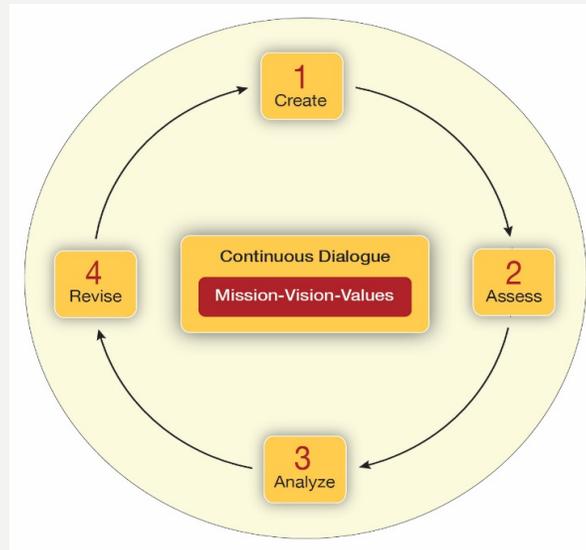


AUTHENTIC AND SUSTAINABLE CLASSROOM S.L.O. ASSESSMENT



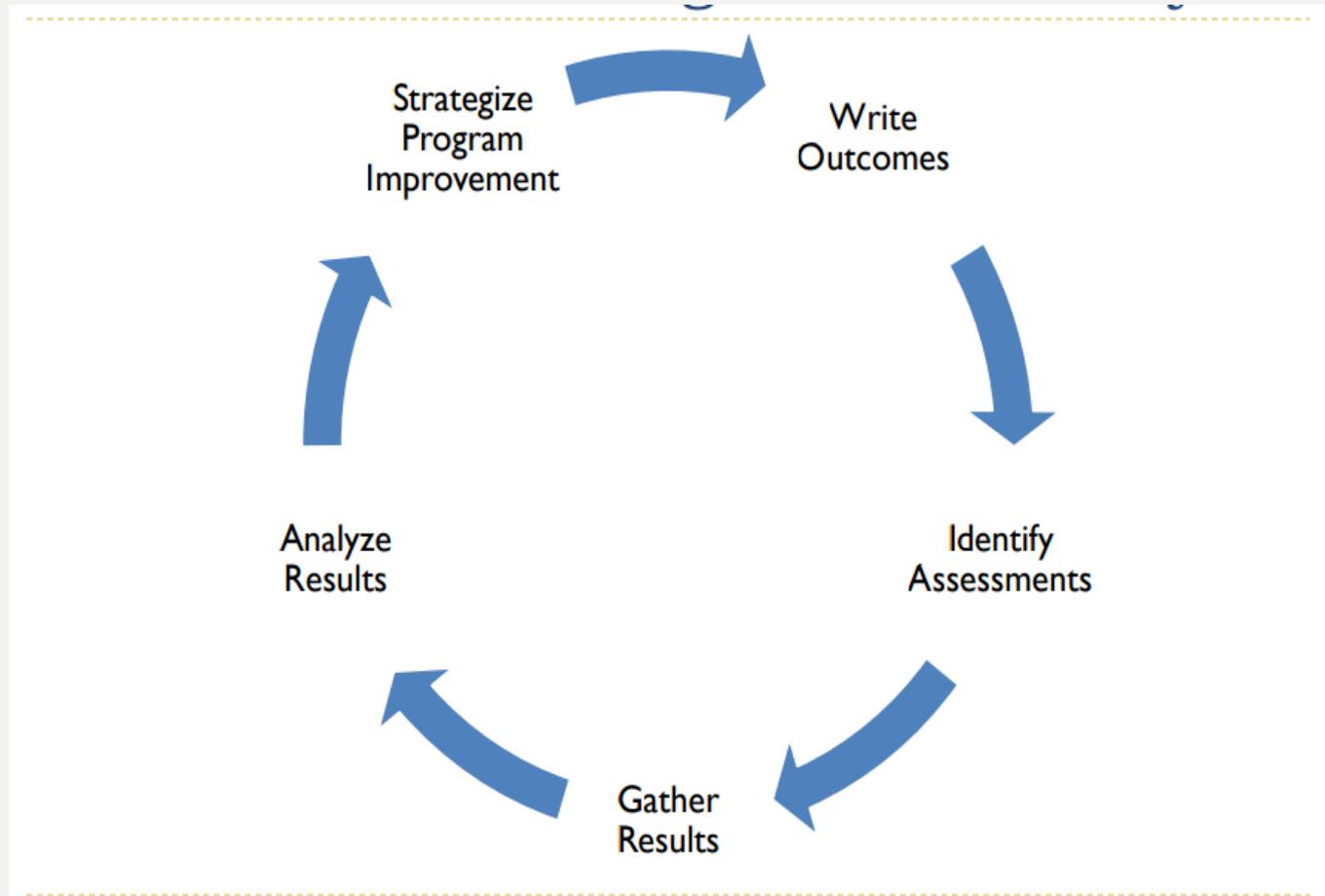
INSTITUTIONAL EFFECTIVENESS
COMMITTEE, 2020

