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資料2

A Common Sense Approach to Assessing Student Learning

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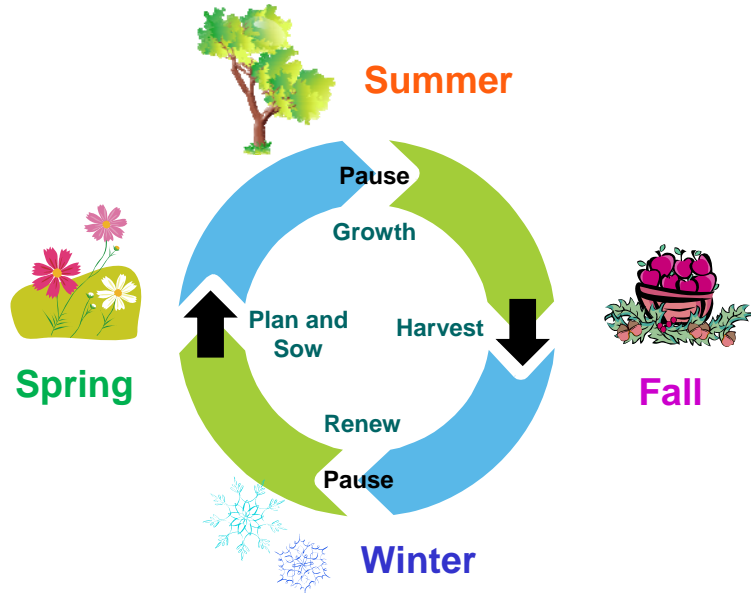
What is Assessment of Student Learning?

- Deciding what we want our students to learn
- Making sure they learn it!

--Jane Wolfson, Director, Environmental Science & Studies Program, Towson University

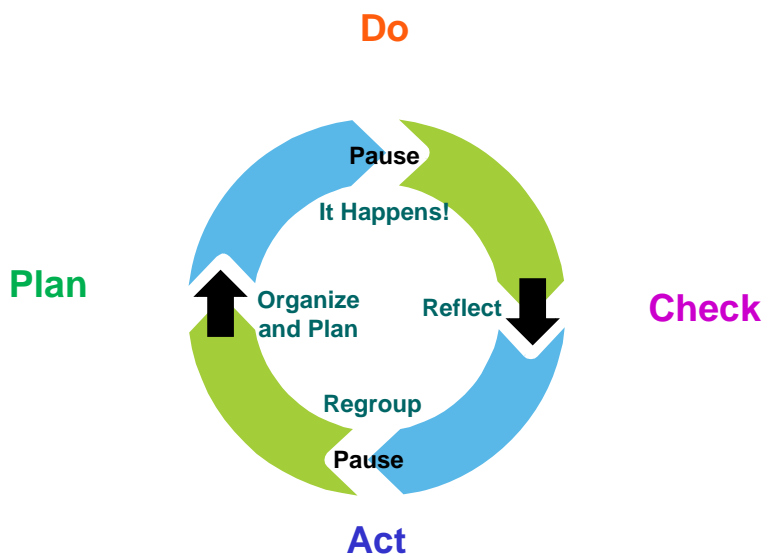
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The Four Seasons



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The Plan-Do-Check-Act Cycle



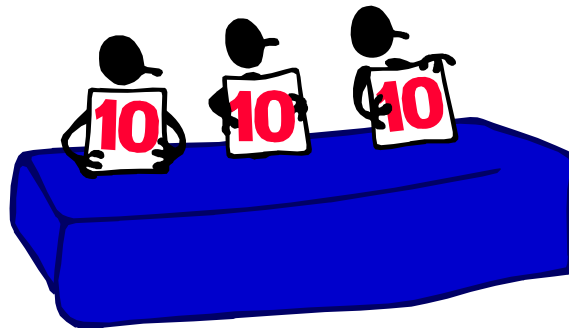
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The Teaching-Learning-Assessment Cycle



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What is “Good” Assessment?



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1. Good Assessment Flows from Clear and Important Goals.

The first step of PDCA

The underlying foundation of the
other characteristics of good
assessment



Teaching is like leading students on
a road trip to a destination.

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A Clear Picture of a Successful Student

- What do we **most** want students to learn?
- What can a successful student **do**?
- **Why** those things and not others?
- How do we help students learn those things?
- How do we know they're learning it?

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2. Good Assessment is Useful and Used.

Consequential Validity

Do assessments make a difference?

Pedagogical Validity

Do assessments lead to improved teaching?

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Are You Satisfied with Your Results?

- **Why** or why not?
- If not, what are you doing about it?

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Do You Use Assessment Results to Celebrate and Publicize Successes?

- Prospective students and their families
- Alumni
- Government policymakers
- Employers
- Agencies and foundations awarding grants

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Do You Use Assessment Results to Inform Important Decisions?

- Funding priority to requests supported by assessment evidence
- Strategic goals and plans based on assessment evidence
- A culture of evidence-informed planning and decision-making

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3. Good Assessment is Cost-Effective.

Has this assessment been useful?

Has its value been in proportion to the time and money we have put into it?

If not, stop doing it and do something else.

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Minimize the Burden of Assessment

- Focus on just 3-6 goals
- Start with what you have
- Quick and easy assessment tools
- Realistic, flexible expectations
- Simple, effective reporting requirements
- Constructive feedback

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4. Good Assessment is Valued.



How Do College Leaders Promote and Facilitate Assessment?

- Help faculty find time
- Professional development opportunities
- Technical support
- Value work on assessment
 - *Recognition*
 - *Innovation grants*
- Freedom to fail
- Use assessment results to inform important decisions

Time?
Stop Doing Something Else.

- What would happen if you suspended or scaled back...
 - *Committees*
 - *New programs & courses*
 - *Other new initiatives*

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**5. Good Assessment Yields
Reasonably
Accurate, Truthful Results**

- A perpetual work in progress
- Multiple approaches
- Include the kind of evidence that a critic would not challenge

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Reliability and Validity

Traditional Indicators of Assessment Quality

- Validity = quality and accuracy
- Reliability = consistency
- Focus on
 - *Content validity (relation to learning goals)*
 - *Consequential validity*
 - *Pedagogical validity*
- Don't sacrifice validity on the altar of reliability

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Good Assessment

1. Clear and important goals
2. Useful...and used
3. Cost-effective
4. Valued
5. Reasonably accurate and truthful results

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