Leading Change Through Assessment

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Operational Excellence and Assessment Support

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Assessment workshop

- What is assessment?
- Why do assessment
- When to assess?
- How to assess?

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Have you ever observed....

- You give an exam and almost every student misses a question on a key concept?

- Your students turn in a paper or project assignment and almost everyone has a similar problem?

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Assessment answers questions such as:

- Do **my students learn** what I am teaching?

- Which students are **learning** and which are **not?**

- What is it that **I am** doing that is useful for **these students?**

- What am **I** doing that is not useful **for these** students?

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We do this, but don't label it assessment

- Most people do capitalize on their innate intellectual curiosity to find out what works

- Most people just don't articulate their intended end results (e.g., outcomes) ahead of time

- Most people don't document the decisions made based on their results

- Most people don't follow up later to see if their decisions made the intended improvement

Bresciani, M.J. (2006)

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What is assessment?

- The Word "Assess" comes from the Latin verb "assidere" = "to sit by"
  - **assessment of learning** is to **sit with the learner**
  - something that we do with and for students
- Assessment is the art and science of knowing what students know
  - It provides **evidence** of students' knowledge, skills, and abilities
  - Evidence supports faculty's inferences of what students know and can do
 - It guides and informs instruction

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Definition of assessment

Assessment is the process of gathering and discussing information from multiple and diverse sources in order to develop a deep understanding of what students know, understand, and can do with their knowledge as a result of their educational experiences; the process culminates when assessment results are used to improve subsequent learning.

(p. 8)

Huba, M. E. & Freed, J. E. (2000). Learner-Centered Assessment on College Campuses - Shifting the Focus from Teaching to Learning. Boston: Allyn and Bacon.

LEARNER-CENTERED ASSESSMENT ON COLLEGE CAMPUSES

Shifting the Focus from Teaching to Learning

MARY E. HUBA
JANN E. FREED
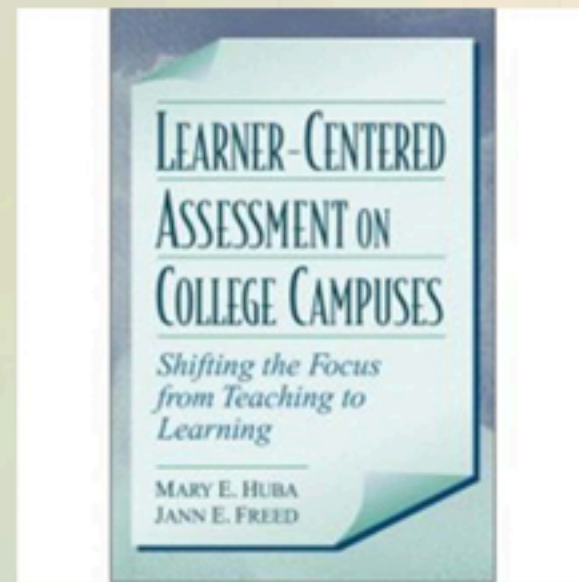
The assessment cycle

The key questions…

- What are we trying to do and why? *or*
- What is my course/program supposed to accomplish? *or*
- What do I want students to be able to do and/or know as a result of my course/program?
- How well are we doing it?
- How do we know?
- How do we use the information to improve or celebrate successes?
- Do the improvements we make contribute to our intended end results?

Bresciani, M.J. (2006)

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Types of learner-centered assessment

- College level assessment

- Program assessment

- Course and classroom centered assessments

Our focus today: Course and classroom assessments

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Classroom assessment

- Systematic collection and analysis of information to improve educational practice
- Method for understanding student learning
- Based on the belief that the more you know about what your students know and how they learn, the better you can plan your learning activities and structure your teaching

