College of the Redwoods
Convocation/Flex Activities 2011
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Assessment Essentials

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.

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Student Learning Outcomes (SLOs)

- **ACCJC Definition:** the knowledge, **skills, abilities or attitudes** that students have attained by the end of any set of college experiences – classes, programs, degrees and certificates or encounters with college services.
- SLOs articulate the major goals of each experience, require higher-level thinking skills and usually result in a product that can be evaluated.

- **Objectives** are on a smaller scale; the building blocks of the outcomes.

Student Learning Outcomes

- ## Course-level SLOs
  - 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 SLOs
  - AA Liberal Arts Degree (Science) – Use numerical, graphical, symbolic and verbal representation to solve problems and communicate with others.
  - Nursing (from CSUSJ) - Demonstrate critical thinking competencies to research process, ethical decision-making, and an attitude of inquiry.
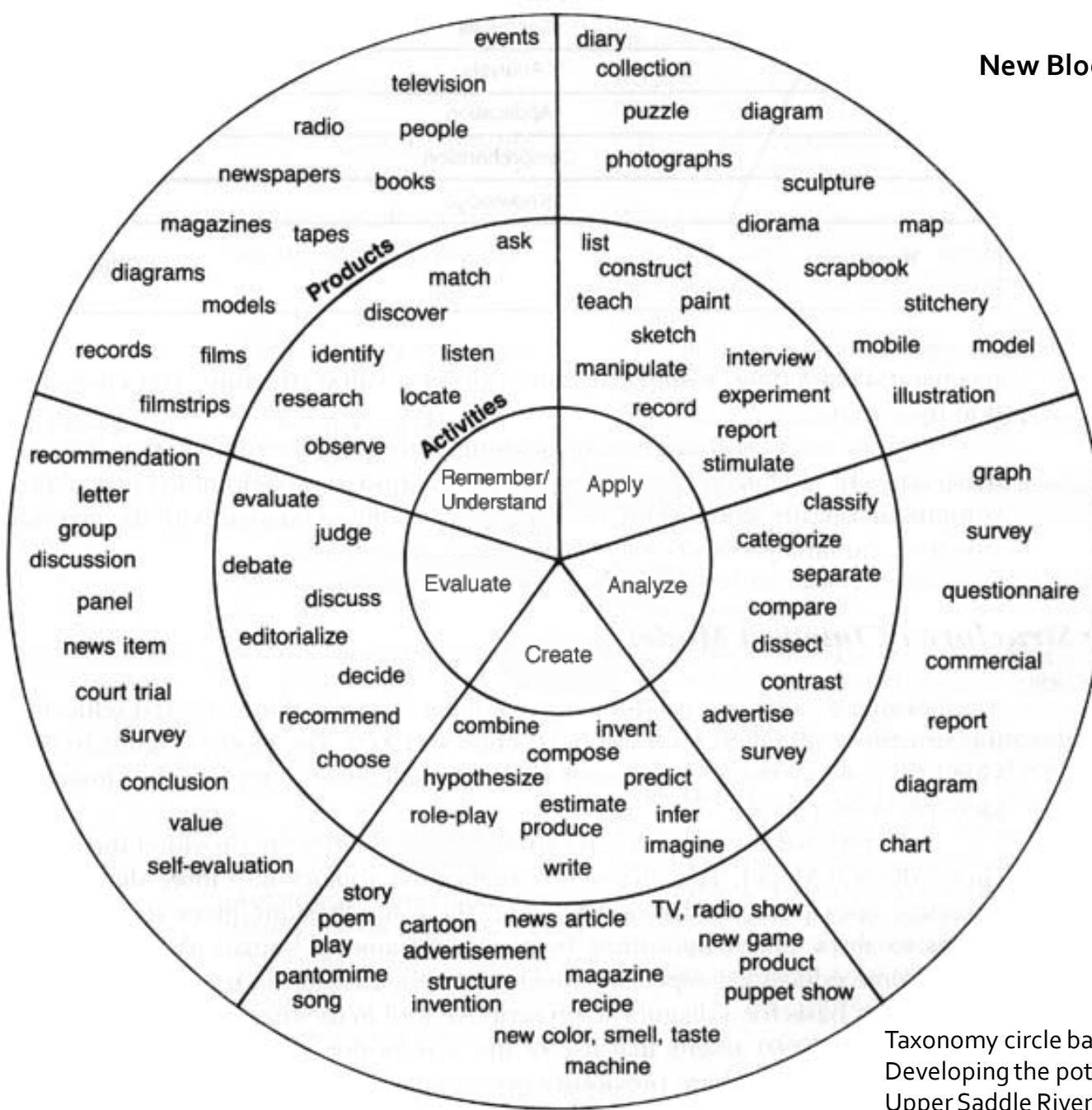
Student Learning Outcomes

