

## Assessment Workshop

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### Program Assessment

**Program assessment** is an **on-going** process designed to **monitor** and **improve** student learning. Faculty

- develop SLOs
- verify alignment
- collect assessment data
- close the loop

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### Why so much emphasis on assessment?

- Accreditation Expectations
- Being Learning-Centered

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### **SACS Expectations for Assessment**

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### **Learning-Centered Institutions**

- Academic program goals and curriculum
- How students learn
- Course structure and grading
- Pedagogy and course delivery
- Faculty instructional roles
- Assessment
- Campus support for learning

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### **The Cohesive Curriculum**

- Coherence
- Synthesizing Experiences
- Ongoing Practice of Learned Skills
- Increasing Sophistication and Application

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**Curriculum Alignment Matrix**

- I = outcomes are introduced at the basic level
- D = students are given opportunities to practice, learn more about, and receive feedback to develop more sophistication
- M = students demonstrate mastery at a level appropriate for graduation

Is this a cohesive curriculum?

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**Some Variations, add:**

- R = Review
- C = Consolidation

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**The Curriculum Map**

- Focuses faculty on curriculum cohesion
- Guides course planning
- Allows faculty to identify potential sources of embedded assessment data

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**Quotations from the  
Wise and Experienced**

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**We don't have to assess  
every outcome in every  
student every year!**

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**Vocabulary**

- Direct vs. Indirect Assessment
- Value-Added vs. Absolute Attainment
- Embedded Assessment
- Authentic Assessment
- Formative vs. Summative Assessment
- Triangulation

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**If you have absolute outcomes, your assessment plan should emphasize direct, authentic, summative assessment, with triangulation.**

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**Assessment Steps**

1. SLOs
2. Alignment
3. A meaningful, manageable, sustainable assessment plan
4. Collect assessment data.
5. Close the loop.
6. Routinely examine the assessment process.

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Never test the depth of the water with two feet.

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**SLOs**

- Clarify what faculty want students to learn
- Clarify how the assessment should be conducted

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**Articulating Learning Outcomes:**

- Knowledge
- Skills
- Values

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**Outcomes at Different Levels**

- Course
- Program
- Institution

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**Program Learning Outcomes:**

- Focus on what students learn.
- Should be widely distributed.
- Should be known by all major stakeholders.
- Guide course and curriculum planning.
- Encourage students to be intentional learners.
- Focus assessment efforts.

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**Mission, Goals, and Outcomes**

- **Mission**
- **Goals**
- **Outcomes**

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**Examples**

Mission  
Goals  
Outcomes

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**Is each a mission,  
goal, or outcome?**

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**Tips to Develop Program  
Goals and Outcomes**

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**Possible Learning Goals**

- Institution-Wide Goals
- Program-Specific Goals

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## **Bloom's Taxonomy**

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## **Effective Learning Outcomes**

- Use active verbs to describe behaviors.
- Identify the expected depth of processing.
- Distinguish between absolute and value-added expectations.

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## **Assessment Plan**

- Who?
- What?
- When?
- Where?
- How?

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### **Sampling**

- Relevant Samples
- Representative Samples
- Reasonably-Sized Samples

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### **Ethical Issues**

- Anonymity
- Confidentiality
- Informed Consent
- Privacy

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### **Sample Assessment Plans**

Find examples of:

- Direct assessment
- Indirect assessment
- Formative assessment
- Summative assessment
- Triangulation

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### **Assessment Techniques**

- Direct
- Indirect

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### **Properties of Good Assessment Techniques**

- Valid
- Reliable
- Actionable
- Efficient and cost-effective
- Engage respondents
- Interest us
- Triangulation

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### **Direct Assessment Strategies**

- Published Tests
- Locally-Developed Tests
- Embedded Assessment
- Portfolios
- Collective Portfolios

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**Indirect Assessment Strategies**

- Surveys
- Interviews
- Focus Groups

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**Rubrics**

- Holistic rubrics
- Analytic rubrics

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Rubric Examples

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### **Rubric Strengths**

- Complex products or behaviors can be examined efficiently.
- Developing a rubric helps to precisely define faculty expectations.
- Well-trained reviewers apply the same criteria and standards.
- Rubrics are criterion-referenced, rather than norm-referenced.
- Ratings can be done by faculty or others.

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### **Using Rubrics for Grading and Assessment**

- Faculty can adapt assessment rubrics for grading.
- Faculty control their own grades.
- Faculty collaborate on assessment rubrics.

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### **Assessment vs. Grading Concerns**

- Grading rubrics may include extra criteria.
- Grading requires more precision.
- Calibration

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**Rubrics Can:**

- Speed up grading
- Provide routine formative feedback
- Clarify expectations
- Reduce grade complaints
- Improve reliability and validity
- Focus faculty on important dimensions
- Help faculty create better assignments

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**Using Rubrics in Courses**

1. Hand out rubric with assignment.
2. Use rubric for grading.
3. Develop rubric with students.
4. Students apply rubric to examples.
5. Peer feedback using rubric.
6. Self-assessment using rubric.

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**Category Labels**

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### **Creating a Rubric**

1. Adapt another's rubric
2. Analytic approach
3. Expert-systems approach

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### **Managing Group Readings**

- One reader/document
- Two independent readers/document
- Paired readers

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### **Before Inviting Colleagues**

- Develop and pilot test the rubric.
- Select exemplars.
- Consider pre-programming a spreadsheet for data collection.

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**Inter-Rater Reliability**

- Correlation between readers
- Discrepancy index

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**Rubric Orientation and Calibration**

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**Assessment Standards**

- How good is good enough?

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### **Closing the Loop**

- Celebrate!
- Change pedagogy
- Change curriculum
- Change student support
- Change faculty support

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### **Some Friendly Suggestions**

1. Focus on what is important.
2. Don't try to do too much at once.
3. Take samples.
4. Pilot test procedures.
5. Use rubrics.
6. Close the loop.
7. Include adjuncts.
8. Keep a written record.

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