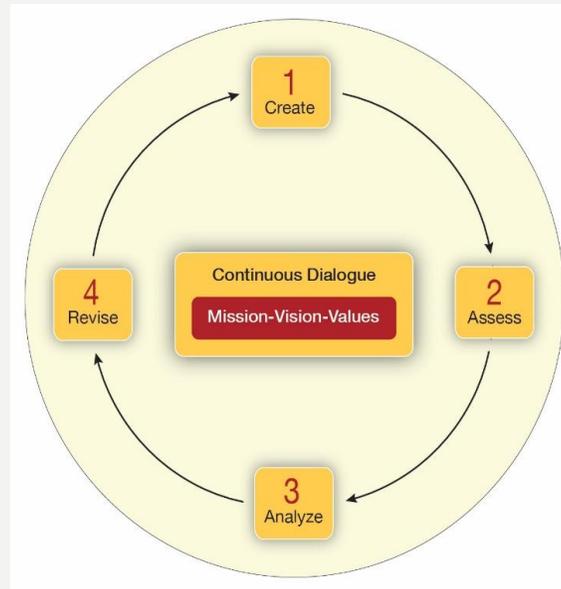


# DESIGNING ASSESSMENT PLANS TO STRENGTHEN STUDENT LEARNING



**FACILITATOR:**

**KAREN WONG, SKYLINE COLLEGE**



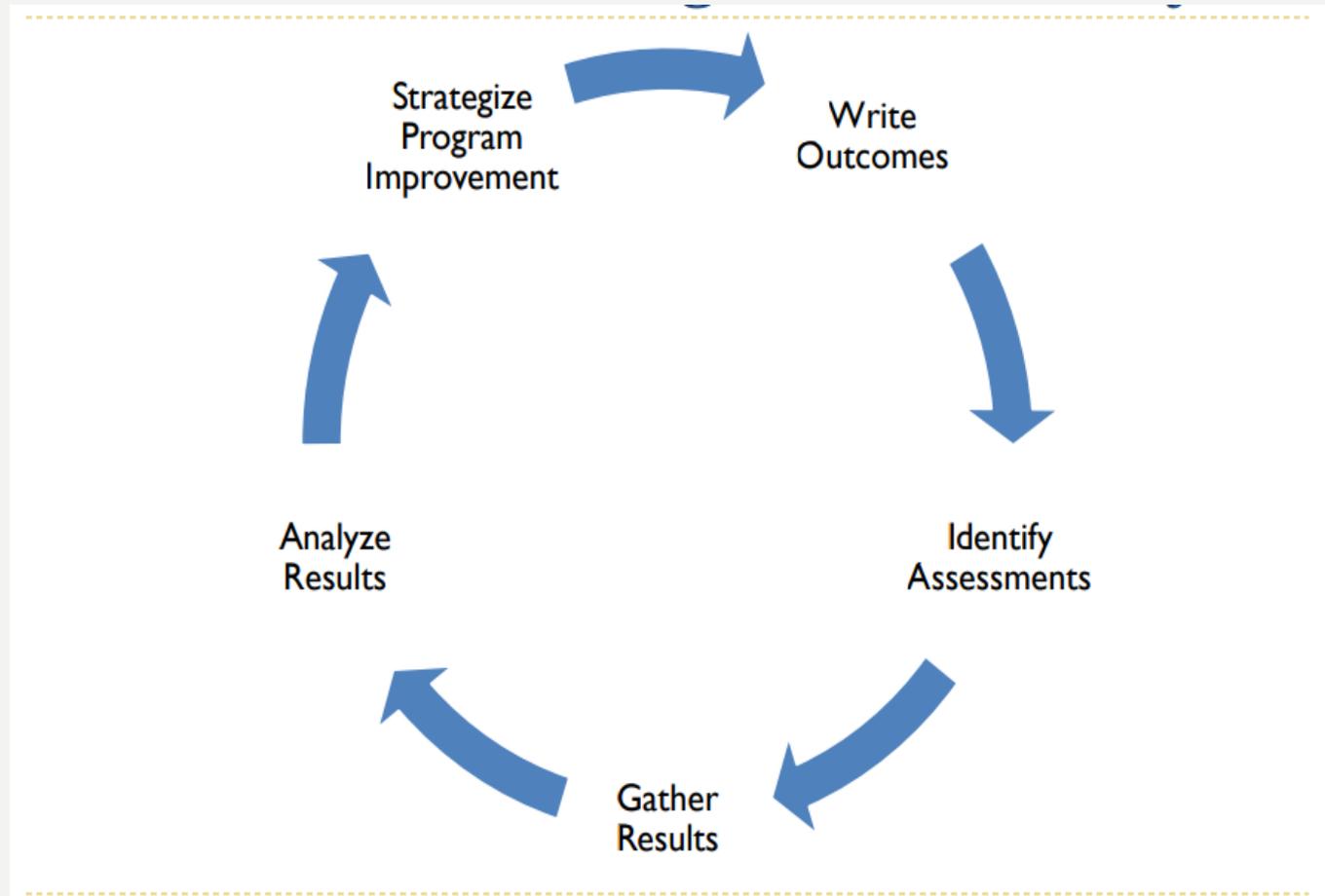
**Skyline**  
COLLEGE  
ACHIEVE

# WORKSHOP OUTCOMES

**By the end of this workshop, participants