



Assessment Reports and Plans Pre-Submission Workshop

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Workshop Outcomes

At the end of the workshop, participants should be able to:

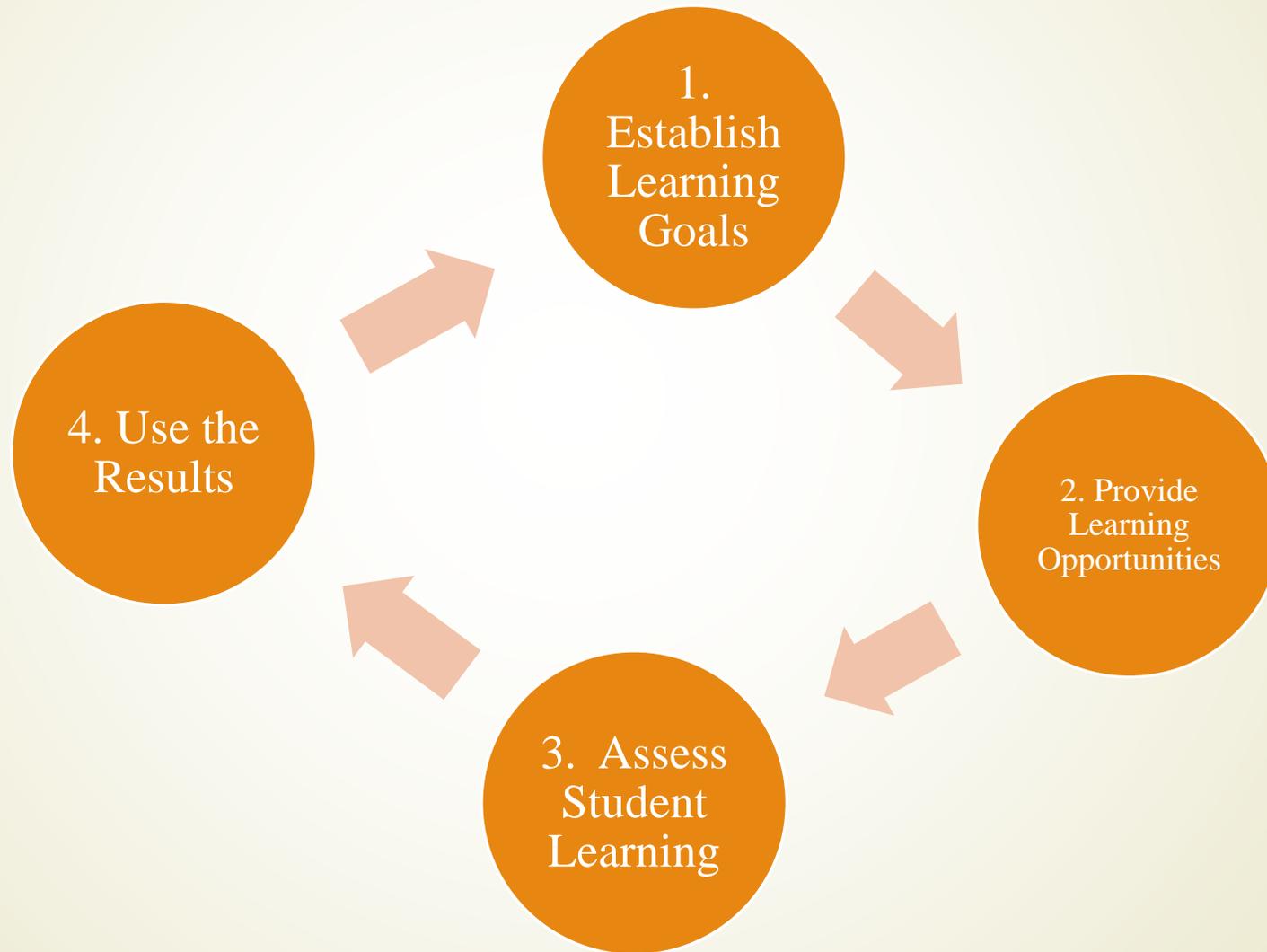
1. List the steps in an assessment cycle
2. Develop measurable Student Learning Outcomes
3. Choose the ‘best’ assessment strategy for their SLOs
4. Benchmark or set standards for students’ performance
5. Discuss why and how rubrics are valuable assessment tools
6. Correctly complete their department’s Assessment Report and Plan

Assessment as a Four Step Continuous Process

- ▶ *Assessment* is the ongoing process of:
 1. Establishing clear, measurable expected *outcomes* of student learning.
 2. Ensuring that students have sufficient *opportunities* to achieve those outcomes.
 3. Systematically gathering, analyzing, and interpreting *evidence* to determine how well student learning matches our expectations.
 4. Using the resulting information to understand and *improve* student learning.

