

### Transparency and Growing Concern for Sharing

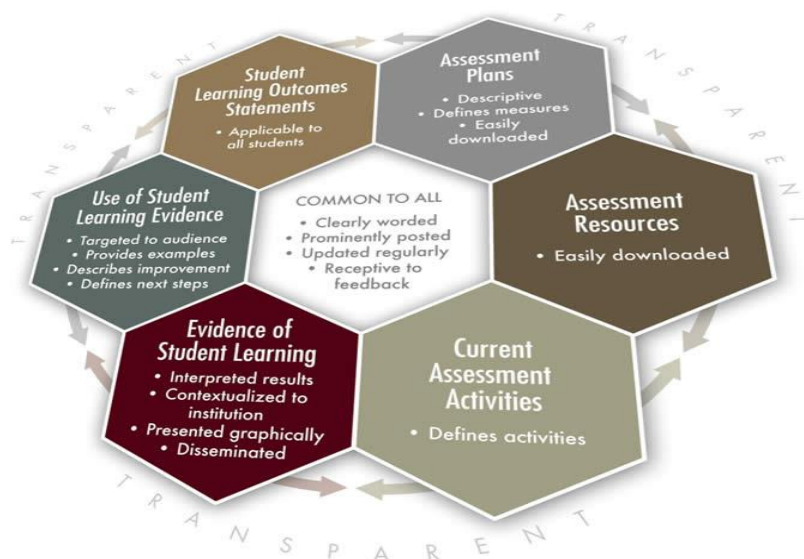
Nicholas A. Lynchard, Ph.D., Assistant Professor of Cognitive Development

Colleges and Universities are not only plagued by the daunting task of performing assessment of student learning outcomes. There is now also a growing concern among accrediting bodies like MSCHE and SACS about the way the data from outcomes assessment is shared by the college, at large. This not only includes concern over dissemination of information between members of the evaluated program, but also to the community. That is to say, the pulse of accreditation is now beating toward transparency.

One approach to tackling the focus upon transparency in academic assessment is via the Transparency Framework (The Framework, hereafter) - a strategic method of sharing evidence of student learning on and off campus developed by The National Institute for Learning Outcomes Assessment. Based upon research conducted across a random sample of accredited colleges, The Framework identifies six key components of student learning assessment: **1. Student Learning Outcomes**; **2. Assessment Plans**; **3. Assessment Resources**; **4. Current Assessment Activities**; **5. Evidence of Student Learning**; **6. Use of Student Learning Evidence**. Institutions may use the Framework to compose institutional websites to gauge the extent to which evidence of student accomplishment is readily accessible and potentially useful and meaningful to an intended audience.

The Framework also incorporates basic premises about website communication. For instance, information placed on websites should be meaningful and understandable to multiple audiences. To effectively communicate with various audiences, the website should enable users to provide feedback or offer comments on the posted material. Just as making student learning outcomes more transparent is a work in progress, so is this Framework. As more institutions make their assessment efforts accessible and post meaningful evidence of student learning, we will update the Transparency Framework using experience from the field.

For more information on the Transparency Framework, please visit: <http://www.learningoutcomeassessment.org/TransparencyFrameworkIntro.htm>



## NEED HELP WITH ASSESSMENT? HERE ARE SOME QUICK LINKS!

Middle States Website: [www.msche.org](http://www.msche.org)

Writing Effective Student Learning Outcomes: <http://ctl.fsu.edu/explore/bestpractices/docs/LearningOutcomes.pdf>

The International Association for Educational Assessment: <http://ctl.fsu.edu/explore/bestpractices/docs/LearningOutcomes.pdf>

## :: SUNY-ULSTER COURSE ASSESSMENT TEMPLATE ::

<b>Key Learning outcome:</b> What should the student be able to do after successfully completing the course?	<b>Assessment tool:</b> Through what <b>assignment</b> do you ensure that all students have the opportunity to learn this?	<b>What are your standards for this assessment tool?</b> Define exemplary, adequate and inadequate work.	<b>What are your benchmarks?</b> Percentage of students expected to achieve exemplary, adequate and inadequate work.	<b>Actual Results:</b> How do your results compare with your benchmark targets? Did your class fall above or below benchmark?	<b>Close the Loop:</b> What have you learned about how well you are achieving this goal? What changes do you propose to make?
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