

# From Assignment to Assessment

Professional Development Fall 2012

Monday August 27<sup>th</sup>, 2:45-4:00

# Agenda and Goals

- Introductions
- Assessment of Student Learning
- Working with SLOs
- Assessment Techniques
- Acting on Assessment

## Goals

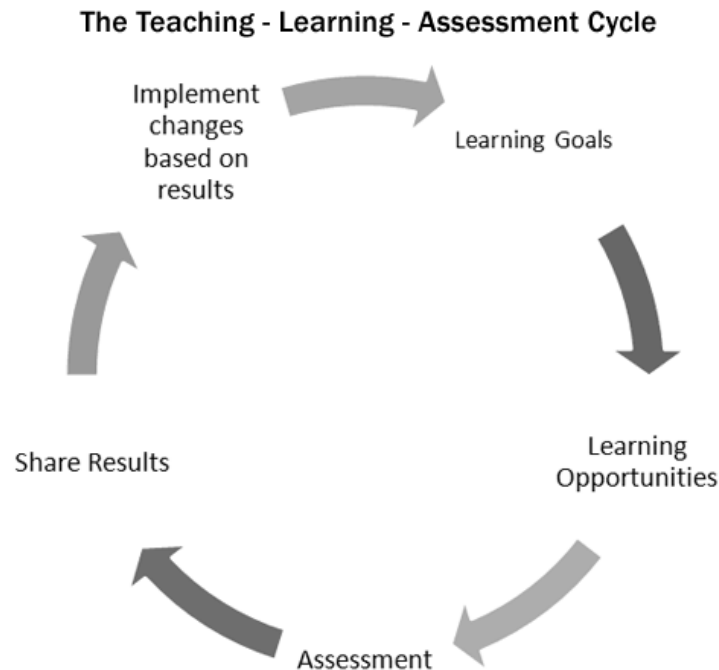
- Leave today with some concrete ideas about how to proceed with assessing SLOs in your courses

# Introductions

- Background
- Ideas about Assessment
- Your Turn
  - Name
  - Department
  - Courses or Outcomes
  - Concerns or Questions

# Assessment of Student Learning

- Assessment is the systematic collection and analysis of information to improve student learning.



# Assessment of Student Learning

- Why?
  - Provides feedback to faculty and departments
  - Allows for regular improvement
  - Frame for students what they should be learning and your expectations
  - Helps students articulate what skills they've developed here at CCP once they leave
  - Answers the question “Why are we learning this?”

# Assessment of Student Learning

- Every course has student learning outcomes associated with it
- Each year, 20% of outcomes should be assessed
- What would a student look like, act like, think like if this outcome was successfully met?

# Assessment of Student Learning

- Types of Assessment
  - Direct: students are given opportunities to demonstrate their learning
    - Tests, essays, presentations, problem sets, etc.
  - Indirect: students reflect on their learning and skills
    - Surveys, reflection essays, self assessments

# *Assessment of Student Learning*

- Thinking of a course you currently teach, what are the SLOs that you have for that course?
- What would a student look like, act like, think like if this outcome was successfully met?



# Working with SLOs

- What information on student learning/performance do you currently collect?
- How informative are each of these to understanding the student learning process?
- Are there gaps between the information you collect and your course objectives?

# Working with SLOs

- What information on student learning/performance do you currently collect?
  - Look at the assignments, exams, talks, etc that you currently give. Can you map elements of these to the various student learning outcomes?
  - Are these assessments direct or indirect?

# Working with SLOs

Student Learning Outcome Upon successful completion of this course, students will be able to:
Explain the standard archaeological methodologies for data collecting: excavation and survey.
Apply the techniques used for relative and absolute dating and archaeological stratigraphy to appropriate contexts.
Explain how recovered artifacts and architecture can be employed and analyzed to interpret ancient social, political, economic, and other cultural patterns.
Describe in broad outline the history of archaeology and the different interpretive models that have been used to study the past.

→ Quiz 1: Questions 2,4,5

→ Final Exam: Question 1, 6

→ Term Paper: Rubric

# Working with SLOs

- How informative are each of these to understanding the student learning process?
  - When you look at your outcomes are your assignments covering the full spectrum of what you envision for the outcome?
  - Are there multiple techniques being used?

# Working with SLOs

- Are there gaps between the information you collect and your course objectives?
  - Are there ways that you can modify the ways in which you're collecting data.
  - Are there other things you are doing in class that you can use as assessments?
  - What do you need to add?

# *Working with SLOs*

- What information on student learning/performance do you currently collect?
- How informative are each of these to understanding the student learning process?
- Are there gaps between the information you collect and your course objectives?

# Assessment Techniques

- Rubrics
  - Used for a variety of assignments or exams
  - Writing/Presentations
  - Objective/Expressive
  - Can be used for Math/Science problems as well
    - Setting up the equation, applying the correct formula, accuracy in solving
  - Skills or Practical Applications
  - Provides clarity (give students early practice)

# Sample Rubrics

Students will demonstrate excellence in the following areas of dance performance:

Outcome	Excellent - 4	Good - 3	Satisfactory - 2	Needs Improvement - 1
Bodily Skills	The axial and locomotor movements are memorized and performed with control and skill.	The axial and locomotor movements are most often memorized and performed with some control and skill.	The axial and locomotor movements are somewhat memorized and performed with little control and skill.	The axial and locomotor movements are not memorized and performed without control and skill.



# Assessment Techniques

- Exam Questions
  - Several questions are better than a single one
    - Allow you to break down SLO into parts and see strengths and weaknesses
  - Questions that provide more range for answers are better than those that provide less
    - T/F vs. Multiple Choice vs. Short Answer

# Assessment Techniques

- Pre/Post Tests
  - Demonstrates more directly the contribution of the course to learning
  - Can be used with skills based outcomes (public speaking) or knowledge
  - Allows students to see their progress
- Portfolios
  - Allows measurement of growth over a course

# Assessment Techniques

- Indirect Assessments
  - Good for gauging during a course or class what students are learning
    - Student Self Assessments
    - Reflection Papers
    - One Minute Papers
- Not Assessments
  - Reading an article
  - Having a class discussion

# Assessment Techniques

- Other considerations
  - Class Size
    - Impacts types of assignments possible
  - Class Level
    - Standards can change
    - Feedback from future courses
  - Number of Sections
    - Flexibility vs. Consistency
  - Duration
    - Data can be accumulated over the semester
    - Short to Long Assignments

# *Assessment Techniques*

- What techniques do you currently use?
- Are there others that you could be using?
- Brainstorm an additional technique that you could use in addition to what you already do.

# Acting on Assessment

- So now what?
- Organizing the data
- Planning for change

Assessing what?	Assessment method(s)	Type of data collected	What do the results say?	Any surprises?	What will you do?

# Final Thoughts/Questions

- Assessment can help you and your students understand strengths and weaknesses.
- Will allow you to adjust your course based on what students are actually learning or struggling with.
- Coordination and collaboration is important.
- Process is iterative.

# Contact Information

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