

HULA REVIEW OF EXISTING
ASSESSMENT INSTRUMENTS
IN THE HUMANITIES AND
LIBERAL ARTS

2012

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for HULA

1. List of Rubrics Clearinghouses
2. Initial Catalog of Sample Assessment
Instruments
3. Global List of Identified Assessment
Instruments

Rubrics Clearinghouses

This page summarizes the claims of rubrics clearinghouses that were found on the NILOA "tools" "rubrics" webpage.

- Denotes clearinghouses that specifically mention assessing humanities and liberal arts skills.

1) Association of American Colleges and Universities (AAC&U)'s Liberal Education and America's Promise (LEAP), Valid Assessment of Learning in Undergraduate Education (VALUE)

- Efforts are currently underway to establish **reliability** measures for select Value rubrics. Faculty volunteers from across traditional disciplinary areas scored student work samples. Reliability scores are being developed to assess the degree of shared understanding of rubrics across and within disciplinary areas.
- Collaborative on Authentic Assessment of Learning (CAAL) is currently being developed to provide a **virtual community** where institutions can upload, share, and discuss their campus assessment results using the VALUE rubrics.
- Developed **interactive and user-friendly guides** for implementing and communicating the results of using VALUE rubrics for the assessment of general education programs. Drawing primarily from an e-portfolio platform, these online tools will demonstrate how to sample student e-portfolio work, criteria for selecting appropriate rubrics and their application, and effective strategies for communicating results to various stakeholder groups both on and off campus.

2) Bowling Green State University

- Rubrics **library** stressing the developmental stages on each of the following areas: inquiry, critical problem solving, decision-making, writing, presenting, participation and leadership.

3) California State University-Fresno*

- Contains a small **library** of rubrics on the following topics: Student Outcomes Assessment Plan (SOAP) and Annual Reports Ratings Rubric, Peer Evaluation of Teamwork, Valid Assessment of Undergrad Education (VALUE) rubrics (see #1 above), Theatre Arts Writing Rubric, Critical Thinking Rubric, Scoring Guide for Critical Thinking, Scoring Guide for Writing, Scoring Guide for Integrative Science, Upper Division Integrative Arts and Humanities, CSB Quantitative Rubric, CSB Project Rubric, CSB Writing Rubric, CSB Oral Presentation Rubric, Oral Presentation Rubric (from American Institute of Research), Developing a Leadership Portfolio (from Education Research and Administration); Political Science Writing Rubric.
- Fresno also has a **rubrics guide** for scoring student work.

4) Northern Arizona University*

- Contains a small **library** of 5 sample rubrics for liberal studies skills: critical thinking, effective writing, effective oral communication, quantitative reasoning, scientific reasoning.
- Along with the sample rubrics, NAU provides other **resources for supporting instruction aligned with assessment** including a faculty guide to the liberal studies program, a syllabi template, an essay on learner-centered education, activities and assignment ideas, techniques for writing, and RFP for mini-grants funding assessment projects.

5) OpenEd Practices

interactive search tool

- The list of results also includes **user ratings** for that particular assessment tool or teaching and learning resource. This site is very similar to the HULA website idea.

6) Rubric Assessment of Information Literacy Skills (RAILS)

- RAILS is funded by the Institute for Museum and Library Services (IMLS) to investigate an analytic rubric approach to information literacy assessment in higher education. Over three years, RAILS will yield a **suite of rubrics** that can be used by academic librarians and disciplinary faculty to assess information literacy outcomes.
- Provides a **transferable model** for analyzing rubric scores
- Provides **training materials** for librarians, faculty, and LIS students who seek to use rubrics for information literacy assessment
- Provides **indicators of rater expertise** in rubric scoring
- Provides **local adaptations** of rubrics, rubric **assessment results**, improvements to **instructional strategies** and services made on the basis of those results, and **examples of increased student learning** resulting from instructional improvements.

7) RCampus' iRubric

- A comprehensive **rubric development, assessment, and sharing library tool** with over 213,000 rubrics.
- iRubric School-Edition empowers schools with an easy-to-use system for **monitoring student learning outcomes** and aligning with standards.
- Includes an application for **scoring rubrics electronically** and are automatically adjusted to the coursework grading scale and posted on the gradebook.

Additional notes:

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iRubric is part of RCampus--"a comprehensive Education Management System and a collaborative learning environment. At RCampus, you can do all your school-related work from building personal and group websites to managing your courses, eportfolios, academic communities, and much more."

The personal free version provides electronic tools to help build things like e-Portfolios and e-rubrics and allows access to public rubrics. The paid version gives you access to a larger gallery of assessment tools (they don't do a very good job explaining what you get with the paid version that you can't get with the free version). The system reminds me of Blackboard--i.e., providing a suite of tools ("modules") for managing a classroom including the ability to create smaller "study groups" (e-Communities), an electronic system for grading and for creating assessment tools like rubrics (iRubric Assessment), and a system for maintaining portfolios (e-Portfolio).

The iRubric modules allows you to search the gallery by grade level (K-5, 6-8, 9-12, undergrad, grad, post-grad), by subject (general, accounting, art and design, biology, business, chemistry, communication, computers, dance, education, engineering, English, finance, foreign languages, geography, geology, health, history, humanities [6861 rubrics], journalism, law, math, medical, music, nursing, pharmacy, philosophy, physical ed, physics, political science, psychology, science, social sciences, test preparation, vocational) , and by type (the categories within this are not well defined--other, assessment, assignment, attendance, class note, ePortfolio, exam, handout, homework presentation, project, quiz, reading, writing).

Emphasizes that this is a "turnkey" system and also had tutorial videos for creating rubrics.

8) RubiStar

- A rubric **library** search tool
- A rubric **development tool** for creating rubrics in the following areas: oral projects, multimedia, math, writing, products, reading, art, work skills, science, and music.

9) Stephen F. Austin State University*

- A **rubrics library** consisting of 50 rubrics designed by various colleges and universities.
- Also contains links to other websites (mostly colleges) for information including assessment **guidebooks, online discussions, and discipline specific assessments** (some of the links do not work).

10) University of Hawaii at Manoa

- Contains a **rubrics bank** of 30 rubrics.
- Also provides information on how to **develop rubrics, learning outcomes, curriculum map, learning activities, and a capstone project**.


11) Waubensee Community College

- Provides a pdf for how to **develop rubrics**.

12) Association for the Assessment of Learning in Higher Education (AALHE--housed at Winona State University)*

- A **rubrics library** contains 206 rubrics submitted by different colleges in the form of a list of links.

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Assessment Tools

American Council on the Teaching of Foreign Languages



ACTFL Proficiency Guidelines 2012.html

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National Survey of Student Engagement (2013).



2013 NSSE Instrument.pdf

[Details](#) [Download](#) 159 KB



NSSE_LSSSE_main_US_Q.pdf

[Details](#) [Download](#) 2 MB



CONFIDENTIAL_NSSE2011 Study time 85...

[Details](#) [Download](#) 37 KB

Collegiate Learning Assessment (CLA), Collegiate Work Readiness Assessment (CWRA), and Community College Learning Assessment (CCLA)



CWRA_ScoringCriteria.pdf

[Details](#) [Download](#) 886 KB



CLAScoringCriteria.pdf

[Details](#) [Download](#) 1 MB



CCLA_sample_measures.htm

[Details](#) [Download](#) 30 KB



CLA_SampleReport.html

[Details](#) [Download](#) 5 KB



CWRA_sample_report.html

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Higher Education Research Institute-home of Cooperative Institutional Research Program (CIRP)

Not enough wiki memory to upload this file, but to download, go to "Click Here" on this website (provides a really organized collection of instruments, explanation of research design):

<http://www.heri.ucla.edu/herisurveys.php>



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National Survey of Student Engagement (NSSE), Beginning College Survey of Student Engagement (BCSSE), and Faculty Survey of Student Engagement (FSSE)

**NSSE_BCSSE_2008_April_Webinar.pdf**[Details](#) [Download](#) 388 KB**NSSE_FSSE_ReliabilityCoefficients.pdf**[Details](#) [Download](#) 93 KB

Teagle Foundation Tri-College Project Reports, Rubrics, and Learning Goals


**Teagle_TriCollege_Swarthmore_English_...**[Details](#) [Download](#) 169 KB**Teagle_TriCollege_Swarthmore_EdStud_...**[Details](#) [Download](#) 35 KB**Teagle_TriCollege_Swarthmore_EdStud_...**[Details](#) [Download](#) 60 KB**Teagle_TriCollege_Swarthmore_ComSci_...**[Details](#) [Download](#) 104 KB**Teagle_TriCollege_Haverford_Psych_Rep...**[Details](#) [Download](#) 51 KB**Teagle_TriCollege_Haverford_Psych_Lear...**[Details](#) [Download](#) 366 KB**Teagle_TriCollege_Haverford_History_Sur...**[Details](#) [Download](#) 169 KB**Teagle_TriCollege_Haverford_History_Ru...**[Details](#) [Download](#) 77 KB**Teagle_TriCollege_Haverford_History_Re...**[Details](#) [Download](#) 94 KB**Teagle_TriCollege_Haverford_History_Lea...**[Details](#) [Download](#) 123 KB**Teagle_TriCollege_Haverford_Chemistry_...**[Details](#) [Download](#) 104 KB**Teagle_TriCollege_Haverford_Chemistry_...**[Details](#) [Download](#) 11 KB**Teagle_TriCollege_Haverford_Chemistry_...**[Details](#) [Download](#) 304 KB

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Wabash Study Assessments and Reports

**Wabash_WNSLAE_Research_Methods_M...**[Details](#) [Download](#) 448 KB**Wabash_Student_Experiences_Survey.pdf**[Details](#) [Download](#) 192 KB**Wabash_SocRespScale_Descrip.pdf**[Details](#) [Download](#) 100 KB**Wabash_Ryff_Scales.doc**[Details](#) [Download](#) 241 KB**Wabash_Ryff_Descrip.pdf**[Details](#) [Download](#) 119 KB**Wabash_NeedforCognitionScale.doc**[Details](#) [Download](#) 187 KB**Wabash_MGUDS_Scale.doc**[Details](#) [Download](#) 189 KB**Wabash_ED_Professional_Success_Scal...**[Details](#) [Download](#) 169 KB**Wabash_ED_Positive_Attitude_Toward_Li...**[Details](#) [Download](#) 170 KB**Wabash_ED_Political_Social_Involvemen...**[Details](#) [Download](#) 180 KB

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Assessment Tools Chart

Task:

- Catalog assessment tools within the liberal arts/ humanities universe: K-12 as well as college; analysis of the research basis of these tools;
 - For the college level liberal arts piece, please start with the Teagle Foundation website. They have funded a lot of projects in this space in the last ten years. Their list will probably be the greater part and should also lead you to other items. Also a search of the chronicle of higher ed should help identify things. I think the biggest existing project is the CLA, which I think stands for collegiate learning assessment, but I am not sure.