Angelo, Th. A. & K. P. Cross (1993) Classroom Assessment Techniques. San Francisco: Jossey-Bass (2nd ed.)
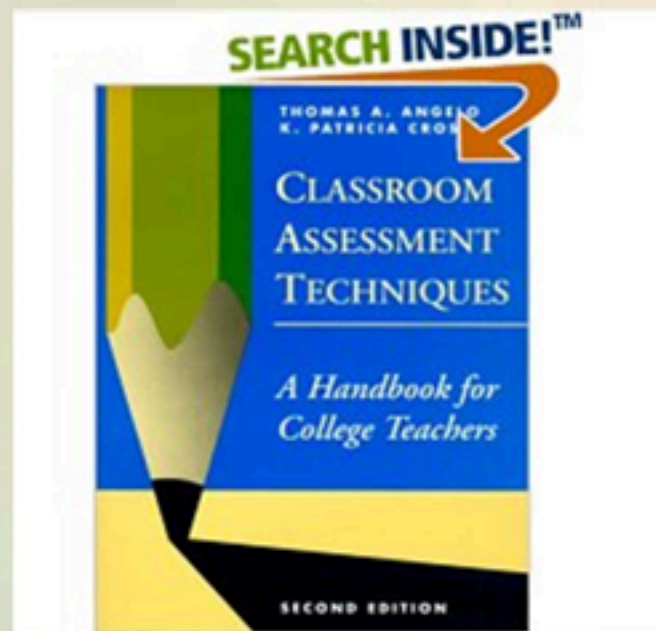
Value and benefits of classroom assessment

- Rejoice in success
- Identify challenges and obstacles to student learning
- Find out if new or existing instructional strategies are useful
- Engage students in teaching and learning process
- Help students become more aware of their thinking and learning and its value

Components of a classroom assessment plan

1. Goal, problem or rationale
2. Student learning outcome(s) to be addressed
3. Instructional strategies
4. Assessment measures
5. Results
6. Analysis, interpretation, and reflection
7. Changes based on results and reflection
8. Plan for next year

What to assess

- **Knowledge outcomes** - core of concepts and material knowledge
- **Skills outcomes** - what a student can do
- **Attitudes and values outcomes** - those faculty believe to be important
- **Behavioral outcomes** - behaviors crucial to the course curriculum's impact

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Course learning/assessment map

SLO's	Topic 1	Topic 2	Topic 3	Topic 4	Topic 5
SLO 1	**I** classify	**E** design			**R** analyze
SLO 2	**I** define			**E** apply	**R** design
SLO 3	**I** label		**E** examine	**R** evaluate	**R** synthesize
SLO 4		**I** identify	**E** contrast	**R** plan	**R** evaluate
SLO 5			**I** state	**E** explain	

An example of student learning outcome and measure

Outcome: BSBA students in BS 3333 course will demonstrate proficiency in oral communication of the kind expected in professional paper presentations.

Measure: After viewing and analyzing videotapes of professional paper presentations, BSBA students in BS 3333 course will achieve satisfactory or better on the presentation skills rubric assessing a 15 minute presentation.

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Ways to measure student learning

Direct measures

- standardized exams
- locally developed exams
- embedded questions
- external examiners/judges
- oral exams
- minute papers
- portfolios (with rubrics)
- behavioral observations
  - videotape
- simulations
- project evaluations
- performance appraisals

Indirect measures

- written surveys and questionnaires:
  - student perception
  - alumni perception
  - employer perception of program
- exit and other interviews
- focus groups
- student records

Another way to look at it (Ewell, 2003)

- There are **naturally occurring assessment techniques** (e.g. project-embedded assessment methods such as essays, observed behavior, student interactions, student debates)

- There are those **designed** as a means to assess performance (e.g. tests)

Bresciani, M.J. (2006)

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Writing outcomes: think SMART

Specific

- Clear and definite terms describing expected quality, efficiency, performance

Measurable

- It is feasible to get the data, data are accurate and reliable;

  it can be assessed in more than one way

Aggressive but **A**ttainable

- Has the potential to improve the program

Results-oriented

- Describe what standards are expected

Time-bound

- Describe where you would like to be within a specified time period

From: Drucker, 1954

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Writing measures: think MATURE

Matches
- directly related to the outcome it is trying to measure

Appropriate methods
- uses appropriate direct and indirect measures

Targets
- indicates desired level of performance

Useful
- measures help identify what to improve

Reliable
- based on tested, known methods

Effective and **E**fficient
- characterize the outcome concisely

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Crafting learning outcomes

Target Group

Students in MHS 6803 Practicum I course will **demonstrate basic counseling skills required for all marriage and family therapists** in their **practicum experience** in an educational training facility.

