



April 22, 2016

ASSESSMENT 101

SAN DIEGO
MESA COLLEGE

Flex Workshop #86290

Introductions

- ◉ Name
- ◉ Department
- ◉ What's one thing you would like to learn at today's workshop?

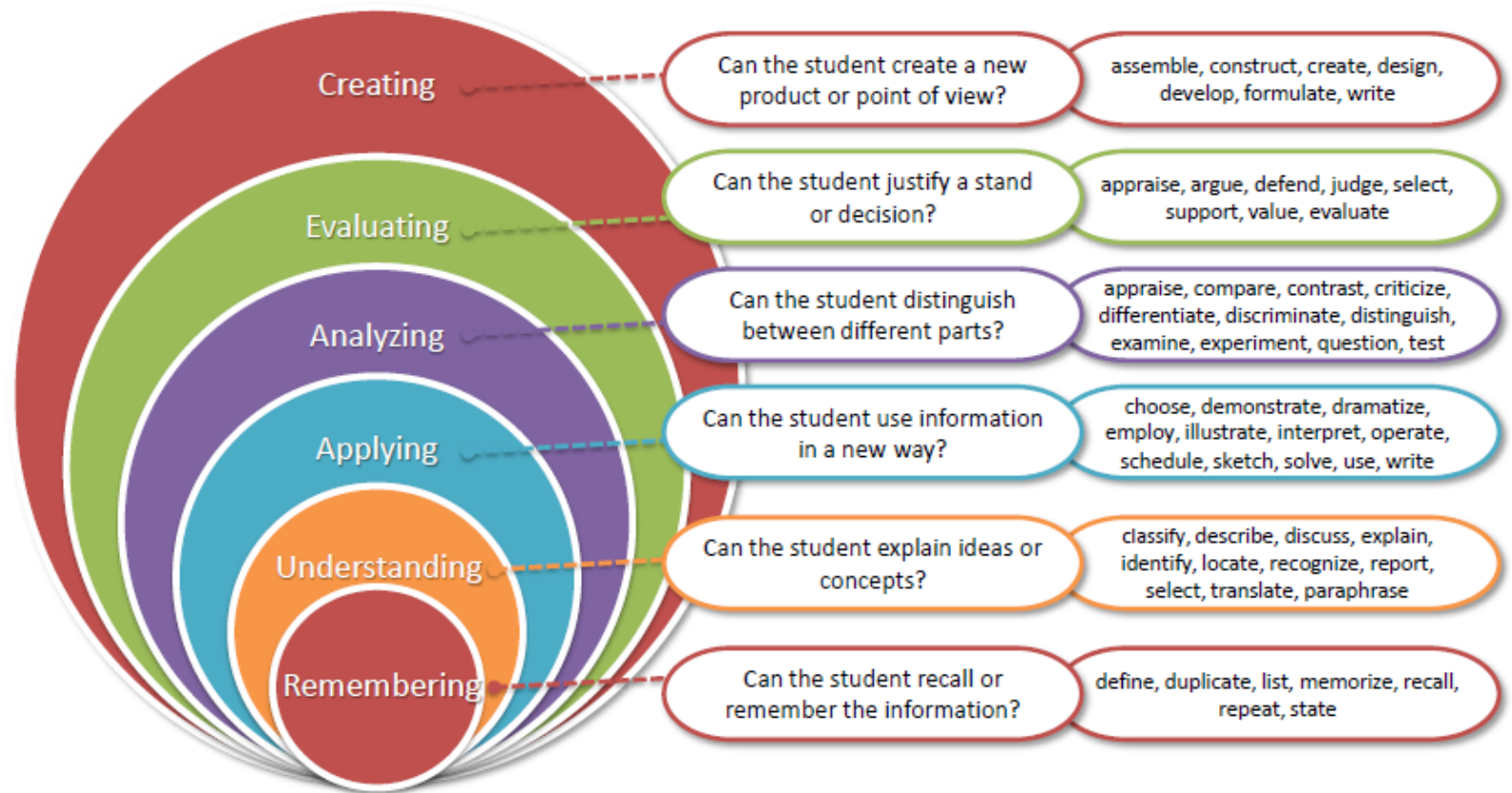


Workshop Learning Outcomes

- ④ Develop a working definition of key terms in outcome assessment
- ④ Describe strategies for making assessment meaningful and informative
- ④ Identify one way in which you can improve at least one program or course level assessment

What Makes for Meaningful Learning Outcome?