Domains to be Assessed:

General cognitive development (e.g. critical thinking, creativity, content area knowledge, etc.);
 Linguistic competence-is this only in reference to fluency in attaining a foreign language or does it also pertain to specialty registers like gaining the vocabulary for talking about art aesthetics?
 Visual competence
 Aural competence
 Affective development
 Inter-subjective capabilities--how one person relates to another; building healthy psyche for self and other; language of recognition-giving and receiving; literature builds empathy and sympathy
 Personal empowerment--Is this the same as/similar to showing drive, perseverance, and resilience (i.e., "go getter" attitude)
 Civic engagement
 Kinesthetic competence

Legend:

* denotes examples used to help create an "assessment tools review template"

Subject	Author	Replies	Views	Last Message
No Comments				

General cognitive development; Linguistic competence; Visual competence; Aural competence; Affective development; Inter-subjective capabilities; Personal empowerment; Civic engagement; Kinesthetic competence

ASSESSMENT INSTRUMENT	NAME OF ASSESSMENT	AUTHOR'S INFORMATION	HOW ASSESSMENT ADMINISTERED	DISCIPLINARY THEORIES	DOMAIN ASSESSED	SOURCE	NOTES
1) Essay questions	No formal name	Author of assessment(s): faculty in the depts of political science and classics at Northwestern University. Author of chapter: Rachelle Brooks, Northwestern University, holds Ph.D. in political science, lectures in school of ed and social policy, serves several roles in research and assessment.	Essay questions pre-tested on majors and non-majors and revised for clarity and revisions. Administered to 1,000 first and second year college students at a dozen institutions. Students will be reassessed in their fourth year to observe change in thinking and reasoning among different majors.	Classics and political science	cognitive	(Heiland and Rosenthal 2011:53)	Classics students given pictures of an unknown civilization from an archaeological dig and asked to draw conclusions about the fictitious country. Political science students were asked to make inferences about the political and governmental conditions based on newspaper clippings. Faculty were heavily involved in creating the "authentic" assessment and focused on assessing students' critical thinking abilities and not just disciplinary

							content knowledge.
2) Scale	Need for Cognition Scale	Author(s) of Assessment: Cacioppo and Petty (1982), Cacioppo, Petty, and Kao (1984). Backgrounds in psychology, cognition, and neuroscience Author of Chapter: Donna Heiland, VP of Teagle Foundation, holds Ph.D. in English	Cacioppo et al. (1984) describe how a longer 34 item Need for Cognition Scale was administered to 527 students at the University of Iowa. Eventually this became the 18-item scale that appears in the 1984 article and reprinted in Heiland's chapter. The 1984 scale was based on Cacioppo and Petty's (1982) report on four studies in which the need for cognition scale was used. The first study was given to groups "known to differ in need for cognition"--assembly line workers and university faculty (PROBLEMATIC ASSUMPTION!). In the second study, the scale was administered to a more "homogenous" group--400 undergraduates--"to validate the factor structure" from Study 1. In Study 3, 104 subjects completed need for cognition scale and identified their American College Test scores. Need for cognition was correlated with general intelligence. Study 4 replicated the major findings from Study 3.	For Heiland, connects these assessments to theories drawn from psychology (utilizes notion of "flow" in which someone is so immersed in the task that it seems effortless) and literature (utilizes notion of the sublime and engaging in work that seems ineffable).	Affective and cognitive	(Heiland and Rosenthal 2011:125-6) For the scale, see the "assessment tool" page.	"Measures the tendency for students to engage in and enjoy thinking" (Cacioppo and Petty 1984) quoted in Heiland and Rosenthal (2011:125) This assessment was also used in the Wabash Study 2006-2009.
3) Scale	Deep Learning Scale	Assessment Author: National Survey of Student Engagement (NSSE) Thomas Laird, Rick Shoup, and George Kuh wrote about the use of the use of NSSE. They are from the Indiana University for Postsecondary Research. Author of Chapter: Donna Heiland, VP of Teagle Foundation, holds Ph.D. in English	NSSE is an annual survey administered to first and fourth year college students at four year institutions. The survey measures student's participation in educational experiences that have been linked to valued outcomes. In 2004, NSSE tested new items on the survey related to "deep learning." This was administered to 110,886 first and fourth year students from 450 colleges and universities. It was given again in 2005 to 41,996 students from 519 colleges and universities and the data from this was used for confirmatory factor analysis.	Theories drawn from educational research on student engagement in higher education.	Cognitive, affective	(Heiland and Rosenthal 2011:126)	Need for cognition growth can be predicted by students' score on this assessment.
4) Rubric	Rubric for Grading Papers	Author of Assessment: Author unknown, but shared by Skidmore faculty colleague. Author of Chapter: Sarah Webster Goodwin, Skidmore College, professor of English	Given to students along with paper assignment to let them know what the expectations were; this made the process more "democratic"		Cognitive	(Heiland and Rosenthal 2011:137)	The author critiques this rubric for being too "linear" and portraying assessment as too "scientific"
5) Rubric in the form of Questions (for discussion)	No formal name.	Author of Assessment: Author unknown, shared at a Skidmore workshop. Author of Chapter: Sarah Webster Goodwin, Skidmore College, professor of English	Given to students along with assignment and implies that an ongoing dialogue takes place.		Cognitive	(Heiland and Rosenthal 2011:138)	The author favored a list of questions that provided more open-ended dialogue and allowed for weighing certain criteria as more important than others. This list of questions is an adapted version of the rubric.
*6) Questions (for discussion)	Rubric Evaluating the Museum of	Author of Assessment: Sarah Webster Goodwin	Given to students along with assignment and implies that an ongoing dialogue takes place.	English--attempted to create a rubric	Cognitive (particularly creativity)	(Heiland and Rosenthal 2011:144)	These questions were connected to a course in

	Dilemmas Projects	Author of Chapter: Sarah Webster Goodwin, Skidmore College, professor of English		that balanced between giving them guidance, but also freedom and stressing creativity.			which students explored essential "human dilemmas" and questions such as "What can we know?" "How do we know what we know?" "What is the relationship between self and society?"
7) Rubric	English 10 Essay Assessment Guide	Author of Assessment: Mills College, Department of English, 2009 Author of Chapter: Kirsten T. Saxton, teaches English at Mills College	Read and used rubric to grade student papers from the English 10: Introduction to Literature class. Each paper was read by two faculty members and results were tabulated according to what percentage of students achieved each of the six learning outcomes.	English	Cognitive	(Heiland and Rosenthal 2011:275)	The rubric was used as part of a "full loop assessment" process in which the following steps are taken: 1) set achievable goals for student learning; 2) define goals in measurable ways; 3) develop a rubric or tool for assessment; 4) collect student work; 5) analyze and reflect on work; 6) reform or change program according to results (Heiland and Rosenthal 2011:274, note 3)
8) Rubric	Basic Communications Outcome Survey	Author of Assessment: SUNY Provost Advisory Task Force Author of Chapter: Pat Belanoff, and Tina Good, both English professors in the SUNY system	Provost task force created an assessment for students pursuing BA degrees in math, natural science, social science, American history, western civilization, world civilization, humanities, the arts, foreign language, and basic communication, to be administered across all SUNY campuses.	English	Cognitive	(Heiland and Rosenthal 301-4)	The SUNY board passed a controversial resolution that was fought by faculty members across the SUNY system. Among faculty concerns were: system wide assessment will lead to inappropriate comparisons between different SUNY institutions, teaching to the test, inauthentic assessment because assessments are administered system-wide as opposed to campus-based.
9) Rubric	Selected Topics (Final Research Paper)	Author of Assessment: Dept of Modern Languages at Shippensburg University of Pennsylvania (three of the criteria were adapted from the American Council on the Teaching of Foreign Languages	Rubric used to evaluate final papers in an upper-level Spanish course on selected topics. Data collected used to satisfy accreditation requirements. An oral defense of final paper accompanies the final paper (no evaluation tool for the oral defense appeared in the chapter)	Foreign language	Cognitive and linguistic	(Heiland and Rosenthal 2011:330)	Author notes that at the time of writing the chapter, the team was working on a rubric to evaluate the oral defense. Decided to

