February 25, 2012
EDTN

The Basics of

ASSESSMENT

WHY DO ASSESSMENT?

- The ACCJC requires it for accreditation
- To make course, degree, certificate, and GE outcomes more relevant
- To refine assignments, tests, and explanations
- To report it on program review

WHY DO ASSESSMENT?
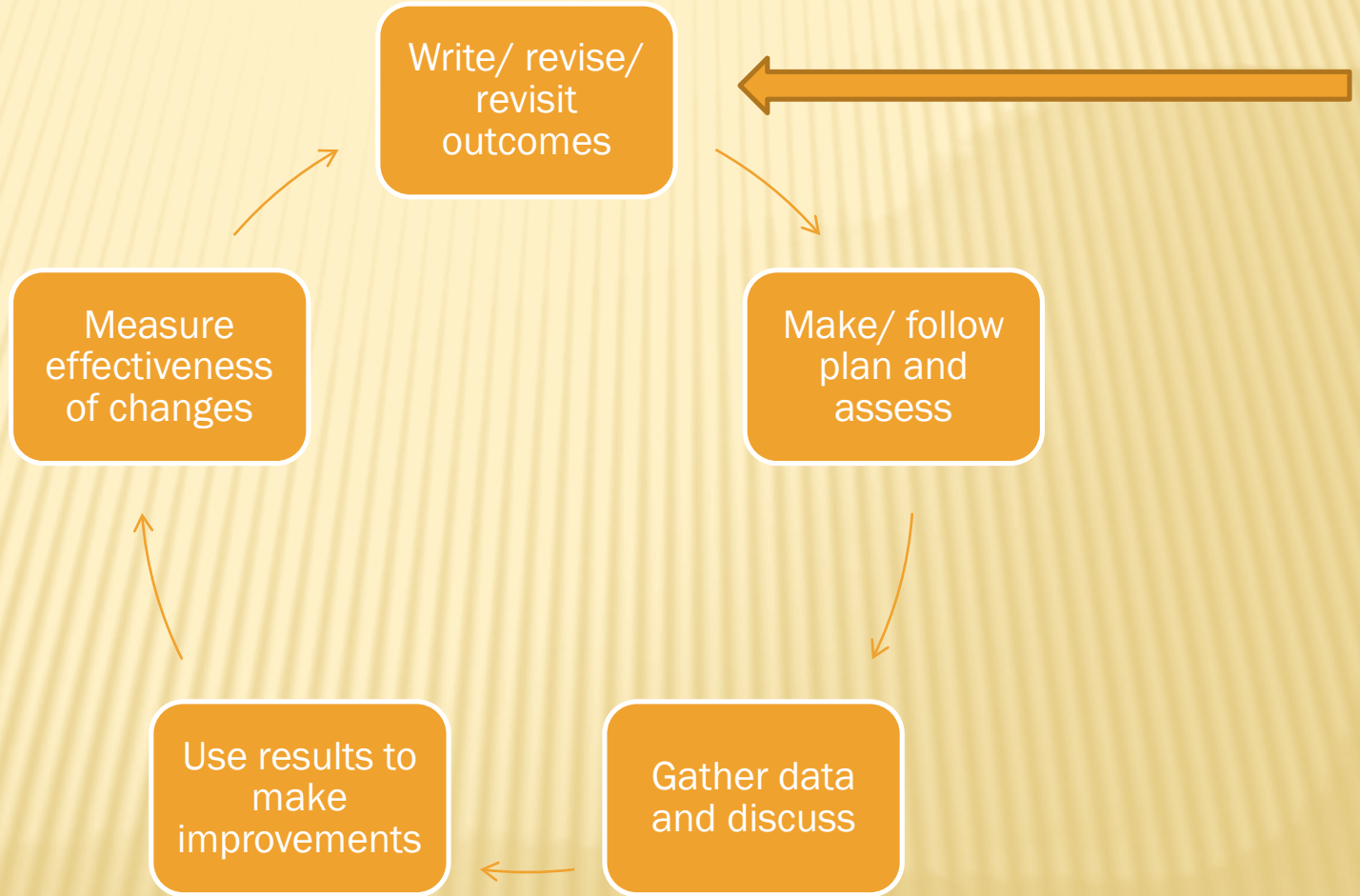
To improve student learning!

WHAT IS ASSESSMENT?

* Assessment of student learning can be defined as the *systematic collection of information about student learning, using the time, knowledge, enterprise, and resources available, in order to inform decisions about how to improve learning* (Walvoord 2004).

