Social Contexts for Assessment During the Early Twentieth Century

Efficiency and Scientific Management
NEW YORK (continued).

Wells College
Aurora, N.Y.

Wells College aims to be thorough in the efficiency and cultural value of its instruction. It was founded in 1868 by Henry Wells, Esq. (originator of Wells-Fargo Express Co.), and was subsequently the recipient of gifts from him and from Mr. Edwin B. Morgan. The spirit of Wells College is progressive; its courses of study have been broadened, and its standard for entrance and graduation raised until it is now among the foremost in its educational facilities. Young women who intend taking a college course are invited to send for the prospectus of Wells College, or, if possible, to give it a personal inspection.

Address WILLIAM E. WATERS, President.
Frederick Winslow Taylor's investigates time management at the Midvale Steel Company.
"We think it best—or are we doing it without thinking?— to buy 7 cents’ worth of French for every 3 cents’ worth of German; and we are buying no Spanish at all."

Scientific management found a whole-hearted champion yesterday in Miss Ida Tarbell, the magazine writer, who testified before the Federal Commission on Industrial Relations at the City Hall. Like other witnesses, she spoke of the unrest among the laboring men and set it down to their desire to better themselves, but, unlike labor unions, she contended that the great remedy for present conditions would be the principle of scientific management sympathetically and fairly applied with the co-operation of the employes to give it a fair chance of success.
“If Spanish textbooks are to be made efficient tools for both master and apprentice they should be examined, inspected and approved before they are put into use. No up-to-date, progressive factory would allow any of its products to leave the premises before receiving the inspector’s stamp. In view of existing conditions the same principle should apply to textbooks in Spanish (p. 92).

Each generation produces its own guides. Unfortunately some of these guides believe themselves to be prophets with entirely new and revolutionary thoughts and theories. They are quite sincere in their belief, and therefore, alas, never fail to invent what they proudly call "the best method".

Peter Hagboldt, 1932
“Institutional and faculty assessment of student learning has been conducted in the context of an increasing public concern with accountability in higher education. Among the streams of thought feeding the concern with the quality of student learning are the growing demands on limited financial aid funds, growing numbers of students seeking to attend a relatively stable number of higher education institutions, and increased public concern with the role and purpose of higher education in society. This public interest may be termed accountability ...”

Individual Faculty Assessment Analysis Form

- SLO Assessed
- Assessment Tool/ Assignment
- Assessment Results
- Next Step in the Classroom to Improve Student Learning
- Next Step in the Department to Improve Student Learning
SLOs: A Rocky Reception

• Imposition from without, above: “Just do them.”
• Déjà vu and cynicism: “The new best method”.
• Redistribution of resources to build/sustain the SLO industry.
Program Chair Resources

General Help
- Program Chairs Handbook

CurricUNET SLO Assessment Module
- Department Training Schedule and Overview
- PC Help Manual
- Help Manual for Individual Faculty

Assessment Scheduling Tools
- Assessment Planning Grid CTE
- Assessment Planning Grid Basic Skills/Transfer
- Sample Planning Grid CTE
- Sample Planning Grid Basic Skills/Transfer

- Revolving Wheel of Assessment for Basic Skills and Transfer Departments
- Revolving Wheel of Assessment for CTE Departments

Accelerating SLO Assessment
- Course SLO Assessment Express
- CTE Certificate Assessment Express
- Core 4 Assessment Express

Power Point Presentations
- SLO Work for Program Chairs (Spring 2012)
- Tools for Program Chairs (Fall 2012)
SLOs: A Rocky Reception

- Imposition from without, above: “Just do them.”
- Déjà vu and cynicism: “The new best method”.
- Redistribution of resources to build/sustain the SLO industry.
- SLOs considered a burden of busywork.
- The atomistic assessment of overly-broad outcomes.
- Conflation of ACTFL proficiency guidelines with SLOs.
- Accountability confounded with vocational goals.
- The adjunct-run programs: “I’m not paid for that”.
- No forum for expressing dissent.
Third-semester SLOs

• Engage in social and thematic conversations, providing and obtaining information, expressing feelings and exchanging opinions on specific topics.

• Understand and interpret written and spoken language on specific topics and in uncomplicated brief works of literature or journalism.

• Write short simple letters, essays and descriptions in the major verb tenses.