

ASSESSMENT

And other things...

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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

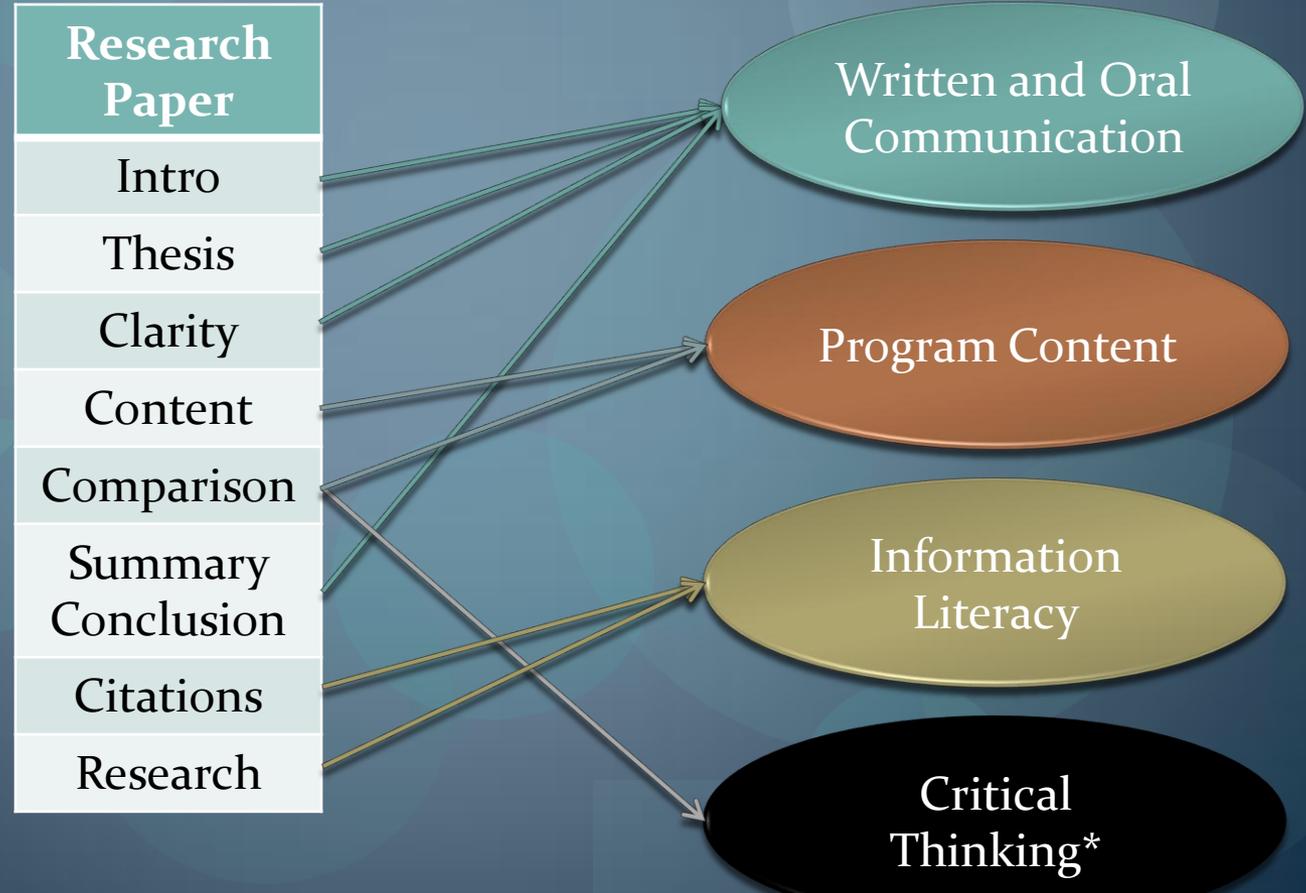
1. Is the scope of this assignment appropriate for the course. (too big, too small)?
 - Does it address all of the courses learning outcomes?
2. Does this assignment *lead* to what students will be doing in subsequent courses?
3. Is this agreed upon as the best common assessment for this course?

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?