Do, Know, Value

Intervention

Crafting measures

Target

Target Group

Seventy five (75%) of **students in MHS 6803 Practicum I course** will score at least a 6.0 (meets expectations) on the **Counseling Competencies Scale** measured at midpoint in MHS 6803 Practicum I.

Type of Measure

Linking student learning outcomes and measures

Intro. to Imaginary Science

Outcome: Students in Intro. to Imaginary Science course will be able to effectively discuss fundamental principles of the field. *(Principles are listed here.)*

Measure 1: Students in fall 2010 will score at least 80% on the vocabulary test given at midterm.

Linking student learning outcomes and measures

Intro. to Imaginary Science

Outcome: Students in Intro. to Imaginary Science course will be able to effectively discuss fundamental principles of the field. (Principles are listed here.)
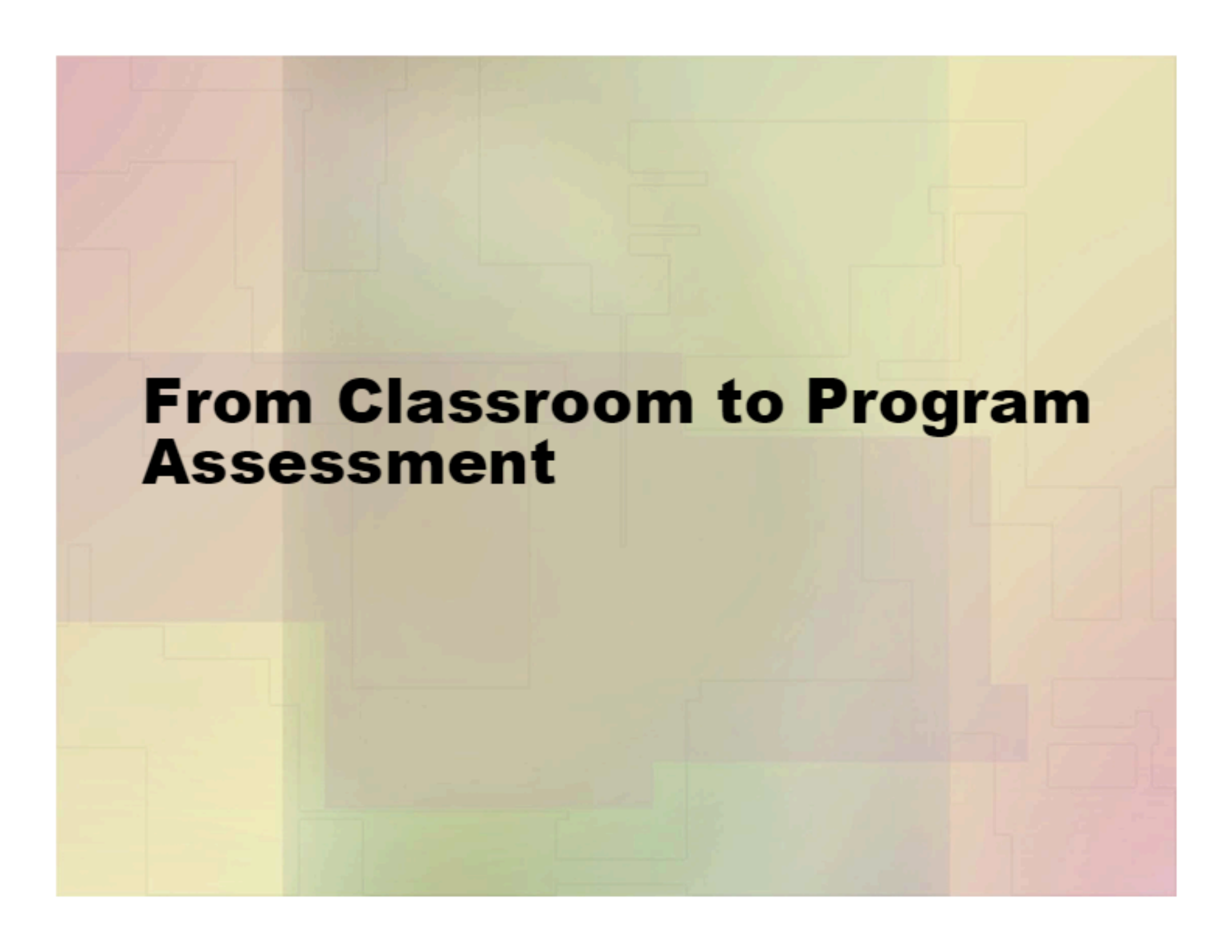
Measure 2: Students in fall 2010 write a paper on a topic in Imaginary science integrating the 6 fundamental principles of Imaginary Science. Students will score at least 5 of 7 possible points on each of the rubric criteria used to assess the paper.

