

Academic Program Assessment Strategies

Themes and Variations

NORTHEASTERN

Presentation Learning Outcomes

- Understand how the 3 examples of assessment strategy presented differ on their strategies for assignment selection and compare and contrast to strategies across your institution.
- Understand NU example of the balance between central support and customized processes in assessment and compare and contrast to your own institution.
- Participant participation and discussion: Selecting assignments for assessment- advantages and disadvantages of standard assignments versus faculty defined assignments.



Northeastern University

Private, Non-Profit, R1 Research University

300,000+

Alumni across Northeastern's
global network

23,692

Undergraduates across
10 colleges

24,078

Graduate students across
10 colleges

3,587

Co-op employers across our
global network

Ranked #1

In Co-ops and Internships*

\$282 million

Research Funding FY23

**US News & World Report*

Northeastern University

Private, Non-Profit, R1 Research University

10

Colleges

65

Academic Departments

484

Programs

10,683

Course Sections

3,391

Faculty

Northeastern University

Private, Non-Profit, R1 Research University

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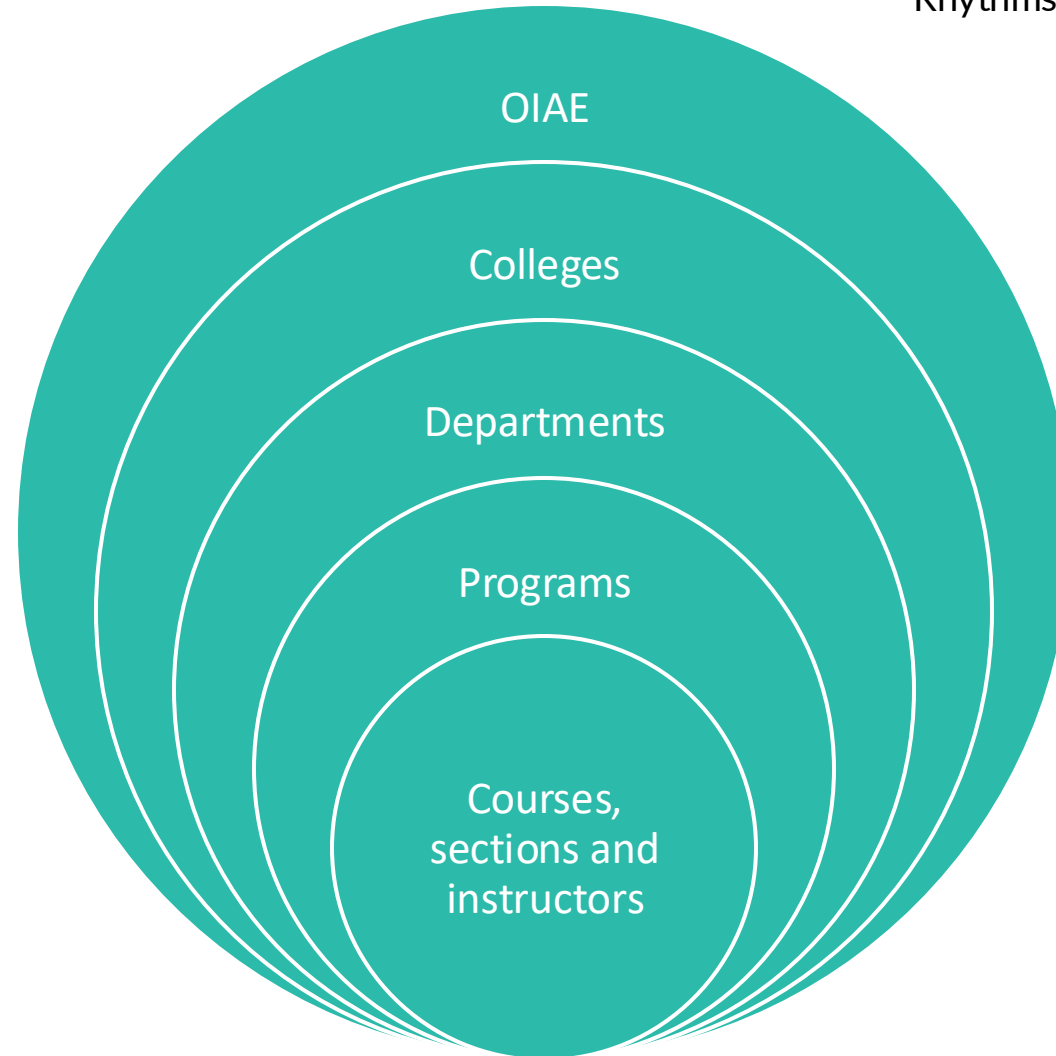
Faculty

