



Source: Educause Learning Initiative 2002: <http://www.educause.edu/TransformativeAssessment/2599>

Transformative Assessment Process

- I. An **institutional inventory** of planning documents and assessment of their alignment.
- II. Identification of the different stakeholders and constituencies, and description of collaborative process by which they will be involved and informed.
- III. Articulation of shared views about how students learn best (based on faculty educational values) and expression of the mission and goals within an institutionally-relevant conceptual framework that explains the relationships among learning, teaching, curriculum, use of technology and assessment.
 - A. Shared view of learning
 - B. Teaching and learning activities/experiences and programs that will lead to those outcomes
 - C. Common set of desired developmental and learning outcomes
 - D. Role of technology in supporting the teaching and learning activities/experiences and programs
 - E. Key questions to study in relation to those outcomes/goals statements and the use of technology
 - F. Key indicators that will be used to answer the key questions (baseline, short-term, intermediate, long-term) – these should include rubrics (what do we believe various values in the indicators mean) and both indirect and direct measures
- IV. Create matrix linking intended outcomes; relevant activities, experiences, and programs; use of technology to support activities, experiences and programs; key questions; key indicators; stakeholders and intended audience for indicators; how audience will use indicators to make decisions.
- V. Inventory institutional capacity and context and create project plan.
 - A. Prioritize and choose few critical measures from key indicators that will be used to answer the key questions (baseline, short-term, intermediate, long-term).
 - B. Identify resources available to conduct ongoing assessment and buy-in necessary to do credible assessment project, for defined audience.
 - C. Lay out timeline for carrying out the assessment plan based on the matrix generated in step 5 (in particular, ensure that results will be available for use during institutional decision cycles – e.g., program review, budget development, etc.).
 - D. Based on stakeholders (see item 3) and needed resources, determine ideal project team make-up, team members, and team roles
- VI. An **authentic statement** of institutional mission/vision relating to teaching and learning.
- VII. Begin creating culture of evidence
 - A. Identify potential strategies for responses tied to potential results of assessment
 - B. Design evaluation plan for the assessment itself, which addresses actual results of assessment, to whom it was disseminated, the decisions/changes based on the results and the effect on achievement of the intended outcomes.
 - C. Evaluate how the conceptual framework should be collaboratively modified to reflect shared institutional views about learning and the relationships among the element more accurately, and define intended outcomes more specifically and operationally.
 - D. Plan an ongoing way to involve stakeholders, operating in their relevant communities of practice, in selecting, refining, adopting, applying and embedding the conceptual framework (including role of assessment) in an ongoing way.