will be able to:**

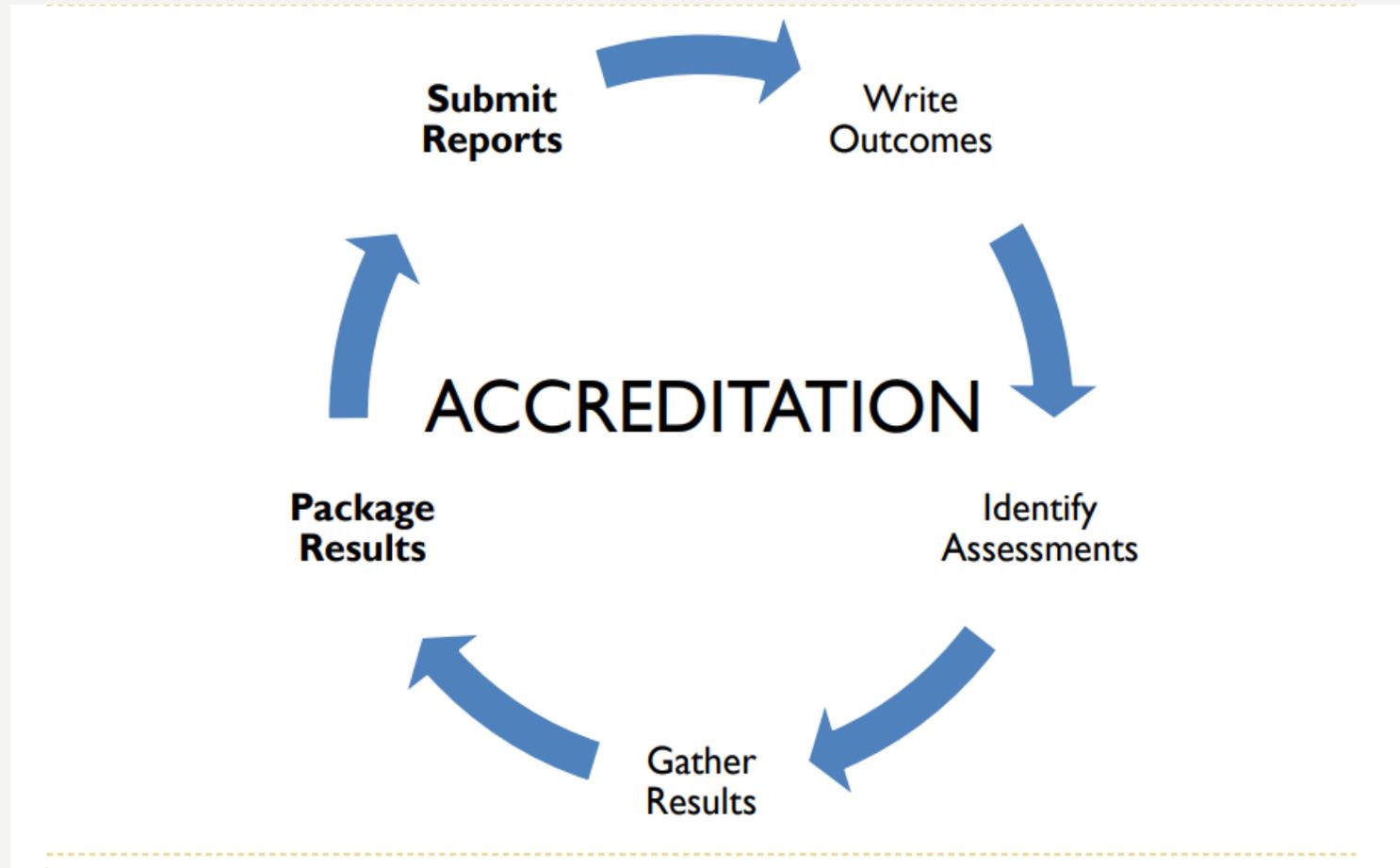
- determine how to adopt a “culture of intentionality” to inform your assessment practices.**
- explain different assessment strategies and their relative benefits and drawbacks.**
- describe the steps to create an assessment plan.**