		(ACTFL)/National Council for Accreditation of Teacher Education (NCATE) Program Standards for the Preparation of Foreign Language Teachers Author of Chapter: Jose G. Ricardo-Osorio, prof of foreign language ed and Spanish at Shippensburg					evaluate students based on a final research paper (as opposed to an essay) was to evaluate students on more "cognitive domains" (329) such as bibliographic research. Evaluating students based on an oral defense (as opposed to an oral presentation) had the same purpose in mind, so that students were encouraged to back up their claims more thoroughly.
10) Rubric	Rubric for Evaluating Student Literary Critical Essays	Author of Assessment and Chapter: Barbara Walvoord, Prof of English and Literature, University of Notre Dame	Either the instructor uses the rubric to analyze students' strengths and weaknesses, or a group of department members use the rubric to assess students' essays.	English	cognitive	(Heiland and Rosenthal 2011:346-7)	This assessment tool is discussed in conjunction with the one below that captures the more "ineffable" qualities of "good" student work. See example of student journal starting on page 345.
*11) Rubric	Rubric for Journals in English literature	Author of Assessment and Chapter: Barbara Walvoord, Prof of English and Literature, University of Notre Dame	Rubric used to assess journal entries and attempts to capture the more "ineffable" qualities of student work	English	Affective, inter-subjective, introspective/reflective (?)	(Heiland and Rosenthal 2011:348)	See example of student journal starting on page 345.
12) Survey	National Survey of Student Engagement	Author of Assessment: NSSE	Surveys first year and senior year students seeking a bachelor's degree.	Education-student engagement	Affective, inter-subjective capabilities, self-empowerment, civic engagement (cognitive? creativity?)	See NSSE under "Bibliography" page	The "Deep Learning Scale" in #3 of this chart is part of this survey.
12a) Survey	Beginning College Survey of Student Engagement (BCSSE)	NSSE	Surveys first year college students to understand their pre-college academic and co-curricular activities as well as expectations and attitudes.	Education-student engagement	Affective, inter-subjective capabilities, self-empowerment, civic engagement	See NSSE-BCSSE under "assessment tools" page	NSSE produces four surveys: National Survey of Student Engagement-NSSE, Beginning College Survey of Student Engagement-BCSSE, the Faculty Survey of Student Engagement (FSSE), and the Law School Student Survey of Student Engagement (LSSE).
12b) Survey	Faculty Survey	NSSE	FSSE is a web-based survey	Education-student	Affective, inter-	See NSSE-	NSSE produces

	of Student Engagement (FSSE)		administered nationally to faculty at baccalaureate degree-granting colleges and universities that are concurrently administering NSSE or have participated in NSSE in the previous year. Each institution selects its sample from faculty who teach at least 1 undergraduate course in the current academic year.	engagement	subjective capabilities, self-empowerment, civic engagement	FSSE under "assessment tools" page	four surveys: National Survey of Student Engagement-NSSE, Beginning College Survey of Student Engagement-BCSSE, the Faculty Survey of Student Engagement (FSSE), and the Law School Student Survey of Student Engagement (LSSSE).
12c) Survey	Law School Survey of Student Engagement (LSSSE)	NSSE	LSSSE can be administered to law students in any year.	Education-student engagement	Affective, inter-subjective capabilities, self-empowerment, civic engagement	See NSSE-LSSSE under "assessment tools" page	NSSE produces four surveys: National Survey of Student Engagement-NSSE, Beginning College Survey of Student Engagement-BCSSE, the Faculty Survey of Student Engagement (FSSE), and the Law School Student Survey of Student Engagement (LSSSE).
13) Rubric	Senior Thesis Assessment (English at Bryn Mawr)	Author of Assessment: Dept of English at Bryn Mawr; authors of reports: Bethany Schneider and Jane Hedley	Two independent evaluators read a piece of writing by the student in her junior year (pre-test), then the senior thesis in her senior year (post-test).	English	Cognitive	See Teagle Fdtn Report under "Assessment Tools" page	This assessment tool was developed as part of the Tri-College Teagle Assessment Project
14) Rubric	Rubric-based Pre-Test/Post-Test Assessment (English at Swarthmore)	Author of Assessment: Craig Williamson and Peter Schmidt, dept of English at Swarthmore	Used rubric to assess student writing early in the semester (pre-test) and later in the semester (post-test) in an introductory seminar in literature.	English	Cognitive	See Teagle Foundation Report under "Assessment Tools" page	This assessment tool was developed as part of the Tri-College Teagle Assessment Project.
15) Rubric	Senior Thesis Assessment (History at Haverford)	Author of Assessment: James Krippner, History dept at Haverford	Rubric used to assess students' senior theses.	History	Cognitive	See Teagle Foundation Report under "Assessment Tools" page	This assessment tool was developed as part of the Tri-College Teagle Assessment Project
16) Survey	Self-Report Survey of Skill Development (History at Haverford)	Author of Assessment: James Krippner, history dept at Haverford	Surveys are given to students taking History 400a and 400b at the beginning and end of the semester.	History	Cognitive	See Teagle Foundation Report under "Assessment Tools" page	This assessment tool was developed as part of the Tri-College Teagle Assessment Project.
17) Rubric (Chemistry)	Haverford's Chemistry Senior Research Assessment Rubric	Author of Assessment: Alex Norquist (author of report), Dept. of	Students are enrolled in two capstone classes and give an oral and poster presentation. Rubrics are used to evaluate these presentations.	Chemistry	Cognitive	See Teagle Foundation Report under "Assessment Tools" page	This assessment tool was developed as part of the Tri-College

		Chemistry at Haverford					Teagle Assessment Project.
18) Survey	Haverford's Chemistry Alumni Survey	Author of Assessment: Alex Norquist (author of report), Dept of Chemistry at Haverford	Utilized social networking platforms such as Facebook and LinkedIn to create "groups" of alumni and to administer the survey.	Chemistry	Cognitive	See Teagle Foundation Report under "Assessment Tools" page	This assessment tool was developed as part of the Tri-College Teagle Assessment Project.
19) Performance Test	Swarthmore's Computer Science Pre-Test/Post Test Performance Task	Author of Assessment: Lisa Meedan, Tia Newhall, Computer Science Dept at Swarthmore	Pre-test administered at beginning of the semester and post-test at the end of the semester to assess students' problem solving ability rather than their programming ability.	Computer Science and Math	Cognitive	See Teagle Foundation Report under "Assessment Tools" page	This assessment tool was developed as part of the Tri-College Teagle Assessment Project.
20) Performance Task and Rubric	Swarthmore's Computer Science Performance Task Assessment	Author of Assessment: Lisa Meedan, Tia Newhall, Computer Science Dept at Swarthmore	Students given a math "problem of the week" and a rubric is used to assess how students went about solving math problems.	Computer Science and Math	Cognitive	See Teagle Foundation Report under "Assessment Tools" page	This assessment tool was developed as part of the Tri-College Teagle Assessment Project
21) Test	Bryn Mawr's Geology Multiple Choice Exam	Author of Assessment: Dept of Geology at Bryn Mawr	Students given multiple choice exams at the beginning and end of the semester.	Geology	Cognitive	See Teagle Foundation Report under "Assessment Tools" page	This assessment tool was developed as part of the Tri-College Teagle Assessment Project
22) Rubric	Swarthmore's Educational Studies Senior Thesis Assessment	Authors of Assessment: K. Ann Renninger, and Lisa Smulyan, Educational Studies Dept at Swarthmore	External reviewer assesses 6 randomly selected theses from prior years; advisors used rubrics to identify strengths and weaknesses of students whose theses were reviewed; on online survey asks alum who recently completed their theses to evaluate the rubric.	Educational Studies	Cognitive	See Teagle Foundation Report under "Assessment Tools" page	This assessment tool was developed as part of the Tri-College Teagle Assessment Project
23) Test	Haverford's Psychology Diagnostic Tool--GRE Psych	Authors of Assessment: GRE	Students given the GRE Psych at the beginning of the semester to identify their weaknesses.	Psych	Cognitive	See Teagle Foundation Report under "Assessment Tools" page	This assessment tool was used as part of the Tri-College Teagle Assessment Project.
24) Rubric	Bryn Mawr's Sociology Junior Essay Assessment	Author of Assessment: Nathan Wright, Sociology Dept. at Bryn Mawr	A rubric is used to evaluate junior students' final research proposal.	Sociology	Cognitive	See Teagle Foundation Report under "Assessment Tools" page. This report has a more extensive explanation of how the assessment tools link to pedagogic methods.	This assessment tool was developed as part of the Tri-College Teagle Assessment Project.
*25) Test	Collegiate Assessment of Academic Proficiency (CAAP) Critical Thinking Test	Author of Assessment: Developed by ACT	This is a standardized 32-item test and students are given 40 minutes to complete. Because different colleges and departments use this test for different purposes, its not feasible to identify one method for administering this exam.	It is unclear what disciplinary theories informed the creation of this test, but since it is created by ACT, educational psychology is one likely disciplinary influence.	Cognitive	To see sample test questions, see "Assessment Tool"page	There are six modules in the CAAP to choose from: reading, writing skills, writing essay, mathematics, science, and critical thinking
26) Questionnaire	Miville-Guzman	Author of	Because different colleges and	Psychology	Cognitive and inter-	To see a copy	This is a 15- or

