

# James Madison University's Assessment: Today and Beyond

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James Madison University

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# JMUにおけるアセスメント - 現状と展望 -

資料4

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訳：深堀聡子



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## Great to be Back in Japan!

Rotary Group Study Exchange Member to Akita, 2004



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再び日本を訪れたことをとても嬉しく思います  
ロータリー研究グループ交換メンバーとして秋田へ（2004年）



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# Overview

- Quick CARS Facts
- Current Distinguishing Practices
  - General education
  - Academic degree programs
  - Student affairs
- Challenges/Opportunities
- Questions

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# 報告の流れ

- CARS の概要
- 現在の特筆すべき取組
  - 一般教育
  - 学位プログラム（学問分野）
  - 学生支援
- 課題と展望
- 質疑応答

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# FOCUS

Student Learning &  
Developmental Outcomes:

What students know, think, or do  
as a function of their JMU  
experience.

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# 重視していること

学生の学びと成長の成果

学生がJMUにおける経験を通して、何を知り、考え、行うようになったか。

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## VISION

To be internationally recognized as a standard of excellence for programs, practice, and scholarship in assessment and measurement.



Ten national awards/recognitions  
– most in USA

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## 目標

評価・測定に係る教育プログラム・実践・研究において、卓越した取組として国際的評価を受けること。



受賞歴10回  
- ほぼ全てが米国で

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## Why do Assessment?

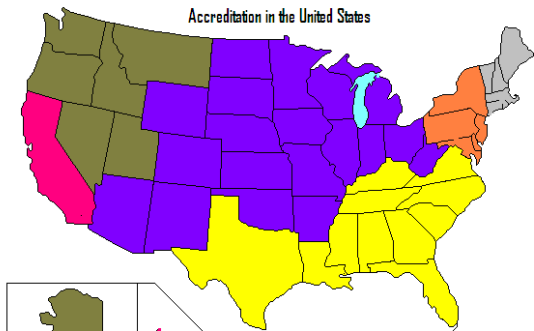
- Accountability/Accreditation
- Improvement

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## なぜアセスメントを行うのか?

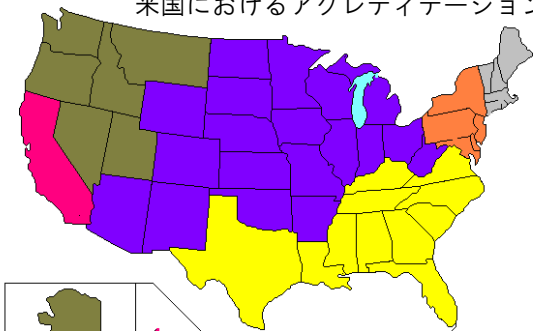
- アカウンタビリティ（説明責任）  
/アクレディテーション（適格認定）
- 改善

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- New England Association of Schools and Colleges (NEASC)
- Western Association of Schools and Colleges (WASC). Also includes Guam, American Samoa, Republic of Palau, Federated States of Micronesia, Commonwealth of the Northern Mariana Islands, and Republic of the Marshall Islands
- North Central Association of Colleges and Schools (NCACS)
- Middle States Association of Colleges and Schools (MSACS). Also includes Puerto Rico and the U.S. Virgin Islands.
- Northwest Commission of Colleges and Universities (NCCSU)
- Southern Association of Colleges and Schools (SACS)

米国におけるアクリディテーション



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Our Office

CARS & PhD Program

- Ten Faculty
- Two Staff
- 15 Graduate Students/  
Assessment Assistants

[Largest in U.S.A]

Intersecting Work



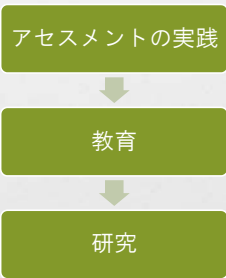
JMUアセスメント研究所

研究所 & 博士課程

- 教員：10人
- 職員：2人
- 博士課程学生・アセス  
メント助手（15人）

[米国最大]

横断的取組





## Areas of Service

General Education

Degree Programs  
(e.g., Biology B.A.)