WORKSHOP OUTCOMES

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

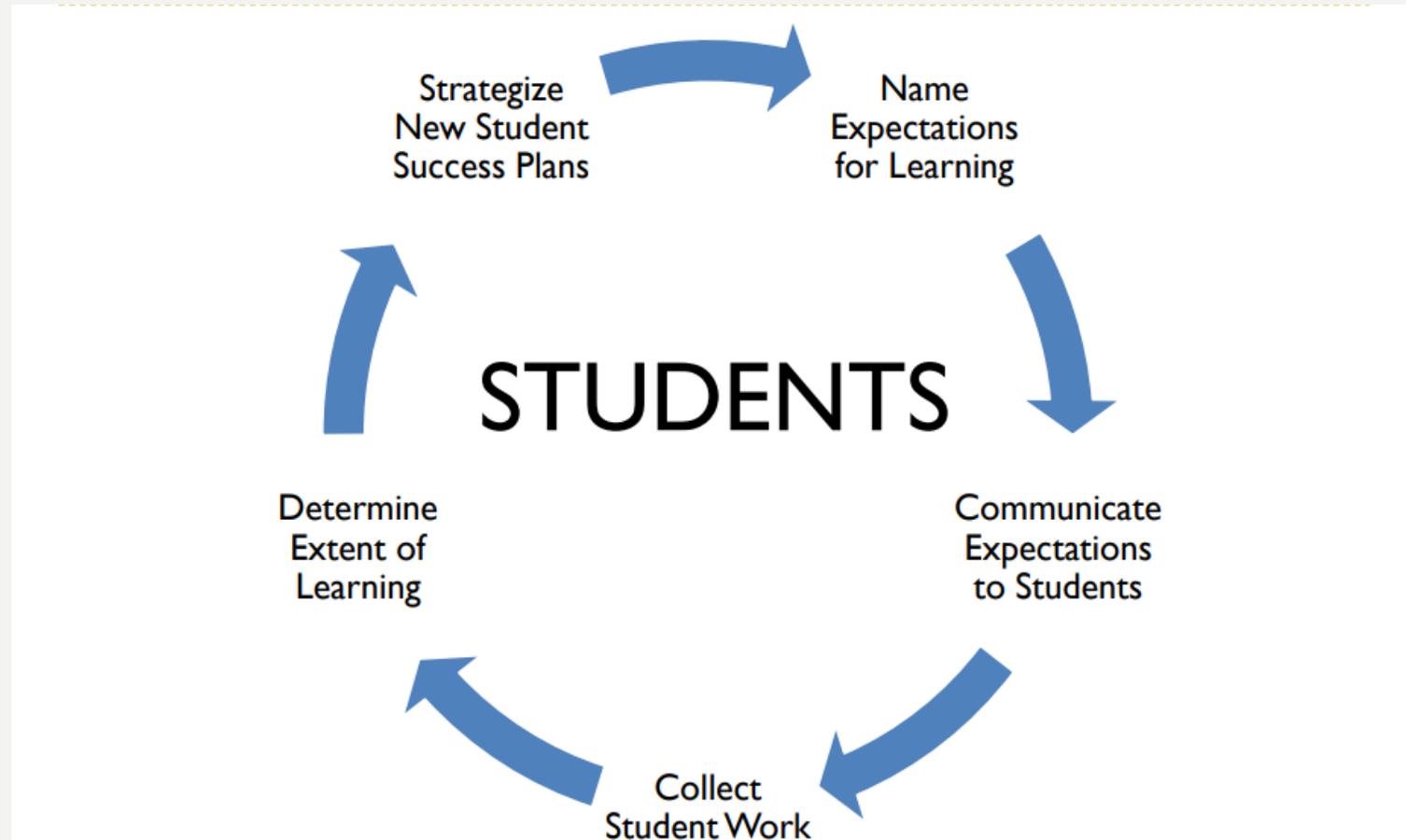
- ❑ describe the student learning outcomes assessment cycle;**
- ❑ determine how to put a “culture of intentionality” into practice regarding SLOs;**
- ❑ identify characteristics of meaningful and sustainable assessment;**
- ❑ begin to determine to what extent an assessment is authentic and sustainable.**