	Universality-Diversity Scale	Assessment: Marie L. Miville, teaches at Teachers College	departments use this test for different purposes, its not feasible to identify one method for administering this exam.		subjective capabilities	of the scale, go to "assessment tools" page	45-item multiple-choice questionnaire that measures student attitudes, cognitions, and behaviors regarding diversity. This instrument uses a 6-point Likert-type scale to assess student awareness and acceptance of both similarities and differences among people
27)	Questionnaire Socially Responsible Leadership Scale	Author of Assessment: Developed by Tracy Tyree and revised by Cara Appel-Silbaugh and John Dugan	Because different colleges and departments use this test for different purposes, its not feasible to identify one method for administering this exam.	Dr. Tyree received her Ph.D. in college student personnel administration	Inter-subjective capabilities, personal empowerment, civic engagement	To see a fuller description of the change model, go to "assessment tools" page.	Version 2 has 8 scales, comprised of 6-9 questions each and measures each of the eight C's of the Social Change Model (SCM) for leadership development: consciousness of self, congruence, commitment, collaboration, common purpose, controversy with civility, and citizenship.
28)	Dilemma Scale Defining Issues Test (2)	Author of Assessment: Originally created by James Rest in 1979, subsequently revised	Because different colleges and departments use this test for different purposes, its not feasible to identify one method for administering this exam.	Cognitive science, Social cognition	Inter-subjective capabilities and moral reasoning and development (does this fall under inter-subjective capabilities or cognitive development?)	To see a fuller description of the DIT(2), go to "assessment tools" page.	Present subject with moral dilemma and uses Likert-scale to give quantitative rankings to response.
*29)	Questionnaire/Survey Ryff Scales of Psychological Well-Being	Author of Assessment: Carol Ryff	Because different colleges and departments use this test for different purposes, its not feasible to identify one method for administering this exam.	Psychology (goes into detail about this in the section titled "Theory Behind the Test"-- see assessment tools page) Interestingly, her theory very much parallels our process--i.e., trying to produce credible, theoretically-driven constructs for hypotheses of what constitutes as well-being	Self empowerment, inter-subjective capabilities (see notes column for details)	To see a fuller description of the Ryff Scales, go to "assessment tools" page.	Measures: self-acceptance, environmental mastery, positive relations with others, personal growth, purpose in life, and autonomy.
30)	Questionnaire/Survey Contribution to the Arts and Humanities	Empirically derived from the Wabash National Study Student Experiences Survey by Ernest T. Pascarella and colleagues at the University of Iowa Center for Research on Undergraduate Education; utilized 21	In the fall, first year college students from 19 different institutions were surveyed; this took about 90-100 minutes; paid \$50 for their participation. Follow-up data collection was conducted in the spring.	Ernest Pascarella is a professor of higher education.	Personal empowerment, affective development	To see this scale, see "assessment tools" page	This assessment tool is part of the seven instruments the were empirically derived from the Wabash Study.

		items from the Cooperative Institutional Research Program developed by the Higher Education Research Institute at UCLA					
31) Questionnaire/Survey	Contribution to the Sciences	Empirically derived from the Wabash National Study Student Experiences Survey by Ernest T. Pascarella and colleagues at the University of Iowa Center for Research on Undergraduate Education; utilized 21 items from the Cooperative Institutional Research Program developed by the Higher Education Research Institute at UCLA	In the fall, first year college students from 19 different institutions were surveyed; this took about 90-100 minutes; paid \$50 for their participation. Follow-up data collection was conducted in the spring.	Ernest Pascarella is a professor of higher education.	Personal empowerment, affective development	To see this scale, go to "assessment tools" page	This assessment tool is part of the seven instruments the were empirically derived from the Wabash Study.
32) Questionnaire/Survey	Political and Social Involvement	Empirically derived from the Wabash National Study Student Experiences Survey by Ernest T. Pascarella and colleagues at the University of Iowa Center for Research on Undergraduate Education; utilized 21 items from the Cooperative Institutional Research Program developed by the Higher Education Research Institute at UCLA	In the fall, first year college students from 19 different institutions were surveyed; this took about 90-100 minutes; paid \$50 for their participation. Follow-up data collection was conducted in the spring.	Ernest Pascarella is a professor of higher education.	Personal empowerment, inter-subjective capabilities, civic engagement (affective development?)	To see this scale, go to "assessment tools" page	This assessment tool is part of the seven instruments the were empirically derived from the Wabash Study.
33) Questionnaire/Survey	Professional Success	Empirically derived from the Wabash National Study Student Experiences Survey by Ernest T. Pascarella and colleagues at the University of Iowa Center for Research on Undergraduate Education; utilized 21 items from the Cooperative Institutional Research Program developed by the Higher Education Research Institute at UCLA	In the fall, first year college students from 19 different institutions were surveyed; this took about 90-100 minutes; paid \$50 for their participation. Follow-up data collection was conducted in the spring.	Ernest Pascarella is a professor of higher education.	Inter-subjective capabilities	To see this scale, go to "assessment tools" page	This assessment tool is part of the seven instruments the were empirically derived from the Wabash Study.
34) Questionnaire/Survey	Openness to Diversity and Challenge	Empirically derived from the Wabash National Study Student Experiences Survey by Ernest T. Pascarella and colleagues at the University of Iowa Center for Research on Undergraduate Education; utilized 21 items from the Cooperative Institutional Research Program developed by the Higher	In the fall, first year college students from 19 different institutions were surveyed; this took about 90-100 minutes; paid \$50 for their participation. Follow-up data collection was conducted in the spring.	Ernest Pascarella is a professor of higher education.	Inter-subjective capabilities	To see this scale, go to "assessment tools" page	This assessment tool is part of the seven instruments the were empirically derived from the Wabash Study.

		Education Research Institute at UCLA					
35) Questionnaire/Survey	Academic Motivation	Empirically derived from the Wabash National Study Student Experiences Survey by Ernest T. Pascarella and colleagues at the University of Iowa Center for Research on Undergraduate Education; utilized 21 items from the Cooperative Institutional Research Program developed by the Higher Education Research Institute at UCLA	In the fall, first year college students from 19 different institutions were surveyed; this took about 90-100 minutes; paid \$50 for their participation. Follow-up data collection was conducted in the spring.	Ernest Pascarella is a professor of higher education.	Affective, self-empowerment	To see this assessment, go to "assessment tools" page	This assessment tool is part of the seven instruments the were empirically derived from the Wabash Study.
36) Questionnaire/Survey	Positive Attitude Toward Literacy	Empirically derived from the Wabash National Study Student Experiences Survey by Ernest T. Pascarella and colleagues at the University of Iowa Center for Research on Undergraduate Education; utilized 21 items from the Cooperative Institutional Research Program developed by the Higher Education Research Institute at UCLA	In the fall, first year college students from 19 different institutions were surveyed; this took about 90-100 minutes; paid \$50 for their participation. Follow-up data collection was conducted in the spring.	Ernest Pascarella is a professor of higher education.	Affective, self-empowerment	To see this assessment, go to "assessment tools" page	This assessment tool is part of the seven instruments the were empirically derived from the Wabash Study.
37) Questionnaire/Survey	Student Experiences Survey	Designed for the Wabash National Study by Ernest T. Pascarella and colleagues at the University of Iowa's Center for Research on Undergraduate Education	In the fall, first year college students from 19 different institutions were surveyed; this took about 90-100 minutes; paid \$50 for their participation. Follow-up data collection was conducted in the spring.	Ernest Pascarella is a professor of higher education.	Intersubjective capabilities, civic engagement, self-empowerment, affective	To see this assessment, go to "assessment tools" page	This assessment tool is part of the seven instruments the were empirically derived from the Wabash Study.
*38) Performance test/interview	American Council on the Teaching of Foreign Languages (ACTFL) Oral Proficiency Interview (OPI)	ACTFL	This is a 20-30 minute face-to-face or telephonic interview between a certified ACTFL tester and an examinee. The interview is interactive and continuously adapts to the interests and abilities of the speaker. The speaker's performance is compared to the criteria outlined in the ACTFL Proficiency Guidelines - Speaking (Revised 1999). The interview is double rated and an Official ACTFL Oral proficiency Certificate stating the candidate's proficiency level is issued to the candidate.	Language and education	Cognitive, linguistic, aural	ACTFL website under "Professional Development" tab, "ACTFL Certified Proficiency Programs"	This is one of two assessments that ACTFL administers—one is for speaking (interpersonal), the other for writing (presentational). Curiously, in another section of the website, there is another "domain" that is assessed: Interpretive (reading). On the webpage where I found the OPI and WPT, there was, however, nothing dedicated to assessing interpretive skills. There are extensive

							"ACTFL Proficiency Guidelines" that serve as rubrics for rating listening, speaking, writing, and reading abilities. See "assessment tools".
39) Performance test	ACTFL Writing Proficiency Test (WPT)	ACTFL	This is a proctored, standardized test for global assessment of functional writing ability, measuring how well a person writes in a language by comparing the performance of specific writing tasks with the criteria stated in the ACTFL Proficiency Guidelines - Writing (Revised 2001). Tests are double rated and an official ACTFL WPT certificate is issued to the candidate.	Language and education	cognitive, linguistic	ACTFL website under "Professional Development" tab, "ACTFL Certified Proficiency Programs"	This is one of two assessments that ACTFL administers—one is for speaking (interpersonal), the other for writing (presentational). Curiously, in another section of the website, there is another "domain" that is assessed: Interpretive (reading). On the webpage where I found the OPI and WPT, there was, however, nothing dedicated to assessing interpretive skills. There are extensive "ACTFL Proficiency Guidelines" that serve as rubrics for rating listening, speaking, writing, and reading abilities. See "assessment tools".
40) Performance test	Integrative Performance Assessment (IPA)	ACTFL	This is a prototype for assessing the progress language students are making in achieving the K-16 standards as well as in developing their language proficiency. The IPA is a cluster assessment of three tasks, each of which reflects one of the three modes of communication—Interpretive, Interpersonal and Presentational. Each task provides the information and elicits the linguistic interaction that is necessary for students to complete the subsequent task. They are standards-based; performance-based; developmental in nature; integrative; designed to be used with scoring rubrics that rate performance in terms of whether it meets expectations, exceeds expectations, or does not meet expectations for the task; and valid and reliable.	Language and education	cognitive, linguistic, aural	ACTFL website under "Publications" tab, "IPA Manual"	This is a prototype of integrative assessment designed to evaluate language ability (communication) in a holistic manner by addressing the three components of effective communication, namely, interpretive (reading), interpersonal (listening and speaking), and presentational (writing).
41) Performance and	Collegiate	CLA	The CLA presents realistic problems that	Higher education	Cognitive	CLA website	CLA has three

