

# ASSESSMENT

And other things...

W. Allen Richman, Ph.D.

# Why are we here today?

---

- To help our students learn
- But we must be mindful of where we stand
  - [President's Score Card](#)
  - [College Measures](#)

# Consider the following questions:

---

- Are you effective?
  - Are you good at what you do?
  - Are you the best you can be or is there room for improvement?
- Are your students achieving the course learning outcomes?
  - Are your students' adequately prepared for subsequent courses?
- Have your graduates obtained all the knowledge, skills, and values necessary to be successful?

# Prove it:

---

- Are you effective?
  - Are you good at what you do?
  - Are you the best you can be or is there room for improvement?
- Are your students achieving the course learning outcomes?
  - Are your students' adequately prepared for subsequent courses?
- Have your graduates obtained all the knowledge, skills, and values necessary for their area of study?

# Assessment Planning

---

- Do your assessments provide useful data for individual faculty
  - How am I doing compared to others (best, worst, in-between)?
- Do your assessments provide useful data for all learning outcomes?
- Do your assessments let you know how students are performing over time?
  - Measure only at graduation versus seeing learning over time in different course levels

# Steps to creating meaningful assessments

---

- Review your learning outcomes:
  - Program Learning Outcomes (PLOs)
    - What should a graduate be able to do?
    - What kinds of projects / skills should they demonstrate before they leave the institution?
  - Course Learning Outcomes
    - Do required courses in the program allow students to be introduced to each PLO, practice each PLO, and demonstrate mastery of each PLO?

# Steps to creating meaningful assessments

---

- Connect your learning outcomes
- Are all program learning outcomes or other standards covered appropriately?
  - Right now it is a best guess – later you should have data to prove that they are covered appropriately

# Identify key courses and timeline

---

- It is possible but not probable that you will want to assess all courses all of the time.
- Identify those key courses which cover all program learning outcomes, and have the most overlap with other course learning outcomes.
- These courses are placed on a regular schedule of data collection



# Create the perfect assessment...

---

- What assessment covers all of the courses learning outcomes and best demonstrates the 1-2 program outcomes attached to this course?
- Imbed it as a permanent part of every section.



BREAK

---

# Creating the perfect assessment...

---

- If assessment is truly FOR our students then identify a course assessment that is:
  - **Interesting**
    - To faculty
    - To students
    - To all stakeholders
  - **Real**
  - **Fun**
  - **“Big”**

# Step 1

---

1. Is the scope of this assignment appropriate for the course. (too big, too small)?
  - Does it address all of the courses learning outcomes?
2. Does this assignment *lead* to what students will be doing in subsequent courses?
3. Is this agreed upon as the best common assessment for this course?

