Foreword by
Trudy W. Banta

Assessing Student Learning

a common sense guide

Linda Suskie

second edition

Assessing Student Learning

The first edition of *Assessing Student Learning* has become the standard reference for college faculty and administrators who are charged with the task of assessing student learning within their institutions. The second edition of this landmark book offers the same practical guidance and is designed to meet ever-increasing demands for improvement and accountability. This edition includes expanded coverage of vital assessment topics such as promoting an assessment culture, characteristics of good assessment, audiences for assessment, organizing and coordinating assessment, assessing attitudes and values, setting benchmarks and standards, and using results to inform and improve teaching, learning, planning, and decision- making.

Praise for the Second Edition of *Assessing Student Learning*

"All of us engaged in assessing student learning will benefit from Linda Suskie's continued work to define and refine assessment concepts and strategies. She asks, and answers, the hard questions we all need to address to plan and implement a successful assessment program."
—**RANDY L. SWING**, executive director, Association for Institutional Research

"Once again, Linda Suskie provides a clear and comprehensive guide to assessment. Her truly commonsense approach distills vast amounts of scholarship on the topic and provides excellent examples of good practice. This book will be an invaluable resource to faculty and administrators working on assessment."
—**MADELEINE F. GREEN**, vice president for international initiatives, American Council on Education

"This book is a self-contained manual to assist anyone with the implementation of outcomes-based assessment. I highly recommend it to all of my students because Linda Suskie illustrates each step in great detail and answers common assessment questions clearly. I own two copies of the first edition, because one is always in use by one or more of my colleagues."
—**MARILEE J. BRESCIANI**, associate professor, Administration, Rehabilitation, and Postsecondary Education, and codirector, Center for Educational Leadership, Innovation, and Policy, San Diego State University

THE AUTHOR

LINDA SUSKIE, internationally acclaimed writer, speaker, trainer, and consultant on higher education assessment, is a vice president of the Middle States Commission on Higher Education.

Cover design by Michael Cook

EDUCATION

www.josseybass.com

JOSSEY-BASS™
An Imprint of
WILEY

ISBN 978-0-470-28964-8

Assessing Student Learning

second edition

Sus

Assessing Student Learning

A Common Sense Guide

SECOND EDITION

LINDA SUSKIE

FOREWORD BY TRUDY W. BANTA

常州大学山书馆
藏书章

JOSSEY-BASS
A Wiley Imprint
www.josseybass.com

Copyright © 2009 by John Wiley & Sons, Inc. All rights reserved.

Published by Jossey-Bass
A Wiley Imprint
989 Market Street, San Francisco, CA 94103-1741—www.josseybass.com

No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording, scanning, or otherwise, except as permitted under Section 107 or 108 of the 1976 United States Copyright Act, without either the prior written permission of the publisher, or authorization through payment of the appropriate per-copy fee to the Copyright Clearance Center, Inc., 222 Rosewood Drive, Danvers, MA 01923, 978-750-8400, fax 978-646-8600, or on the Web at www.copyright.com. Requests to the publisher for permission should be addressed to the Permissions Department, John Wiley & Sons, Inc., 111 River Street, Hoboken, NJ 07030, 201-748-6011, fax 201-748-6008, or online at www.wiley.com/go/permissions.

Readers should be aware that Internet Web sites offered as citations and/or sources for further information may have changed or disappeared between the time this was written and when it is read.

Limit of Liability/Disclaimer of Warranty: While the publisher and author have used their best efforts in preparing this book, they make no representations or warranties with respect to the accuracy or completeness of the contents of this book and specifically disclaim any implied warranties of merchantability or fitness for a particular purpose. No warranty may be created or extended by sales representatives or written sales materials. The advice and strategies contained herein may not be suitable for your situation. You should consult with a professional where appropriate. Neither the publisher nor author shall be liable for any loss of profit or any other commercial damages, including but not limited to special, incidental, consequential, or other damages.

Jossey-Bass books and products are available through most bookstores. To contact Jossey-Bass directly call our Customer Care Department within the U.S. at 800-956-7739, outside the U.S. at 317-572-3986, or fax 317-572-4002.

Jossey-Bass also publishes its books in a variety of electronic formats. Some content that appears in print may not be available in electronic books.

Library of Congress Cataloging-in-Publication Data
Suskie, Linda A.
Assessing student learning : a common sense guide / Linda Suskie. — 2nd ed.
p. cm.
Includes bibliographical references and index.
ISBN 978-0-470-28964-8 (pbk.)
1. College students—Rating of. 2. Educational tests and measurements. I. Title.
LB2336.S87 2009+
378.1'66—dc22
2008053148

Printed in the United States of America
SECOND EDITION
PB Printing 10 9 8

此为试读,需要完整PDF请访问: www.ertongbook.com

Assessing Student Learning

To my husband, Steve, and our children, Melissa and Michael, whose love and support made this book possible; and
To the thousands of college and university faculty, administrators, and staff members whose passion for excellence in teaching and learning continually inspires me

The Jossey-Bass
Higher and Adult Education Series

ABOUT THE AUTHOR

Linda Suskie is a vice president at the Middle States Commission on Higher Education, an accreditor of colleges and universities in the mid-Atlantic region of the United States. Prior positions include serving as associate vice president for assessment and institutional research at Towson University and as director of the American Association for Higher Education's Assessment Forum. Her over thirty years of experience in college and university administration include work in assessment, institutional research, strategic planning, and quality management.