# STUDENT LEARNING OUTCOMES ASSESSMENT CYCLE



Source: David Marshall

# PERCEPTION OF THE ASSESSMENT CYCLE BY FACULTY



Source: David Marshall

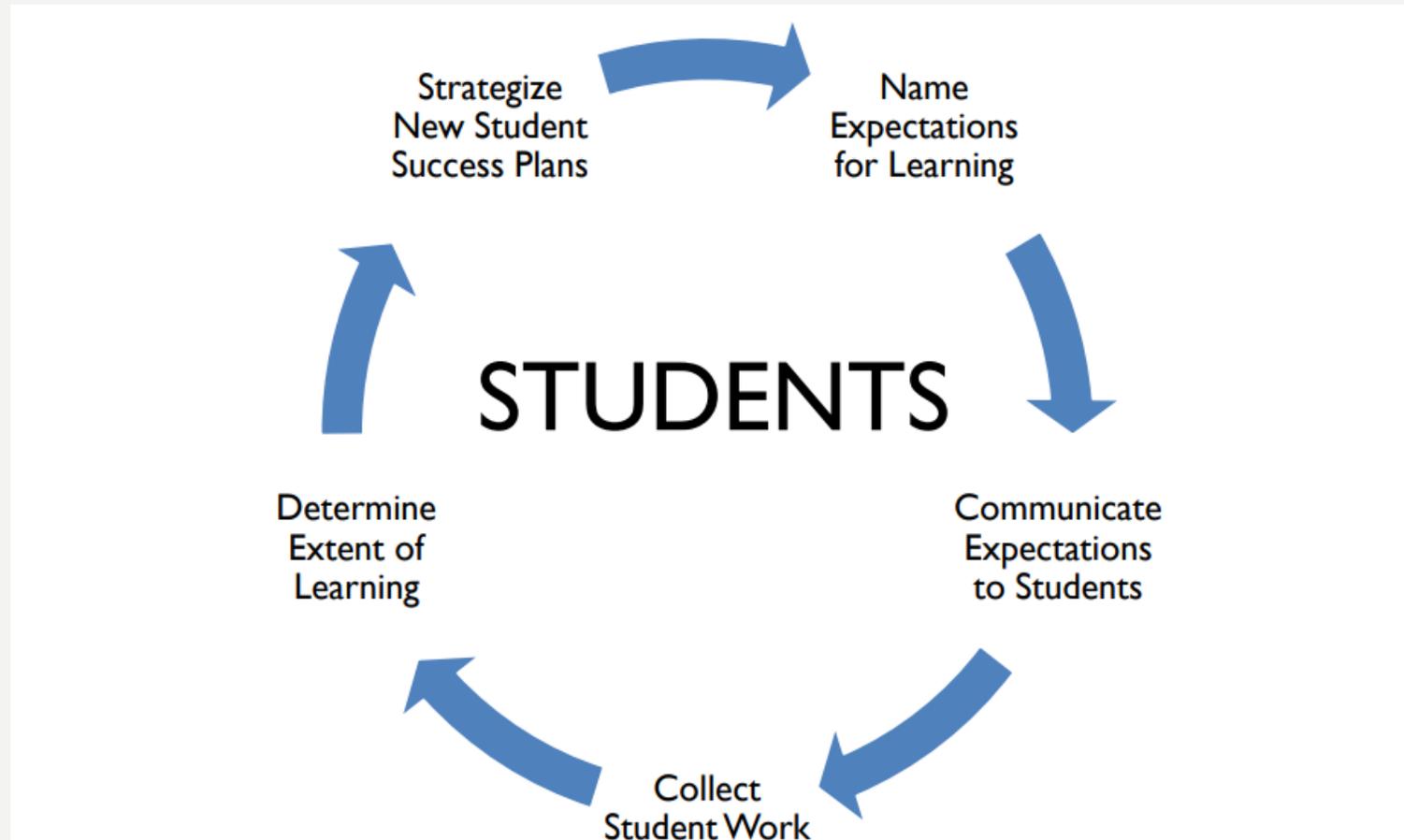
# **DAVID MARSHALL'S EXPLANATION OF THE CULTURE OF COMPLIANCE**

**The culture of compliance:**

- **Sees accreditation as an end in itself.**
- **Seeks information on what accreditors want to see.**
- **Worries about whether what is reported matches accreditors' expectations.**

**Students become unimportant elements of the assessment process.**

# A STUDENT-CENTERED CONCEPTION OF THE ASSESSMENT CYCLE



Source: David Marshall

# **DAVID MARSHALL'S THE CULTURE OF INTENTIONALITY:**

- **Is student- centered;**
- **Seeks information about how well students are learning and/or how well various areas of the college are supporting the college experience;**
- **Reflects on what we teach or do and how we teach or do it;**
- **Accepts (some) responsibility for student learning and the student experience;**
- **Experiments with new strategies for student success.**

**Students become the primary focus of the assessment process.**

# **ASSESSMENT AS “ACTION RESEARCH”**

**“Assessment of student learning can be defined as the systematic collection of information about student learning, using the time, knowledge, expertise, and resources available, in order to inform decisions about how to improve learning”**

**-- Barbara Walvoord, *Assessment: Clear and Simple***

# **ASSESSMENT AS “ACTION RESEARCH”**

- **Assessment does not require standardized tests or “objective” measures. Faculty regularly assess complex work in their fields and make judgments about its quality; in assessment of learning, faculty make informed professional judgements..., and then use [them] to inform departmental and institutional decisions.**
- **A great deal of assessment is already occurring in responsible classrooms, departments, and institutions, though we have not always called it that.**
- **Assessment means basing decisions about curriculum, pedagogy, staffing, advising, and student support upon the best possible data about student learning and the factors that affect it.**

# A PROCESS OF QUESTIONS

1. What do you want students to know, understand, and be able to do? **Student Learning Outcomes**
2. Where do students learn what we expect them to learn?
3. How well did students learn what you expected them to learn?
4. How do we know how well they learn what we expected them to learn?

# A PROCESS OF QUESTIONS

1. **What do you want students to know, understand, and be able to do? **Student Learning Outcomes****
