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.

<table>
<thead>
<tr>
<th>Research Paper</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intro</td>
</tr>
<tr>
<td>Thesis</td>
</tr>
<tr>
<td>Clarity</td>
</tr>
<tr>
<td>Content</td>
</tr>
<tr>
<td>Comparison</td>
</tr>
<tr>
<td>Summary</td>
</tr>
<tr>
<td>Conclusion</td>
</tr>
<tr>
<td>Citations</td>
</tr>
<tr>
<td>Research</td>
</tr>
</tbody>
</table>

- Written and Oral Communication
- Program Content
- Information Literacy
- Critical Thinking*
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?