Suskie is an internationally recognized speaker, writer, educator, and consultant on a broad variety of higher education assessment topics. She has been an active member of numerous higher education professional organizations and groups and contributes frequently to books and journals.

Suskie has taught graduate courses in assessment and educational research methods and undergraduate courses in writing, statistics, and developmental mathematics. She holds a bachelor's degree in quantitative studies from Johns Hopkins University and a master's degree in educational measurement and statistics from the University of Iowa.

此为试读,需要完整PDF请访问: www.ertongbook.com

Few, if any, of the other books and articles on outcomes assessment in higher education that have appeared since 1985 are really out of date. Good ideas about organizing for assessment, collecting data, reporting findings, and using findings to guide improvement are as useful today as before. But in addition to detailed treatment of all these dimensions of assessment, this book contains current information about accountability and instrument design and selection that is not to be found in the earlier works. It brings together the best of the past and the present in a single volume.

Trudy W. Banta
Professor of Higher Education and Senior Advisor to the Chancellor for Academic Planning and Evaluation
Indiana University–Purdue University Indianapolis

PREFACE

When Jim Anker, the publisher of the first edition of this book, approached me about writing a second edition, I figured that I'd update the References and a few chapters and be done. The first edition was based, after all, on an enduring common sense approach to assessment that hasn't changed materially since the first edition was published in 2004.

But just like anyone else with a passion for teaching and learning—and using assessment results to inform teaching practice—I never do the same thing twice. In my workshops and presentations, I continually use participant feedback to rethink what I'm doing, and I ended up doing the same with this second edition. The myriad questions and comments from the thousands of faculty and staff I've met at workshops, presentations, and campus visits over the past five years have made me rethink how to explain assessment, emphasize different aspects of assessment, and develop new models and structures for approaching assessment.

We've concurrently seen dramatic changes in the world of higher education in the five years since the first edition was published. As more colleges and universities have moved from launching assessment to refining it, they are running into new challenges. And increased pressures for accountability are raising new issues.

So I ended up not with the minor editing I originally envisioned but a complete reorganization and rewrite of the first edition, with expanded attention to some new and emerging topics:

- *How can we get our colleagues on board with assessment?* The first edition's chapter on assessment culture was essentially a laundry list of ideas without much structure. To

help readers see the forest for the trees of this difficult topic, I have renamed the chapter, "The Keys to a Culture of Assessment: Tangible Value and Respect," and reorganized it around those two themes.

- *How do we get things organized?* The first edition's chapter on creating an assessment plan is now somewhat dated because more campuses have already created initial (or second or third) assessment plans. But campuses are still wrestling with getting everything organized in a truly functional fashion. So I have replaced the chapter on assessment planning with a new one on organizing assessment. The new chapter presents many of the same concepts but arranges them more meaningfully and usefully.
- *Do we need an assessment director? Do we need to invest in special assessment software?* I've added a new chapter, "Supporting Assessment Efforts with Time, Infrastructure, and Resources," that focuses on helping faculty and staff find time and providing staffing, resources, and infrastructure. This chapter includes new material on the characteristics of an effective assessment coordinator and choosing assessment technologies.
- *We're confused by all the assessment jargon.* To help orient readers who are new to assessment and its vocabulary, I've moved the first edition's chapter on choosing an assessment strategy—really a glossary of assessment terms—to the beginning of the book. I've also added additional material on assessment terminology to other chapters.
- *How can we assess attitudes and values?* I have merged the two chapters on reflection and surveys into a new chapter on assessing attitudes, values, and the like. The new chapter begins with an overview that brings material scattered among several chapters in the first edition into a new framework.
- *What do we do with our assessment results?* I've significantly expanded the last part of the book on understanding and using results. To help those who don't normally deal with numbers, the chapter on summarizing results spends more time on simple tools like tallies, percentages, and aggregated scores. The chapter on using results now addresses using results to inform planning and budgeting, as well as to improve teaching and learning.
- *What the heck is going on with accountability?* A new chapter, "Why Are You Assessing Student Learning?" discusses

FOREWORD

Linda Suskie is one of the busiest assessment consultants in the country today—and for good reason. She confers with faculty groups on campuses, responds to individual e-mail messages and to questions posed on listservs, and makes keynote addresses tailored to the needs and interests of those in her audience. And at the same time she is imparting knowledge, experience, and wisdom, she is listening carefully to the content of the questions and comments she is receiving. Later she reflects on what she has heard and may adjust her thinking about an issue. At the very least, she adds yet another example to her rich repository so that she will have a new response and another illustration the next time she hears a familiar question.

Suskie's thoughtful, reflective approach to continuous improvement in her work in assessment, as well as her generosity in sharing her experience with others, is apparent in this second edition of *Assessing Student Learning: A Common Sense Guide*. Instead of simply updating the references and some of the content in the original, she undertook an extensive reorganization that makes this edition an even more valuable resource.

As Suskie points out in the Introduction, this book is "short on background and theory." It is not intended to advance the state-of-the-art in cognitive psychology, organizational development, program evaluation, curriculum design, pedagogical theory, or educational measurement, all of which underlie the practice of outcomes assessment in higher education. Instead she has used clear, accessible language to illustrate as no other current work does how concepts from these disparate bodies of knowledge come together to create a new branch of assessment applied in college and university settings. The book provides an excellent introduction for

此为试读,需要完整PDF请访问: www.ertongbook.com