## 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

## 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

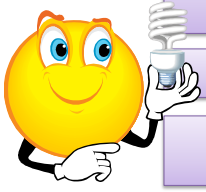
UW-System Student Learning Outcomes

UWSP Learning Outcomes

Gen. Ed. Program Learning Outcomes

Curriculum Map

Gen. Ed. Category Learning Outcomes



Department/Program
Mission, Vision, Values, Goals

Program Learning Outcomes

Curriculum Map

Course Learning Outcomes

Assignment Learning Outcomes

**Office of Policy Analysis & Planning**

UW-System Student Learning Outcomes

UWSP Learning Outcomes

Gen. Ed. Program Learning Outcomes

Curriculum Map

Gen. Ed. Category Learning Outcomes

Department/Program
Mission, Vision, Values, Goals

Program Learning Outcomes

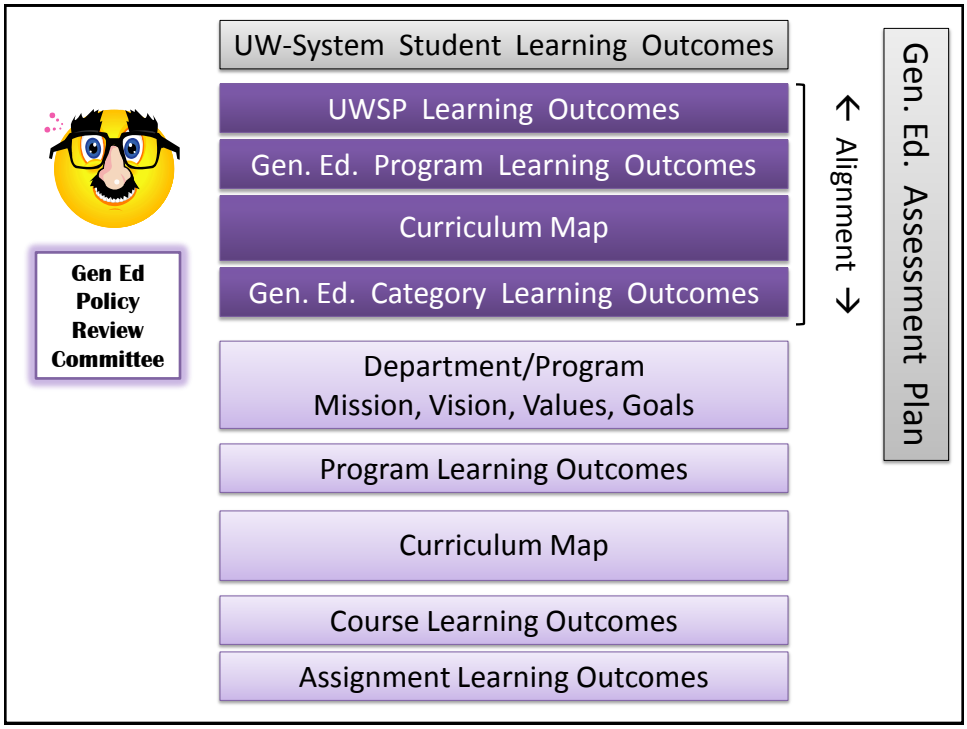
Curriculum Map

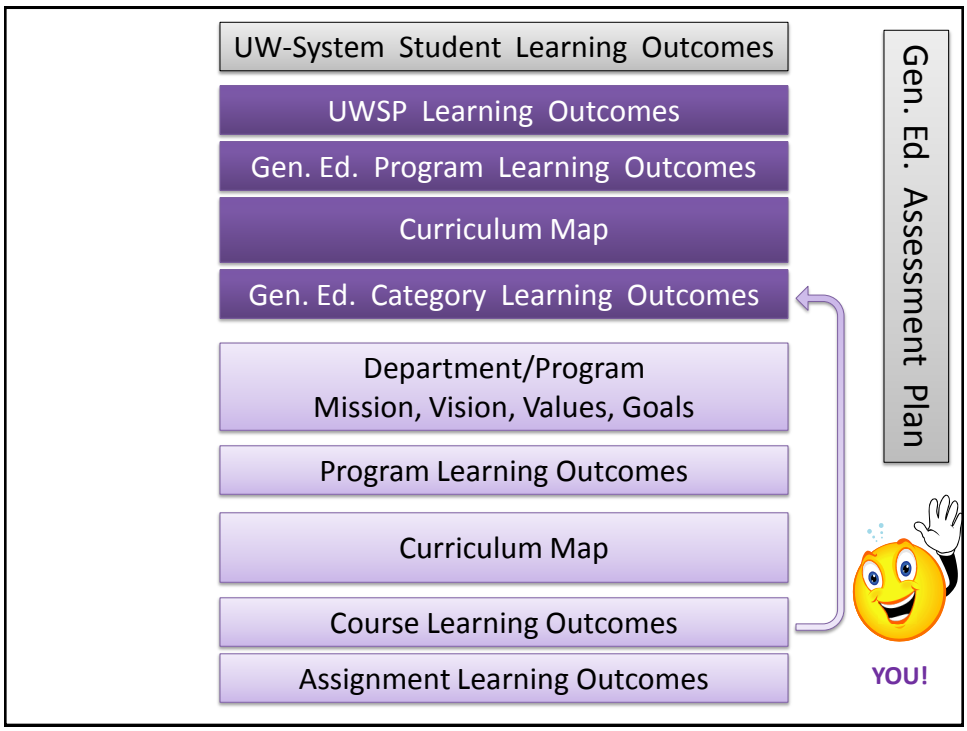
Course Learning Outcomes

Assignment Learning Outcomes

← Alignment of Learning Outcomes →

UWSP Assessment Plan


UW-System Student Learning Outcomes
UWSP Learning Outcomes
Gen. Ed. Program Learning Outcomes
Curriculum Map
Gen. Ed. Category Learning Outcomes
← Alignment →
Gen. Ed. Assessment Plan
Gen Ed Policy Review Committee
Department/Program Mission, Vision, Values, Goals
Program Learning Outcomes
Curriculum Map
Course Learning Outcomes
Assignment Learning Outcomes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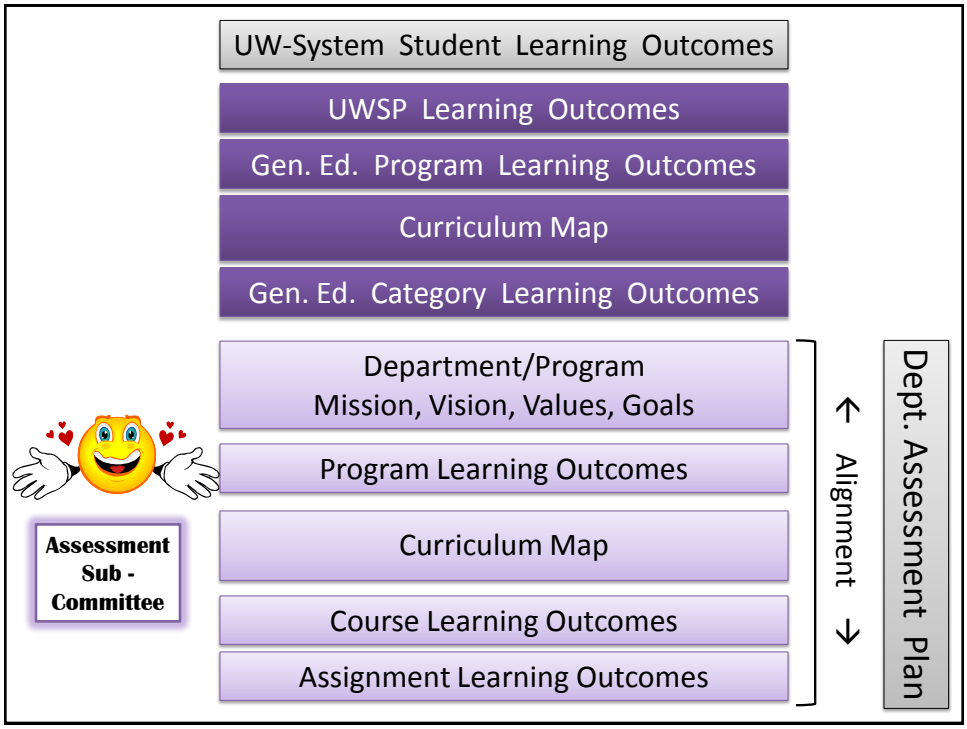
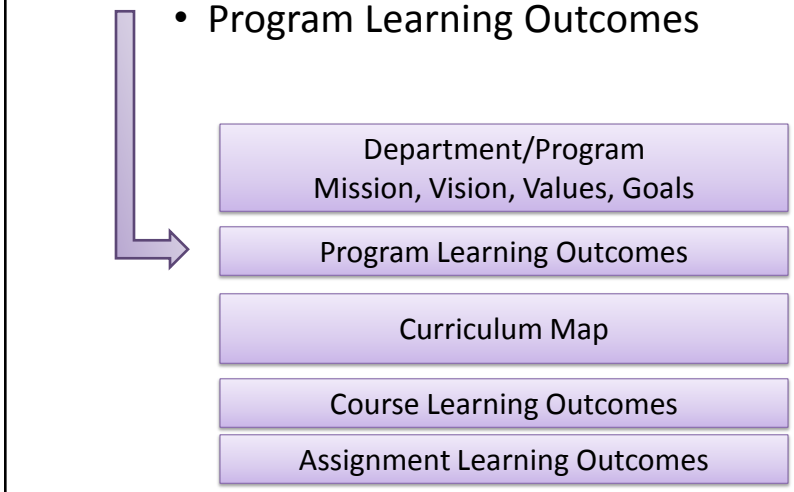
YOU!