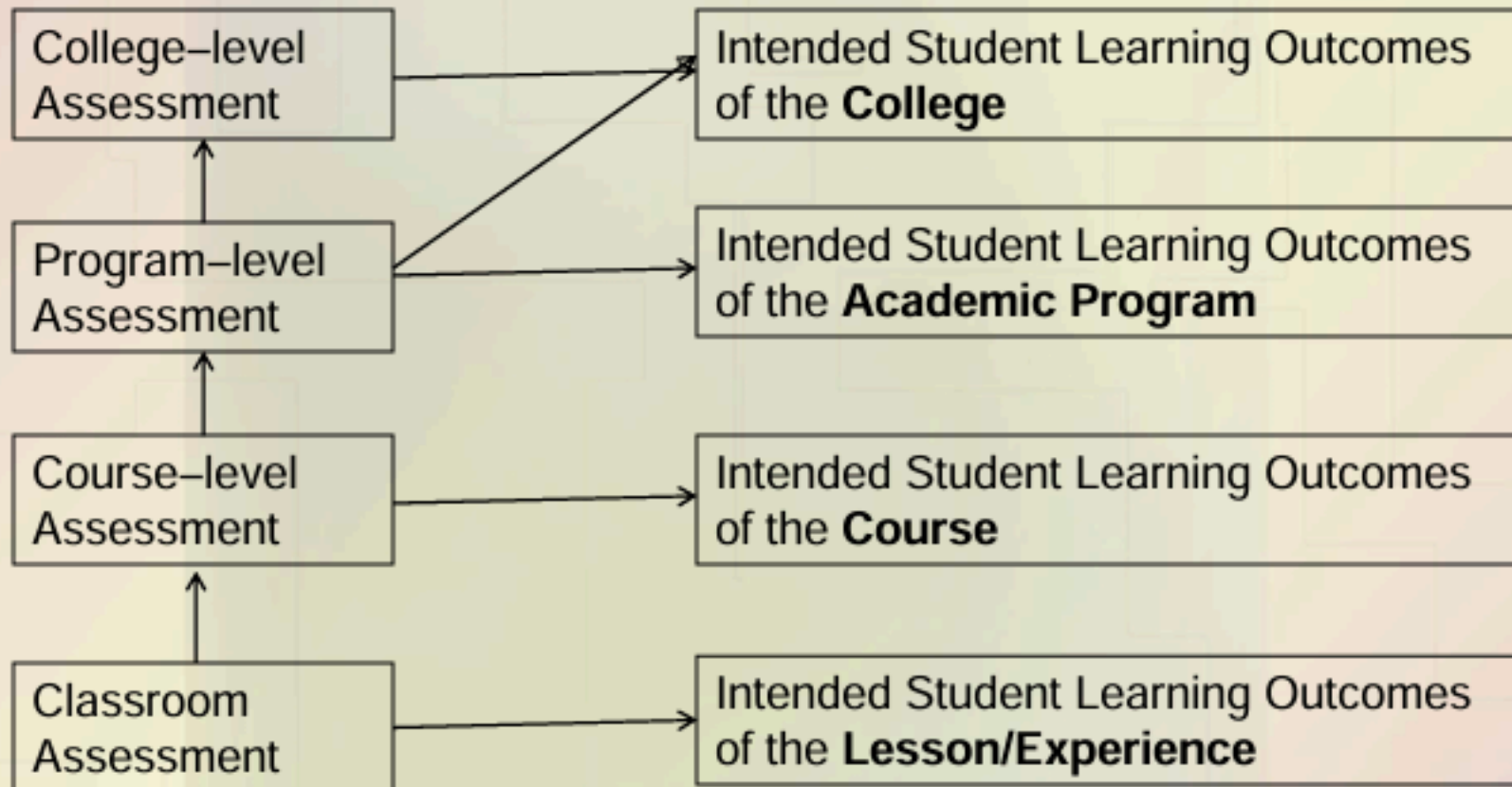OEAS
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Teaching in context of assessment involves..