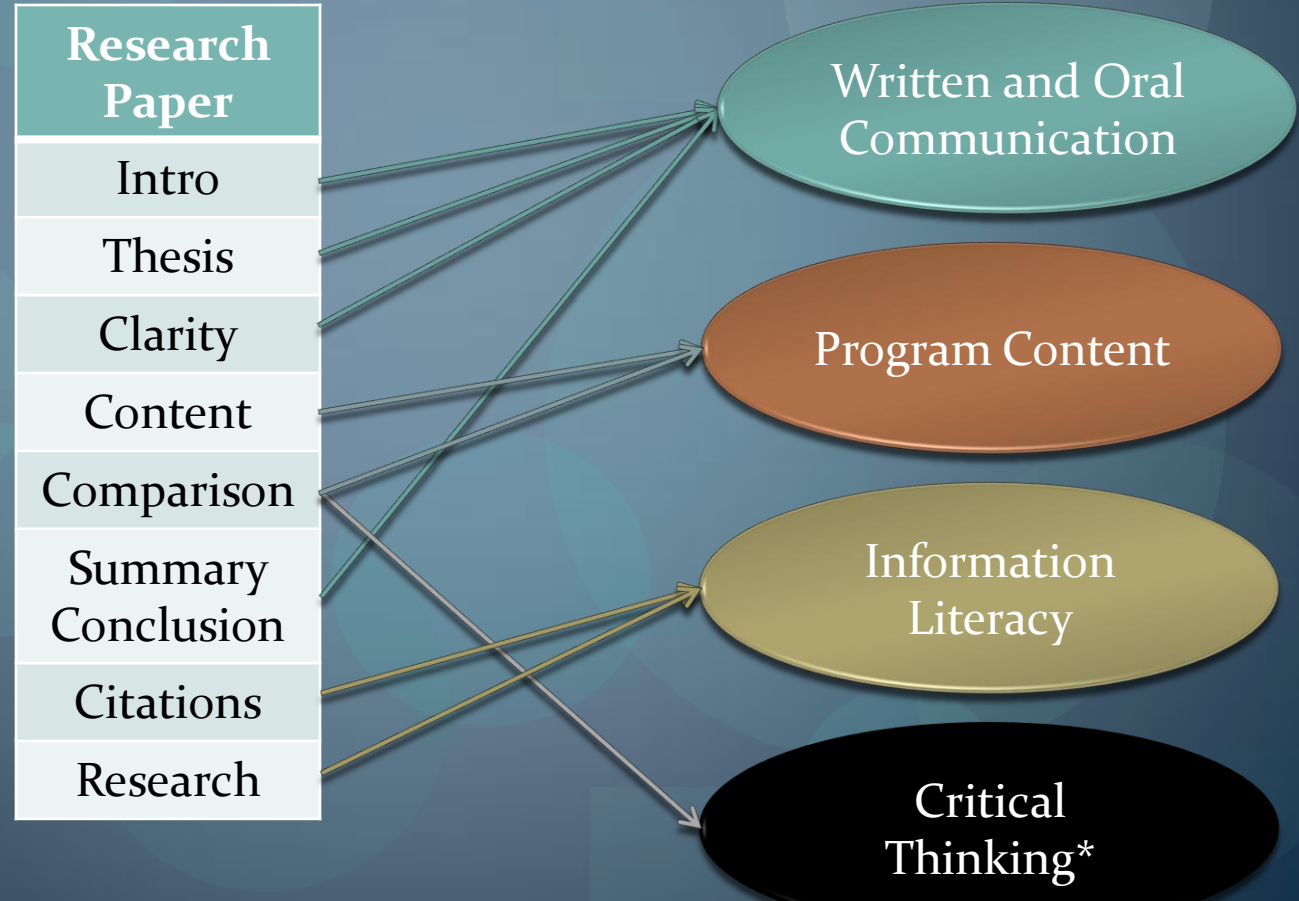
## Try it: Step 2

---

1. Break the assignment down into its parts.
2. Align each part with a course outcome.
3. Is each domain a strong example of the knowledge, skill, or value stated in the course outcome?

# Building Assessments

- Identify the parts of the assessment.
- And the map from those parts to learning outcomes.



# Create Rubric based on assignment parts

---

- Suggest using 5 performance-level rubric
- “Points” are for grading
- Performance-level is for assessment.
- Each domain of the rubric should connect to one course outcome or directly to another learning outcome (general education or professional program standard)

# Step 4

---

## 1. Finish the Rubric

- What does each domain “look like” when it is terrible but attempted?

## 2. Work through each domain to define the characteristics of each performance-level.

- Be certain that each level is distinct

## 3. Do faculty agree that each level is appropriate?



# Step 5

---

1. If possible, test the rubric as a group on 2-3 pieces of student work.
  - If there is general consensus that the student's product is appropriately evaluated by the rubric – then put the rubric into effect.
  - If not, then back to Step 4 until the rubric works.



BREAK

---

# What now?

---

- Fully mapped and aligned curriculum
- Common embedded and aligned assessments
- What about the data?

# What this can look like:

---

- Faculty grade each student in their course
- Aggregate reports provide data on specific assignments
- Aggregate reports provide learning outcome performance across multiple assessments

It can also look like



# Steps

- Process for distributive handling and centrally storing data.
  - Long-term schedule
    - when courses will be assessed
    - assess – intervene – reassess
    - align with when program data is due
  - Semester schedule
- Integrate building and reporting on assessment activities into all meetings
- Establish support structure
  - Budget
  - Resources
- Determine level that is feasible

Questions?

---