Student Affairs

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## 実践的取組の範囲

一般教育

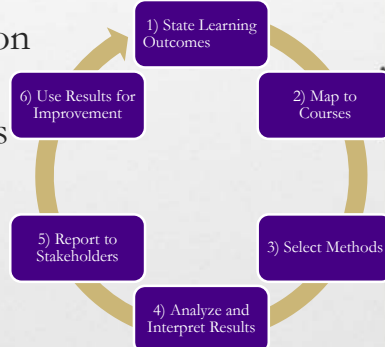
学位プログラム  
(例, 生物学の学士プログラム)

学生支援

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## Resources Provided to JMU Faculty and Staff

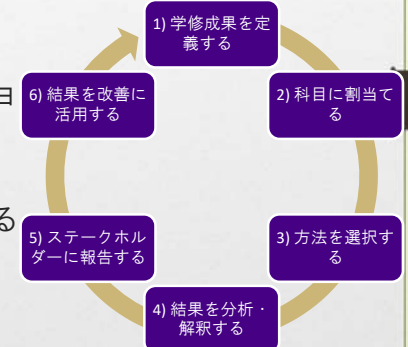
- One-on-one consultation
- Weeklong assessment workshop for beginners
- Training on how to evaluate assessment reports
- Advanced methodological support



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## JMU 教職員に提供している資源

- 個別相談
- アセスメント・ワークショップ (一週間・初級)
- アセスメント・レポート (自己評価書) を評価するための研修
- 方法論的支援 (上級)



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# Distinguishing Practices

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# 特筆すべき取組

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## Assessment Days

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- Before classes begin, ALL first-year students take general education and attitudinal tests (PRE)
- ~ Two years later, same students take same tests again (POST)
- Compare scores for value added

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## アセスメント・デイ

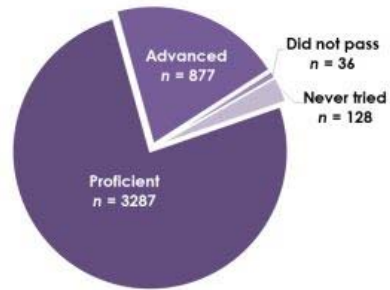
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- 入学して授業が始まる前に、初年度の学生は全員、「一般教育」と「態度」に関するテストを受ける（PRE：実験前）
- 2年後、同じ学生が同じテストを受ける（POST：実験後）
- 得点を比較して付加価値を診断する

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## Infographics

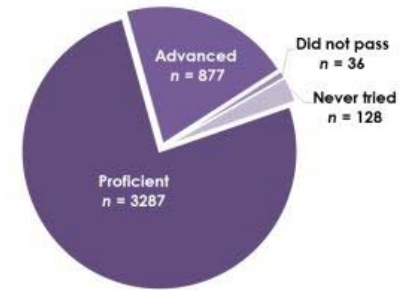
Cluster One celebrates  
JMU students' information literacy competency



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## 結果を図表で可視化

JMUの学生の情報リテラシーは優れている。



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## Peer Review of Assessment

- All academic degree programs submit assessment reports
- JMU faculty and staff - after training - evaluate these reports
- Feedback from this review shared back to programs and administrators

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## アセスメントの同僚評価

- 全ての学位プログラムが、アセスメント・レポートを提出する。
- 研修を受けたJMU教職員が、アセスメント・レポートを評価する。
- 評価結果は、学位プログラムと執行部に報告される。

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## 報告書のサンプル



### Example Feedback Report

Average Ratings Across Elements = 3.9\*  
3.4 or higher meets exemplary standard established by faculty. Please scroll to the bottom of this page to see information about the reliability of these feedback scores.



**III. E. Systematic method for evaluating progress on objectives - Additional validity evidence** 3.25  
Terrific inclusion of the reliability information for the Assessment Test for both the subscales and overall measure, as well as consideration of inter-rater reliability for embedded assessments. Assessing reliability for the embedded assessments would strengthen this section. In addition, PASS can assist with developing methods to increase the reliability of the subscales on the Assessment Test. Overall, well done, particularly the assessment of additional validity information for the Assessment Test!

**IV. A. Results of program assessment - Presentation of results** 4.0  
Very clear presentation of results.

**IV. B. Results of program assessment - History of results** 4.0  
Results were presented for prior years, which covered the majority of the assessments - nicely done.

**IV. C. Results of program assessment - Interpretation of results** 3.75  
Excellent interpretation of results. To make this area even stronger, consider including evidence that interpretations were made confirmed by multiple faculty members for all measures.

**V. Documents how results are shared with faculty/stakeholders** 4.0  
Strong evidence that results are shared among all faculty and other stakeholders. Good job!

**VI. A. Documents the use of results for improvement - Improvement of programs regarding student learning and development** 4.0  
Fantastic detail of improvements based on assessment findings!

**VI. B. Documents the use of results for improvement - Improvement of assessment processes** 4.0  
Nice evaluation of the program's assessment process. The faculty clearly identified some areas to improve upon and have recently made and specifically plan to make substantial improvements to the assessment process.