analytic writing tasks	Learning Assessment (CLA)		require students to analyze complex materials and determine the relevance to the task and credibility. Students' written responses to the tasks are evaluated.				types of assessment: one for colleges and universities (CLA), one specifically for community colleges (Community College Learning Assessment-CCLA), and one for high schools (College and Work Readiness Assessment-CWRA)
42) Performance and analytic writing tasks	Community College Learning Assessment (CCLA)	CLA	CCLA tests a representative sample of 100 entering students in the fall and 100 exiting students in the spring. Students are randomly assigned to a 90-minute Performance Task or 75-minute Analytic Writing Task. In addition, students take a 12-minute multiple-choice aptitude test (the Scholastic Level Exam). Total testing time is approximately 105 minutes.	Higher education	Cognitive	CLA website	CLA has three types of assessment: one for colleges and universities (CLA), one specifically for community colleges (Community College Learning Assessment-CCLA), and one for high schools (College and Work Readiness Assessment-CWRA).
43) Performance Task	College Work and Readiness Assessment (CWRA)	CLA	The tests are taken on-line, proctored by high school faculty. Testing time is 105 minutes. Testing the entire class is recommended. For large classes, a representative sample of at least 100 students may be tested. The freshman class tests in the fall (mid August – late October) and other classes test in the spring (early February – mid April). To control for entering academic ability and predict college readiness, SAT or ACT scores for seniors are used. For comparisons across high schools, CAE will provide a short equivalent assessment measure (SLE).	Education	Cognitive	CLA website	CLA has three types of assessment: one for colleges and universities (CLA), one specifically for community colleges (Community College Learning Assessment-CCLA), and one for high schools (College and Work Readiness Assessment-CWRA).
44) Questionnaire	College Students Experience Questionnaire (CSEQ)	CSEQ	Does not have a detailed method for administering. Only says that it can be paper- or web-based. Takes 20-30 minutes to complete.	Developed by C. Robert Pace-- received his Ph.D. in psychology	Intersubjective capabilities, personal empowerment, affective development	CSEQ survey is available to be viewed, but requires a password to be saved so it is not available on this wiki.	Assesses the quality of effort students expend in using institutional resources and opportunities provided for their learning and development. Quality of effort is measured as a key dimension for understanding student satisfaction, persistence, and the effects of attending college. The more students engage in educational

							activities, the more they benefit in their learning and development.
45) Questionnaire	College Students Expectations Questionnaire (CSXQ)	CSEQ	Does not have a detailed method for administering. Only says that it can be paper- or web-based. Administered to either pre-college or first year college students. Takes 10-15 minutes to complete	Developed by C. Robert Pace--received his Ph.D. in psychology and George Kuh received his Ph.D. in counselor education	Personal empowerment, inter-subjective capabilities	See "assessment tools" for the survey	Assesses new student goals and motivations such as how and with whom they will spend their time in college. These expectations provide clues about how students will interact with peers and faculty members, behaviors that directly affect achievement and satisfaction with college.
46) Survey	The Freshman Survey (TFS)	Cooperative Institutional Research Program (CIRP)	Designed for administration to incoming first-year students. Paper- and web-based instrument collects extensive information that allows for a snapshot of what incoming students are like before they experience college	Higher Education Research Institute (HERI) is home of CIRP; based in UCLA's Grad School of Ed and is said to be interdisciplinary	Inter-subjective capabilities, personal empowerment Examines: Established behaviors in high school; Academic preparedness; Admissions decisions; Expectations of college; Interactions with peers and faculty; Student values and goals and Student demographic characteristics; and Concerns about financing college.	See "assessment tools" page for survey	Many items on the CIRP Freshman Survey are pre-test questions that are then post-tested on CIRP follow-up surveys - Your First College Year (YFCY), Diverse Learning Environments (DLE), College Senior Survey (CSS) - providing for longitudinal examination of cognitive and affective growth during college. All CIRP surveys allow you to add questions of your own on the instrument.
47) Survey	Your First College Year Survey (YFCY)	Cooperative Institutional Research Program (CIRP)	Conducted from March-June to facilitate surveying freshmen at the end of their first college year, and is offered as both a paper and a web survey.	Higher Education Research Institute (HERI) is home of CIRP; based in UCLA's Grad School of Ed and is said to be interdisciplinary	Overview mentions that it measures cognitive and affective dimensions. Evaluate student adjustment to college; Assess students' academic experiences and achievement; Collect information about extracurricular experiences; Study specific first-year programs; Examine student change	See "assessment tools" page for survey.	YFCY was designed as a follow-up survey to the annual CIRP Freshman Survey and allows for longitudinal research on the first year of college.
48) Survey	Diverse Learning Environments (DLE)	Cooperative Institutional Research Program (CIRP)	Web-based survey administered annually to students at both 2-and 4-year institutions who have had the opportunity to experience the campus climate (i.e., after 24 credit hours in community and 2-year colleges or second-and third- year students at 4-year institutions).	Higher Education Research Institute (HERI) is home of CIRP; based in UCLA's Grad School of Ed and is said to be interdisciplinary	Cognitive; Inter-subjective capabilities, civic engagement; Defines the following "outcomes" (though this appears more to	See "assessment tools" page for survey	Compared to the other surveys developed by CIRP, this seems to be more of a "stand-alone" survey.

					be domains that are assessed): Integration of Learning; Habits of Mind; Pluralistic Orientation; Social Action; Civic Engagement; Student Enrollment Mobility		
49) Survey	College Senior Survey (CSS)	Cooperative Institutional Research Program (CIRP)	The CSS is conducted from November–June to facilitate surveying both December and June graduates, and is offered as both a paper and a web survey.	Higher Education Research Institute (HERI) is home of CIRP; based in UCLA's Grad School of Ed and is said to be interdisciplinary	Cognitive, affective, inter-subjective capabilities; what would aspirations and expectations be considered?	See "assessment tools" page for survey	CSS is designed to be used along with results from TFS and YFCY.
*50) Survey	HERI Faculty Survey	Cooperative Institutional Research Program (CIRP)	A web-based survey that is administered any time between August 2 and March 31.	Higher Education Research Institute (HERI) is home of CIRP; based in UCLA's Grad School of Ed and is said to be interdisciplinary	Difficult to identify domains because this particular survey is an indirect measure of student learning outcomes, and there are categories that don't seem to be captured by the domains we identified (see note, two columns to the right).	See "assessment tools" page	Here are some of the questions that influenced the survey design: How do faculty perceive your institutional priorities? How do faculty spend their time inside and outside the classroom? Have changes at your institution as a result of the economy affected faculty? What kinds of goals and expectations do your faculty have for students? What pedagogical strategies are your faculty using to engage students to meet those goals and expectations? What are the biggest sources of stress and satisfaction among your faculty? How are your faculty connecting learning in the classroom with practices in the local and global community?
51) Test	ETS Proficiency Profile (EPP) formally Measure of Academic Proficiency and Progress (MAPP)	ETS	Administered to college students of any year; two types of test: 2 hour and 40 minutes versions.	ETS (which, from what I've heard, tends to be psych and psychometrics dominated)	Cognitive (critical thinking, reading, writing, math)	NILOA website under "tests".	Both norm-referenced and criterion referenced questions; ETS allows the institution to compare results to other similar academic programs.

52) Test	WorkKeys	ACT, Inc.	A job skills assessment that measures "real-world" skills used by companies to measure the fit of potential job candidates.	Unclear what disciplinary background ACT folks are.	Cognitive, inter-subjective capabilities	NILOA website under "tests"	None
53) Survey/Inventory	Global Perspective Inventory	GPI, Inc.	Three different forms are given to students: the General Form, the New Student Form, the Study Abroad Form, each taking about 15-20 minutes.	Unclear what disciplinary backgrounds are.	Cognitive, inter-subjective capabilities, intrapersonal (self-empowerment?)	NILOA website under "surveys"	None
54) Survey	Multi-institutional study of leadership (MSL)	MSL	The university samples 4,000 undergraduates (or all undergrads if institution is small than 4,000), and also choose a sub-population such as students in a leadership course, student organization members.	The socially responsible leadership scale was developed by someone with a background in student personnel administration	inter-subjective capabilities, self-empowerment, civic engagement (based on #27)	NILOA website under "surveys"	Borrows from the socially responsible leadership scale (#27 of this chart)
55) Survey	Student Experience in the Research University (SERU) Survey	Center for Studies in Higher Education (CSHE)	Five modules administered to undergrad students; longitudinal survey; members who use this agree to share their survey data	multi-disciplinary research	cognitive, civic engagement, inter-subjective capabilities	NILOA website under "surveys"	The survey uses modules and customizes for different institutions.
56) Survey	Student Satisfaction Inventory (SSI)	Noel-Levitz	Paper and web based version; two forms of the survey taking approximately 20-25 minutes	Noel Levitz is a higher education consultant firm that employs statisticians	cognitive	NILOA website under "surveys"	The following scales appear in the SSI: Academic Advising Effectiveness; Campus Climate; Campus Support Services; Concern for the Individual; Instructional Effectiveness; Admissions and Financial Aid Effectiveness; Registration Effectiveness; Responsiveness to Diverse Populations; Safety and Security; Service Excellence; Student Centeredness
57) Survey	University Learning Outcomes Assessment (UniLOA)	Bayh College of Education, Indiana State University	Not very clear—just says that the assessment is given to students at critical points of their college education so that UniLOA acts as a dashboard indicator that provides information on growth of students toward key learning outcomes.	Assessment was developed through education and developmental research literature, interviews, surveys, and liberal arts outcomes and developmental theory	cognitive, self-empowerment, inter-subjective capabilities, civic engagement	NILOA website under "surveys"	UniLOA is said to measure: critical thinking, self-awareness, communications, diversity, citizenship, membership & leadership, and relationships.
58) Rubric	Action Project Rubric	Based on the Washington State Critical Thinking Rubric, with modifications made by Cecilia Shore and Beverley Taylor	From the title, it appears that the rubric is used in conjunction with an action (research) project. Link takes you directly to a pdf of the rubric, without any further information.	Education and action research	Cognitive	NILOA website under "rubrics"- - Winona/AALHE website	No additional notes.
59) Rubric	Action Research Project Rubric	Valencia College Learning Academy	Used to assess an action research project.	Education and action research	Cognitive	NILOA website under "rubrics"- - Winona/AALHE website	Has extensive guiding questions for the areas being assessed—i.e., "clear goals" "adequate