## 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

Department/Program
Mission, Vision, Values, Goals

Program Learning Outcomes

Curriculum Map

Course Learning Outcomes

Assignment Learning Outcomes

# Curriculum Map

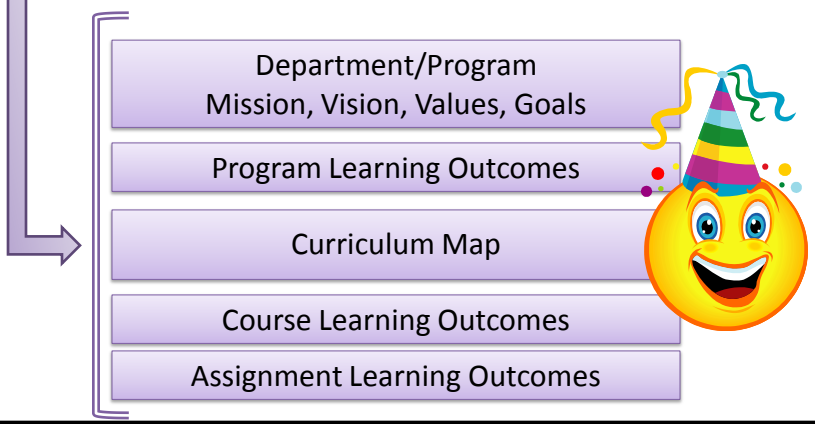
| | CRS101 | CRS102 | CRS 201 | CRS 202 | CRS 333 | CRS 490 |
|---|---|---|---|---|---|---|
| Program Learning Outcome #1 | I | | D | | D | M |
| Program Learning Outcome #2 | | I | | | D | M |
| Program Learning Outcome #3 | I | D | | | | |
| Program Learning Outcome #4 | | I | | | | M |
| Program Learning Outcome #5 | I | | D | D | D | M |
| Program Learning Outcome #6 | | I | | M | | |

I = Introducing D = Developing M = Mastering

## Department/Program Assessment Plan

Spring 2011: Draft of whole "Assessment Plan"

- Shows full picture of student learning




## "Closing the Loop"

- Assessment of student learning allows us to be <u>accountable</u> for what we do as educators.
  - The "REQUIRED" Voluntary System of Accountability
- However, the main focus of Assessment really is <u>CONTINUOUS IMPROVEMENT</u>.
  - 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

| | Exceptional | Acceptable | Needs Work |
|---|---|---|---|
| Assignment Outcome #1 | ✓ | | |
| Assignment Outcome #2 | | | ✓ |
| Assignment Outcome #3 | | ✓ | |
| Assignment Outcome #4 | | ✓ | |
| Assignment Outcome #5 | ✓ | | |
| Assignment Outcome #6 | ✓ | | |

Association of American Colleges and Universities

**Fall 2008 VALUE Quantitative Literacy Metarubric Draft for Public Release**

*This rubric is the first step in a rubric development process that will produce additional drafts, each responsive to the feedback received. Feedback deadline is February 15, 2009. The next draft of this rubric will be available in May 2009. For more information or to give feedback, please email Wende Morgaine at wendemm@gmail.com. Thank you!*

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 skills come from across the curriculum and at all levels of the curriculum, not all students will encounter such courses each 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 tie the four levels of competency to the four years of college; rather, it is constructed on a scale in which level 4 indicates exemplary skills, 3 indicates strong skills, 2 indicates limited skills, and 1 indicates very weak skills. Details on the scale are provided for the six quantitative literacy criteria below.

