Assessment Academy
Workshop Part 2

• Friday, March 12, 2010
• 2:00 pm – 4:30 pm
• DUC Legacy Room

• Today’s Presenters:
  – Paula DeHart (Education)
  – Greg Summers (Academic Affairs)
  – James Sage (Philosophy)

Assessment Academy
Workshop Part 2

• Welcome & Overview of Workshop
  – Work at tables, report back
• James & Greg: the “big picture”
• Break
• Paula: Measurable, Meaningful, & Manageable Outcomes
  – Work at tables
• Wrap up and looking ahead for next workshop
### How Can Learning Outcomes Enhance Teaching and Learning?

- With each lesson, course, and program, instructors are urged to ask, “What knowledge, skills, and dispositions do I want students to get from this?” and “What evidence do I have that students are getting it?”
- Connects students with what is at the heart of the discipline; what students need to know, be able to do, and appreciate to live rich, full, productive lives.
- Helps instructors decide what is important to include and what can be let go
- Facilitates communication amongst faculty about what is important for students to know, be able to do and appreciate
- Assessment evidence provides valuable data for improving instruction and increasing student learning in courses and programs

### What Specifically is a Learning Outcome?

- A statement that describes what a student will know (knowledge), be able to do (skill), and/or value/appreciate (disposition) as a result of a learning experience
- Learning outcomes can be written for activities, lessons, courses, areas of emphasis, majors, programs, and degrees
- Written in the form: 1) Student can/will be able to; 2) action verb; 3) specific action/skill they will be able to do
- Learning outcomes can be measured (evidence of learning can be produced)
Is it a learning outcome?

- Engage students in global experiences
- Students will gain an understanding of professional and ethical responsibility
- Students will be able to read, interpret, and analyze common reference maps
- Students can describe cultural influences on language development
- Students will understand the fundamental principles of composition

Things to consider as you share

- Is it a learning outcome?
- Is the learning outcome focused on what is most important/at the heart of your program?
- More isn’t necessarily better (4 – 8)
- Be careful of words like know, understand, and learn
Assessment Academy
Workshop Part 2

- With your drafts of Program Learning Outcomes, work at your table and discuss:
  - The specific draft that you have with you (How did you do with your learning outcomes?)
  - The process of working with your colleagues
  - Look for common themes to emerge
  - Successes/Challenges
  - Questions?
- Report back to larger group with brief summary

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Assessment Academy
Workshop Part 2

- The James & Greg Show!
  - James will provide an overview of the “big picture”
  - Greg will discuss program assessment using General Education as a model
  - Summary of the Timeline for Dept. Assessment Plans
Gen. Ed. Program Learning Outcomes
UWSP Learning Outcomes
Gen. Ed. Category Learning Outcomes
Department/Program
Mission, Vision, Values, Goals
Program Learning Outcomes
Curriculum Map
Course Learning Outcomes
Assignment Learning Outcomes

UWSP Assessment Plan
Alignment of Learning Outcomes

Office of Policy Analysis & Planning
Department/Program Assessment Plan

Spring 2010: assessment “workshops”

• Program Learning Outcomes
**Department/Program Assessment Plan**

Fall 2010: “Curriculum Mapping”

- Links PLOs with Course Learning Outcomes

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**Curriculum Map**

<table>
<thead>
<tr>
<th>Program Learning Outcome</th>
<th>CRS101</th>
<th>CRS102</th>
<th>CRS201</th>
<th>CRS202</th>
<th>CRS333</th>
<th>CRS490</th>
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<tr>
<td>#1</td>
<td>I</td>
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<td>D</td>
<td></td>
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<td>I</td>
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<td></td>
<td>M</td>
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<tr>
<td>#5</td>
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<td>D</td>
<td>D</td>
<td>D</td>
<td>D</td>
<td>M</td>
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<tr>
<td>#6</td>
<td>I</td>
<td></td>
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<td></td>
<td>M</td>
</tr>
</tbody>
</table>

I = Introducing        D = Developing        M = Mastering
**Department/Program Assessment Plan**

Spring 2011: Draft of whole “Assessment Plan”
- Shows full picture of student learning

- **Department/Program**
  - Mission, Vision, Values, Goals
- Program Learning Outcomes
- Curriculum Map
- Course Learning Outcomes
- Assignment Learning Outcomes

