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TIFF (LZW) decompressor  
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# ***U.S. Outcomes Assessment and Curricula Change***

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***Formative and Summative Agendas***

# Basic Understandings: U.S.

- Emphasis on institutional autonomy creates diversity, agility, & innovation in programs, curricula, and assessment
- Focus on distinctive missions promotes variation in outcomes, curricula, even quality
- Program/major and degree review operate on regular cycles and commonly include external examination
- Assessment and program review serve as primary vehicles for curricular change

# Basic Understandings: U.S.

- Program and specialized accreditation (+50) provide a form of “qualifications framework” for some degrees
- Majority of these have defined learning outcomes, performance indicators, and final or licensure exams
- No standardized “qualifications framework” for baccalaureate and for many disciplines; institutional (regional) accreditation plays key role with assessment in these (gen ed)

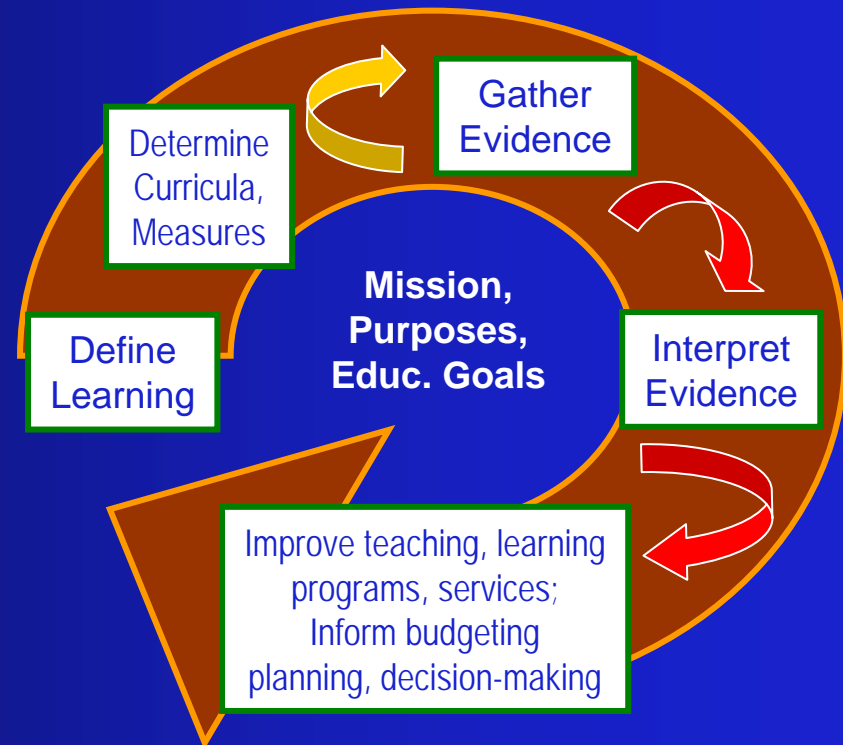
# Defining Outcomes Assessment

*Assessment intended as positive resource of research on student learning for faculty, for student's own deeper learning, and for educational & institutional improvement:*

- *Learning Outcomes & Results*
- *Curricular, Programmatic*
- *Pedagogy, Research, Service*
- *Environment, Support*
- *Technology/Resources*

# Assessment in U.S.

- Formative & summative at multiple levels, multiple methods (examination, PI, tracking, authentic, etc.)
- **Iterative cycle focused on improvement at all levels**
- Wide diversity in assessment strategies supported by general reliance on self-defined standards and outcomes
- **Examination common in professional programs; summative varies in others.**



# “Distinctive” Outcomes Assessment General Majors/Programs

## PLUSSES

Agile, creative curricula  
Responsive to learner,  
learning  
Diversity, innovation  
Customization  
Focus on learning &  
improvement  
Rich, unique data for  
improvement  
Ownership  
Internal motivation

## MINUSES

Minimal standardization  
Minimal comparability  
Lack of framework to  
know what’s “quality”  
Proliferation of curricula,  
complexity  
Documentation difficult  
and diverse  
More cumulative vs.  
summative

# Examination/Licensure Program/Specialized Accreditation

## PLUSSES

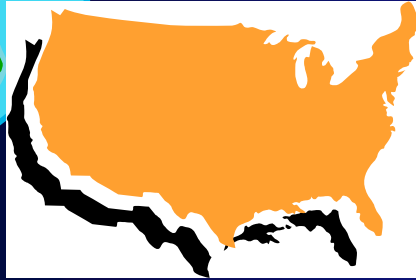
Comparative data  
Clear standards,  
expectations, processes  
Quality defined and  
consistent  
Maximizes accountability  
Maximizes QA  
Transferable, understood  
Streamlines work

## MINUSES

More focus on summative  
versus formative  
May redirect focus to  
achievement over  
learning/development  
Generic curricula  
Could lead to “teach to  
standards”  
May inhibit curricular  
agility



*Access, professional mobility*



*Public accountability & transparency*

*Web-based voluntary information systems*

*Reauthorization  
of Higher Education*

*International  
development,  
Bologna*