



ASSESSMENT HANDBOOK

Prepared by the Office of Institutional Research & Assessment

Contents

Assessment Overview	3
Assessment Defined	3
Assessment Cycle	3
STEP 1: Establishing Learning Outcomes	4
How to Establish Learning Outcomes	4
NewSchool Learning Outcomes	4
Institutional Learning Outcomes	4
Program Learning Outcomes	4
Course Learning Outcomes	5
Co-curricular/Co-educational Divisional Learning Outcomes	6
Sharing Learning Outcomes Internally and Externally	7
STEP 2: Develop or Modify Assessment Plan	8
What are Assessment Plans?	8
NewSchool’s 3-Year Program Assessment Plan	8
NewSchool’s 3-Year Institutional Learning Outcomes Plan	10
STEP 3: Provide Learning Opportunities	11
Providing Learning Opportunities	11
STEP 4: Assess Student Learning	11
Conducting Course-level Assessment	11
STEP 5: Closing the Loop- Using Results to Make a Change	17
The Importance of Using Assessment Results	17
How NewSchool Closes the Loop	17
APPENDIX	18
Appendix 1: Assessment Glossary	19
Appendix 2- 3-Year Program Assessment Plan Template	23
Appendix 3- 3-Year Institutional Learning Outcomes Assessment Plan	24

Assessment Overview

This handbook was designed to support NewSchool faculty and staff in the continuous development, implementation, and improvement of assessment planning, practices, and reporting. The handbook provides best practices and strategies for assessing student learning at the institutional, program, and course level.

Assessment Defined

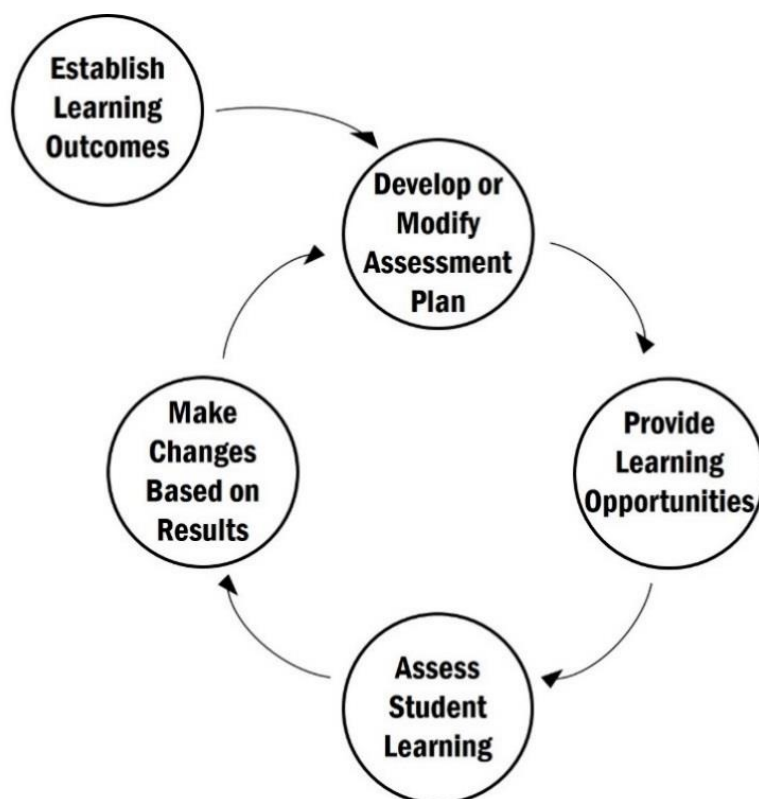
Assessment can be defined in several ways. For the purposes of this handbook, assessment is defined as a systematic process of gathering information to better determine the knowledge or skills achieved by a student. It could also be described as, the collection and use of evidence to improve student learning.

Assessment is: “Deciding what we want our students to learn and making sure they learn it” (Suskie, 2018)

NewSchool’s **Assessment Glossary** was created to be a resource for all faculty and ([see Appendix 1- Assessment Glossary](#)). All underlined terms in this Assessment Handbook are include in the Assessment Glossary.

Assessment Cycle

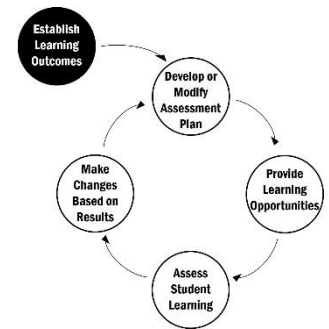
Assessment is a cyclical or continuous process that can be described in 5 stages. The first step in the assessment cycle is to establish learning outcomes. Once the outcomes are determined, a plan must be established to determine what learning outcomes will be assessed and when they will be assessed. The next step in the cycle is teaching, or provide learning opportunities (e.g. assignments, projects, lectures, readings). Once teaching has occurred, the next step is to assess whether learning has occurred and at what level, this is the fourth step. The final step is to “close the loop” and ensure that the results from the assessment of student learning is being used to make programmatic or co-curricular changes. This handbook describes what happens during each stage in the process.



STEP 1: Establishing Learning Outcomes

How to Establish Learning Outcomes

Establishing learning outcomes is the first step in the assessment cycle. Learning Outcomes are statements that describe significant and essential learning that learners should achieve. When establishing learning outcomes, the following question needs to be considered: What should students know, be able to do, and/or value upon graduation, completion of a program, or completion of a course or assignment?



NewSchool Learning Outcomes

NewSchool is mission-driven and aspires to “nurture and inspire design-minded learners to become citizen architects and designers.” NewSchool has four types of learning outcomes: Institutional Learning Outcomes (ILOs), Program Learning Outcomes (PLOs), and Course Learning Outcomes (CLOs). The fourth type of learning outcome is NewSchool’s co-curricular/co-educational Divisional Learning Outcomes for the Division of Student Affairs. NewSchool’s mission is embodied in all four types of learning outcomes.