							preparation," "appropriate methods," "significant results," "reflective critique," "effective presentation."
60) Rubric	Art rubric for the assessment of discussion and writing on art history, aesthetics, and art criticism	Goshen College	Used to assess papers and discussion regarding art	Art	cognitive development; Linguistic competence; Visual competence; Aural competence; Affective development; Inter-subjective capabilities; Personal empowerment;	NILOA website under "rubrics" - Winona/AALHE website	This is the one rubric that I've come across so far that attempts to measure most of the domains we identified.
61) Rubric	Rubric for the use of capstone experiences for assessing program learning outcomes	Western Association of Schools and Colleges (WASC)	WASC uses this to evaluate the value of capstone projects assigned to students	unclear--assessment	Because this is a meta-rubric or a rubric to guide faculty in creating capstone projects, the domains don't seem to fit.	NILOA website under "rubrics" - Winona/AALHE website	This is a rubric used to evaluate what faculty do, and can be considered a meta-rubric. Second page of pdf provides guiding questions for each dimension being assessed.
62) Rubric	Rubric for assessing the quality of academic program learning outcomes	Western Association of Schools and Colleges (WASC)	WASC uses this to evaluate the quality of learning outcomes developed by faculty	unclear--assessment?	Like #61, this is a rubric for faculty to evaluate how well they are designing learning outcomes.	NILOA website under "rubrics" - Winona/AALHE website	This is a rubric used to evaluate what faculty do, and can be considered a meta-rubric. Second page of pdf provides guiding questions for each dimension being assessed.
63) Rubric	Rubric for grading art	Zimmerworks.com	Used to evaluate the completion of a work of art.	ZimmerWorks founder (Austin Zimmer), has a background in art, business, and education.	General cognitive development; Visual competence; Inter-subjective capabilities; Personal empowerment	NILOA website under "rubrics" - Winona/AALHE website	Schools are the primary clientele.
*64) Rubric	Backwards Design Unit	Utah Education Network--Axel Ramirez	Used to evaluate how students majoring in education design a social studies thematic unit	education	Unclear what domains are being assessed--for reasons see "notes" column.	NILOA website under "rubrics" - Winona/AALHE website	This rubric is very different from the ones I've encountered and an interesting case because instead of connecting it to learning outcomes, it merely lists the things that are supposed to appear in the final project.
65) Rubric	Sample Ethics Case Analysis Rubric	Penn State Health and Human Development School of Nursing. Based on the Ethical Model for Ethical Decision-Making developed by Educational Advancement Associates	It appears that students are presented with an ethical dilemma in nursing, then they are required to and judged by their ability to "examine the ethical dilemma," "comprehend the possible alternatives available," "hypothesize ethical arguments," "investigate and evaluate arguments," "choose an alternative," act on the alternative" by coming up with an implementation plan, display "problem solving, decision-making, and critical thinking skills" throughout	Unclear	General cognitive development; Inter-subjective capabilities	NILOA website under "rubrics" - Winona/AALHE website	Perhaps we should include a domain that gets at moral and ethical development. There was a scale in this chart that specifically examines this as well.

66) Rubric	Fort Hays State University Graduate Diversity Case Study Rubric	Fort Hays	Similar to #65, it seems that students are presented with a case, then expected to respond to the case.	Education?	General cognitive development; Inter-subjective capabilities;	NILOA website under "rubrics"- - Winona/AALHE website	Unlike the other assessment in this chart that uses a scale or survey, this utilizes a case study and asks students to respond to it (in written form?)
67) Rubric	Responsible Citizens Rubric	Educators at Lehi High school part of the Utah Education Network	Unclear what assignment or task is associated with this rubric	Education?	Inter-subjective capabilities; civic engagement	NILOA website under "rubrics"- - Winona/AALHE website	No additional notes.
68) Rubric	Civic Engagement VALUE Rubric	Association of American Colleges & Universities (AAC&U)—also see Rubrics Clearinghouse wiki page	Because this rubric is used by a number of AAC&U institutions, I imagine that different schools have different assignments associated with this rubric.	Higher Education?	General cognitive development; Inter-subjective capabilities; Civic engagement	NILOA website under "rubrics"- - Winona/AALHE website	This is one of 15 VALUE rubrics used by AAC&U.
69) Rubric	Civic Responsibility Assessment Rubric	Adapted from Vaughn, "Enhancing Student Development in Service-Learning with Performance-Based Assessment Rubrics," 2002; Part of a guide that is edited by Karla Gottlieb and Gail Robinson (service learning consultants)	The rubric suggests the following assessment options: Reflection Log; Pre/Post Essay; Dialogue Journal; Oral Presentation; Pre/Post Video	Higher Education?	General cognitive development; Inter-subjective capabilities; Civic engagement	NILOA website under "rubrics"- - Winona/AALHE website	No additional notes.
70) Rubric	Online Discussion Rubric	Nadda Dabbagh	Rubric used to evaluate the quality of online discussions including criteria on how many postings per week, responsiveness to discussion, and adherence to online discussion protocols (e.g., explain why you agree/disagree, use quotes from articles, use prior knowledge, etc.)	Education technology?	Cognitive development	NILOA website under "rubrics"- - Winona/AALHE website. For additional resource on this rubric, see Gilbert, P. & Dabbagh, N. (2005). How to structure online discussions for meaningful discourse: A case study. British Journal of Educational Technology, v36, n1, pp. 5-18.	Unlike many other rubrics, this rubric does not seem to connect with learning outcomes but simply uses the rubric as a sort of checklist of things to guide students' online discussions.
71) Rubric	(Online) Discussion Assignments Grading Criteria	Online Course Development Program (California Virtual Campus)	Rubric used to evaluate the quality of online discussions. Three criteria include: quality of posting, quality of reply, and understanding of reading and outside source material	Education technology?	Cognitive development	NILOA website under "rubrics"- - Winona/AALHE website.	No additional notes.
72) Rubric	WebCT Discussion Board Rubric	Jackson State Community College Radiography Program	Rubric used to evaluate online discussion according to five criteria: length of submission; use of technology (whether posts are in right location); grammar & spelling, online etiquette; quality (thoughtfulness of posts, connected to course material).	Education technology?	Cognitive development; inter-subjective capabilities	NILOA website under "rubrics"- - Winona/AALHE website.	No additional notes.
73) Rubric	Student Participation, Assessment and Evaluation Rubric	Kathleen Tunney, Dept of Social Work, Southern Illinois University Edwardsville	Rubric used to evaluation student participation, criteria include such things as: "skips class," "visits podium after class," "visits office hours"	Social work?	Unclear—doesn't seem to be assessing any domains because it focuses narrowly on behaviors.	NILOA website under "rubrics"- - Winona/AALHE website.	Also an example of a "rubric" that could very well be a checklist of things students need to do.
74) Rubric	Class Participation	teach-nology.com	Rubric used to evaluate class participation. Criteria include:	unclear	Cognitive and inter-subjective	NILOA website under "rubrics"-	No additional notes.

	Rubric		attendance, level of engagement, listening skills, behavior, and preparation.		capabilities.	- Winona/AALHE website.	
75) Rubric	Collaboration Rubric	San Diego State	Rubric used to evaluate students' team work	Unclear	Cognitive development; inter-subjective capabilities	NILOA website under "rubrics"-notes. - Winona/AALHE website	No additional notes.
76) Rubric	Rubric for Teamwork	Huba Jiles	Rubric used to evaluate teamwork according to two primary criteria (with sub-criteria under these two categories): group functioning, and managing the process	Material sciences and engineering	Inter-subjective capabilities	NILOA website under "rubrics"-notes. - Winona/AALHE website	No additional notes.

NAME OF ASSESSMENT TOOL	LEARNING GOALS	PEDAGOGIC METHODS	LEARNING MECHANISM
1) Essay Questions	Author discusses general learning outcomes such as critical thinking but does not identify learning outcomes specific to this assessment.	Reading and writing of essays, books, and articles.	Not mentioned.
2) Need for Cognition Scale	Author does not identify specific learning "outcomes", but rather, the scale identifies certain "dispositions" (125) that lead to "deep" learning that is described as "sublime" and "flow."	Knowing students well enough to set individualized goals so that optimal engagement results (i.e., "aha" moments).	Engaging the affective dimensions of learning.
3) Deep Learning Scale	Same as above.	Same as above.	Same as above.
4) Rubric for Grading Paper	Learning that is of a "poetic and prophetic" character (quoting William Blake), or in other words, "learning that is not bounded by what we perceive in the material world or by what is already known and taught" (133); creativity and critical thinking (135).	Does not provide example of this. This rubric is critiqued and improved by rubric #s 5 & 6.	Does not provide example of this. This rubric is critiqued and improved by rubric #s 5 & 6.
5) Rubric in the form of questions	Same as above.	Does not provide example of this. This rubric is critiqued and improved by rubric #s 5 & 6.	Does not provide example of this. This rubric is critiqued and improved by rubric #s 5 & 6.
6) Rubric Evaluating the Museum of Dilemmas Project	Same as above.	Introducing students to works of art in a museum and learning about the inspiration for those works of art; students create their own works of art.	Creating works of art that draw on students' cultural backgrounds and experiences. (p.140-5 goes into depth and provides a good example of this)
7) English 10 Essay Assessment Guide	1. Students will learn how to write an effective literary analysis. 2. Students will learn the skills of close reading. 3. Students will become familiar with the genres and conventions of poetry, prose and drama. 4. Students will learn MLA documentation and the research methods of the discipline. 5. Students will become familiar with the language of the discipline (including critical terminology and concepts) and the critical issues and questions of the field. 6. Students will be exposed to the pleasures of critical reading and conversation. (Heiland and Rosenthal 2011:263).	Read and discuss poetry, short fictions, and a play, and write analytic essays.	Engaging student with literary models and tools necessary to write strong essays.
8) Basic Communications Outcomes Survey	1. Produce coherent texts within common college-level written forms. 2. Demonstrate the ability to revise and improve such texts. 3. Research a topic, develop an argument, and organize supporting details. 4. Identify, analyze, and evaluate arguments as they occur in their own or others' work; and 5. Develop well-reasoned arguments. (Heiland and Rosenthal 2011:284-5).	Because this was a SUNY-wide assessment, chapter talked more about politics and policy process; briefly and generally mentioned reading "literature" and critical writing.	Does not provide example of this.
9) Selected Topics (Final Research	1. Synthesize information from different sources. 2. Establish connections among different fields to analyze literary texts.	Writing a final research paper and defending the	Engaging in the process of