Source: (Suskie 2004, p. 3)

The Assessment Cycle



Why do Assessment?

- Assessment reports should “tell your story”:
- Explain what you did
- What you learned
- And what you plan to do next as a result of your analysis



Establishing Learning Goals/Outcomes

Establishing Learning Goals/Outcomes

- Set priorities: Start with your three to six most important learning goals.

How do we set these?

Learning outcomes or learning goals, are the knowledge, skills, attitudes, and habits of mind that students take with them from a learning experience (Suskie 2004, p. 75).

Learning objectives/goals fall into three basic categories, knowledge, skills and attitudes:

| Increase Knowledge and Basic Understanding | ***Develop Thinking and Other Skills | Develop Attitudes and Values |
|--|---|---|
| <p>Remembering Replicating a simple procedure Defining Summarizing Explaining concepts</p> | <p><i>Thinking skills</i> – Application, analysis, synthesis, evaluation and other thought processes. <i>Performance skills</i> – manipulate a tool, hit a softball, <i>Interpersonal skills</i> – Abilities to listen, lead a group, and participate as an effective team member</p> | <p>Appreciation Integrity Character Becoming more aware of one's own values Enjoying and valuing learning</p> |

Program-and Course-Level SLOs

- Program Level – decide on which SLOs are important for the program as a whole.
- Course Level –decide on which SLOs represent the broad outcomes for the course. Usually a course will have one to five SLOs.
- **Focus on what the student should know and be able to do** at the end of the program or course. Consider how students will demonstrate the knowledge, skills, abilities, or values you expect students to develop.
- **Modify as you learn** from experience. As you begin the actual assessment, sometimes flaws will be identified in the SLO itself. Upon completion of your assessment, you may discover that revision of the SLO is necessary.

Student Learning Outcomes Defined

- ▶ Express what the student will be able to do with the *essential* knowledge, skill, and depositions gained by the end of a course
- ▶ Focus on the *product* (performance) rather than the *process*
- ▶ Are *measurable* (that is, identifiable or observable)
- ▶ Are *detailed* and *specific* – explicitly stated
- ▶ Include appropriate *action verbs* such as define, compare, design etc. (Bloom's Taxonomy)
- ▶ NOTE: If a SLO is *essential*, it should be assessed.

SLOs at the Appropriate Level

- ▶ SLOs describe learning that is appropriate for the level of expertise expected of students.
- ▶ **Lower Level Courses (100 & 200):**
SLOs describe knowledge, comprehension, and application; might include a few higher-order skills
- ▶ **Upper Level Courses (300 – 400):**
Greater emphasis on SLOs that describe analysis, synthesis, and evaluation skills

SLOs at the Appropriate Level

- Graduate SLOs reflect the progressively more complex and rigorous expectations associated with graduate study.
- Graduate SLOs describe the knowledge and skills required to engage in independent research and professional practice.
 - ❖ Advanced content knowledge of the literature of the discipline
 - ❖ Cognitive skills required for ongoing student engagement in research and/or appropriate professional practice and training experience



Choosing the “Best” Assessment Strategy

Choosing an Assessment Strategy

- The best assessment plans use multiple, diverse approaches (Suskie, 2004 & Walvoord 2004).

Approaches:

- ❖ Formative and summative assessment.
- ❖ Direct and indirect evidence of student learning.
- ❖ Assessment yielding evidence of learning processes, inputs, and context as well as learning outcomes.
- ❖ Objective and subjective assessments
- ❖ Performance assessments and traditional assessments.
- ❖ Imbedded and add-on assessments.
- ❖ Local and published assessments.
- ❖ Quantitative and qualitative assessments.