1

OIAE

Arranging nested tuplets*

* Rhythms nested within other rhythms



College Strategies and Approaches

Colleges and programs vary along several dimensions that impact assessment strategy:

- Program composition
- Administrative capacity
- Faculty mix
- Assessment culture
- Philosophy on standard assessment measures vs. instructor defined measures



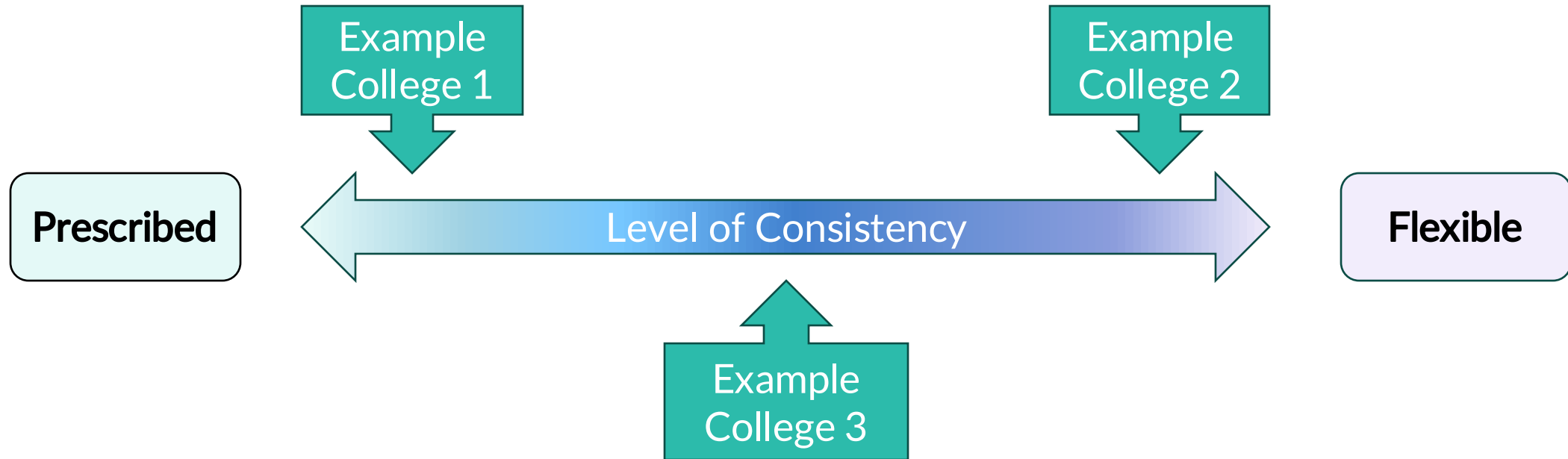
University Direct Assessment Process

Three phases

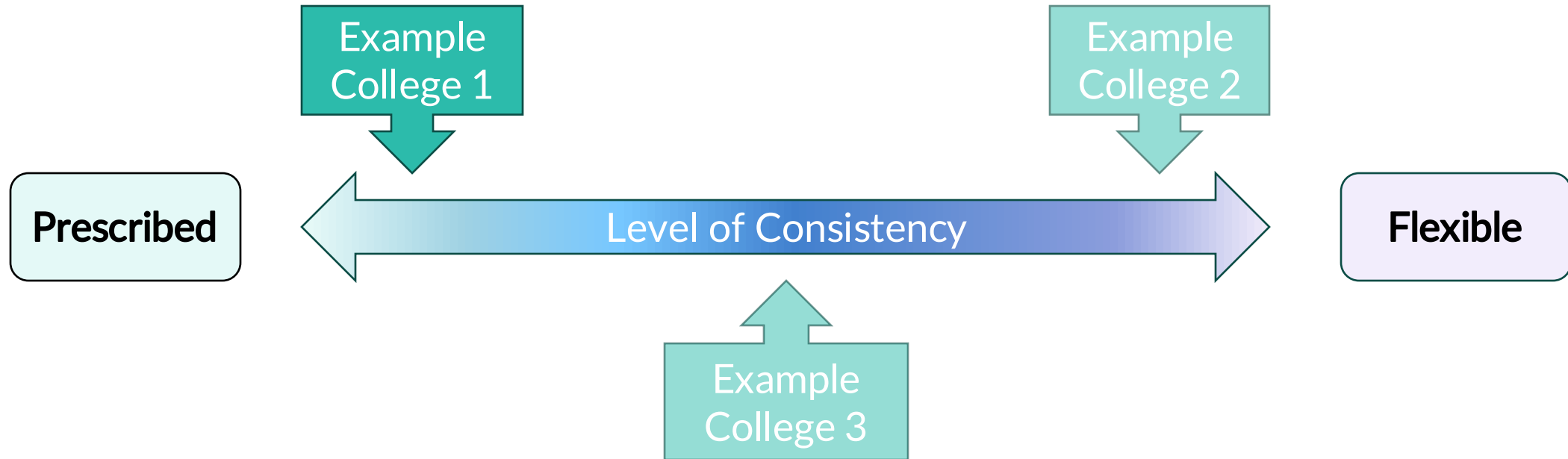
1. Planning and program set up
2. Data collection
3. Closing the loop



Recapitulation: Three Themes



Recapitulation: Three Themes



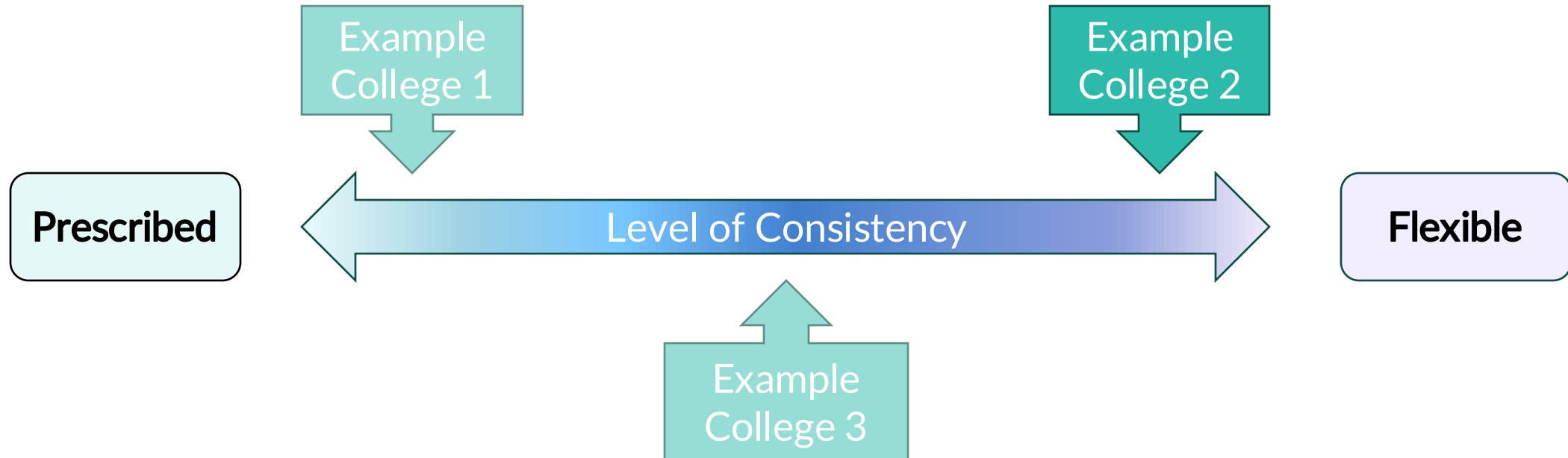
Example College 1: Prescribed Approach

Key features of this approach:

