



Center for Teaching Excellence Hampton University Teaching Matters

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In This Issue

◆ Outcomes Assessment at the Program Level

- Announcements

Teaching Excellence Related Links

◆ Bloom's Revised Taxonomy

<http://coe.sdsu.edu/eet/Articles/bloomrev/index.htm>

◆ TechLearning – Free subscription

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

Other Useful Links

◆ Stimulus Funds from the U.S. Department of Education

<http://www.ed.gov/news/pressreleases/2009/03/03072009.html>

In the Next Issue

◆ Research and Grantsmanship

Outcomes Assessment at the Program Level

By **Spencer Baker**

As your “assessment geek,” I have the opportunity to speak with you every now and then about measurement. The topics of measurement and assessment are becoming more and more important in a world that demands accountability. This trend toward accountability is evidenced clearly by the U.S. Department of Education’s mandates and recommendations to regional accrediting bodies including our own, the Southern Association of Colleges and Schools (SACS) and other national accrediting bodies for specific disciplines. Some of us believe that the U.S. Department of Education is looking at an outcomes-based approach similar to “No Child Left Behind” for the post-secondary level. At Hampton University, our journey with assessment is continuous. As our next step, we are formalizing the institution-wide use of TracDat, an assessment management system, to monitor our progress in measuring specific student intended learning outcomes at the department/program level.

How do we prepare for a focus on student learning? As I stated in my first communication to you, “we begin with the end in mind.” We start again with the driving concerns of what we expect our students to know and be able to do at graduation. This requires a lot of work up front, especially for those courses with many sections taught by different professors. You have already completed most of this work. However, you must continue to identify the most important knowledge, skills, and abilities that your majors should know; skills that your majors should possess; and the abilities that your majors should possess after graduation. Outlined below are some of the steps that your departmental assessment facilitator is taking as he/she begins to enter data into TracDat:

- a. Use verbs to identify your student specific learning outcomes as a program objective. These program objectives must identify specific actions.
- b. For each program objective, identify one or more (more are better) actual specific student intended learning outcome(s) that will be measured at the department level.

- c. Identify specific assessment procedures to measure how well or if the specific student intended learning outcome was achieved. These assessment procedures may come from specific courses. The specific course should be identified, but you must also identify the specific assessment procedure.
- d. Identify specific procedures for how these assessment measures will be collected and by whom.
- e. Enter these data into TracDat with a criterion to identify achievement of the specific intended learning outcome.

Once you complete your initial development of assessment measures, you are not through. Assessments are developed over time and in light of evidence. This is a part of the iterative process of continuous improvement. These specific student intended learning outcomes are the indicators that you will assess on an annual basis to inform the department of goal achievement or status. The average scores can be used to inform the department of how well or if program objectives were achieved. This information will then be used to adjust program objectives for continuous improvement.

Announcements

Fellowship programs and funding opportunities are available through the American Educational Research Association (AERA). These programs provide mentoring and funding support to graduate students and early career scholars to develop research skills and conduct studies in education related fields and topics. The AREA encourages applications from underrepresented racial and ethnic minorities and women. The application deadline is December 15, 2009. Further information on the fellowship and grants programs is available on the AERA website (www.aera.net).

General Education and Assessment: Maintaining Momentum, Achieving New Priorities, a Network for Academic Renewal conference scheduled for February 18-20 in Seattle, Washington, invites fresh thinking and new approaches to help faculty, staff, and administrators maintain momentum in general education and assessment during tough times, and reaffirms a commitment to engaged liberal education as the guiding principle for campus action. The conference will draw on AAC&U's long-standing projects and publications on general education reform including work to bring diversity, global, and civic learning into general education and models for advancing scientific and quantitative literacy through real-world curricula and problem-based pedagogies. Online registration is now available; take advantage of discounted rates through January 25, 2010.

The National Institutes of Health is accepting applications for the Exceptional Unconventional Research Enabling Knowledge Acceleration (EUREKA) grant program. The purpose of the EUREKA program is to foster exceptionally innovative research that will in turn have an unusually high impact on the areas of science that are useful to the mission of one or more of the participating National Institutes of Health organizations. EUREKA is for new projects, and not for the continuation of existing projects. EUREKA does not support pilot projects such as those that are of limited scope that and designed primarily to generate data that will enable the principal investigator to seek other funding opportunities. The investigators must have opportunities to test unconventional, potentially paradigm-shifting hypotheses, and to attempt to use novel, innovative approaches to solve difficult technical and conceptual problems that severely impede progress in a field. The participating organizations that are involved with this funding program include the National Cancer Institute, the National Library of Medicine, the National Institute on Drug Abuse, and the National Institute on Aging. If you have any questions about the EUREKA grant program, you either may send an email to *FBOWWebmaster@od.nih.gov* or *jfox@mail.nih.gov*. For more information, visit <http://grants.nih.gov/grants/guide/rfa-files/RFA-GM-10-009.html>.

Eligibility: Public and state-controlled institutions of higher education, private institutions of higher education, nonprofits, for-profit organizations, and small businesses .

Deadline: November 24, 2009 .

Funds: \$250,000 .

Contact: FBOWWebmaster@od.nih.gov.

AAC&U's 2010 Annual Meeting, "THE WIT, THE WILL ... AND THE WALLET: Supporting Educational Innovation, Shaping our Global Futures," will be held January 20-23, 2010, in Washington, DC. The Annual Meeting will feature a series of presentations on the work of Project Kaleidoscope (PKAL), which—as of January 1, 2010—will officially join forces with AAC&U to advance work on improving undergraduate education in the STEM disciplines. For more information, contact the AAC&U at www.aacu.org.