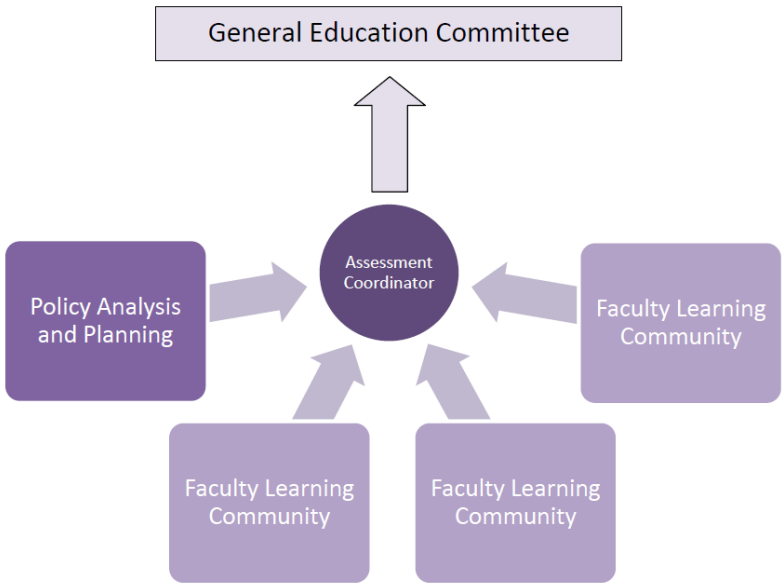
Evaluators are encouraged to assign a **zero** to any performance that doesn't meet level one performance.

| | 4 | 3 | 2 | 1 |
|---|---|---|---|---|
| **Interpretation** *Ability to explain information presented in a mathematical form (e.g., equations, graphs, diagrams)* | Skillfully **explains** information presented in mathematical form (e.g., equations, graphs, diagrams, tables). Consistently provides clear explanations with no errors. | Competently **explains** information presented in mathematical form (e.g., equations, graphs, diagrams, tables). Rarely makes errors or gives unclear explanations. | Developing the ability to **explain** information presented in mathematical form (e.g., equations, graphs, diagrams, tables). Sometimes makes errors or gives unclear explanations. | Attempts to **explain** information presented in a mathematical form (e.g., equations, graphs, diagrams, tables), but has trouble doing so correctly. Frequently makes errors or gives unclear explanations. |
| **Representation** *Ability to convert relevant information into various mathematical forms (e.g., equations, graphs, or diagrams).* | Consistently demonstrates fluency in **converting** relevant information into various mathematical forms (e.g., equations, graphs, or diagrams, tables). Reliably chooses the best form for the problem at hand | Generally able to **convert** relevant information into various mathematical forms (e.g., equations, graphs, or diagrams, tables) accurately. Rarely makes errors and almost always chooses the best form for the problem at hand. | Developing the ability to **convert** relevant information into mathematical forms (e.g., equations, graphs, or diagrams, tables). Sometimes makes errors or uses forms that are not the best for the problem at hand. | Able to identify relevant information, but has difficulty **converting** it into mathematical forms (e.g., equations, graphs, or diagrams, tables). Frequently makes errors or uses forms that are not the best for the problem at hand. |
| **Calculation** | Successfully complete all of **calculations** for the task at hand with consistency. | Successfully complete most **calculations** for the task at hand most of the time, though they may not be able to successfully complete several of the tasks. | Ability to complete successfully **calculations** for the task at hand is limited. Perhaps the student can do a few of these calculations very well, but others are inconsistently completed and still others cannot be completed at all | Attempts to complete **calculations** for the task at hand are rarely and inconsistently successful. |
| **Application / Analysis** *Ability to make judgments based on quantitative analysis of data* | Makes informed judgments based on quantitative analysis of data. Consistently draws appropriate **conclusions** from the data and recognizes the limits of the analysis used. | Makes informed judgments based on quantitative analysis of data. Rarely making errors or drawing unwarranted **conclusions.** | Makes judgments based on quantitative analysis of data. Sometimes makes errors or draws unwarranted **conclusions.** | Attempts to make judgments based on quantitative analysis of data. Frequently makes errors or draws unwarranted **conclusions.** |
| **Estimation / reasonableness checks** *Reality checks* | Consistently **checks calculated answers** for reasonableness; makes good **assumptions** for estimation problems that involve unknown quantities; **performs reality checks** on numbers reported by others; as appropriate | Often **checks calculated answers** for reasonableness; makes good **assumptions** for estimation problems that involve unknown quantities; **performs reality checks** on numbers reported by others; as appropriate | Sometimes **checks calculated answers** for reasonableness; confident about making estimates that require **assumptions** about unknown quantities; **performs reality checks** on numbers reported by others; as appropriate | Rarely **checks answers** for reasonableness; confident in making estimates that require **assumptions** about unknown quantities; **performs reality checks** on numbers reported by others; as appropriate |
| **Communication** *Expressing a solution so that an audience understands what the solution means* | Clearly communicates quantitative information **for reader or user,** shaping it into an argument, solution, or conclusion as appropriate, using a well-chosen, effective format and placing values in context. | Clearly communicates quantitative information **for reader or user,** although information may not cohere as an argument, solution, or conclusion, may not be in the most effective format or with necessary context. | Communicates quantitative information **for reader or user,** but does not constitute a clear or coherent point, chosen format is neither the most effective nor in context. | Attempts to communicate quantitative information **for reader or user,** but is unsuccessful at making an argument, selecting an appropriate format, or placing in context. |