2. **Where do students learn what we expect them to learn?**  
**Curriculum Mapping**
3. **How well did students learn what you expected them to learn?**
4. **How do we know how well they learn what we expected them to learn?**

# **ASSESSMENT STRATEGIES: HOW WELL DID STUDENTS LEARN?**

- **Direct assessment embeds artifacts in practice (a.k.a. course embedded assessment)**
  - **Published Tests**
  - **Locally- developed Tests**
  - **Embedded Assignments and Course Activities**
  - **Portfolios**
- **Indirect assessment seeks opinions of student learning**
  - **Surveys**
  - **Interviews**
  - **Focus groups**
  - **Student Mega-cognitive Report**
- **External assessment uses outside exams**
  - **Standardized Tests**
  - **Licensure Exams**

# DIRECT MEASURES

**Students directly display their knowledge, skills, and/or attitudes.**

**Direct measures usually employ a systematic scoring system, such as a rubric or checklist.**

**Activity: Brainstorm the potential strengths and weaknesses for the assessment strategy you've been assigned. Be prepared to briefly explain the assessment technique and your brainstorm.**

# PREPARING TO ASSESS

- ❑ **Check that the assignment/ assessment aligns with the SLO(s), and adapt as needed.**
- ❑ **If using a direct measure, collaborate with colleagues to articulate evaluation criteria for a checklist or rubric to ensure consistent scoring.**
- ❑ **Alert instructors before the semester begins so that they can identify and/or adapt a course embedded assignment/ assessment, or integrate the common assignment/ assessment into their course.**
  - **Distribute the checklist or rubric, if applicable.**
- ❑ **If sampling, plan in advance for designating assignments and collection procedures.**
- ❑ **If assigning portfolios to students, communicate to students what will go in to their portfolios, including student self- reflections. (If using e-portfolios, ensure that there is adequate technical support.)**

# **ASSESSMENT STRATEGIES: HOW DO WE KNOW HOW WELL THEY LEARNED?**

**a.k.a. “success criterion” or “the benchmark”**

- Specify the criteria that will be evaluated in the students’ work.**
  
- Identify the levels of student performance.**
  - For a checklist or common questions– tabulate how many out of the total must be fulfilled or correct.
  - For more precise insights, determine if the rubric should have three or four levels (e.g., high proficiency/ proficiency/ some proficiency, no/ limited proficiency).
  