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**“Closing the Loop”**

- Assessment of student learning allows us to be accountable for what we do as educators.
  - The “REQUIRED” Voluntary System of Accountability
- However, the main focus of Assessment really is CONTINUOUS IMPROVEMENT.
  - By assessing what students are learning, we can better respond to their needs, make small adjustments to our methods and approaches, and we can make our teaching more meaningful and rewarding at all levels.
### Grading vs. Assessing

- When we assign **GRADES**, we consider:
  - ONE student
  - MULTIPLE dimensions
- When we **ASSESS**, we consider:
  - ONE dimension
  - MULTIPLE students
- This provides insight into where students might be struggling, and where we can help

### Creating Useful Rubrics

- Rubrics allow for an instructor to evaluate specific aspects of an assignment.
  - We already do this intuitively.
  - We select the most meaningful aspects of our assignments and courses.
  - We select the most appropriate degrees of accomplishment (high-to-low).
  - An opportunity to see how our instruction is being TRANSLATED into student learning.
  - Patterns may emerge that we’ve overlooked.
### Rubrics

<table>
<thead>
<tr>
<th>Assignment Outcome #1</th>
<th>Exceptional</th>
<th>Acceptable</th>
<th>Needs Work</th>
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<tbody>
<tr>
<td></td>
<td>✓</td>
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<table>
<thead>
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<th>Assignment Outcome #2</th>
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<th>Acceptable</th>
<th>Needs Work</th>
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<table>
<thead>
<tr>
<th>Assignment Outcome #3</th>
<th>Exceptional</th>
<th>Acceptable</th>
<th>Needs Work</th>
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<tbody>
<tr>
<td>✓</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Assignment Outcome #4</th>
<th>Exceptional</th>
<th>Acceptable</th>
<th>Needs Work</th>
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<tbody>
<tr>
<td>✓</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Assignment Outcome #5</th>
<th>Exceptional</th>
<th>Acceptable</th>
<th>Needs Work</th>
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<tbody>
<tr>
<td>✓</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Assignment Outcome #6</th>
<th>Exceptional</th>
<th>Acceptable</th>
<th>Needs Work</th>
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<tbody>
<tr>
<td>✓</td>
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</table>

### FALL 2008 VALUE QUANTITATIVE LITERACY MEASURES: DRAFT FOR PUBLIC RELEASE

Quantitative literacy, also known as quantitative reasoning (QR), is a "habit of mind" that can be strengthened considerably during a student’s college years. While curricular opportunities for students to enhance their quantitative literacy do arise from across the curriculum and at all levels of the curriculum, we all must do more if we hope each course and every year. Opportunities for students to develop their QR skills are strongly influenced by the degree to which their major employs these skills. As such, this Quantitative Literacy Rubric does not list the four levels of competency in the four years of college; rather, it is constructed on a scale in which level 4 includes examples at 8. It indicates strong skills; 2 indicates limited skills; and 1 indicates very weak skills. Details on the scale are provided in the Appendix and the literacy criteria below.

Evaluation is encouraged to assign a score to any performance that does not meet level one performance.

<table>
<thead>
<tr>
<th>Interpretation</th>
<th>Rubric includes the ability to explain information presented in a mathematical form (e.g., equations, graphs, diagrams).</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Successfully explains important information in a meaningful form (e.g., equations, graphs, diagrams, tables).</td>
</tr>
<tr>
<td></td>
<td>Consistently demonstrates the ability to explain important information in a meaningful form (e.g., equations, graphs, diagrams, tables).</td>
</tr>
<tr>
<td></td>
<td>Developing the ability to explain important information in a meaningful form (e.g., equations, graphs, diagrams, tables).</td>
</tr>
<tr>
<td></td>
<td>Avoids errors or provides an explanation (e.g., equations, graphs, diagrams, tables).</td>
</tr>
<tr>
<td></td>
<td>Attempts to explain important information in a meaningful form (e.g., equations, graphs, diagrams, tables).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Application</th>
<th>Rubric includes the ability to make judgments based on quantitative analysis of data.</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Makes informed judgments based on quantitative analysis of data.</td>
</tr>
<tr>
<td></td>
<td>Consistently demonstrates the ability to make informed judgments based on quantitative analysis of data.</td>
</tr>
<tr>
<td></td>
<td>Developing the ability to make informed judgments based on quantitative analysis of data.</td>
</tr>
<tr>
<td></td>
<td>Avoids errors or provides an explanation.</td>
</tr>
<tr>
<td></td>
<td>Attempts to make informed judgments based on quantitative analysis of data.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Communication</th>
<th>Rubric includes the ability to communicate quantitative information for reader or user.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Clearly communicates quantitative information for reader or user.</td>
</tr>
<tr>
<td></td>
<td>Successfully demonstrates the ability to communicate quantitative information for reader or user.</td>
</tr>
<tr>
<td></td>
<td>Developing the ability to communicate quantitative information for reader or user.</td>
</tr>
<tr>
<td></td>
<td>Avoids errors or provides an explanation.</td>
</tr>
<tr>
<td></td>
<td>Attempts to communicate quantitative information for reader or user.</td>
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</tbody>
</table>