Paper)	3. Demonstrate accurate control of the Spanish language both orally and in writing (Heiland and Rosenthal 2011:328).	paper orally.	thinking through arguments and marshaling evidence to bolster argument.
10) Rubric for Evaluating Student Literary-Critical Essays	<ol style="list-style-type: none"> 1. Describe and analyze major literary works, literary themes, and trends from English, American, and at least one non-Western literary tradition; 2. Identify and analyze the cultural, sociological, ideological, historical, linguistic, and other aspects of works of literature. Discuss the ways in which literature is a product of its time and culture, but also how literature can transcend or critique its culture and break new ground. 3. Analyze and critique literary works, orally, in writing, and in discussion with others, using at least two theoretical/critical approaches, and employing tools of literary-critical analysis. 4. Discuss the complex role of writer and reader/viewer in the mutual creation and enactment of literary work. 5. Make aesthetic judgments about literature and support them. 6. Find, employ, and cite sources effectively. 7. Follow ethical principles of the discipline for collaborating with others and for using sources. 	In the course entitled "Christianity and Cultures," students viewed film about South Africa's reconciliation effort and its philosophy of "ubuntu" (basically the idea that your actions have ramification on others and yourself) and write journal entries (see pages 344-8).	Relating film to one's own life and making connections.
*11) Rubric for Journals in English Literature	<ol style="list-style-type: none"> 8. Students draw upon literature to contribute to their own search for meaning, their own engagement with the "big questions" of life and values—questions of life and death; good and evil; individual and society; power, transcendence and virtue. 9. Students come to a new understanding of themselves, their world, and what might be at stake in the complex text before them. They dare to explore new ideas and literary experiences. 	Same as above.	Same as above.
12) National Survey of Student Engagement	<p>Civic Engagement Skills:</p> <ul style="list-style-type: none"> • develop conflict resolution skills and engage with local, state, national and global issues. <p>Development of Transferable Skills:</p> <ul style="list-style-type: none"> • develop verbal and written fluency and analytic inquiry. <p>Experiences with Diverse Perspectives:</p> <ul style="list-style-type: none"> • greater understanding of societal differences <p>Learning with Technologies:</p> <ul style="list-style-type: none"> • learning outcome not clearly articulated <p>Experiences with Writing:</p> <ul style="list-style-type: none"> • not clearly articulated <p>http://nsse.iub.edu/html/modules.cfm</p>	Because this is a survey that is not site-specific but rather is used across a number of varying institutions, it is not specifically linked to a pedagogic method or learning mechanism.	Because this is a survey that is not site-specific but rather is used across a number of varying institutions, it is not specifically linked to a pedagogic method or learning mechanism.
12a) Beginning College Survey of Student Engagement (BCSSE)	Does not assess learning outcomes, but surveys students' past experiences.	Because this is a survey that is not site-specific but rather is used across a number of varying institutions, it is not specifically linked to a pedagogic method or learning mechanism.	
12b) Faculty Survey of Student Engagement (FSSE)	<p>Civic Engagement Skills:</p> <ul style="list-style-type: none"> • develop conflict resolution skills and engage with local, state, national and global issues. <p>Development of Transferable Skills:</p> <ul style="list-style-type: none"> • develop verbal and written fluency and analytic inquiry. <p>Experiences with Diverse Perspectives:</p> <ul style="list-style-type: none"> • greater understanding of societal differences <p>Learning with Technologies:</p> <ul style="list-style-type: none"> • learning outcome not clearly articulated 	Because this is a survey that is not site-specific but rather is used across a number of varying institutions, it is not specifically linked to a pedagogic method or learning mechanism.	
12c) Law School Survey of Student Engagement (LSSSE)	Like many other websites and assessments, the LSSSE refers to how it correlates with "desirable learning outcomes" but does not clearly specify what those learning outcomes are.	Not provided.	Not provided.
13) Senior Thesis Assessment (English 398-399)	<ol style="list-style-type: none"> 1) Discusses her work productively with others including faculty, classroom peers, and the larger intellectual community at Bryn Mawr and beyond; 2) Writes thoughtfully and persuasively about a topic of her choosing in literary, cultural, and/or media studies; 3) Identifies, applies, and critically engages with multiple strategies for studying, reading, and writing about literature and other media. 4) Thinks critically, creatively, and independently about literary and media studies. 	Seminar and one-on-one mentoring with an advisor that assists in identifying a topic for the senior thesis, and discussing students' writing strengths and weaknesses by "rubricizing" a recent essay.	Having students reflect on and evaluate their own work.
14) Rubric-based Pre-Test/Post-Test Assessment (Swarthmore)	<p>Improve students' ability to:</p> <ol style="list-style-type: none"> 1) Develop an interesting, specific, supportable thesis; 2) Marshal an argument that is logical, well-developed, and compelling; 3) Support arguments with textual evidence carefully analyzed; 4) Consider alternative arguments or counter-arguments; 	Collect an archive of student work as "real" examples of good work, and work that can be improved upon.	Have students reflect on and evaluate others' work in order for them

	<p>5) When appropriate use criticism, theories, or cultural backgrounds to support thesis claims;</p> <p>6) Craft a conclusion that summarizes and offers new reflections;</p> <p>7) Use appropriate diction, tone, grammar, spelling, and punctuation.</p>		to apply good writing skills to their own work.
15) Senior Thesis Assessment (History at Haverford)	<p>1) Students will learn to think critically about the nature of historical knowledge.</p> <p>2) Students will build and master a foundation of knowledge about specific places and societies over time.</p> <p>3) Students will develop, refine, and master disciplinary research skills.</p> <p>http://www.brynmawr.edu/institutionalresearch/teagle/projects/2010_01_21_History_LearningGoals_Haverford.pdf</p>	Encouraging students to do a study abroad.	Study abroad allows students to make use of archives outside of the U.S. and to develop language skills.
16) Self-Report Survey of Skill Development (History at Haverford)	Same learning goals as above.	Same as above.	Same as above.
17) Haverford's Chemistry Senior Research Assessment Rubric	<p>1) Students will learn and apply basic research methods as used professionally in chemistry, including research design, data analysis, and interpretation.</p> <p>2) Students will understand the fundamental basis for the structures and reactivities of atoms, molecules and non-molecular solids and the analytical techniques used for their determination.</p>	Engaging in lab related "hands-on" research activities.	Learning through doing.
18) Haverford's Chemistry Alumni Survey	Same as above.	Same as above.	Same as above.
19) Swarthmore's Computer Science Pre-Test/Post Test Performance Task	Increase students' proficiency in computational thinking and practice in a liberal arts context, which includes skills such as algorithmic problem solving, abstraction, top-down design, analysis and testing.	Using "Problems of the Week" from Drexel's Math Forum (math problems)	Engage students in reasoning and general problem solving skills.
20) Swarthmore's Computer Science Performance Task Assessment	Same as above.	Same as above.	Same as above.
21) Bryn Mawr's Geology Multiple Choice Exam	<p>1) Develop highly competent geoscience students prepared to analyze and comprehend the linkages among Earth system components and their physical and social context.</p> <p>2) Students will learn the fundamental concepts of geology.</p> <p>3) Educating our students about Earth's natural systems, its resources, and the impact humans have on the planet.</p> <p>4) Develop and communicate new knowledge to the broader community through fundamental research that uses new technologies.</p>	Employ laboratory and field techniques; read and construct thematic maps;	Engaging students in hands-on experience.
22) Swarthmore's Educational Studies Senior Thesis Assessment	<p>1. Students will be able to support claims with evidence.</p> <p>2. Students will be able to produce effective academic writing.</p> <p>3. Students will be able to think critically and creatively about key concepts in the field including learning and development, social and cultural contexts of education, and contemporary political issues in the field and the role of education in society.</p> <p>4. Students will be able to use research and theoretical frameworks from a range of disciplines to extend, refute, and confirm existing research, theory, and practice.</p> <p>5. Students will be able to use practice to inform theory and research.</p> <p>6. Students will be able to work collaboratively with a range of colleagues and constituencies.</p> <p>7. Students will be self-reflective about their own position and the positions of others in political, social, and institutional structures and the possibilities for growth and change for themselves and others.</p> <p>8. Students will be constructive and generative problem solvers.</p>	Did not mention any pedagogic methods aside from writing the senior thesis.	Unclear from what was provided.
23) Haverford's Psychology Diagnostic Tool--GRE Psych	<p>1) Students will gain a broad understanding of human behavior, from a variety of perspectives.</p> <p>2) Students will learn to treat questions and claims about behavior rigorously, with an empirical approach.</p> <p>3) Students will master the skills to contribute new knowledge in the field.</p>	Create a research project.	Introduces students to differences stages of research from design to analysis to dissemination of findings.
24) Bryn Mawr's Sociology Junior Essay Assessment	<p>□ A graduating major should be well-versed in the sociological canon and be able to:</p> <p>1. identify the historical circumstances and social changes that contributed to the development of sociology, many of which remain central to the discipline.</p> <p>2. identify current and past social theorists that have shaped the discipline theoretically and methodologically, and be able to describe, compare, and apply their ideas.</p> <p>3. identify and discuss the ideas of other social theorists who made significant contributions, but whose ideas have not conventionally been included as part of the sociological core.</p> <p>4. analyze and discuss the experiences of diverse cultures, populations and perspectives from the US and abroad.</p> <p>□ A graduating major should think sociologically. Specifically, s/he should be able to:</p> <p>5. distinguish between and think across different levels of analysis: micro (individual), meso (institutional) and macro (national/global/cultural).</p> <p>6. distinguish between responsible and irresponsible generalization, and engage in the former.</p>	Do readings on each methodological approach used in sociology; construct research questions through six mini proposal brainstorm sessions, free writing and an annotated bibliography (The Bryn Mawr Sociology Teagle Report goes into further depth about this--see "Bibliography" page)	Learning through being introduced to exemplary models from the discipline.

