From Assignment to Assessment

Professional Development Fall 2012
Monday August 27th, 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

<table>
<thead>
<tr>
<th>Student Learning Outcome</th>
<th>Quiz 1: Questions 2,4,5</th>
<th>Final Exam: Question 1, 6</th>
<th>Term Paper: Rubric</th>
</tr>
</thead>
<tbody>
<tr>
<td>Upon successful completion of this course, students will be able to:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Explain the standard archaeological methodologies for data collecting:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>excavation and survey.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Apply the techniques used for relative and absolute dating and archaeological</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>stratigraphy to appropriate contexts.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Explain how recovered artifacts and architecture can be employed and analyzed to</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>interpret ancient social, political, economic, and other cultural patterns.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Describe in broad outline the history of archaeology and the different interpretive</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>models that have been used to study the past.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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:

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Excellent - 4</th>
<th>Good - 3</th>
<th>Satisfactory - 2</th>
<th>Needs Improvement - 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bodily Skills</td>
<td>The axial and locomotor movements are memorized and performed with control and skill.</td>
<td>The axial and locomotor movements are most often memorized and performed with some control and skill.</td>
<td>The axial and locomotor movements are somewhat memorized and performed with little control and skill.</td>
<td>The axial and locomotor movements are not memorized and performed without control and skill.</td>
</tr>
</tbody>
</table>
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

<table>
<thead>
<tr>
<th>Assessing what?</th>
<th>Assessment method(s)</th>
<th>Type of data collected</th>
<th>What do the results say?</th>
<th>Any surprises?</th>
<th>What will you do?</th>
</tr>
</thead>
</table>
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

John Moore
M2-36
jvmoore@ccp.edu
972-6308