Institutional Learning Outcomes

Institutional Learning Outcomes represent the knowledge, skills, and values that all NewSchool students are expected to acquire upon completing their degree at NewSchool. Institutional learning outcomes are designed to help guide individual curricular and co-curricular departments and disciplines in the development of program and divisional learning outcomes for programs and courses and services, and to help shape the decision-making processes of the college. NewSchool’s Institutional Learning Outcomes are listed below.

Institutional Learning Outcomes	<p>NewSchool’s graduates should be able to:</p> <ul style="list-style-type: none">ILO 1. Use <u>critical thinking</u> in the formation, analysis, and evaluation of ideas.ILO 2. Demonstrate creativity in <u>problem solving</u>.ILO 3. Demonstrate knowledge of <u>diverse cultures</u> and environments.ILO 4. <u>Communicate effectively</u> through written, oral, and visual media.ILO 5. Demonstrate <u>professional and ethical practices</u>.
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The ILOs were designed to be universal, learning oriented, measurable, and distinct relative to the institutional mission. Interpretation of the ILOs allows NewSchool’s diverse program offerings to link to the institution and to each other, while maintaining the character and academic rationale for each specific field. These broad categories of learning outcomes represent competencies that will enable students to be successful in their future education, careers, or as citizens architects and designers to benefit the public good.

Program Learning Outcomes

Program Learning Outcomes are measurable statements of what graduating students should know or be able to do after completing the program. Program outcomes are much broader in scope than course learning

outcomes, in order to keep the number of outcomes to a manageable number for the purposes of meaningful assessment.

Program-level assessment determines the effectiveness of student learning in the program. Program assessment should not be an evaluation of individual students, faculty, or staff. Instead, the continuous improvement process is conducted to provide a program with feedback on performance, ensuring progress toward the goal of improving student learning across all disciplines and services.

Who Establishes Program Learning Outcomes?

Program Learning Outcomes are established by program deans, chairs, and faculty. They take into consideration NewSchool's mission and Institutional Learning Outcomes. When establishing Program Learning Outcomes, requirements from programmatic accreditors (e.g. National Architectural Accrediting Board, NAAB) are to be considered.

Benefits of Program Learning Outcomes

- Allows for an understanding of what is working well and what could be working better
- Increases the likelihood of students mastering learning outcomes
- Provides an opportunity to modify and update curriculum and pedagogy
- Offers students a better chance to develop competencies, skills, and knowledge
- Offers faculty and program leadership evidence of effective teaching
- Improves student retention and degree program completion

Below is an example of Program Learning Outcomes for Undergraduate Construction Management.

Undergraduate Construction Management	
Sample Program Learning Outcomes	Graduates of the Bachelor of Construction Management will be prepared to:
	PLO1. Demonstrate the use of advanced verbal, written, and graphical communication competencies.
	PLO2. Manage intercultural teams as a leader by setting a direction, aligning resources and positively motivating others.
	PLO3. Apply integrative thinking to business, technical, and social uncertainties.
	PLO4. Identify the skills needed to plan, schedule, and control construction projects.
	PLO5. Differentiate methods to preserve scarce natural resources.

Course Learning Outcomes

Course Learning Outcomes are measurable statements that describe what students should know, be able to do, or value after completing a course. They address a student's understanding and ability within a specific area or topic within a course.

Who Establishes Course Learning Outcomes?

Course Learning Outcomes are established by faculty in collaboration with program chairs and deans. If multiple sections of a course are offered, then faculty across sections collaborate with the dean or chair to determine shared CLOs. When establishing Course Learning Outcomes, requirements from programmatic accreditors (e.g. National Architectural Accrediting Board, NAAB) are to be considered.

Benefits of Course Learning Outcomes:

- Allows faculty to know if students are struggling to learn certain material

- Provides information on the effectiveness of various types of teaching methodologies, instructional pedagogy, and/or classroom activities
- Offers information that can be used to inform Program Learning Outcomes, Integrative Studies Learning Outcomes and Institutional Learning Outcomes
- Provide information that informs program review and possible curriculum changes

Below is a sample of Course Learning Outcomes from a design studio course (DES 103)

Sample Course Learning Outcomes	DES 103, Foundation Studio III (Spring 2018)
	<p>Upon successful completion of this course, students should be able to:</p> <p>CLO1. Understand graphic principles and qualities for page layout and project visualization.</p> <p>CLO2. Graphically represent different compositions in different media.</p> <p>CLO3. Choose the appropriate method and medium to represent your design based on what you need to communicate.</p> <p>CLO4. Know how to correctly produce and output work for varying mediums.</p>

What is the different between Course Objectives and Course Outcomes?

There is often confusion around the difference between Objectives and Outcomes. Objectives are small steps that lead toward a goal, creating an overarching framework for achieving that goal; such as the course content covered by faculty in a course. Outcomes are larger measurable results that come from synthesizing, evaluating, and analyzing multiple objectives. Outcomes involve demonstrating knowledge or skills that serve as evidence that learning occurred.

Co-curricular/Co-educational Divisional Learning Outcomes

NewSchool's Division of Student Affairs is comprised of co-educators who provide meaningful experiences that facilitate learning for students in acquiring learning outcomes in concert with the Program and Course Learning Outcomes for a specific discipline or Integrative Studies. Co-Curricular Divisional Learning Outcomes are measurable statements of what graduating students should know, be able to do, or value after working with Division of Student Affairs staff throughout the course of their tenure at NewSchool.

