

Assessment Workshop

CSU Chico

Program Assessment

Program assessment is an on-going process designed to monitor and improve student learning. Faculty:

- develop explicit statements of what students should learn.
- verify that the program is designed to foster this learning.
- collect empirical data that indicate student attainment.
- use these data to improve student learning.

Why so much emphasis on assessment?

- Accreditation Expectations
- Being Learning-Centered
- The Bottom Line

WASC Expectations

- For general education
- For assessment

Pop Quiz

1. WASC expects institutions to integrate learning objectives into
 - a. programs
 - b. program review processes
 - c. syllabi
 - d. grading practices
 - e. all of the above

2. Who should control the assessment of student learning?

- a. Administrators
- b. External consultants
- c. Faculty
- d. Institutional research professionals

3. Who should know about program learning objectives?

- a. Faculty
- b. Students
- c. Staff
- d. All of the above

4. Good assessment data are:

- a. Actionable
- b. Always from surveys
- c. Based on one line of evidence
- d. All of the above

Learning-Centered Instruction

- Academic program goals and curriculum
- How students learn
- Course structure and grading
- Pedagogy and course delivery
- Co-curriculum and faculty roles
- Assessment

The Cohesive Curriculum

- Coherence
- Synthesizing Experiences
- Ongoing Practice of Learned Skills
- Increasing Sophistication and Application

Curriculum Alignment Matrix

Is this a cohesive curriculum?

Course Planning

- Course Outcome
- Activity
- Assessment

Assessment Steps

1. Goals and outcomes
2. Alignment
3. A meaningful, manageable, sustainable assessment plan
4. Collect assessment data.
5. Close the loop.
6. Routinely examine the assessment process.

Never test the depth of the
water with two feet.

Elements of an Assessment Plan

- Who?
- What?
- When? How often?
- Where?
- How?

Quotations from the Wise and Experienced

**Assessment should be
meaningful, manageable, and
sustainable.**

**We don't have to assess
every objective in every
student every year!**

Vocabulary

- Direct vs. Indirect Assessment
- Quantitative vs. Qualitative Assessment
- Value-Added vs. Absolute Attainment
- Embedded Assessment
- Formative vs. Summative Assessment
- Developmental Assessment
- Authentic Assessment

Articulating Learning Outcomes:

- Knowledge
- Skills
- Values

Program Learning Outcomes:

- Focus on what students learn
- Describe how students demonstrate they have mastered program goals.
- Should be widely distributed.
- Should be known by all major stakeholders.
- Guide course and curriculum planning.
- Encourage students to be intentional learners.
- Focus assessment efforts.

Mission, Goals, and Outcomes

- **Mission**
- **Goals**
- **Outcomes**

**Is each a mission, goal, or
outcome?**

Tips to Develop Program Goals and Outcomes

Possible Learning Goals

- **Institution-Wide Goals**
- **Program-Specific Goals**

Bloom's Taxonomy

Effective Learning Outcomes

- Use active verbs to describe behaviors.
- Identify the expected depth of processing.
- Distinguish between absolute and value-added expectations.

Outcomes for Administrative and Academic Support Units

- Processes
- Learning Outcomes
- Satisfaction Indicators

GE Learning Outcomes

- AAC&U Greater Expectations at greaterexpectations.org
- CSU Assessment Site:
http://www.calstate.edu/acadaff/sloa/links/general_ed.shtml

Assessment at CSU Chico

Assessment Techniques

- Direct
- Indirect

Properties of Good Assessment Techniques

- Valid
- Reliable
- Actionable
- Efficient and cost-effective
- Engaging to respondents
- Engaging to us
- Triangulation

Strategies for Direct Assessment

- Published Tests
- Locally-Developed Tests
- Embedded Assessment
- Portfolios
- Collective Portfolios

Strategies for Indirect Assessment

- Surveys
- Interviews
- Focus Groups

Developing and Applying Rubrics

- Holistic rubrics
- Analytic rubrics

Online Rubrics

Rubric Strengths

- Complex products or behaviors can be examined efficiently.
- Developing a rubric helps to precisely define faculty expectations.
- Well-trained reviewers apply the same criteria and standards.
- Rubrics are criterion-referenced, rather than norm-referenced.
- Ratings can be done by faculty or others.

Rubrics can be useful for grading, as well as assessment.

- Points for grading vary among faculty
- Categories are used for assessment
- Opportunity to provide formative feedback to students

Using Rubrics in Courses

1. Hand out rubric with assignment.
2. Use rubric for grading.
3. Develop rubric with students.
4. Students apply rubric to examples.
5. Peer feedback using rubric.
6. Self-assessment using rubric.

Generic Rubric

Check for inter-rater reliability to see if it works.

Creating a Rubric

- Analytic approach
- Expert-systems approach

Managing Group Readings

- One reader/document
- Two independent readers/document
- Paired readers

Rubric Orientation and Calibration

Get Value from Assessment

1. Improve student learning and satisfaction.
2. Truth in advertising
3. Expanded communication about T&L
4. Issues for faculty/staff development
5. Justify requests—culture of evidence
6. Public relations
7. Scholarship of Teaching
8. Program Review Workload
9. Focus on what faculty really care about.

Double Duty

- Embed assessment in courses
- Assess GE and programs simultaneously.
- Use rubrics for teaching, grading, and assessment.

WASC EE Audit

- A written (or online) record
- Widely shared learning outcomes
- Use direct evidence
- Faculty aware of program outcomes, curriculum alignment, assessment findings, assessment impact

Implementation Ideas, Insights, and Brainstorms