Designing an Assessment Plan (made easy)

Presented by CARC

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Important Reminders!

- Assessment is *not* a reflection of an instructor!
- Assessment is *not* meant to show perfection!
- Assessment *is* used to improve student learning and program success.
- We all do assessment in some form, now we are just being asked to share what and how we assess for institutional accountability to our *students*.
- Assessment's focus therefore is on *students*.

Step One: Identifying Course (or program) Goals

- **Course Goal**: A relatively broad statement of what you want students to learn, expressed in general terms.
  - How does the class support the college mission?
    - The mission of the University of New Mexico is to serve as New Mexico's flagship institution of higher learning through demonstrated and growing excellence in **teaching, research, patient care,** and **community service**.
    - The University of New Mexico - Gallup prepares people to achieve their educational and professional goals in a context of respect for the traditions and values of the many groups it serves.
  - In what ways does the class enhance the programs and degrees of the department?
  - In what ways should the students develop from having taken the class?
  - What is the purpose of the class?
  - If you ran into a former student, and you asked what he/she took away from the course, what would you hope they would answer?

- College Success Goals:
  - College Success is aimed at helping students to succeed in college and in their personal and professional lives.
- Introduction to Southwest Studies Goals:
  - This course provides both an introduction to the complex history and culture of the Southwestern United States and a demonstration of the possibilities of the interdisciplinary study of regional American culture. It is multicultural in its content as it is multidisciplinary in its methodology.
- Dental Assisting Science Program Goals:
  - Assists in the provision of culturally relevant dental hearth care. Practices in accordance with the ethics of the dental profession. Employs state of the art methods and materials. Provides and maintains a safe treatment environment for patients and dental health care teams. Receives national and state certification in Dental Assisting.

*Hint: Goals are often found within course descriptions

Step Two: Identify Student Learning Outcomes (SLOs)

- **Identifying Student Learning Outcomes (SLOs):** specific learning behaviors that students should exhibit in the context of the course that support the broader goal(s).
  - Specific skills, values, and/or attitudes, and knowledge.
  - Should be viewed from the *learners'* perspectives.
  - Specific behaviors or performance that can be *measured*.
  - Should use action words that specify definite, observable behavior (See next slide).
  - In what ways will students meet the goal(s) of the class?
  - If you ran into a former student, and you asked what he/she learned from the course, what would you hope they would answer?

*N.B.: SLOs should be identified in every course syllabus

Guide to Using Bloom's Taxonomy of Learning

Adapted from L. W. Anderson and D. R. Krathwohl (eds). *A Taxonomy for Learning, Teaching and Assessing, 2001* (revised from Bloom's, 1956, Taxonomy).

Cognitive Process	What the Learner Does	Action Verbs for Writing Outcomes	Examples
Remember	Recalls or recognizes information: facts, definitions, generalizations	List, describe (from memory), name, label, repeat, recall, identify, state, select, match, know, locate, recognize, observe, choose, who, what, where, when, cite, define, indicate, memorize, outline, record, relate, reproduce, sort	Students will be able to list five leadership styles and provide a thorough definition of each. Students will be able to match important events in US history to the year in which they occurred. Students will be able to identify rocks and minerals.
Understand	Constructs meaning by interpretation, classification, comparing, explaining, summarizing	Explain, restate, review, relate, clarify, illustrate, demonstrate, translate, diagram, sketch, outline, summarize, organize, paraphrase, transform, compare similarities and differences, give examples, arrange, associate, convert, discuss, estimate, extend, generalize, report	Students will be able to explain the causes of World War I. Students will be able to summarize opposing points of view about legalizing drug use. Students will be able to sketch a eukaryotic cell and label its parts.
Apply	Uses methods, concepts, principles, and theories in new situations; solve realistic problems that require the identification of issues and use of appropriate generalizations and skills.	Apply, practice, employ, solve, use, calculate, demonstrate, illustrate, collect, change, graph, compute, construct, develop, interpret, investigate, manipulate, modify, operate, predict, prepare, produce, schedule, sketch	Students will be able to calculate the forces exerted on beams in a building. Students will be able to develop an inventory-control plan for a manufacturing firm. Students will demonstrate the ability to digitally edit a photograph using appropriate software tools.
Analyze	Identifies how parts relate to one another or to a larger structure or purpose; considers available evidence to reach a conclusion, inference or generalization;	Analyze, dissect, detect, test, deconstruct, discriminate, distinguish, examine, focus, find coherence, survey, investigate, separate, structure, determine evidence and conclusions, appraise, break down, deduce, criticize, debate, experiment, infer, inspect, inventory, question, relate, select, map, research, interpret	Students will be able to determine the point of view or bias of an author. Students will be able to test a claim or hypothesis using data tables and graphs. Students will be able to deconstruct a word problem into mathematical expressions.
Evaluate	Judges the value of something by setting up criteria, processes, or standards and then determining how closely the idea or object meets the standards.	Coordinate, judge, select/choose, decide, debate, evaluate, justify, recommend, verify, monitor, the best way, what worked, what could have been different, what is your opinion, appraise, assess, conclude, criticize, discriminate, estimate, grade, prioritize/rank, rate, revise, score, support, value	Students will be able to assess the leadership strengths and weaknesses of recent US presidents. Students will be able to use a rubric to rate design models and recommend changes. Students will be able to choose potential home sites based on their knowledge of geologic hazards.
Create	Brings together parts to form a new whole or solve a problem that requires new creative thinking (at least new to the learner).	Create, hypothesize, design, construct, invent, imagine, discover, develop, induce, bring together, compose, pretend, predict, organize, plan, modify, improve, suppose, produce, set up, propose, formulate, solve (more than one answer), arrange, assemble, combine, devise, generate, manage, perform, prepare, dramatize, paint, compose, rearrange, reconstruct, relate, reorganize, revise, argue for, speculate	Students will create a new product. Students will generate testable hypotheses from existing observations. Students will compose an original score.