Co-Curricular Divisional Learning Outcomes

Co-curricular Divisional Learning Outcomes	Division of Student Affairs Learning Outcomes
	<p>Upon successful completion of this course, students should be able to:</p> <p>DLO1: PERSONAL DEVELOPMENT - Students who engage in Student Affairs programs, services, and activities will develop a holistic sense of individual identity, a personal code of ethical behavior, and form respectful relationships with others.</p> <p>DLO2: SOCIAL EMPATHY - Students who engage in Student Affairs programs, services, and activities will develop an understanding of differences in cultural and individual viewpoints, demonstrating a commitment to create equitable, healthy, safe, and sustainable communities.</p> <p>DLO3: CRITICAL THINKING - Students who engage in Student Affairs programs, services, and activities will acquire and use critical thinking to question evidence, inferences, and conclusions, including inquiry of one's own work, enabling life-long independent learning.</p> <p>DLO4: COMMUNICATION SKILLS - Students who engage in Student Affairs programs, services, and activities will be able to communicate effectively, through written, oral, and visual media in a variety of personal, professional and educational settings.</p> <p>DLO5: PRACTICAL SKILLS - Students who engage in Student Affairs programs, services, and activities will be able to access and evaluate information, becoming self-advocates in support of their academic and personal growth (ILO1, ILO2, ILO4, ILO5).</p>

Sharing Learning Outcomes Internally and Externally

Once learning outcome are established, the institution, programs, and faculty must share those outcomes and articulate the associated goals and objectives to students. Learning Outcomes are designed to be publicly accessible and shared across all co-curricular and academic programs at NewSchool. ***All NewSchool Institutional Learning Outcomes are shared publicly with the community*** on NewSchool's [website](#) and are published in the [Academic Catalog](#), which is also made available to the public. Additionally, all of NewSchool's Program Learning Outcomes are shared publicly on NewSchool's website, located in each program's section of the website. ***Program Learning outcomes are also shared externally to the community*** on the website and in the Academic Catalog. Course learning outcomes are shared with students in the syllabus of each course offered at NewSchool.

Once outcomes have been established and communicated, the next step is to plan how and when the outcomes will be assessed.

STEP 2: Develop or Modify Assessment Plan

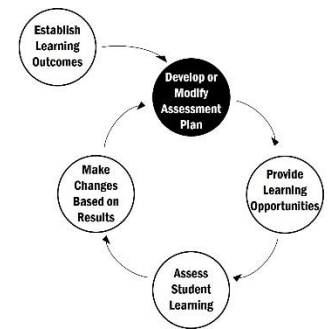
What are Assessment Plans?

Assessment is no different than any other undertaking; it will be more effective and successful if a plan is created to guide the assessment process. The goals of an assessment plan are to describe how learning outcomes will be systematically assessed over the upcoming years and to identify which learning outcomes were mastered at acceptable levels and which learning outcomes require attention and improvement.

An Assessment Plan is a document that outlines:

- The learning outcomes for programs
- The timeframe for collection of artifacts and review of the resultant data (e.g. Fall 2018)
- The course, assignment, and assessment methods used to demonstrate the achievement of each outcome (e.g. ENGL 111, essay, and rubric to assess essay)
- The benchmark or threshold for mastery of skill (e.g. 80% of students “met” or “met with distinction”).
- The individuals responsible for the collection and review of data (e.g. faculty or level coordinator name)

Assessment Plans are documents that are constantly reviewed and updated. The plan, after initial development is implemented and assessment is conducted, the results from that assessment informs future assessment plans as well as the budgeting and long-range planning process.



NewSchool’s 3-Year Program Assessment Plan

At NewSchool all academic programs and the Division of Student Affairs have a 3-Year Program Assessment Plan, meaning assessment is planned out for the next three years ([see Appendix X- 3-Year Program Assessment Plan Template](#)). The template for the 3-Year Program Assessment Plan was created with the goal of generating meaningful data that is manageable and sustainable, while at the same time, taking foreseeable constraints into account. Assessment Plans require that Program Learning Outcomes for specific programs, be assessed within the 3 years being planned. The 3-Year Program Assessment Plan acts as a living document that is constantly reviewed and updated.

Each program plan is initially developed by each program’s Assessment Leadership Council (ALC) representative. Once the initial plan is created, the ALC member is responsible for sharing the 3-Year Program Assessment Plan with the program deans, chairs, and faculty (as well as Level Coordinators, in the case of architecture programs) for feedback prior to implementation of the plan. The ALC member is also responsible for meeting with the faculty member who is scheduled to participate in assessment during the upcoming year.

If assessment occurs in a given quarter, the Assessment Leadership Council member updates the 3-Year Program Assessment Plan to reflect the results of the assessment project and how the results will be used to make programmatic or curricular changes. At the following ALC meeting, the ALC member will share any updates to their program’s 3-Year Assessment Plan.

Below is an example of a 3-Year Program Assessment Plan for undergraduate architecture.

Sample 3-Year Program Assessment Plan for Undergraduate Architecture

3-year Program Assessment Plan for 2018-2021

Program Name: Undergraduate Five-Year degree in Architecture							Date: August 27, 2018	
Institutional Learning Outcomes (ILOs):		Students who graduate from NewSchool should be able to: <ol style="list-style-type: none"> 1. Use critical thinking in formation, analysis, and evaluation of ideas. 2. Demonstrate creativity in problem solving. 3. Demonstrate knowledge of diverse cultures and environments. 4. Communicate effectively through written, oral, and visual media. 5. Demonstrate professional and ethical practices. 				<ol style="list-style-type: none"> 1. Not Met 2. Partially Met 3. Fully Met 4. Met with Distinction 		
Year	ILO Alignment	PLO to be measured	Courses and CLO that provide opportunity for achieving outcome	Assignment and Artifact	Minimum Benchmark	Findings	Person(s) Responsible	How the results will be used
2018-2019	ILO 1, 3, 4	PLO 1 Critical Thinking	(AR 101, 102) AR 103 A.1 Oral Communication	Final Design + Representation Studio Project in AR101 + AR102 Assignments 1-4: Observation Drawing, Promenade Gestalt, Figure-Ground Spatialization, Case study as Applied to a Tiny House. (need 102 + (103))	70% of students will be Fully Met or Met w/ Distinction		Y1 J. Kennedy	The results will be used to determine
	ILO 1, 2, 5	PLO 1 Critical Thinking	(AR 501, 502) AR 503 A.1 Written + Oral Communication A.2 Design Thinking Skills	Final Design Thesis Project in AR 503 1. Written and Oral Presentation of Essay 2. Pinup and oral presentations of program 3. Written essay of criteria for site. Oral presentation of site selection. 4. Final Presentation. Written Final draft of first quarter research book. Oral presentation of thesis project to committee	85% of students will be Fully Met or Met w/ Distinction		Y5 K. Mun D. Manlongat	
	ILO 1, 2, 3	PLO 5 Integrated Architectural Solutions	AR401/402 C.1 Research C.2 Integrative Evaluation + Decision Making C.3 Integrative Design	Final Design Studio Project in AR 402 1. Urban Charrette 2. Building Analysis 3. Structural Systems	80% of students will be Fully Met or Met w/ Distinction		Y4 D. Deutsch	