* Assessment is a kind of **"action research,"** intended to **inform local action.**

WHAT IS ASSESSMENT

* Assessment is the ongoing process of:

  + Establishing clear, measurable expected learning outcomes

  + Ensuring that students have sufficient opportunities to achieve those outcomes

  + Systematically gathering, analyzing, and interpreting evidence to determine how well student learning matches expectations

  + Using the resulting information to understand and *improve* student learning

Assessing Student Learning: A common Sense Guide, Linda Suskie, Anker, 2004.

A CONTINUOUS CYCLE OF IMPROVEMENT

Write/ revise/ revisit outcomes

Make/ follow plan and assess

Gather data and discuss

Use results to make improvements

Measure effectiveness of changes

WHAT IS ASSESSMENT?

* Can be course, degree/certificate, or institutional level
* Four basic steps:
  + Articulate your goals
  + Gather evidence about how well students are meeting these goals
  + Use the information for improvement/ change if needed
  + Measure the effectiveness of the changes

QUESTIONS BEFORE WE GO ON TO "HOW"?

THE "HOW" PART

* Assessment should remain in the hands of faculty and staff (YOU need to decide how)
* Not everything needs to be assessed at once
* Make a plan that you can accomplish
* Follow the plan
* It's fine to modify the plan, your outcomes, or your means of measurement based upon results

LEVELS OF ASSESSMENT

- Courses
- Degrees
- Certificates
- Other – if discipline/ group feels is needed
- Institutional

STUDENT LEARNING OUTCOMES

- ✖ Course-level outcomes
  - ✚ AT 12 – Diagnose and repair disc brakes.
  - ✚ ECE 10 – Design, implement and evaluate curriculum activities that are based on observation and assessment of young children.
- ✖ Degree/Certificate-level outcomes
  - ✚ AA Liberal Arts Degree (Science) – Use numerical, graphical, symbolic and verbal representation to solve problems and communicate with others.
  - ✚ CA in Addiction Studies - Assist clients to establish life management skills to support a recovery process.

INSTITUTIONAL OUTCOMES

* General Education (effective communication; critical thinking; global/ cultural context)

* Other – need to write still (tied to CR mission, goals, and plans)

* Note – some assessments can apply to multiple levels

New Bloom's Taxonomy
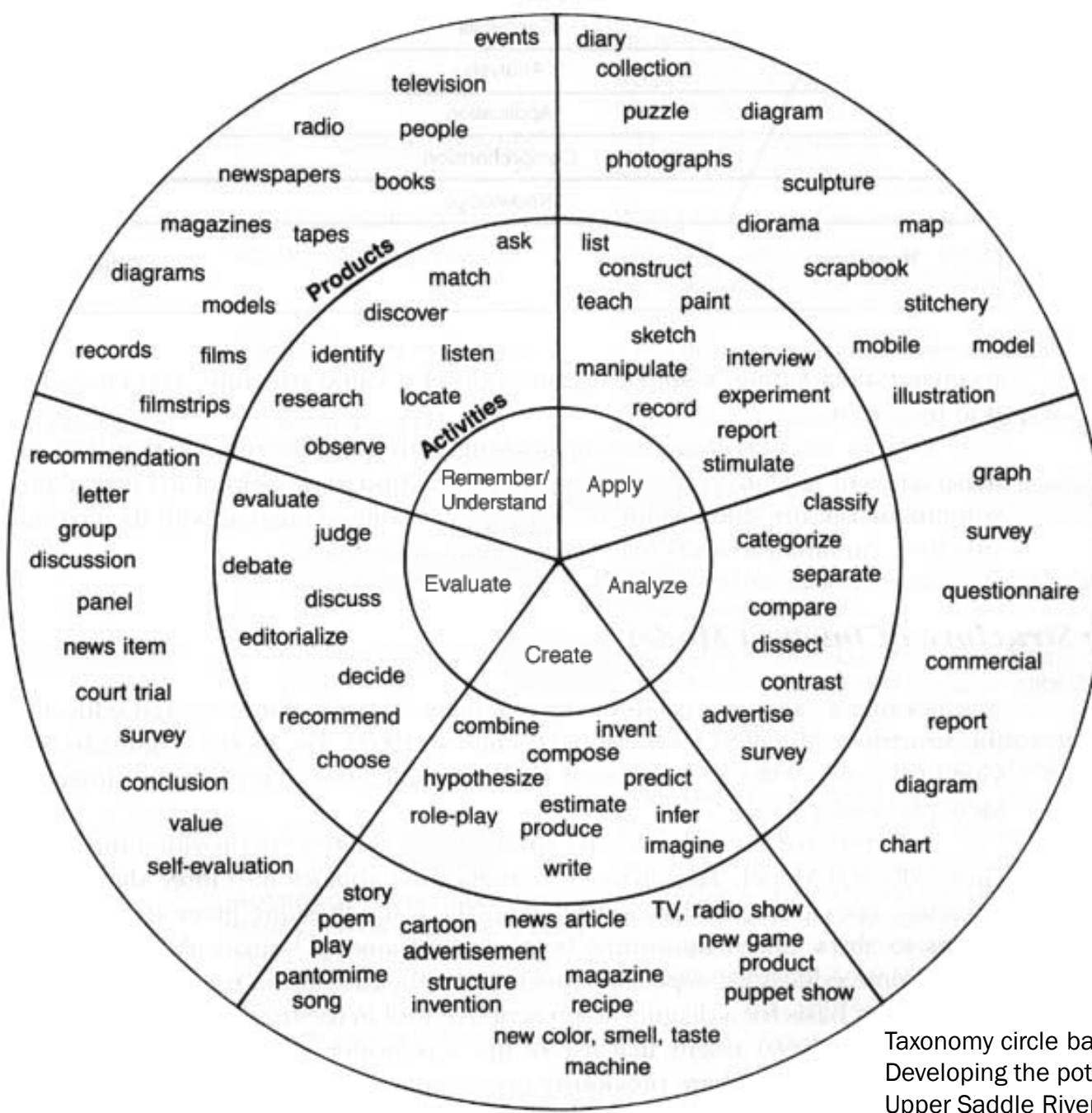
Taxonomy circle based on: Clark, B. (2002). Growing up gifted: Developing the potential of children at home and at school. Upper Saddle River, NJ: Merrill Prentice Hall.