This rubric is the first step in a series of development processes that will produce additional drafts, each responsive to the feedback received. Feedback deadline is February 15, 2008. The final draft of this rubric will be available in May 2008. For more information or to give feedback, please email Virdee Margolis at virdee@nmsu.edu. Thank you!
### Assessing a Really BIG Program

#### Program Outcomes

<table>
<thead>
<tr>
<th>Program Outcome</th>
<th>First Year</th>
<th>General Education</th>
<th>Critical Thinking</th>
<th>Communication</th>
<th>Quantitative Literacy</th>
<th>Social / Cultural Understanding</th>
<th>Scientific Literacy</th>
<th>Information Literacy</th>
<th>Interdisciplinary</th>
<th>Critical / Responsible Decision Making</th>
<th>Cultural Awareness</th>
<th>Environmental Understanding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate critical thinking, quantitative, and communication skills necessary to succeed in a rapidly changing global society</td>
<td>D</td>
<td>D</td>
<td>D</td>
<td>D</td>
<td>D</td>
<td>D</td>
<td>D</td>
<td>D</td>
<td>D</td>
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<td>D</td>
<td>D</td>
</tr>
<tr>
<td>Acquire basic knowledge of the physical, social, and cultural context as well as the methods by which this knowledge is produced</td>
<td>D</td>
<td>D</td>
<td>D</td>
<td>D</td>
<td>D</td>
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<td>D</td>
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</tr>
<tr>
<td>Recognize the expectation to address and balance personal, social, ethical, and environmental sustainability</td>
<td>I</td>
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</tr>
<tr>
<td>Apply their coursework and skills to respond to primary ways our world is changing</td>
<td>I</td>
<td>I</td>
<td>I</td>
<td>I</td>
<td>I</td>
<td>D</td>
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</tr>
</tbody>
</table>

I = Intro, D = Develop, M = Master

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#### General Education Committee

- Policy Analysis and Planning
- Faculty Learning Community
- Faculty Learning Community
- Faculty Learning Community
Institutional Measures

- **Office of Policy Analysis and Planning**
  - NSSE
  - MAPP

- **Broad snapshot**
  - Useful for signaling problems, but little utility for continuous improvement.

The Course Portfolio

- **What is it?**
  - A compilation of materials from a given course—including the syllabus and relevant examples of student work—along with reflective statements written by the instructor
  - Could be used in both Department Assessment Plans and the General Education Program

- **Part 1: The Basics**
  - Instructor, Course Info, Learning Outcomes
  - Methods for checking (“signature assignment”)
  - Optional: Rubrics that will be used to assess

- **Part 2: Follow-Up & Closing the Loop**
  - Narrative report of what students learned, where students might be struggling to meet outcomes
  - Reflection about what might need to be changed
Evaluating Course Portfolios

- **Faculty Learning Communities**
  - Capturing a conversation...
  - Facilitated by Assessment Coordinator
  - Recommendations for improvement

### Faculty Learning Communities

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<tr>
<td>X</td>
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<td>X</td>
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<tr>
<td>Investigation</td>
<td></td>
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<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Integration</td>
<td>X</td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>Cultural and Environmental Awareness</td>
<td></td>
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<td></td>
<td>X</td>
</tr>
<tr>
<td>Comprehensive Review</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td>X</td>
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<td>MAPP</td>
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<td>X</td>
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<td>NSSE</td>
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</tbody>
</table>
Looking Ahead: Assessment Timeline

What we are doing now:
• Spring 2010: Program Learning Outcomes
  – Continued refinement to find balance between measurable PLOs and Course Learning Outcomes

How this fits in the bigger picture:
• Fall 2010: Curriculum Map links PLOs with Courses
  – Introducing, Developing, Mastering
  – Finding gaps, strengthening student learning experiences

• Spring 2011: Assessment Plan
  – Assessment Strategies, Continuous Improvement
  – Preparing to offer new General Education Courses
### Meaningful, Manageable, and Measurable Learning Outcomes

- Program learning outcomes should be focused on what is most important for students to learn so they are meaningful to faculty and students, and it is worth the time and effort to assess them.
- Program learning outcomes should be limited in number and broad enough to keep them manageable.
- Program learning outcomes should be matched to appropriate student performances/tasks so they can be assessed/measured.