	<p>7. think reflexively and sociologically about their own cultural biases and social location, and how these factors may shape their own sociological analysis.</p> <p>8. Pursue a research question through systematic sociological analysis, including theorizing, conceptualization, operationalization, measurement, and data-gathering. 9. Apply sociological theory and analysis to contemporary social issues, problems, and policy.</p> <p>□ A graduating sociology major should be able to follow and contribute to the ongoing sociological conversation. Specifically s/he should be able to:</p> <p>10. read and comprehend the various methods used by sociologists to conduct research (statistical, content analysis, ethnography, textual analysis, socio-historical analysis) and appreciate the strengths and weaknesses of each.</p> <p>11. organize ideas and research into presentations (both written and oral) that are well- argued, clear, and insightful.</p>		
*25) Collegiate Assessment of Academic Proficiency (CAAP) Critical Thinking Test	Not provided.	Not provided.	Not provided.
26) Miville-Guzman Universality-Diversity Scale	Not provided.	Not provided.	Not provided.
27) Socially Responsible Leadership Scale	The learning outcomes seem to be connected to the 8 C's of socially responsible leadership, namely: 1) consciousness of self, 2) congruence, 3) commitment, 4) collaboration, 5) common purpose, 6) controversy with 7) civility, and 8) citizenship.	Not provided.	Not provided.
28) Defining Issues Test (2)	The learning outcomes seem to be related to the different stages of moral reasoning and development which begins with fear of punishment and reaches its height with "universal" ethical principles.	Not provided.	Not provided.
29) Ryff Scales of Psychological Well-Being	The learning outcomes seem to be related to what is being measured, namely: self-acceptance, environmental mastery, positive relations with others, personal growth, purpose in life, and autonomy	Not provided.	Not provided.
30) Contribution to the Arts and Humanities	Contributing to the arts by producing or performing original artistic works.	Not provided.	Not provided.
31) Contribution to the Sciences	Contributing to the sciences and society by making important theoretical and practical interventions.	Not provided.	Not provided.
32) Political and Social Involvement	Being involved in a community, contributing to society, developing a philosophy of life (personal development)	Not provided.	Not provided.
33) Professional Success	Unclear, but I think it is about having some level of achievement and recognition in a particular field.	Not provided.	Not provided.
34) Openness to Diversity and Challenge	Willingness to engage in and embrace difference.	Not provided.	Not provided.
35) Academic Motivation	Being self-motivated to academically achieve.	Not provided.	Not provided.
36) Positive Attitude Toward Literacy	Finding enjoyment in literacy and believing in its transformative power.	Not provided.	Not provided.
37) Student Experiences Survey	Unclear because there are so many different domains they are surveying.	Not provided.	Not provided.
38) American Council on the Teaching of Foreign Languages (ACTFL) Oral Proficiency Interview (OPI)	<p>The ACTFL assessments are structured around achieving the five C's:</p> <ol style="list-style-type: none"> 1) Communication-communicate in languages other than English 2) Culture-gain knowledge and understanding of other cultures 3) Connections-connect with other disciplines and acquire information 4) Comparisons-develop insight into the nature of language and culture 5) Communities-participate in multilingual communities at home and around the world. <p>For more literature on this see "ACTFL Standards for Foreign Language Learning" under "Bibliography"</p>	The ACTFL website alludes to pedagogic methods they use, such as when it mentions workshops they provide, but it does not go into any description or detail about what their pedagogic approaches are.	If I had to infer, I would say ACTFL believes that learning occurs through speaking and writing new languages.
39) ACTFL Writing Proficiency Test (WPT)	<p>The ACTFL assessments are structured around achieving the five C's:</p> <ol style="list-style-type: none"> 1) Communication-communicate in languages other than English 2) Culture-gain knowledge and understanding of other cultures 3) Connections-connect with other disciplines and acquire information 4) Comparisons-develop insight into the nature of language and culture 5) Communities-participate in multilingual communities at home and around the world. <p>For more literature on this see "ACTFL Standards for Foreign Language Learning" under "Bibliography"</p>	The ACTFL website alludes to pedagogic methods they use, such as when it mentions workshops they provide, but it does not go into any description or detail about what their pedagogic approaches are.	If I had to infer, I would say ACTFL believes that learning occurs through speaking and writing new languages.
40) Integrative Performance Assessment (IPA)	<p>The ACTFL assessments are structured around achieving the five C's:</p> <ol style="list-style-type: none"> 1) Communication-communicate in languages other than English 2) Culture-gain knowledge and understanding of other cultures 3) Connections-connect with other disciplines and acquire information 4) Comparisons-develop insight into the nature of language and culture 5) Communities-participate in multilingual communities at home and around the world. <p>For more literature on this see "ACTFL Standards for Foreign Language Learning" under "Bibliography"</p>	The ACTFL website alludes to pedagogic methods they use, such as when it mentions workshops they provide, but it does not go into any description or detail about what their	If I had to infer, I would say ACTFL believes that learning occurs through speaking and writing new languages.

			pedagogic approaches are.	
41) Collegiate Learning Assessment (CLA)	To think critically, reason analytically, solve problems and communicate clearly and cogently.		CLA is not only an assessment, but has recently (2009-2010) launched "CLA Education" which is designed to teach faculty how to embed and create their own performance tasks. This includes registering for workshops, but the website does not make clear what specific pedagogic methods are used.	Not provided.
42) Community College Learning Assessment (CCLA)	To think critically, reason analytically, solve problems and communicate clearly and cogently.		CLA is not only an assessment, but has recently (2009-2010) launched "CLA Education" which is designed to teach faculty how to embed and create their own performance tasks. This includes registering for workshops, but the website does not make clear what specific pedagogic methods are used.	Not provided.
43) College Work and Readiness Assessment (CWRA)	To think critically, reason analytically, solve problems and communicate clearly and cogently.		CLA is not only an assessment, but has recently (2009-2010) launched "CLA Education" which is designed to teach faculty how to embed and create their own performance tasks. This includes registering for workshops, but the website does not make clear what specific pedagogic methods are used.	Not provided.
44) College Student Experience Questionnaire (CSEQ)	Not provided.		Not provided.	Not provided.
45) College Student Expectations Questionnaire (CSXQ)	Not provided.		Not provided.	Not provided.
46) The Freshman Survey (TFS)	Not provided.		Not provided.	Not provided.
47) Your First College Year Survey (YFCY)	Not provided.		Not provided.	Not provided.
48) Diverse Learning Environments (DLE)	Defines the following "outcomes" (though this appears more to be domains that are assessed): Integration of Learning; Habits of Mind; Pluralistic Orientation; Social Action; Civic Engagement; Student Enrollment Mobility		Not provided.	Not provided.
49) College Senior Survey (CSS)	The CSS focuses on a broad range of college outcomes and post-college goals and plans including: <ul style="list-style-type: none"> • academic achievement and engagement • student-faculty interaction • cognitive and affective development • student goals and values • satisfaction with the college experience • degree aspirations and career plans • post-college plans 		Not provided.	Not provided.
50) HERI Faculty Survey	Not provided.		Not provided.	Not provided.
51) ETS Proficiency Profile (EPP)	Not provided.		Not provided.	Not provided.

formally Measure of Academic Proficiency and Progress (MAPP)			
52) WorkKeys	Not provided	Not provided.	Not provided.
53) Global Perspective Inventory	Not provided	Not provided	Not provided
54) Multi-institutional study of leadership (MSL)	Not provided	Not provided	Not provided
55) Student Experience in the Research University (SERU) Survey	Not provided	Not provided	Not provided
56) Student Satisfaction Inventory (SSI)	Not provided	Not provided	Not provided
57) University Learning Outcomes Assessment (UniLOA)	Again, like many other websites, learning outcomes is mentioned but not presented obviously or in any detail.	Not provided.	Not provided.
58) Action Project Rubric	Not provided	Not provided	Not provided
59) Action Research Project Rubric	Not provided	Not provided	Not provided
60) Art rubric for the assessment of discussion and writing on art history, aesthetics, and art criticism	Not provided	Not provided	Not provided
61) Rubric for the use of capstone experiences for assessing program learning outcomes	Not provided	Not provided	Not provided
62) Rubric for assessing the quality of academic program learning outcomes	Not provided	Not provided	Not provided
63) Rubric for grading art	Not provided	Not provided	Not provided
64) Backwards Design Unit	Not provided	Not provided	Not provided
65) Sample Ethics Case Analysis Rubric	Not provided	Not provided	Not provided
66) Fort Hays State University Graduate Diversity Case Study Rubric	Not provided	Not provided	Not provided
67) Responsible Citizens Rubric	Not provided	Not provided	Not provided
68) Civic Engagement VALUE Rubric	Not provided	Not provided	Not provided
69) Civic Responsibility Assessment Rubric	Not provided	Not provided	Not provided
70) Online Discussion Rubric	Not provided	Not provided	Not provided
71) (Online) Discussion Assignments Grading Criteria	Not provided	Not provided	Not provided
72) WebCT Discussion Board Rubric	Not provided	Not provided	Not provided
73) Student Participation Assessment and Evaluation Rubric	Not provided	Not provided	Not provided
74) Class	Not provided	Not provided	Not provided

Participation Rubric			
75) Collaboration Rubric	Not provided	Not provided	Not provided
76) Rubric for Teamwork	Not provided	Not provided	Not provided