NewSchool's 3-Year Institutional Learning Outcomes Plan

NewSchool's 3-year Institutional Learning Outcomes Assessment Plan was developed based on the results of aggregate results of each program's individual 3-year Program Assessment Plan. In the 3-year Program Assessment Plans, each program indicated the Program Learning Outcomes to be assessed for a specific year. The 3-year Program Assessment Plan indicates which ILOs the PLOs assessment would address.

NewSchool's Institutional Learning Outcomes Assessment Plan is based on the summary of the ILOs being assessed by program for each year as indicated in the 3-year Program Assessment Plan. The majority of ILOs being assessed at the program level for a given year are then selected to be assessed at the institutional level.

Below is a sample from the 3-Year Institutional Learning Outcomes Assessment Plan showing the result of aggregating of all year 1 ILO assessments in each program across the institution based on the 3-Year Program Assessment Plan. The table below shows that majority of programs plan to assess ILO 1 (Critical Thinking) and ILO 2 (Problem Solving) during the 2018 – 2019 academic year.

A full version of the 3-Year Institutional Learning Outcomes Assessment Plan is found in the appendix ([see appendix X- 3-Year Institutional Learning Outcomes Assessment Plan](#)).

Year 1 (2018-19)

	ILO 1	ILO 2	ILO 3	ILO 4	ILO 5
Undergraduate					
Architecture	X	X	X	X	X
Construction Management	X				
Graphic Design & Interactive Media	X	X			
Product Design	X	X			
Interior Design	X	X			
Graduate					
Architecture	X	X	X	X	
Construction Management	X	X	X	X	X
General Education					
Integrative Studies					
Co-curricular					
Division of Student Affairs	X	X		X	X

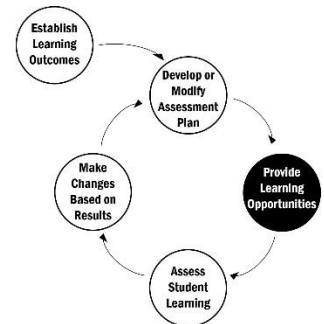
STEP 3: Provide Learning Opportunities

Providing Learning Opportunities

After outcomes have been established and assessment is planned, the next step in the cycle is providing students with ample learning opportunities through the course components. These are learning experiences that assist students in mastering the learning outcomes that will be assessed.

Examples of Learning Opportunities Within The Course Include:

- Lectures
- Readings
- Assignments
- Guest Speakers
- Capstone Projects
- Field trips



At NewSchool, some of the studio courses provide a unique opportunity to give students an end of course project (signature assignment) or a project that spans a course or multiple courses. These projects are strong examples of learning opportunities that provide students with the opportunity to demonstrate program or course learning outcomes.

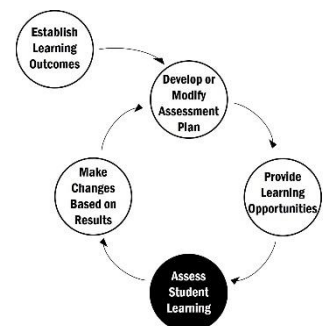
STEP 4: Assess Student Learning

Conducting Course-level Assessment

All full-time and part-time faculty assess CLOs if they are teaching sections of a course during a quarter when assessment is scheduled. Faculty teaching courses with multiple sections should agree on an assessment tool (e.g. rubric, essay, etc.) that is similar enough to allow for interpretation of results across sections of a course. Individual faculty members can choose when in a quarter they would like to conduct the assessment and what level or type of assessment they think would result in the best artifacts to assess.

Each faculty member who conducts assessment of CLOs is required to work with their assigned Assessment Leadership Council representative to enter the results into the 3-year Assessment Plan. Additionally, information on how the results will be used to make changes in the courses must be included in the 3-year Assessment Plan.

Assessment of learning outcomes can be indirect or direct measures. Direct assessment gathers evidence about student learning based on student performance that demonstrates the learning itself. Indirect assessment



gathers evidence on students’ opinion about their learning, rather than demonstrations of learning. Table 1 provides examples of Indirect and Direct assessments.

Table 1: Direct and Indirect Measures of Assessment

Direct Measures	Indirect Measures
Capstone projects	Surveys
Presentations	Focus Groups
Written Assignments	Grades
Portfolios	GPA
ARE Pass Rates	Attendance counts

The data that comes from assessment can serve either Diagnostic, Formative, or Summative purposes depending on the type of assessment and when it is administered (Allen, 2004). Figure 1 describes each of the three forms of assessment and when these types of assessment can occur within a degree. Diagnosics Assessment is a type of “pre-assessment” that offers a baseline of what students know prior to a learning opportunity.