- Giving useful feedback to students
- Promoting students' active engagement in their own learning
- Modifying teaching to take into consideration the results of assessment
- Acknowledging the profound influence of assessment on students' motivation and engagement
- Ensuring that students evaluate themselves and know how to improve

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From Classroom to Program Assessment

Relationship between Levels of Intended Student Learning Outcomes and Academic Assessment

College–level Assessment	Intended Student Learning Outcomes of the **College**
Program–level Assessment	Intended Student Learning Outcomes of the **Academic Program**
Course–level Assessment	Intended Student Learning Outcomes of the **Course**
Classroom Assessment	Intended Student Learning Outcomes of the **Lesson/Experience**

Definitions

- **<u>Program Assessment:</u>**

    setting and assessing outcomes that will promote program improvement

- **<u>Program outcome</u>**: a specific, measurable statement that describes desired performance.

    - **<u>Process or operational outcome</u>**: a type of program outcome that deals with functions, resource allocation, quality and efficiency.

    - **<u>Student learning outcome</u>**: a type of program outcome that describes the intended learning outcomes that students must meet on the way to attaining a particular degree, certificate, or diploma.

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Program assessment map

SLO's	Course 1	Course 2	Course 3	Course 4	Capstone Course
SLO A1	I *classify*	E *design*			R *analyze*
SLO A2	I *define*			E *apply*	R *design*
SLO B1	I *predict*		E *examine*	R *evaluate*	R *synthesize*
SLO B2		I *identify*	E *contrast*	R *plan*	R *evaluate*
SLO B3					

Program assessment benefits

- Maps to strategic planning
- Connects classroom activities to larger college and university values
- Can be used in program review
- Improves programs (formative)
- Compares a program's quality or value to the program's previously defined principles (summative)
- Takes what most faculty already do, and makes it systematic
- NOT a personnel evaluation
- Reflects on the end result of doing - - are we accomplishing what we say we are?

Bresciani, M.J. (2003)

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Program assessment benefits Cont.

- Informs policy discussions at the local, state, regional, and national level

- Assists in the re-allocation of resources

- Assists in the request for additional funds from the university and constituents

- Assists in meeting accreditation requirements, models of best practices, and national benchmarks

Bresciani, M.J.(2003)

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To sum up assessment..

- **Most importantly, should be**
  - Understood = by faculty and students
  - Inclusive = involve as many faculty as possible
  - Meaningful = faculty driven
  - Manageable = takes into account varying resources
  - Flexible = takes into account assessment learning curves
  - Truth-seeking/objective/ethical
  - Iterative and systematic
- Inform decisions for continuous improvement or provides evidence of proof
- Promote a culture of accountability, of learning, and of improvement

Bresciani, M.J. (2003)