Bloom's Taxonomy (Revised)



Learning Outcomes Checklist

- ⦿ **Focused** on most important aspects of the course or program
- ⦿ **Shared** across sections (or courses)
- ⦿ **Collaboratively** developed
- ⦿ **Clearly** communicated
- ⦿ Honor the fact that learning is an iterative, **integrated** process
- ⦿ Refer to **generalizable, higher-order** skills

Reflecting on Your Assessments

Activity 1

- ⦿ Do your course (or program) level learning outcomes meet the criteria?
 - Focused
 - Shared
 - Collaborative
 - Clear
 - Integrated
 - Generalizable

Assessment Methods Terms

Direct
Assessment

Formative
Assessment

Quantitative
Assessment

Qualitative
Assessment

Indirect
Assessment

Summative
Assessment



Let's Talk Assessment Methods

- ⦿ What does “authentic assessment” really mean?
- ⦿ What is the difference between “direct” and “indirect” assessment?
- ⦿ Qualitative versus quantitative evidence

Formative Assessment

- ⦿ Ongoing (throughout course or program)
- ⦿ Purpose: To improve a student's performance or learning outcomes for the course/program
- ⦿ Allows for flexibility and quick adjustments to course or program content/approach*

Examples of Formative Assessments

Results used to:

- shape ultimate performance
- provide guidance/feedback before final/summative assessment

- ⦿ Quizzes
- ⦿ Discussion
- ⦿ Minute papers
- ⦿ Muddiest points
- ⦿ More [here](#)

Summative Assessment

- Typically occurs at the end of a course or program (or service)
- Purpose: To determine whether learning outcomes have been achieved (at the student level, course level, or program level)

Examples of Summative Assessments

Final assessment of knowledge, skills, abilities

- ⦿ Portfolios
- ⦿ Capstone projects
- ⦿ Final exams
- ⦿ Performance (e.g., recital)

Reflecting on Your Assessments

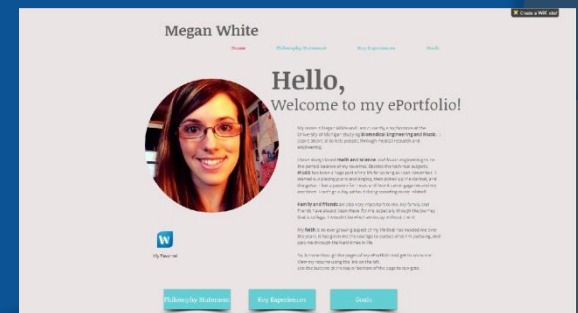
Activity 2

- ④ What types of assessment (formative versus summative) does your course or program currently use?
- ④ How is the information gleaned from these assessments used?

Direct Assessment Measures

The “What”

- Demonstrates actual learning or development
 - Student products
 - Portfolios
 - Projects
 - Papers
 - Performances
 - Theatre performances
 - Music recitals
 - Sports performance
 - Speech/debate
 - Research/conference presentations



Indirect Assessment Measures

The “Why”

- ⦿ Self-reported learning implies what is learned
 - Indicators other than student products
- ⦿ Examples:
 - Surveys
 - Focus groups
 - Exit interviews



Direct vs. Indirect Assessment

Direct Assessment

- + Demonstrated Knowledge
- + Measured achievement of outcomes
- Can be time intensive

Indirect Assessment

- + Reflection
- + Ease of data collection
- + Easier to measure attitudes, beliefs, values
- Not “hard” evidence
- May not generalize to population of students
- Social desirability

Direct & Indirect Assessment Examples & Resources

- ① <https://www.ccaurora.edu/getting-started/testing/direct-indirect>
- ① <https://www.wcupa.edu/tlac/documents/More%20on%20Measures--Definitions.pdf>
- ① <http://www.uwsp.edu/acadaff/Appendix%20D/Assessment%20Academy%20Session%202%20DirectMeasures.pdf>

Reflecting on Your Assessments

Activity 3

- ⦿ Does your program primarily rely on direct assessment, indirect assessment, or a combination of both?
- ⦿ If you use both methods, how do they work together to inform your practice?

Types of Evidence

Qualitative

- Prose or narrative
- Descriptions
- Yes/no (met competency or did not)

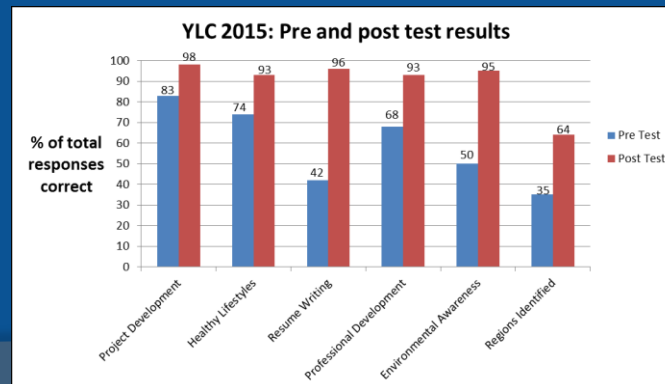
Quantitative

- Ratings
- Rubric scores

WHY DO YOU GO TO COLLEGE (CEGEP)?