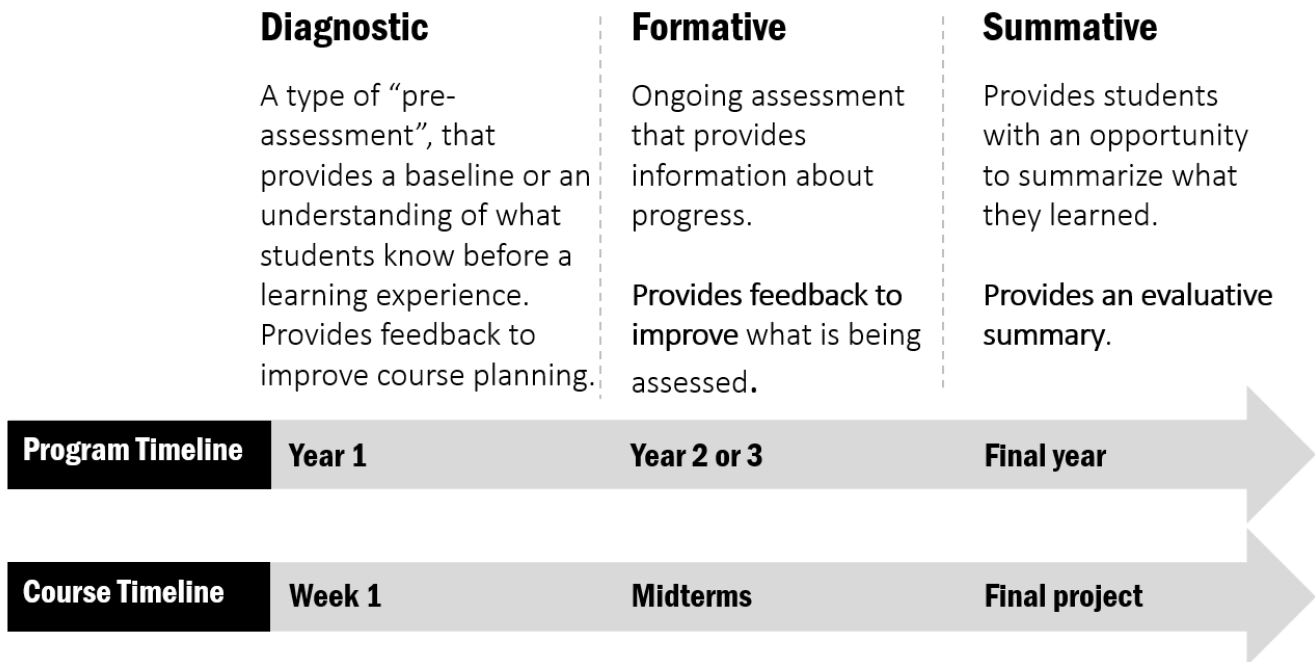


Figure 1: Types of Assessment- Diagnostic, Formative, Summative

Formative assessment is considered the best practice as it can be used continually throughout the learning process to determine whether students are learning, at what level, and which specific aspects they have yet to master. In doing so, formative assessment allows the faculty member to know when to slow down and spend more time providing explanations and examples, or to move on because learner has already mastered the skill.

Rubrics

Rubrics are a written framework for assessing student work. Specifically, the rubric provides a list of things to look for when assessing artifacts selected for assessment of a specific outcome. Rubrics come in several forms.

How to Build a Rubric

Below is a sample rubric on Oral Communication. The first step in creating a rubric is to carefully review and dissect the learning outcomes that the rubric will be assessing. In doing so, identify what knowledge, skills, or values you need the student to demonstrate to ensure students master the learning outcome. It is also important that assignments are built in a way that provides students the opportunities to demonstrate the knowledge, skills, or values.

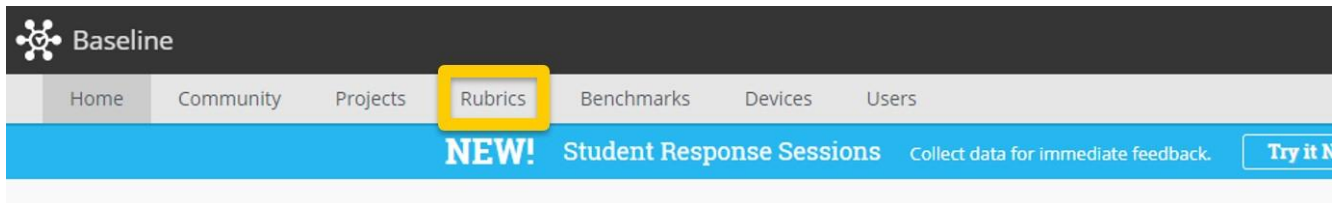
There are three main components needed to build a rubric. The first component, Dimension, is on the left-hand side, and represents the skills you want a student to demonstrate through a given activity. In the example below, the Dimensions for this Oral Communication rubric were: Organization, Language, Delivery, and Supporting Materials. When building a rubric make sure the dimensions are only looking at one skill per dimension. Having two or more skills within one dimension will make it difficult to assess if a student masters one skill but not the other. The second component, Scale, is located across the top of the rubric. The scale represents established levels of achievement, performance, or mastery of skill. In the example below the scale shown is: Not Met, Partially Met, Fully Met, and Met with Distinction. The third and final component needed when building a rubric is the Description. The description provides an understanding of performance expectations for each dimension along the scale.