Examples of Direct and Indirect Measures – Course Level

| Direct Measures | Indirect Measures |
|--|--|
| Course-based exams/assignments/projects | Course evaluations |
| Term papers, lab reports, case studies | Test blueprints (outlines of concepts & skills tested) |
| Course-embedded questions/assignments | Classroom Assessment techniques (e.g., thought papers, muddiest point explanation) |
| Observations of field work, internship performance | Percent of class time spent at intellectual or cultural activities related to the course |
| Oral presentations | Reflective essays |
| Portfolios | Focus group interviews with students |
| Graphic tests and poster | Job placement data |
| Group and team projects | Exit interviews |
| Transcript analysis of class conversations | |
| Capstone Course projects/assignments | |

Examples of Direct and Indirect Measures –Program Level

| Direct Measures | Indirect Measures |
|--|--|
| Pass rates or scores on licensure or certification exams or subject area tests | Focus group interviews with students, faculty, employers |
| Student publications or presentations | Job placement data |
| Capstone projects, senior thesis, exhibits, portfolios, or performances | Employer or alumni surveys |
| Employer & internship supervisor ratings of students' performance | Student perception surveys |
| Portfolios Research projects | Acceptance into professional, graduate schools |
| Embedded questions and assignments – essay exams, objective exams | Exit interviews |
| Locally developed exams | |
| Pre/post test data | |
| | |



Selecting Assessment Methods/Strategies

- ▶ It is important to determine the method of assessment for each program OR course SLO and the criteria for success.
 - ▶ After you create your SLOs, think about what assignments or course or program requirements will provide you with the student work (evidence/artifact) you will examine to determine if the outcomes have been achieved.
- 

Data Uses - Courses

- ▶ For formative feedbacks instructors can improve learning
- ▶ For summative feedback to inform planning for the future by an instructor or a course committee
- ▶ To support cross-sectional analysis of how consistently multi-section courses are achieving important learning outcomes or the purposes of the course in a sequence

Data Uses - Program

- ▶ To confirm the purpose of the program (e.g., its place in the entire curriculum or connection to mission)
- ▶ To check alignment of program design with program outcomes
- ▶ To discern how well the program, from its beginning to end, fosters cumulative learning of the desired outcomes
- ▶ To discover how well the program as a whole enables students to achieve end-point levels of competence for all program outcomes
- ▶ To identify superfluous and or missing curricular and co-curricular elements in the program



Benchmarking/Setting Standards

Choose your Standards

- Standards-based: Are your students meeting your standards?
- ❖ Benchmarking: How do your students compare to peers?
- ❖ Best practice: How do your students compare to the best of their peers?
- ❖ Value-added: Are your students improving?
- ❖ Longitudinal: Is your program improving?
- ❖ Capability: Are your students doing as well as they can?

NOTE: the questions you aim to answer and the perspectives you therefore choose determine your assessment design.

Terminology



➤ ***OUTCOMES:***

Specify what students are expected to know, to be able to do, and to value.

Content standards

Objectives

Terminology



➤ ***STANDARDS:***

Define the level of performance students are expected to obtain on the outcome.

Performance standards

Cutoff scores

Performance levels

Proficiency levels

Setting Standards - Examples

- ▶ 95% will score at the “proficient” or “advanced” level
- ▶ 100% will meet the performance standard on social worker-client ethics.
- ▶ Use results from previous years as a comparison or baseline
- ▶ Standardize Tests – Our students will exceed the _____ mean at the 80th percentile
- ▶ Students are expected to score a mean of 3 on all sub score areas on the rubric, and an aggregate score of 3 reflecting satisfactory performance in the following areas:
 - ▶ 1. Content
 - ▶ 2. Concept Mastery and Application)



Using Rubrics to Assess SLOs



Rubric/Scoring Guide/or Grading Criteria

Select your scoring guide:

A simple list, chart, or guide that describes the criteria that you will use to score or grade an assignment.