Using the scale below, indicate to what extent each of the following items presently corresponds to one of the reasons why you go to college (CEGEP).

	Does not correspond at all	Corresponds a little	Corresponds moderately	Corresponds a lot	Corresponds exactly
	1	2	3	4	5
1. Because with only a high-school degree I would not find a high-paying job later on.	1	2	3	4	5
2. Because I experience pleasure and satisfaction while learning new things.	1	2	3	4	5
3. Because I think that a college (CEGEP) education will help me better prepare for the career I have chosen.	1	2	3	4	5
4. For the intense feelings I experience when I am communicating my own ideas to others.	1	2	3	4	5
5. Honestly, I don't know; I really feel that I am wasting my time in school.	1	2	3	4	5
6. For the pleasure I experience while surpassing myself in my studies.	1	2	3	4	5
7. To prove to myself that I am capable of completing my college (CEGEP) degree.	1	2	3	4	5



The Solar System

Score

745

score

8 correct 1 incorrect 1 skipped

Replay Answers Share

Qualitative or Quantitative?

	Narrative Writing	Organization & Focus	Sentence Structure Word Choice	Mechanics
4	<ul style="list-style-type: none"> Provides a thoroughly developed plot line, including major and minor characters and a definite setting. Includes appropriate strategies (e.g., dialogue; suspense; narrative action). 	<ul style="list-style-type: none"> Clearly addresses all parts of the writing task. Demonstrates a clear understanding of purpose and audience. Maintains a consistent point of view, focus, and organizational structure, including the effective use of transitions. Includes a clearly presented central idea with relevant facts, details, and/or explanations 	<ul style="list-style-type: none"> Sentences reflect variety in length and kind; (compound and complex sentences) Few if any tense/subject verb agreement errors; Word choice is rich and varied 	<ul style="list-style-type: none"> Contains few, if any, errors in the conventions of the English language (grammar, punctuation, capitalization, and spelling). These errors do not interfere with the reader's understanding of the writing.
3	<ul style="list-style-type: none"> Provides a adequately developed plot line, including major and minor characters and a definite setting. Includes appropriate strategies (e.g., dialogue; suspense; narrative action). 	<ul style="list-style-type: none"> Addresses all parts of the writing task. Demonstrates a general understanding of purpose and audience. Maintains a mostly consistent point of view, focus, and organizational structure, including the effective use of transitions. Includes a central idea with mostly relevant facts, details, and/or explanations. 	<ul style="list-style-type: none"> Sentences reflect some variety in length and kind; (more compound than complex sentences) Occasional if any tense/subject verb agreement errors; Word choice is clear and reasonably precise 	<ul style="list-style-type: none"> Contains some errors in the conventions of the English language (grammar, punctuation, capitalization, and spelling). These errors do not interfere with the reader's understanding of the writing.
2	<ul style="list-style-type: none"> Provides a minimally developed plot line, including characters and a setting. Attempts to use strategies but with minimal effectiveness (e.g., dialogue; suspense; narrative action). 	<ul style="list-style-type: none"> Addresses only parts of the writing task. Demonstrates little understanding of purpose and audience. Maintains an inconsistent point of view, focus, and organizational structure, which may include ineffective or awkward transitions that do not unify important ideas. Suggests a central idea with limited facts, details, and/or explanations. 	<ul style="list-style-type: none"> Sentences reflect little variety in length and kind; (mostly simple sentences) Contains tense/subject verb agreement errors; Word choice is basic 	<ul style="list-style-type: none"> Contains several errors in the conventions of the English language (grammar, punctuation, capitalization, and spelling). These errors may interfere with the reader's understanding of the writing.
1	<ul style="list-style-type: none"> Lacks a developed plot line. Fails to use strategies (e.g., dialogue; suspense; narrative action). 	<ul style="list-style-type: none"> Addresses only one part of the writing task. Demonstrates no understanding of purpose and audience. Lacks a point of view, focus, organizational structure, and transitions that unify important ideas. Lacks a central idea, but may contain marginally related facts, details, and/or explanations. 	<ul style="list-style-type: none"> Sentences are simple and fragmented; Errors obstruct meaning Word choice is vague 	<ul style="list-style-type: none"> Contains serious errors in the conventions of the English language (grammar, punctuation, capitalization, and spelling). These errors interfere with the reader's understanding of the writing.

Quantitative & Qualitative Evidence Examples

- ① <https://tomprof.stanford.edu/posting/1199>
- ① <http://www.eiu.edu/ihec/Qualitative%20Assessment%20power%20point.pdf>
- ① https://www.msche.org/publications/SLA_Book_0808080728085320.pdf

Enhancing Your Assessments

Activity 4

- How can you leverage one thing you learned today to enhance your outcomes assessment processes and make the results more meaningful to your program?

Wrap Up and Reflections

Questions?

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