STUDENT LEARNING OUTCOMES ASSESSMENT CYCLE



Source: David Marshall

A STUDENT-CENTERED CONCEPTION OF THE ASSESSMENT CYCLE



Source: David Marshall

DAVID MARSHALL'S CULTURE OF INTENTIONALITY:

- **Seeks** information about how well students are learning;
- **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.

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

ACTIVITY ONE

What makes the next assessment example

a) “authentic”?

b) “sustainable”?

SHORT ESSAY QUESTION

- For every section of a course, students answered a **common short essay question** on their final exam that required them to establish and support a position. This common short essay question pertains to **two of the three SLOs**.
- Faculty evaluated students' essays with a **four point rubric**, which they handed back to the students with the **grades**.
- Faculty **combined their rubric scores** to see which percentage of students attained a needs improvement/ average/ good/ excellent score for each criteria.
- Faculty **discussed results** during a departmental meeting, which was followed up by a separate discussion about how to help students develop their ideas.

AUTHENTIC ASSESSMENT CHARACTERISTICS

- **Assessed task aligns with the SLO(s).**
- **Assessed task requires higher - ordered thinking pertinent to the discipline (e.g., analysis, application and/or synthesis of information).**
- **Assessed task match the real-world tasks of professionals in the discipline.**
- **Criteria for evaluation of student work is agreed upon by faculty within the discipline.**
- **SLOs and assessments reflect what most of the faculty consider central to the course.**
- **Assessment results are useful for making improvements.**

SUSTAINABLE ASSESSMENT CHARACTERISTICS

- **Assessed task can be used for both grading and assessment purposes.**
- **A rubric provides students feedback about strengths and areas of improvement.**
- **Assessed task pertains to most, if not all, of the SLOs.**
- **Results are discussed during department meetings.**
- **Discussions are oriented to teaching and learning.**

ACTIVITY TWO

- **Determine to what degree the assessment is authentic and sustainable.**
- **What questions might you pose to better understand the assessment?**
- **What would you advise the faculty conducting the assessment, if anything?**

SHORT ESSAY QUESTION

- In the weeks preceding the assessment, students **read** about and **practiced** the principles of aseptic technique for surgical instruments.
- Students were given a **quiz** that required them to describe the steps used in aseptic technique.
- Faculty assigned a **grade** to these short responses. The grades were passed back to students.
- Faculty **discussed the results**, noting which percentage of students received an A, B, C, and No Pass.

AUTHENTIC AND SUSTAINABLE SLO ASSESSMENT

	Effective	Developing	Ineffective
Alignment of Method/ Assignment to SLO(s)	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).
Degree of Higher-Order or “Critical Thinking” Elicited	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.
Useful	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.
Dialogue Generated	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.
Ability to Keep the Assessment Cycle Going into Perpetuity	The entire assessment cycle is manageable and replicable.	Some of the assessment cycle is manageable and replicable.	The assessment cycle is overwhelming in scope.
Engagement in SLOs and Assessment	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.