

Forms and Sites of Assessment at Georgetown

Georgetown has been building capacity around assessment for a number of years. The chart below expands demonstrates measures and evidence we are currently collecting and analyzing at the course, program and institutional level. We are looking for assistance from chairs and faculty in fleshing out the shaded areas – focusing on direct evidence at the course and program level.

GEORGETOWN Examples (actual and prospective)	Direct Evidence: Individual faculty judgment	Direct Evidence: Collective faculty judgment	Direct Evidence: Significant student reflection on learning (meta-cognitive analysis)	Indirect Evidence: Surveys, student success data
Course level	<p>Feedback and grading for course assignments, exam questions or papers aligned with course goals.</p>	<p>Groups of faculty examining collections of student work from a multiple sections of a course.</p> <p>Collaborative faculty inquiry into student learning (e.g. Math NSF grant to examine problem-solving in Calculus).</p> <p>Common exams or exam questions or common assignment responses (e.g. Spanish and other languages).</p>	<p>End of semester survey/ reflections to questions tuned to course and program learning goals.</p> <p>Analytic journal writing within coursework, related to experiential activities connected to course goals not in other assessments.</p> <p>Brief in-class writing of "one-minute papers" or other reflections connecting day to day work to larger course goals.</p>	<p>Course evaluations</p> <p>Knowledge surveys (e.g. Swift and Stoll in Chemistry)</p> <p>Surveys of student perceptions, misperceptions, or attitudes (e.g. Skelton in Physics, Tong in Chemistry,)</p> <p>Enrollment patterns (e.g. how gateways seed majors)</p>

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Program level (Major /Minor/ Certificate)	<p>Pre-post course-level assessment of effectiveness of the approach in an introductory course sequence (e.g. Physics).</p> <p>Interventions and feedback on disciplinary thinking tuned to course and program goals (e.g. "Thresholds and Bottlenecks" initiative).</p>	<p>Faculty review of shared results from course-based reflections and surveys linked to program goals.</p> <p>Faculty review of collected samples of student work reflecting overall program effectiveness in advancing student skills (e.g. Italian focus on writing).</p> <p>Administering version of GRE or comparable benchmark exam (e.g. Biology tailoring old GRE's for higher order knowledge questions).</p> <p>Multiple faculty judging capstone projects as reflective of program goals (student art exhibits, written papers, research projects) for thesis honors.</p>	<p>Serious student reflections on collection of own work (e.g. e-portfolios in STIA or Sociology study of two pathways to capstone)</p> <p>Student reflective and analytic writing in the co-curriculum but reflective of curricular training (e.g. Study Abroad Weblogs in STIA or undergraduate research portfolios).</p>	<p>Graduate school admission rates or other job-related successes.</p> <p>Online senior survey or exit interview for majors (e.g. Economics, Physics, French alumni survey).</p> <p>Focus groups with majors about their experience in the curriculum (e.g. Psychology or SFS Proseminar).</p> <p>Fellowships, or other prestigious awards received by students.</p> <p>Program-focused cuts of OPIR survey data</p>
Institutional	--N/A	<p>Campus-wide assessment of writing (all departments, all schools, using written communication and critical thinking rubrics tuned to disciplines). [PROPOSED]</p>	<p>Integrative portfolios of student work and reflections examined for general education or broader liberal education goals.</p>	<p>OPIR Surveys of Enrolled Students, Seniors, COFHE schools survey, etc.</p> <p>General Education survey (jrs & srs, Fall '10)</p>