*Created by a team of faculty from higher education institutions across the United State.*

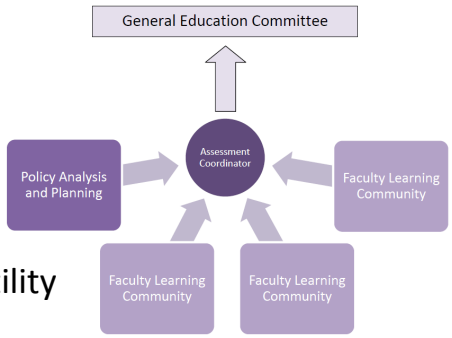
# Assessing a Really BIG Program

| Mission Statement: *The General Education Program provides the framework of a liberal education, equipping students with the knowledge and skills to facilitate intellectual and personal growth, pursue their advanced studies, and improve the world in which they live.* | Foundation: Developing Fundamental Skills | | | | Investigation: Understanding the Physical, Social, and Cultural Worlds | | | | | Integration: Applying Knowledge and Skills | | | | Cultural & Environmental Awareness | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Program Outcomes** | *First Year Seminar* | *Written and Oral Communication* | *Quantitative Literacy* | *Wellness* | *Arts* | *Humanities* | *Historical Perspectives* | *Social Sciences* | *Natural Sciences* | *Interdisciplinary Studies* | *Experiential Learning* | *Communication in the Major* | *Capstone Experience in the Major* | *Global Awareness* | *U.S. Diversity* | *Environmental Responsibility* |
| *Demonstrate critical thinking, quantitative, and communication skills necessary to succeed in a rapidly changing global society.* | I | D | D | | D | D | D | D | D | D | D | M | M | | | |
| *Acquire broad knowledge of the physical, social, and cultural worlds as well as the methods by which this knowledge is produced.* | I | | | | D | D | D | D | D | D | D | | M | | | |
| *Recognize that responsible global citizenship involves personal accountability, social equity, and environmental sustainability.* | I | | | I | | | | | | D | D | | M | D | D | D |
| *Apply their knowledge and skills, working in interdisciplinary ways to solve problems.* | | | | | I | I | I | I | I | D | D | D | M | | | |
| I → Introduce D → Develop M → Master | | | | | | | | | | | | | | | | |



# Institutional Measures

- Office of Policy Analysis and Planning
  - NSSE
  - MAPP
- Broad snapshot
  - Useful for signaling problems, but little utility for continuous improvement.