**VII. Overall Comments** 4.0  
Very well done! The report is clear, comprehensive, and thoughtful. It reflects an impressive dedication to multiple-measures assessment at every stage of student learning and development in the program, with constant self-evaluation and constant course and programmatic revision. To make the program even stronger, consider working with PASS to strengthen the details of the objectives as well as the reliability information for the assessment measures. As much as the continual, constant self-examination at every level is to be commended, the program's willingness to contemplate a move to a more program-oriented assessment is practical and admirable. It is apparent that this program is extremely dedicated to both the success of its students as well as the assessment process!

**III. A. Systematic method for evaluating progress on objectives - Relationship between measures and objectives** 3.75  
Fantastic detail here, particularly for the Assessment Test. It is explicit that the measures correspond closely to the program objectives. To assist in determining the number of items that pertain to each objective, consider

\*All APTs are rated by two raters. The average score is more reliable than individual trait scores (i.e.,

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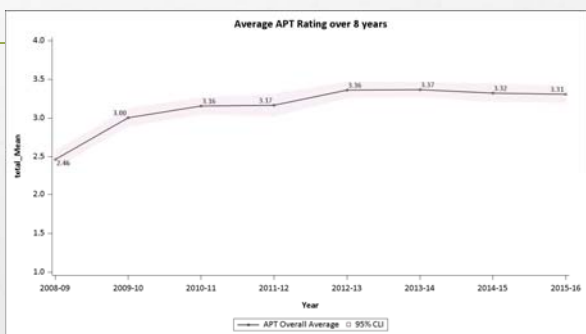
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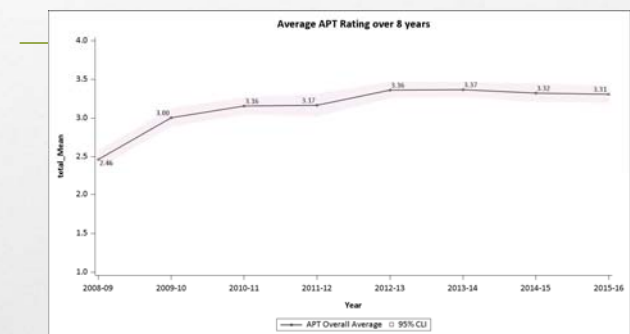
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- 1. 学生本位の学修目標：A. 明確性と具体性
- 1.B. 志向性
- 2. 科目・学習経験は目標に紐付けられている
- 3. 目標達成度を評価するための組織的方法：A. 目標と尺度の関係
- 4. プログラム・アセスメントの結果：A. 結果の提示
- 4.B. 結果の経年変化
- 4.C. 結果の解釈
- 5. 結果が教員やステークホルダとどのように共有されているかが述べられている
- 6. 結果が改善にどのように活かされているかが述べられている：A. 学生の学びと成長に向けたプログラムの修正・改善
- 6.B. アセスメント・プロセスの改善
- 7. 総評

### Quality of Assessment Aggregated Across All Programs



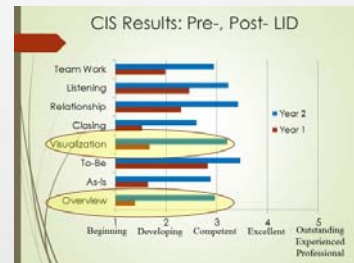
### アセスメントの質 全プログラムの平均





## Improvement

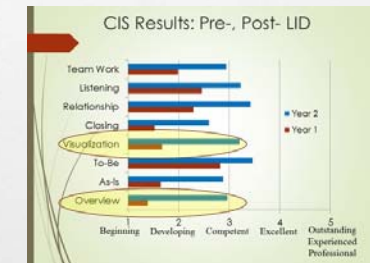
- Partner with faculty and curriculum experts to make program changes; re-assess to affirm effectiveness.



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## 改善

- 教員・カリキュラム専門家と連携して、プログラムの改善に取り組む。  
(効果を検証するために、再度評価を行う)



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## Implementation Fidelity

- Do staff implement program as planned?
- Serve as “secret shopper” and provide feedback to program

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## 忠実に実施されているか

- プログラムは教職員によって計画通り実践されているか。
- 「匿名の客」の役割を果たし、プログラムにフィードバックを行う。

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## Challenges/Opportunities

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- Make learning improvement more pervasive
- Examine effects of learning beyond graduation (post-collegiate outcomes)
- Include students in additional parts of assessment process
- Convey to stakeholders importance of learning outcomes when evaluating quality

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## 課題と展望

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- 教育改善を浸透させる
- 学びの卒業後の効果を検証する（学修成果の卒業後調査）
- アセスメント・プロセスに学生参加の要素を加味する。
- 質の評価における学修成果の重要性について、ステークホルダーに理解させる。

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Questions?

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ご質問はございませんか？

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