STUDENT LEARNING OUTCOMES

- ✖ Focus on what students should be able to DO, not what you as the instructor are going to do
- ✖ Should be measurable

   Observed as behavior, attitude, skill and measured against criteria (rubric, checklist, Likert scale)
- ✖ Create a manageable # of outcomes: ~3
- ✖ Should relate to program and institutional outcomes

CURRICULUM MAPPING – DEGREE/CERTIFICATE

Course	Outcome 1	Outcome 2	Outcome 3	Outcome 4
XP 7	B	B	B	I
XP 10	B	B	B	I
XP 12		B	B	B
XP 15	B	I	B	B
XP 20	I	I	B	B
XP 22	B	I		B

B = beginning level of competency/understanding
I = intermediate level of competency/understanding
M = Master level of competency/understanding

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Measure effectiveness of changes

CARRYING OUT ASSESSMENT

- Communicate district-wide with faculty involved in your assessment
- Make/ refer to five-year plan for your discipline or degree/ certificate
- Note the course(s)/ degree/ certificate(s) and outcome(s) to assess that semester
- Design/ select a means to assess the outcome(s)
- Gather artifacts

CARRYING OUT ASSESSMENT (CONT)

- Design a rubric and practice norming
- Score/ evaluate artifacts
- Record and report
- Internal vs. external reporting of data
- Make adjustments based upon findings
- Continue the cycle

A CONTINUOUS CYCLE OF IMPROVEMENT

GATHERING EVIDENCE

* Direct Evidence:
    * <u>Course-embedded assessment</u> (e.g., homework assignment; essays, tests)
    * Pre- and post-tests
    * Grading with criteria or rubrics   (SAMPLE is OKAY)
    * Comprehensive exams
    * Portfolio evaluation
    * Capstone evaluation
    * Case studies
    * Reflective journals
    * Internal/external juried review of performances and exhibitions
    * Internship and clinical evaluation
    * External examiners/peer review
    * National Major Field Achievement Tests
    * Certification exams, licensure exams

GATHERING EVIDENCE

- Make the most of what you gather already
  - Identify exam questions that relate to specific outcomes
  - Create pre-test questions based on existing exam or homework questions
  - Apply a rubric to an existing writing assignment, project or portfolio
  - If you have access to standardized test data (e.g., field, subject, certification exams), do those exams measure any of your outcomes?

GATHERING EVIDENCE

- Indirect Evidence:
  - Departmental survey
  - Exit interviews
  - Alumni survey
  - Employer survey
  - Focus groups
  - Job placement statistics
  - Graduation and retention rates

GATHERING EVIDENCE

* Set expectations ahead of time
  + For example, 70% of students should receive at least a 2.0 on a three-point rating scale; the average score should be at least a 2.0

A CONTINUOUS CYCLE OF IMPROVEMENT

IMPROVING STUDENT LEARNING

✖ Closing the loop! (Why we assess)

  ✚ Altering the assessment process itself (refining outcomes, measures, communication)

  ✚ Curricular design and sequencing of courses in degree/ certificate

  ✚ Change in textbook

  ✚ Change in advising practices

  ✚ Change in assignments or syllabus

  ✚ Change in prerequisites

REPORTING ASSESSMENT RESULTS

- Current forms on AC webpage ("Faculty & Staff" "Internal Links" and then "Assessment Committee" or http://inside.redwoods.edu/StrategicPlanning/Assessment/resources.asp)