The list is often accompanied by guidelines for evaluating each of those things

Sources for Rubrics

➤ <https://www.rcampus.com/indexrubric.cfm>

Comprehensive rubric development, assessment, and sharing tool –
browse by subject and grade level

➤ AAC&U - <https://www.aacu.org/value/rubrics>

- build rubric
- my bookmarks
- search
- assessments
- Related areas
- my classes
- coursework



RUBRICS BY GRADE LEVEL:

- Kindergarten - Grade 5 (127521)
- Grade 6-8 (152208)
- Grade 9-12 (186915)
- Undergraduate (76510)
- Graduate (21043)
- Post Graduate (4209)

RUBRICS BY SUBJECT:

- (General) (85207)
- Accounting (11507)
- Arts and Design (53433)
- Biology (19616)
- Business (26303)
- Chemistry (13576)
- Communication (27433)
- Computers (31461)
- Dance (16600)
- Education (46205)
- Engineering (15331)
- English (195435)
- Finance (11289)
- Foreign Languages (52988)
- Geography (20560)
- Geology (18482)
- Health (35058)
- History (54687)
- Humanities (21129)
- Journalism (16179)
- Law (12491)
- Math (52690)
- Medical (20333)
- Music (34568)
- Nursing (6599)
- Pharmacy (501)
- Philosophy (11582)
- Physical Ed., Fitness (32614)
- Physics (12493)
- Political Science (12775)
- Psychology (16786)
- Public Administration (105)
- Science (75151)
- Social Sciences (56398)
- Test Preparation (2997)
- Vocational (42535)

RUBRICS BY TYPE:

- (Other) (68762)
- Assessment (95953)
- Assignment (118038)
- Attendance (5037)
- Class note (8846)
- ePortfolio (10241)
- Exam (31917)
- Handout (8006)
- Homework (24731)
- Presentation (123176)
- Project (207399)
- Quiz (9494)
- Reading (26453)
- Reflection (1426)
- Writing (120399)

Share help

Most Popular

- Homework Completion Rubric
- Graphic Design
- Current Event
- Reading Comprehension Questions
- Weekly Online Discussion Rubric

Tips for Choosing a Rubric

➤ Rubric must be aligned with your curriculum

➤ Similar in level:

❖ Course

❖ Program

❖ Institution

From the same or similar discipline/curriculum

From peer institutions or nationally recognized groups

Developed through a collaborative process



Completing the Assessment Report



Program Mission Statement:

- ▶ A mission for the program should explain the basic purpose(s) of the degree program. It should make clear what it aims to accomplish and how it contributes to the well-being of its students and its significance for the entire university. It may include a vision statement that suggests where the program is headed.

Core Student Learning Outcomes:

- Academic programs should have 3-6 ongoing SLOs that regularly use exit measures and course-embedded measures.
- Ideally, each program should develop trend-line data to show its areas of strengths and weaknesses in student learning. That would allow the program to generate “special” objectives to build on strengths and address weaknesses.
- This would also give reviewers the opportunity to view the program over time.

Core Student Learning Outcomes: cont.

The list of Core Objectives should not be understood as an exhaustive list of all the program's objectives. These are the most basic things that the program expects all of its students to achieve if they are to graduate. Examples would be:

- “Students will write professionally in Business Administration.”
- “Students will know the basics in all three subfields of Criminal Justice.”
- “Biology students will practice lab safety.”
- “Social Workers will be sensitive to diversity.”

Link to Institutional Mission:

- Indicate which portion of the University mission statement justifies the student learning outcomes selected for this program. Do not paraphrase. Quote directly from the current mission statement at <https://www.mvsu.edu/university/mission>
- **Faculty Involvement:** In the Assessment Plan leave this item blank. In the Assessment Report, include a list of all assessment meetings for the major.



Student Learning Outcome:

Only report on 3 of your SLOs.

Indicate what students are expected to know, think or do (knowledge, skills, and dispositions) as a result of your program.

Do not include means of assessment in the student learning outcomes.

Student Learning Goal Supported:

Indicate which of the following Student Learning Goals each SLO is most likely to support. If the SLO could fall under more than one category, choose the best. Do not choose more than one. The choices are:

I. Students will be critical thinkers.

1A: General Critical Thinking.

1B. Critical Reading.

1C: Mathematics or Statistics.

II. Students will be exceptional communicators.

2A. Writing Proficiency.

2B. Oral Proficiency.

2C. Computer Literacy.