- 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

New Blooms Taxonomy

New:
Creating,
Evaluating,
Analyzing,
Applying,
Understanding,
Remembering

Old:
Evaluation,
Synthesis,
Analysis,
Application,
Comprehension,
Knowledge

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.

Products — Activities

Remember/Understand — Apply — Analyze — Evaluate — Create

events, diary, television, collection, radio, people, puzzle, diagram, newspapers, books, photographs, magazines, tapes, sculpture, diagrams, models, diorama, map, records, films, scrapbook, filmstrips, stitchery, recommendation, mobile, model, letter, illustration, group, discussion, panel, news item, court trial, survey, conclusion, value, self-evaluation

ask, list, match, construct, discover, teach, paint, identify, listen, sketch, research, locate, manipulate, interview, observe, record, experiment, report, stimulate, evaluate, classify, judge, categorize, debate, separate, discuss, compare, editorialize, dissect, decide, contrast, recommend, advertise, choose, combine, invent, compose, survey, hypothesize, predict, role-play, estimate, produce, infer, imagine, write

graph, survey, questionnaire, commercial, report, diagram, chart

story, poem, play, pantomime, song, cartoon, advertisement, structure, invention, news article, magazine, recipe, TV, radio show, new game, product, puppet show, new color, smell, taste, machine

Student Learning Outcomes

- **Institution-Wide Outcomes**
  - Effective Communication
  - Critical Thinking
  - Global/Cultural Context

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Curriculum Mapping – Degree/Cert

Course	SLO 1	SLO 2	SLO 3	SLO 4
DM 7	B	B	B	I
DM 10	B	B	B	I
DM 11	B	B	B	B
DM 15	B	I	B	B
DM 20	I	I	B	B
DM 22	B	I	B	B

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

Curriculum Mapping – Gen Ed

	Effective Communication	Critical Thinking	Global/Cultural Context
Course 1	I		
Course 2	I	I	
Course 3	I	M	
Course 4	I		I

B = beginning level of competency/understanding
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Gathering Evidence

- Determine how well students are achieving the desired learning outcomes.
- Select measures that align with learning outcomes
  - Avoid course grades and instructor evaluations

Gathering Evidence

- **Direct Evidence:**
    - Course-embedded assessment (e.g., homework assignment; essays, tests)
    - Pre and posttests
    - 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

Aggregate evidence by SLO

SLO	Student 1	Student 2	Student 3	Student 4	Student 5	Average	% 3 or higher
Bibliography	5	5	3	5	5	4.6	100
APA Format	4	4	3	4	4	3.8	100
Hypothesis	3	2	1	3	2	2.2	40
Total	12	11	7	12	11		
Student Grade	B	C	F	B	C		

Gathering Evidence

- Set expectations ahead of time
  - 70% of students should receive at least a 3.0 on a five-point rating scale
  - The average score should be at least a 3.0.

Gathering Evidence

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

Gathering Evidence

- Setting Expectations
  - At least 70% of students should give a rating of agree or strongly agree
  - Retention rates should remain constant or increase each year

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Improving Student Learning

- Closing the loop! (Why we assess)
  - Altering the assessment process itself
    - Refining SLOs, measures, communication
  - Curricular design and sequencing
  - Change in textbook
  - Change in advising practices
  - Other examples??

Breakout

- How far along are you?

  - SLOs
    - Courses, degrees/certificates
  - 5 year plans (stoplight)
    - Courses,
    - Degrees/certificates (includes program mapping)

Resources

- Rubrics:
http://course1.winona.edu/shatfield/air/rubrics.htm

- Internet Resources for Higher
Ed Outcomes Assessment:
http://www2.acs.ncsu.edu/UPA/assmt/resource.htm

- National Institute for Learning Outcomes
Assessment:
http://www.learningoutcomeassessment.org/

One Minute Evaluation

- What is the most valuable thing that you learned from this session?
- What is one question that you still have?