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Closing the loop

Expected
Outcomes
SMART

Determine
evidence
needed

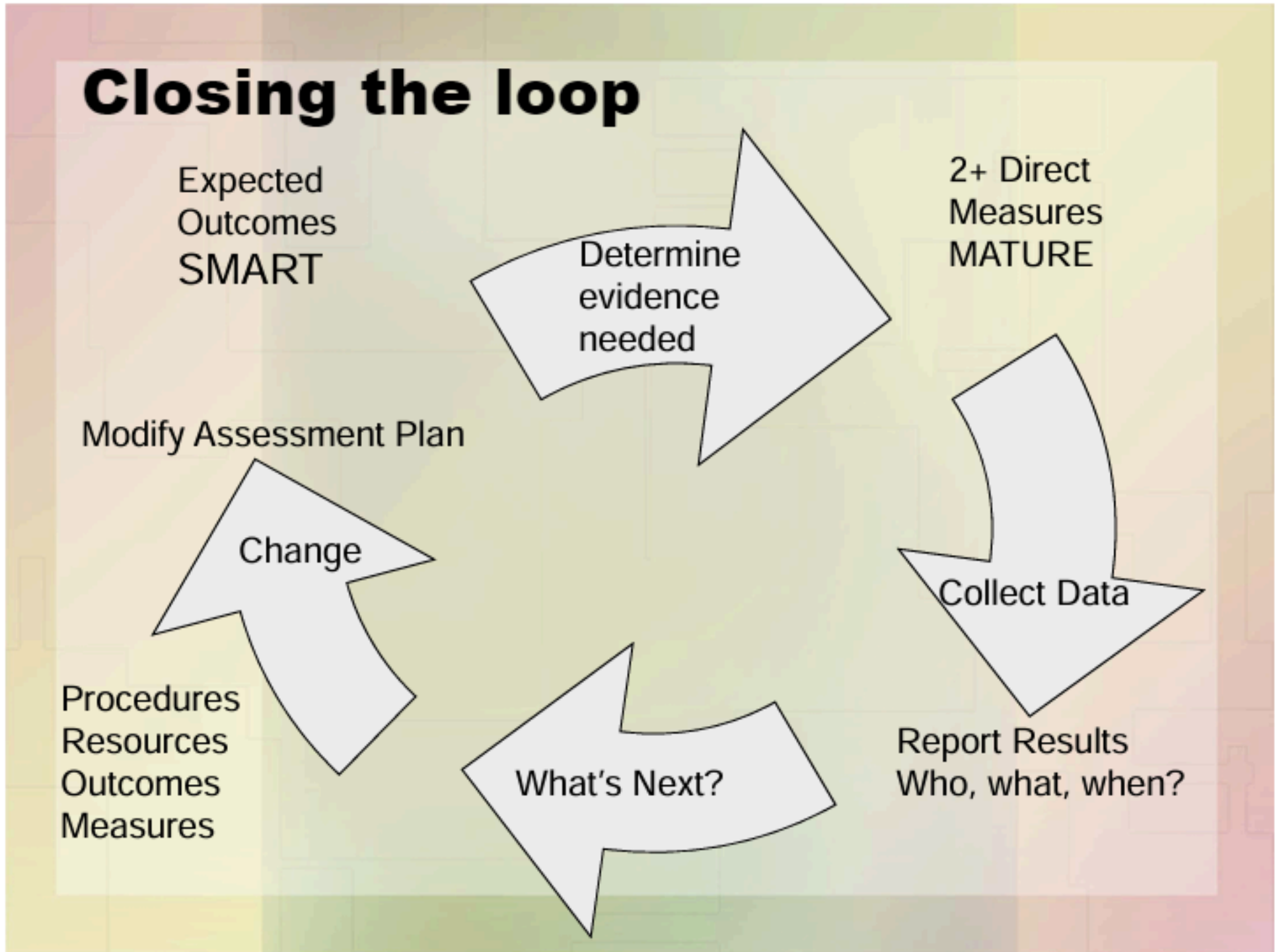2+ Direct
Measures
MATURE

Modify Assessment Plan

Change

Collect Data

Procedures
Resources
Outcomes
Measures

What's Next?

Report Results
Who, what, when?

Work in Groups

Develop one student learning outcome

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