III. Students will be service-oriented, engaged, and productive citizens.

IV. Students will Participate in Research.

V. Students will Master the Discipline.

Means of Assessment:

- Means of assessment are the instruments that are used to determine if the Student Learning Outcome (SLO) has been achieved.

Examples:

- a) A locally developed rubric will be used to measure performance proficiency in Theater 406, the capstone course for the degree in Theater.
- b) An exit exam for Criminal Justice Students will be administered to all graduating seniors measuring the three main areas of competence.
- c) All graduating students will pass a licensing exam in Landscape Architecture.
- d) Students will complete the Major Field Test in Biology.

In the Assessment Plan, **the 1st means of assessment is required.**

The 2nd means of assessment is strongly recommended.

Data Collection Plan:

- This should explain all the steps necessary to administer the instrument properly. The plan should include the following elements:
 - a) Who is responsible for administering the instrument?
 - b) When will it be administered?
 - c) Where – if done in specific course(s)

Benchmarks:

- ▶ This section should describe the level(s) of proficiency students should attain once the instrument is applied. Make sure that the benchmarks are expressed numerically, e.g., students are expected to score an average of 3.5 on the six items in the reading rubric.
- ▶ The most useful instruments allow for multiple benchmarks. Multiple benchmarks allow the program to identify areas of strengths and weaknesses.

Benchmarks:

- ▶ For example, a standard such as “students will score at the 40th percentile in all areas of the Major Field Test.” could yield the following results: Students are up to standard on 3 of the 4 areas. That means that the program can focus on improving the fourth area. Similarly, a standard may say that students will score at least a ‘4’ on every item in an Oral Presentation Rubric. If they score at standard in 4 of six levels, the program would know to focus on the other two.
- ▶ In the drop-down portion of the menu, select the exact number of benchmarks that the program expects to achieve. Please use the space provided to describe benchmarks. Extended explanations, charts, and graphs should be included as appendices.

Data Collected:

- ▶ If the data was collected as planned, that can be noted without further comment.
- ▶ If there were issues, missing data or modifications, these should be noted and explained.

Benchmarks Achieved:

For instance, “students met the standard on 4 of 6 items on the writing rubric. Items met were Thesis, Introduction, Organization and Content. Items not met were Mechanics and Grammar.” Or, “students passed two of the five sections of the test.” Identify these.

- ▶ It should be clear to the reader how many benchmarks were met and how many were not met.
- ▶ In the section calling for a description, the report should express the ratio of benchmarks achieved to benchmarks expected. For instance, “the program met 4 of 6 benchmarks. The rubric items below standard were ‘Thesis’ and ‘Organization.’ These will be our focus for next year.”

IMPROVEMENTS OBSERVED DURING ACADEMIC YEAR

- Describe how assessment results were used to improve the program. These improvements could have derived from data analysis from previous years. First, include the student learning outcome and the academic year it was initiated. It is highly unlikely that any improvements will occur during the current planning year. Most reports will track SLOs initiated in previous years. If more than four improvements are observed, include those in the appendix section.
- Report improvements in one or more of the following categories:

IMPROVEMENTS OBSERVED DURING ACADEMIC YEAR

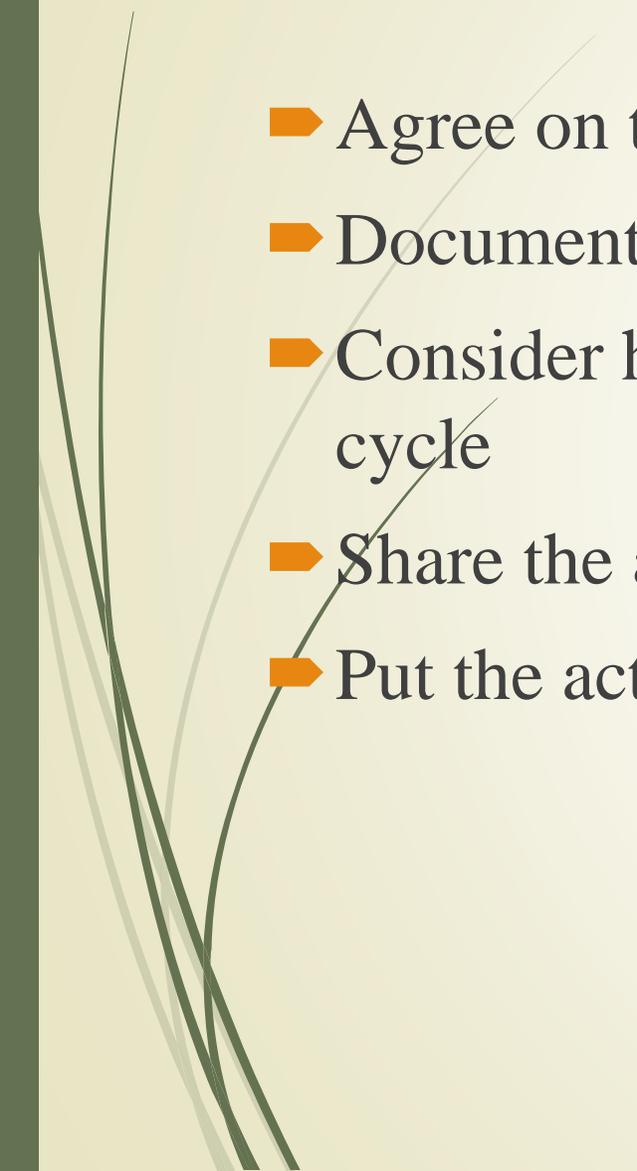
- ▶ TYPE 1: Improvements in means of assessment (e.g., validated a rubric or adopted a nationally normed test).
- ▶ TYPE 2: Interventions suggested by the data (e.g., created a new course, adopted a new pedagogy or changed the emphasis in an existing course).
- ▶ TYPE 3: Documented gains in student learning attributable to an intervention. Specify the intervention. All gains in category 3 must be expressed numerically unless the analysis is qualitative (e.g., students' scores increased by 2 percentile on the Major Field Test).
- ▶ Attach the report for the qualitative analysis in the appendix section.

APPENDIX:

- ▶ Please use the space provided for all reporting items. Often extended explanation, methodological preface, charts, graphs and other items requiring extended space are necessary to adequately convey a program's achievements.
- ▶ These are properly confined to the Appendix section.



Action Plan for Change

- Agree on the needed change
 - Document the action plan
 - Consider how the changes will be assessed in the next assessment cycle
 - Share the action plan
 - Put the action plan in motion
- 

Efficient and Effective Assessment

- ▶ **Integrate** the assessment into **assignments you are currently using:**
(Hint: Don't reinvent the wheel)
- ▶ If you must create a new assignment, make the assignment appropriate to everyone's time and effort. (Remain relevant)
- ▶ **Consider assessing at the practice level rather than only at the mastery level.**

Efficient and Effective Assessment

- ▶ The department is invested in assessment of the program
- ▶ They have a reasonable cycle for assessing all program SLOs
- ▶ Appropriate FACULTY
 - ❖ Are involved in the assessment
 - ❖ Gather their assessment data
 - ❖ Meet to discuss the assessment findings with their colleagues in the department to identify ways to make improvement
 - ❖ Report how they plan to use the assessment findings to improve student learning

Inefficient and/or Ineffective Assessment

- The program doesn't assess or assessment cycle is unreasonable
- Assessment is “farmed out” to the new faculty member
- Faculty are not involved in assessment
- Faculty are not engaged in reviewing their assessment findings.
- The program continually reports a description of their “process but not a “Use of Results to Improve Student Learning.”
- Faculty only look at improving assessment and do not devise strategies to improve student learning
- The program doesn't report their assessment

Sources

- ▶ Miller, R., & Leskes, A. (2005). *Levels of Assessment: From the Student to the Institution*. Association of American Colleges and Universities. Washington. DC
- ▶ Suskie, L. (2004). *Assessing student learning: A common sense guide*. San Francisco, CA: Anker Publishing Company.
- ▶ Walvoord, B. E. (2010). *Assessment clear and simple: A practical guide for institutions, departments, and general education* (2nd ed.). San Francisco, CA: Wiley & Sons, Inc.



THANK YOU!

➤ QUESTIONS

➤ COMMENTS

➤ ?

➤ ?

➤ Evaluation