- Define the standards for success.**
  - Set what percentage of students will meet or exceed expectations.

# **SUMMARY: STEPS TO CREATE ASSESSMENTS**

- ❑ Identify major assignments that can be adapted for assessment. Assignments that require students to demonstrate multiple SLOs are ideal.**
- ❑ Determine what, if any supporting instruments need to be created, such as checklists and rubrics.**
- ❑ Determine a rough benchmark.**
- ❑ Determine if all student work will be assessed or if a representative, random sample across sections will be assessed.**
- ❑ Communicate needed information to participating faculty in time for them to integrate the assessment into their course.**

# **ACTIVITY: DRAFT A COURSE LEVEL ASSESSMENT PLAN**

- Identify major assignments that can be adapted for assessment. Assignments that require students to demonstrate multiple SLOs are ideal.**
- Determine what, if any supporting instruments need to be created, such as checklists and rubrics.**
- Determine a rough benchmark.**
- Determine if all student work will be assessed or if a representative, random sample across sections will be assessed.**
- Identify whom to communicate this information to.**

# AUTHENTIC AND SUSTAINABLE SLO ASSESSMENT

	Effective	Developing	Ineffective
<b>Alignment of Method/ Assignment to SLO(s)</b>	Connection between method/ assignment and SLO(s) is clear.	Method/ assignment is not clearly linked to SLO(s) achievement.	Method/ assignment misses outcomes or is not relevant to SLO(s).
<b>Degree of Higher-Order or “Critical Thinking” Elicited</b>	Students analyze, apply, and/or synthesize information to support their purpose.	Students explain and/or summarize information but with no purpose beyond demonstrating comprehension.	Students regurgitate isolated facts with little to no personal assimilation.
<b>Useful</b>	Assessment plan is likely to yield information useful for making improvements.	Assessment plan is not specifically targeted toward finding areas of improvement.	Areas of improvement cannot be associated with the assessment plan.
<b>Dialogue Generated</b>	Faculty/ staff almost always collaborate on creating assessments, implementing them, and/or analyzing the results.	Faculty/ staff sometimes collaborate on creating assessments, implementing them, and/or analyzing the results.	Faculty/ staff rarely collaborate on creating assessments, implementing them, and/or analyzing the results.
<b>Ability to Keep the Assessment Cycle Going into Perpetuity</b>	The entire assessment cycle is manageable and replicable.	Some of the assessment cycle is manageable and replicable.	The assessment cycle is overwhelming in scope.
<b>Engagement in SLOs and Assessment</b>	Enough faculty/ staff assess to shape and consistently apply departmental evaluation criteria.	Usually enough faculty/ staff assess to shape and consistently apply departmental evaluation criteria, but some assess more frequently than others, and/or some don't assess at all.	Even when multiple faculty/ staff teach a course and/or oversee a student service area, only one person assesses.

# AUTHENTIC AND SUSTAINABLE SLO ASSESSMENT

Activity: Evaluate each other's course level assessment using the rubric.

# ASSESSING SLOs

## THE CULTURE OF COMPLIANCE

- assesses an assignment with no regard to the SLOs
- has no explicit criteria or establishes in isolation
- rarely communicates to students how the assignment connects with outcomes
- submits results without analyzing or considering implications

## THE CULTURE OF INTENTIONALITY

- assesses an assignment that aligns with the SLOs
- collaborates with colleagues to establish criteria
- makes assignment and criteria's connections to the outcomes visible to students
- uses results for ongoing conversations about teaching effectiveness and practices

**Please take a moment to write a foggy/  
clear statement about today's workshop:**

- a) one idea that is still vague or unclear to you, and**
- b) one idea that makes a lot of sense to you and that you're eager to reinforce or implement.**