	Scale 1 <i>Not Met</i>	Scale 2 <i>Partially Met</i>	Scale 3 <i>Fully Met</i>	Scale 4 <i>Met with Distinction</i>
Dimension 1 Organization	Description <i>Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is not observable within the presentation</i>	Description <i>Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is intermittently observable within the presentation.</i>	Description <i>Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is observable within the presentation.</i>	Description <i>Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable and is skillful and makes the content of the presentation cohesive.</i>
Dimension 2 Language	Description	Description	Description	Description
Dimension 3 Delivery	Description	Description	Description	Description
Dimension 4 Supporting Materials	Description	Description	Description	Description

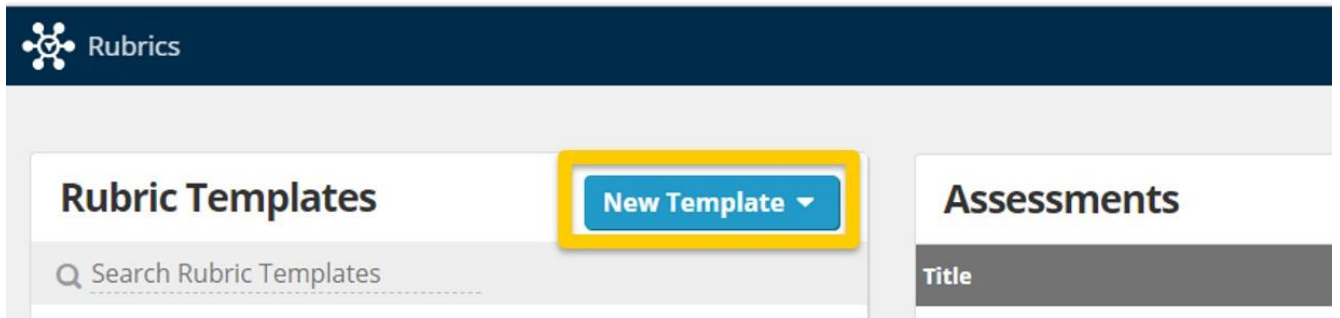
Using CampusLabs to Build Rubrics

NewSchool’s assessment software, CampusLabs, offers a tool called Baseline which provides an easy way for users to build rubrics. Below are the steps on how to build a rubric from scratch in Baseline.

1. Using your laureate log-in credentials (the same information your use to log into your computer), log into Baseline: <https://newschoolarch.campuslabs.com/home/>
2. Once logged in, select “Rubrics” at the top



3. Click on “Create New Template”,



4. Then select “Create a Rubric from Scratch”



5. This is blank rubric template. Fill in the 3 components of a rubric and the rubric title.

- **Rubric Title:** begin by filling in the “Rubric Title” on the top left corner. These are usually titled with the course abbreviation, name of project, and term (e.g. ENGL 111 Essay Fall 2018)
- **“Dimension Titles”:** on the left-hand side fill in the “Dimension Titles” and associated descriptions
- **“Achievement Titles”:** across the top of the rubric fill in the Scale (referred to as “Achievement Title” in Baseline). Achievement Description does not need to be filled out, but can be filled out if desired. The most common Achievement Titles used at NewSchool are:
 - Not Met, Met, Fully Met, Met with Distinction
- **“Add a Description”:** in the center of the rubric, fill in the description boxes. It is easier to begin by filling in the description of “Met with Distinction”, by describing what a perfect artifact would look like. Then fill in the description for “Not Met”. Once those are completed it will be easier to fill in the middle two columns of information.

Rubrics

< Enter Your Rubric Title

Total Rubric Value
100 / 100 points

Achievement Title	Achievement Title	Achievement Title
Achievement Description	Achievement Description	Achievement Description
ACHIEVEMENT VALUE	ACHIEVEMENT VALUE	ACHIEVEMENT VALUE
0%	33%	
...
Add a Description	Add a Description	Add a Description
0 pts	11.22 pts	
Add a Description	Add a Description	Add a Description

Dimension Title

Dimension Description

DIMENSION VALUE: 34/100 pts

Dimension Title

Dimension Description

DIMENSION VALUE:

6. If you wish to add a Dimension or Scale (aka Achievement), click on the “+” symbol. To remove a Dimension or Scale, click on the 3 dots symbol.

Rubrics

< Enter Your Rubric Title

Total Rubric Value
100 / 100 points

Achievement Title	Achievement Title
Achievement Description	Achievement Description
ACHIEVEMENT VALUE	ACHIEVEMENT VALUE
0%	
...	...
Add a Description	Add a Description
0 pts	
Add a Description	Add a Description

Dimension Title

Dimension Description

DIMENSION VALUE: 34/100 pts

Dimension Title

Dimension Description

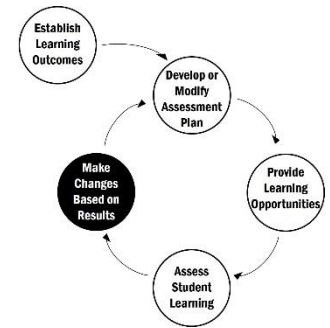
DIMENSION VALUE: 33/100 pts

7. Click on “Rubric Settings” in the top right corner if you want to remove rubric score or add the N/A option which will allow people using the rubric to select N/A for certain dimension that are not applicable for certain artifacts. The Rubric Settings section is also where you can select “on” for multiple evaluators. This option is used if multiple sections of a course are using the same rubric. Lastly, are two toggle buttons that allow for the addition of comments to the student.
8. To preview the rubric click on “Rubric Tools” in the top right corner and then select “Print”. This outputs the rubric into a printable version of the rubric. In the section of “Rubric Tools” is also where the user can share the rubric with other members.
9. When finished, click “Save & Done”.

STEP 5: Closing the Loop- Using Results to Make a Change

The Importance of Using Assessment Results

The information that comes from assessment is meaningful and valuable, and therefore needs to be shared and used to make changes and inform practices. Evidence collected from learning outcomes assessment is used to improve and gain insight into student learning and gauge student success. More than just telling us what students have learned, assessment informs us of areas where students need additional or different learning opportunities. Additionally, results from assessment can inform faculty and academic leadership of curricular changes needed.



How NewSchool Closes the Loop

NewSchool closes the loop by sharing assessment results and using the results to make programmatic or curricular changes.