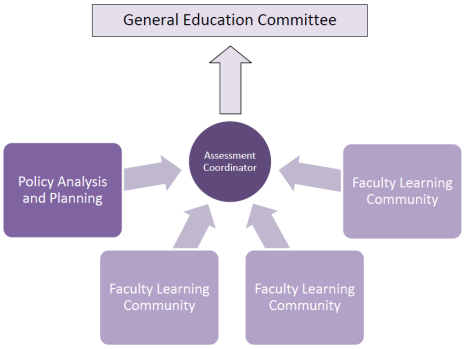


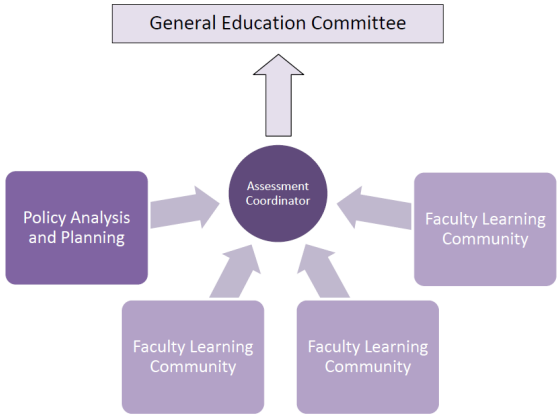

# The Course Portfolio

- 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

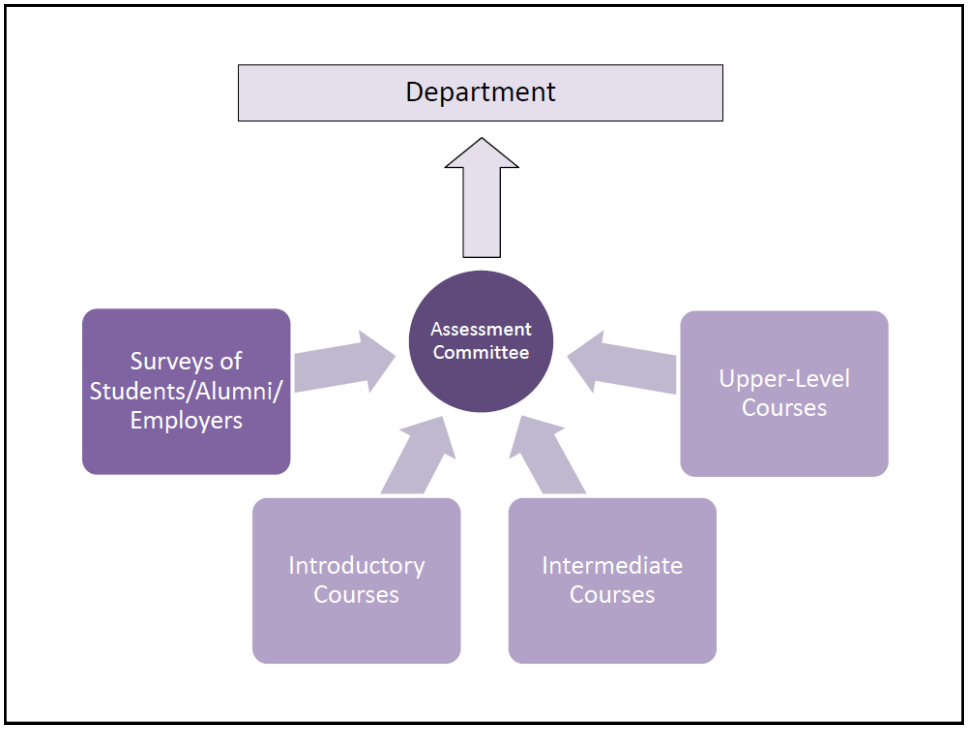
# Evaluating Course Portfolios

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




| | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 |
|---|---|---|---|---|---|---|---|
| *Foundation* | | X | | | | | X |
| *Investigation* | | | X | | | | |
| *Integration* | | | | X | | | |
| *Cultural and Environmental Awareness* | | | | | X | | |
| *Comprehensive Review* | | | | | | X | |
| *MAPP* | X | | X | | | X | |
| *NSSE* | X | | | X | | | X |




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

Source: Adapted from Classroom Assessment for Student Learning: Doing It Right—Using It Well By R. Stiggins, J. Arter, J. Chappuis, and S. Chappuis, 2006, Portland, OR: ETS Assessment Training Institute. Copyright © 2006 by ETS.

## 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