University Assessment SLOs

- General Education SLOs
  - http://assessment.unm.edu/general-education-assessment/student-learning-objectives/index.html
- Program Assessment SLOs
  - http://assessment.unm.edu/program-assessment/index.html

- College Success SLOs:
  - Students will provide evidence of various skills and techniques for success, including note taking, time management, using Loboweb, and interacting with instructors.
- Introduction to Southwest Studies:
  - Students will understand the American regionalism and the role of the Southwest in American national identity.
- Dental Assisting:
  - Demonstrate the care of each instrument including passing, pharpening, sterilizing and storage.
- Critical Thinking:
  - Reliably and consistently engage in the rational thinking by recognizing and avoiding one's own and others' egocentric and sociocentric biases.

Step Three: Identifying How SLOs will be Assessed

- Direct Assessment:
  - Tangible, visible, self-explanatory and compelling evidence of exactly what students have and have not learned.
    - Scores on licensure exams
    - Capstone experiences or portfolios
    - Scores on tests
    - Observations of student behaviors, skills, implementation of knowledge
- Indirect Assessment:
  - Proxy signs that students are probably learning.
    - Graduation rates and retention
    - Placement tests
    - Students rating their own knowledge (qualitative data)
    - Honors and awards earned by students

Designing the Assessment

- Choose One of the course SLOs and reflect:
  - How does the instructor know if a student has met the SLO?
  - How does a student exhibit if they have met the SLO?
  - What method do you, the instructor, use to evaluate if the students are learning the objectives?
    - Tests, projects, essays, presentation, research, practicum, survey

*N.B.: Assessment can take many forms and may depend on the nature of the class.

Step Four: Assessment Measurements

- If someone else had to grade the assessment, they should be able to in a way consistent with your methods.
- All faculty who teach a course should be using the same method for measuring the identified SLO.
- The method should clearly show to students why they received the score they did.
- Eliminate the mystery, keep things consistent!

Critical Thinking VALUE Rubric

Definition

Critical thinking is a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Benchmark	Milestones		Capstone
	1	2	3	4
Explanation of issues	Issue/problem to be considered critically is stated without clarification or description.	Issue/problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/or backgrounds unknown.	Issue/problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.	**Issue/problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.**
Evidence **Selecting and using information to investigate a point of view or conclusion**	Information is taken from source(s) without any interpretation/evaluation. Viewpoints of experts are taken as fact, without question.	Information is taken from source(s) with some interpretation/evaluation, but not enough to develop a coherent analysis or synthesis. Viewpoints of experts are taken as mostly fact, with little questioning.	Information is taken from source(s) with enough interpretation/evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning.	**Information is taken from source(s) with enough interpretation/ evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly.**
Influence of context and assumptions	Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position.	Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa).	Identifies own and others' assumptions and several relevant contexts when presenting a position.	**Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.**
Student's position (perspective, thesis/hypothesis)	Specific position (perspective, thesis/ hypothesis) is stated, but is simplistic and obvious.	Specific position (perspective, thesis/ hypothesis) acknowledges different sides of an issue.	Specific position (perspective, thesis/ hypothesis) takes into account the complexities of an issue. Others' points of view are acknowledged within position (perspective, thesis/ hypothesis).	**Specific position (perspective, thesis/ hypothesis) is imaginative, taking into account the complexities of an issue. Limits of position (perspective, thesis/ hypothesis) are acknowledged. Others' points of view are synthesized within position (perspective, thesis/ hypothesis).**
Conclusions and related outcomes (implications and consequences)	**Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified.**	**Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly.**	**Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly.**	**Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order.**