### How Learning Outcomes Can Be Connected

- **Institutional level**
  - Students will be able to demonstrate critical thinking, quantitative, and communication skills necessary to succeed in a rapidly changing global society.
- **Program level** (School of Education)
  - Pre-service teachers can develop and communicate appropriate goals for student learning.
- **Course level** (Social studies methods)
  - Pre-service teachers can develop and communicate appropriate goals for student learning in each of the social studies discipline areas.
- **Single class session level** (Lesson on writing learning outcomes)
  - Pre-service teachers can develop and communicate a learning outcome for a history lesson.
### Learning Outcomes Can be Assessed in a Variety of Ways (Written, Oral, Visual)

- Project
- Essay
- Portfolio
- Discussion
- Exam
- Power Point
- Debate
- Problem solution
- Research report
- Performance
- Poster
- Re-enactment
- Menu
- Speech
- Business plan
- Architectural Design
- Model

### Choosing the Right Assessment

<table>
<thead>
<tr>
<th>LEARNING TARGET</th>
<th>ASSESSMENT METHOD</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Selected Response</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Extended Written Response</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Performance Assessment</strong></td>
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<tr>
<td></td>
<td><strong>Personal Communication</strong></td>
</tr>
<tr>
<td>Knowledge Mastery</td>
<td>Good match for assessing mastery of elements of knowledge.</td>
</tr>
<tr>
<td></td>
<td>Good match for tapping understanding of relationships among elements of knowledge.</td>
</tr>
<tr>
<td></td>
<td>Good match — too time-consuming to cover everything.</td>
</tr>
<tr>
<td></td>
<td>Can be used if assessor asks questions, evaluates answers, and infers mastery — but a time-consuming option.</td>
</tr>
<tr>
<td>Reasoning Proficiency</td>
<td>Good match only for assessing understanding of some patterns of reasoning out of context.</td>
</tr>
<tr>
<td></td>
<td>Written descriptions of complex problem solutions can provide a window into reasoning proficiency.</td>
</tr>
<tr>
<td></td>
<td>Assessor can watch students solve some problems and infer their reasoning proficiency.</td>
</tr>
<tr>
<td></td>
<td>Can be used if assessor asks student to “think aloud” or asks follow-up questions to probe reasoning.</td>
</tr>
<tr>
<td>Skills</td>
<td>Not a good match. Can assess mastery of the knowledge the students need to perform the skill well, but cannot measure the skill itself.</td>
</tr>
<tr>
<td></td>
<td>Good match. Assessor can observe and evaluate skills as they are being performed.</td>
</tr>
<tr>
<td></td>
<td>Strong match when skill is oral communication proficiency; not a good match otherwise.</td>
</tr>
<tr>
<td>Ability to Create Products</td>
<td>Not a good match. Can assess mastery of the knowledge students need to create quality products, but cannot assess the quality of products themselves.</td>
</tr>
<tr>
<td></td>
<td>Strong match only when the product is written. Not a good match when the product is not written.</td>
</tr>
<tr>
<td></td>
<td>Good match. Can assess the attributes of the product itself.</td>
</tr>
<tr>
<td></td>
<td>Not a good match.</td>
</tr>
</tbody>
</table>

Work Time

• Using the resources/handouts provided, match a possible assessment with your learning outcomes
• Consider a student performance/task that encompasses more than one learning outcome
• Consider how you will assess the student work (Will you need to develop a rubric and what criteria might it include for assessment?)

Looking Ahead: Workshop #3

• April 16, 2:00-4:30 pm, DUC Legacy Room
• What to have prepared...
  – “Final” Draft of Program Outcomes (Dept. Approved?)
  – Draft Ideas for Assessment Methods
• What we will do...
  – Explore Methods of Program Assessment
  – Look Ahead to Curriculum Mapping
  – Ongoing Support from Assessment Subcommittee