- Assessment occurs in capstone courses
- Key assignments are defined by program directors across all course sections
- Faculty grade with their own process but in a structured way (e.g., utilizing a shared syllabus)



Recapitulation: Three Themes



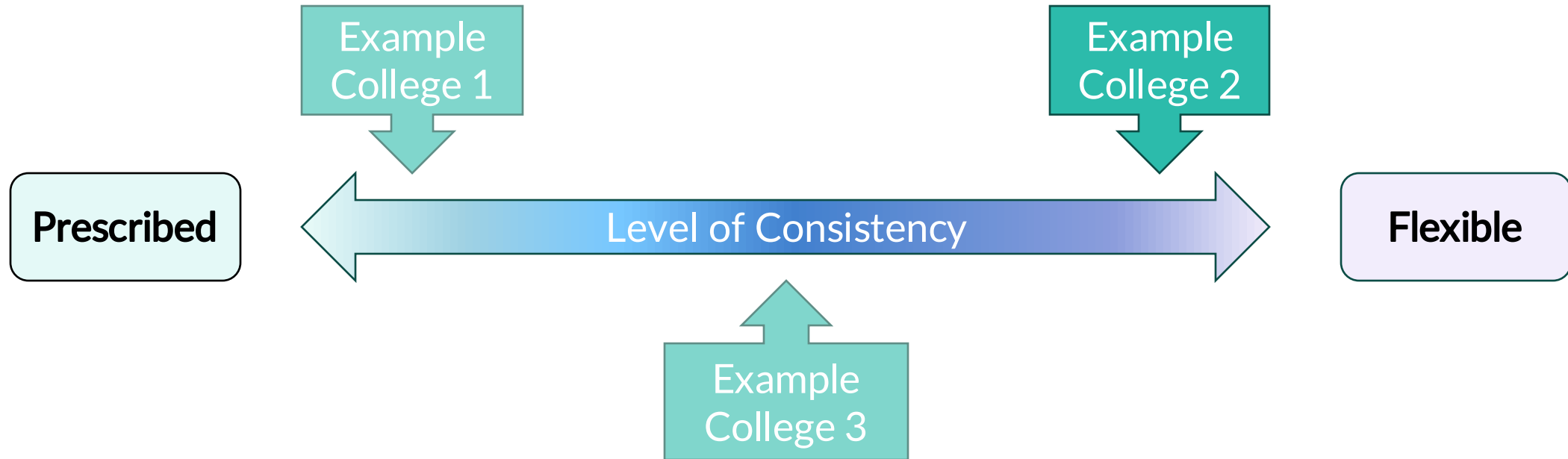
Example College 2: Flexible Approach

Key features of this approach:

- Assessment occurs in capstone courses
- Key assignments are defined by instructors and may vary across course sections
- Faculty grade with their own process using their own grading criteria that captures student performance on the PLO



Recapitulation: Three Themes



Example College 3: The Middle Ground

Key features of this approach:

- Assessment occurs in capstone courses
- Key assignments are defined by instructors and may vary across course sections
- Faculty grade with their own process but in a structured way (e.g., utilizing a shared rubric)



Tension and Resolution

- Dissonance or consonance?
 - There is no one “right way” to do assessment
 - Every approach has challenges and affordances
- The use of tailored approaches can result in harmony

Let's Talk About You!

What are your themes and variations?

- Who?
 - Who decides on the method of selecting assignments?
 - Who decides if the assignments meet the PLO?
- What?
 - Do you use authentic student work generated as part of a their Degree?
 - Are there common assignments OR Are there different assignments used to demonstrate PLO achievement?
 - What are the advantages and disadvantages of using common assignments for assessment?
 - What are the advantages and disadvantages of using different assignments for assessment?
- How?
 - How do you select student work for assessment?
 - How does this get done?



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LVX
VERITAS
VIRTUS