Recognize ethical issues.						I		R	R	R				E		E
Identify ethical issues.						I		R	R	R				E		E
Identify theoretical frameworks that apply to corporate social responsibility.																
Translate ethical concepts into responsible behavior in a business environment.								R	R	R			R	R		E
Develop values awareness.						I		R	R	R						E

APPENDIX 2.1 (CONTINUED)

CONTENT-SPECIFIC COMPETENCIES												
Global Business Competencies												
Demonstrate knowledge of contemporary social, economic, and political forces; their interrelationship; and their impact on the global business environment.	I	I									R	R
Identify the integration of global markets from both financial and product/service perspectives.											R	R
Incorporate diverse cultural perspectives into business decisions.											R	R
Accounting Competencies												
Understand the role of the accounting information system within an organization's overall information system.											I	R
Demonstrate knowledge of the accounting cycle and the ability to perform necessary procedures at each step of the cycle for both corporate and noncorporate entities.											I	R
Describe, prepare, and interpret comparative financial statements using analytical techniques such as ratios and common-size statements.											I	R
Understand the differences between financial and managerial accounting.												E
Understand the role of managerial accounting analysis, control, and planning of costs within the corporation.											I	R

Continued