Student Participation:

Assessment and Evaluation

Ways to Demonstrate Participation

(Thanks to Prof. Kathleen Tunney, Dept. of Social Work, SIUE)

Student's Name:_____

ADDITIONAL COMMENTS:

Positive Attributes					
(1) Enters into class discussions	ALMOST ALWAYS	FREQUENTLY	OCCASIONALLY	SELDOM	ALMOST NEVER
(2) Offers questions or comments during class	ALMOST ALWAYS	FREQUENTLY	OCCASIONALLY	SELDOM	ALMOST NEVER
(3) Visits at podium after class	ALMOST ALWAYS	FREQUENTLY	OCCASIONALLY	SELDOM	ALMOST NEVER
(4) Visits during office hours to clarify ideas	ALMOST ALWAYS	FREQUENTLY	OCCASIONALLY	SELDOM	ALMOST NEVER
(5) Engages in the electronic learning forum	ALMOST ALWAYS	FREQUENTLY	OCCASIONALLY	SELDOM	ALMOST NEVER
(6) Offers questions or comments via e-mail	ALMOST ALWAYS	FREQUENTLY	OCCASIONALLY	SELDOM	ALMOST NEVER
Negative Attributes					
(7) Skips class	ALMOST ALWAYS	FREQUENTLY	OCCASIONALLY	SELDOM	ALMOST NEVER
(8) Shows up late	ALMOST ALWAYS	FREQUENTLY	OCCASIONALLY	SELDOM	ALMOST NEVER
(9) Sleeps in class	ALMOST ALWAYS	FREQUENTLY	OCCASIONALLY	SELDOM	ALMOST NEVER
(10) Exhibits disruptive behavior	ALMOST ALWAYS	FREQUENTLY	OCCASIONALLY	SELDOM	ALMOST NEVER

Rubric for Formal Oral Communication

Adapted from Huba, M.E., & Freed, J.E. (2000). *Learner-centered assessment on college campuses: Shifting the focus from teaching to learning* (pp. 156-157). Allyn & Bacon: Needham Heights, MA

Components	3-Sophisticated	2-Competent	1-Not yet Competent
Organization	Presentation is clear, logical, and organized. Listener can follow line of reasoning.	Presentation is generally clear and well organized. A few minor points may be confusing.	Organization is haphazard; listener can follow presentation only with effort. Arguments are not clear.
Style	Level of presentation is appropriate for the audience. Presentation is a planned conversation, paced for audience understanding. It is not a reading of a paper. Speaker is comfortable in front of the group and can be heard by all.	Level of presentation is generally appropriate. Pacing is sometimes too fast or too slow. Presenter seems slightly uncomfortable at times, and audience occasionally has trouble hearing him/her.	Aspects of presentation are too elementary or too sophisticated for audience. Presenter seems uncomfortable and can be heard only if listener is very attentive. Much of the information is read.
Use of Communication Aids	Communication aids enhance presentation. • The font on the visuals is readable. • Information is represented and organized to maximize audience comprehension. • Details are minimized so that main points stand out.	Communication aids contribute to the quality of the presentation. • Font size is mostly readable. • Appropriate information is included. • Some material is not supported by visual aids.	Communication aids are poorly prepared or used inappropriately. • Font size is too small to read. • Too much information is included. • Details or some unimportant information is highlighted, and may confuse the audience.
Content Depth of Content	Speaker provides accurate and complete explanations of key concepts and theories, drawing on relevant literature. Applications of theory illuminate issues. Listeners gain insights.	For the most part, explanations of concepts and theories are accurate and complete. Some helpful applications are included.	Explanations of concepts and/or theories are inaccurate or incomplete. Little attempt is made to tie theory to practice. Listeners gain little from the presentation.
Accuracy of Content	Information (names, facts, etc) included in the presentation is consistently accurate.	No significant errors are made. Listeners recognize any errors to be the result of nervousness or oversight.	Enough errors are made to distract a knowledgeable listener. Some information is accurate but the listener must determine what information is reliable.

Now the question is…

What will you do?

And how will you do it?