- Shared at Quarterly at Assessment Leadership Council Meetings- When assessment occurs in a given quarter for an academic program or for the Division of Student Affairs, the assigned Assessment Leadership Council representative updates the 3-Year Program Assessment Plan to reflect the results of the assessment project completed that quarter and how the results will be used to make programmatic or curricular changes. The updates are made by the ALC member in collaboration with the faculty or staff member who conducted the planned assessment. At the ALC meeting following the end of each quarter, ALC members will share any updates to their program's 3-Year Program Assessment Plan. ALC members will provide input to one another on how the results will be used. Additionally, ALC members are to share the findings from that quarter's assessment with program chairs and deans, and if applicable, with NCAP when significant changes are needed.
- Shared at annual Assessment Summit- The annual Assessment Summit will provide an opportunity for each ALC member to present the results from their program's 3-Year Program Assessment Plan to all faculty in their program. Included in the presentation will be a discussion around how the results will be used and what changes or recommendations (if any) are needed for the upcoming year's Assessment Plan.
 - As detailed in the Program Review Handbook, the annual Assessment Summit will also serve as a place where programs that has underwent a program review in the prior year will share the findings from their program review such as: internal Self-Study Report, External Reviewer's recommendations, and the Action Plan to address the External Reviewer's recommendations.
- Shared at Quarterly DSA Assessment Retreats- The Division of Student Affairs conducts quarterly assessment retreats to discuss assessment results and plan future assessment. Following each quarterly retreat, DSA produces a written report summarizing assessment efforts and future planning.

APPENDIX

Appendix 1: Assessment Glossary

Alignment matrix:	A matrix (table) that shows the relationship between two sets of categories, such as the relationship between program and course learning objectives.
Assessment:	The systematic process of gathering information to better determine the knowledge or skills achieved by a student.
Assessment cycle:	A cyclical or continuous process that can be described in 5 stages: establish learning outcomes, develop or modify an assessment plan, provide a learning opportunity, assess student learning, and make changes based on assessment results (closing the loop).
Authentic assessment:	The assessment process is similar to or embedded in relevant real-world activities.
Benchmark:	A criterion for assessing results compared to an empirically developed standard.
Bloom's taxonomy:	A popular scheme for defining depth of processing. Divides learning into three domains: cognitive, affective, and psychomotor. Cognitive skills are organized into a hierarchy of six categories: remember, understand, apply, analyze, evaluate, and create.
Calibration (norming):	Evaluators are normed or calibrated so they consistently apply standards in the same way.
Capstone:	Holistic activity that students complete as they approach the end of a learning experience. Capstones give students an opportunity to see the bigger picture: To integrate, synthesize, apply, and reflect on what they have learned throughout their studies.
Central Tendency Error:	Occurs when faculty and staff tend to avoid both extremes of a rating scale.
Classroom assessment:	Assessment to improve the teaching of specific courses and segments of courses.
Close the loop:	Faculty discuss assessment results, reach conclusions about their meaning, determine implications for change, and implement them.
Course Learning	

Outcomes (CLOs):	CLOs are measurable statements that describe what students should know, be able to do, or value after completing a course.
Critical Thinking:	Umbrella term for many kinds of thinking skills that go beyond basic understanding, including analysis, synthesis, evaluation, problem-solving, information literacy, and some habits of mind.
Curriculum Alignment:	Is ensuring that your course, program, or general education curriculum is designed to give every student enough opportunity to achieve its key learning goals.
Diagnostic Assessment:	A type of “pre-assessment” that offers a baseline of what students know prior to a learning opportunity
Data ownership:	Who has control over the assessment data – who has the right to see the data or allow others to see them?
Deep learning:	Learning which makes knowledge personal and relevant to real-world applications.
Developmental assessment:	Repeated assessment information on individual students is used to track, verify and support student development.
Diagnostic assessment:	A form of pre-assessment that allows a teacher to determine students' individual strengths, weaknesses, knowledge, and skills prior to instruction. It is primarily used to diagnose student difficulties and to guide lesson and curriculum planning.
Direct measure:	Students demonstrate that they have achieved a learning objective.
Educational effectiveness:	How well a program or institution promotes student development.
Focus groups:	Planned discussions among groups of participants who are asked a series of carefully constructed questions about their beliefs, attitudes, and experiences.
Formative assessment:	Assessment designed to give feedback to improve what is being assessed.
Formative validity:	How well an assessment procedure provides information that is useful for improving what is being assessed.
Holistic rubric:	A rubric that involves one global, holistic judgment.
Indirect measure:	Students (or others) report perceptions of how well students have achieved an objective.

Institutional Learning Outcomes (ILOs):	ILOs represent the knowledge, skills, and values that all NewSchool students are expected to acquire upon completing their degree
Intentional teaching:	Designing learning experiences to help students develop mastery of specific learning objectives.
Inter-rater reliability:	How well two or more raters agree when decisions are based on subjective judgements.
Learning outcome:	A clear, concise statement that describes how students can demonstrate their mastery of a program goal. Goals that describe what students will be able to do as the result of a learning experience (aka: Learning objective, learning goal)
Mission:	A holistic vision of the values and philosophy of a program, department, or institution.
Norms/norm group:	Results that are used to interpret the relative performance of others; for example, test results might be compared to norms based on samples of college freshmen or college graduates.
Objectives:	Small steps that lead toward a goal, creating an overarching framework for achieving Outcomes.
Outcomes:	Compared to objectives, outcomes are larger, measurable results that come from synthesizing, evaluating and analyzing multiple objectives. Outcomes involve demonstrating knowledge or skills that serve as evidence that learning has occurred.
Performance measure:	Students exhibit how well they have achieved an objective by doing it, such as a piano recital.
Pilot study:	An abbreviated study to test procedures before the full study is implemented.
Portfolio:	Compilation of student work. Students often are required to reflect on their achievement of learning objectives and how the presented evidence supports their conclusions.
Program assessment:	An ongoing process designed to monitor and improve student learning. Faculty develop explicit statements of what students should learn, verify that the program is designed to foster this learning, collect empirical data that indicate student attainment, and use these data to improve student learning.