- Current examples on MyCR's Assessment Committee page

REPORTING ASSESSMENT RESULTS

- ✖ "Course Department Assessment" form
- ✖ "Closing the Loop" form
- ✖ E-mail attachment to Justine
- ✖ Both will be replaced later this spring with software being developed

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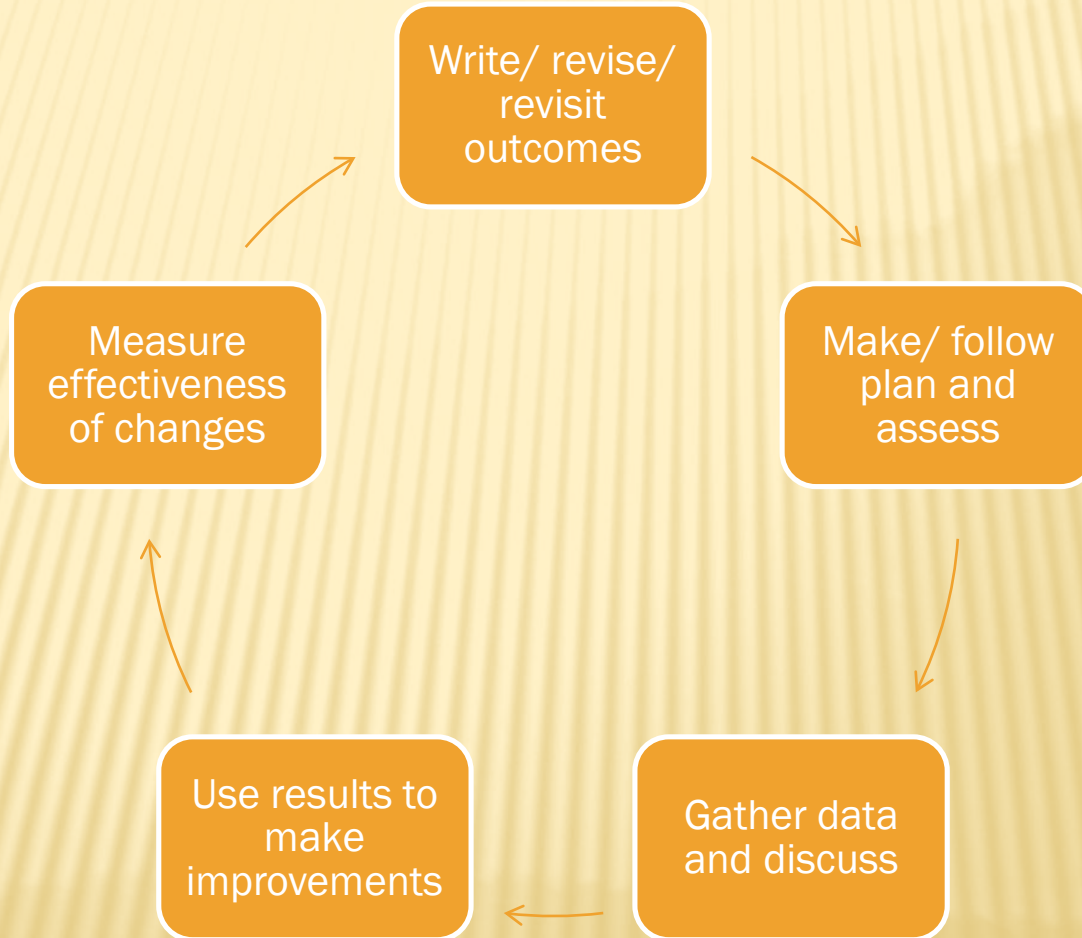
FOR HELP…

- Assessment coordinator (Justine Shaw now, transition to Erik Kramer in fall)
- Assessment committee
- Curriculum Committee – outcomes advice
- Assessment books in libraries
- Workshops
- AC website
- MyCR for completed documents

IN SUM

* Just get started
* It doesn't have to be perfect
* Collaborate with colleagues
* Make it your own
* Make it relevant/ useful
* Apply the results and measure their effectiveness
* Make changes as needed
* Remember that it's a continuous cycle...you'll never be "done"

FOR HELP NOW...WHAT GROUP ARE YOU IN?

- A) I've never done assessment and need to figure out how/ where to start
- B) I've done some assessment (or feel that I can) but don't know how to report it
- C) I need to write degree/ certificate outcomes, make a plan for my degree/ certificate, or figure out how to assess my degree/ certificate
- D) I've never "closed the loop" by assessing the effectiveness of changes that I've made