Program Learning Outcomes (PLOs):	PLOs are measurable statements of what graduating students should know, be able to do, or value after completing a program. Program outcomes are much broader in scope than course learning outcomes.
Recall item:	A test that requires students to generate the answer on their own, rather than to identify the answer in a provided list.
Reflective essays:	Respondents are asked to write essays on personal perspectives and experiences.
Reliability:	The degree of measurement precision and stability for a test or assessment procedure.
Response rate:	The proportion of contacted individuals who respond to a request.
Rubric:	A written guide for assessing student work. Specifically, the rubric provides a list of things to look for when assessing student work.
Summative assessment:	Assessment is designed to provide an evaluative summary.
Summative validity:	Assessment accurately evaluates what is being assessed.
Surface learning:	Learning based on memorization of facts without deep understanding of what is learned.
Triangulation:	Multiple lines of evidence lead to the same conclusion.
Validity:	How well a procedure assesses what it is supposed to be assessing.
Value-added assessment:	Student learning is demonstrated by determining how much students have gained through participation in the program.

Appendix 2- 3-Year Program Assessment Plan Template

Program Name:							Date:	
Institutional Learning Outcomes (ILOs):		Students who graduate from NewSchool should be able to: <ol style="list-style-type: none"> 1. Use critical thinking in formation, analysis, and evaluation of ideas. 2. Demonstrate creativity in problem solving. 3. Demonstrate knowledge of diverse cultures and environments. 4. Communicate effectively through written, oral, and visual media. 5. Demonstrate professional and ethical practices. 						
Year	ILO Alignment	PLO to be measured	Courses and CLO that provide opportunity for achieving outcome	Assignment and Artifact	Minimum Benchmark	Findings	Person(s) Responsible	How the results will be used
2018-2019								
2019-2020								
2020-2021								

Appendix 3- 3-Year Institutional Learning Outcomes Assessment Plan

NewSchool 3-Year Institutional Learning Outcomes Assessment Plan

Institutional Learning Outcomes (ILOs)

Students who graduate from NewSchool should be able to:

1. Use critical thinking in formation, analysis, and evaluation of ideas.
2. Demonstrate creativity in problem solving.
3. Demonstrate knowledge of diverse cultures and environments.
4. Communicate effectively through written, oral, and visual media.
5. Demonstrate professional and ethical practices.

Core Competencies (CCs)

1. Written Communication
2. Oral Communication
3. Quantitative Literacy
4. Information Literacy
5. Critical Thinking

In fall 2017, Academic Council met and mapped the Core Competencies with Institutional Learning Outcomes. Below is the result of that alignment session.

Mapping of Core Competencies to Institutional Learning Outcomes

ILO 1. Critical Thinking	ILO 2. Problem Solving	ILO 3. Diverse Cultures	ILO 4. Effective Communication	ILO 5. Professional practices
CC 3. Quantitative Literacy	CC 3. Quantitative Literacy	CC 1. Written Communication	CC 1. Written Communication	CC 3. Quantitative Literacy
CC 4. Information Literacy	CC 4. Information Literacy	CC 2. Oral Communication	CC 2. Oral Communication	
CC 5. Critical Thinking	CC 5. Critical Thinking		CC 4. Information Literacy	

NewSchool’s 3-year Institutional Learning Outcomes Assessment Plan was developed based on the results of aggregate results of each program’s individual 3-year Program Assessment Plan ([see appendix 1](#)). In the 3-year Program Assessment Plans, each program indicated the Program Learning Outcomes they would assess for a specific year. The 3-year Program Assessment Plan also indicated which ILOs the PLOs assessment would contribute to.

NewSchool’s Institutional Learning Outcomes Assessment Plan is based on the summary of the ILOs being assessed by program for each year as indicated in the 3-year Program Assessment Plan. **The majority of ILOs being assessed at the program level for a given year are then selected to be assessed at the institutional level.**

Year 1 (2018-19)

	ILO 1	ILO 2	ILO 3	ILO 4	ILO 5
Undergraduate					
Architecture	X	X	X	X	X
Construction Management	X				
Graphic Design & Interactive Media	X	X			
Product Design	X	X			
Interior Design	X	X			
Graduate					
Architecture	X	X	X	X	
Construction Management	X	X	X	X	X
General Education					
Integrative Studies					
Co-curricular					
Division of Student Affairs	X	X		X	X

2018-2019	
ILOs to be assessed	CCs to be assessed:
ILO 1: Critical Thinking	CC 3, CC 4, CC 5
ILO 2: Problem Solving	CC 3, CC 4, CC 5

Year 2 (2019-20)

	ILO 1	ILO 2	ILO 3	ILO 4	ILO 5
Undergraduate					
Architecture	X	X	X	X	X
Construction Management			X	X	
Graphic Design & Interactive Media	X		X	X	
Product Design	X		X	X	
Interior Design	X		X	X	
Graduate					
Architecture	X	X	X	X	X
Construction Management	X	X			X
General Education					
Integrative Studies					
Co-curricular					
Division of Student Affairs	X	X	X	X	X

2019-2020

ILOs to be assessed	CCs to be assessed:
ILO 3: Diverse Cultures	CC 1, CC 2
ILO 4: Communication	CC 1, CC 2, CC 4

Year 3 (2020-21)

	ILO 1	ILO 2	ILO 3	ILO 4	ILO 5
Undergraduate					
Architecture	X	X	X	X	X
Construction Management		X			
Graphic Design & Interactive Media	X	X			X
Product Design	X	X			X
Interior Design	X	X			X
Graduate					
Architecture	X	X	X		X
Construction Management	X	X	X	X	
General Education					
Integrative Studies					
Co-curricular					
Division of Student Affairs				X	X

2020-2021	
ILO to be assessed	CCs to be assessed:
ILO 5: Professional practices	CC 3