Demystifying Assessment Activities

|  |  |  |  |
| --- | --- | --- | --- |
| Establish clear, measurable learning goals and objectives. | X |  |  |
| Align course, program and institutional learning goals and objectives | X |  |  |
| Ensure that students have multiple opportunities to meet the learning objectives. | X |  |  |
| Ensure that learning objectives are mapped to courses for different levels of expertise. | X |  |  |
| Systematically collect evidence that students are meeting course learning objectives | X |  |  |
| Analyze collected evidence to understand how well students are meeting learning objectives | X |  |  |
| Use analysis of evidence to redesign learning activities to increase the likelihood that students will meet learning objectives |  | X |  |
| Require assessment in program review | X |  |  |
| Embed assessment of learning in institutional initiatives (retention, technology, online learning, learning communities) |  | X |  |
| Review course goals and objectives to meet professional standards |  | X |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Activity** | **Course Level** | **Program Level** | **Institutional Level** |
| Survey of student engagement | X |  |  |
| Final exams | X |  |  |
| Student presentations | X | X |  |
| Internship |  |  |  |
| Service-learning activity |  |  |  |
| Portfolios | X | X |  |
| Poster presentation |  |  |  |
| Multiple choice tests |  |  |  |
| Student surveys | X |  |  |
| Reflective writing | X | X |  |
| Class discussions |  |  |  |
| Admissions rates to graduate school |  |  |  |
| Holistically scored writing sample |  |  | X |
| Focus Groups |  |  |  |

I did not complete the downloadable worksheets, but I did think that these were great tools and far superior as far as “take-away” value than activities in the Benefits and Barriers module. This could be a good model to consider in revisions of the BB module. The above grids were great too since the entries got the brain going about other potential assignments or activities that would count. The BB module asked open ended questions with less suggestions to help shape the activitiy.

|  |  |
| --- | --- |
|  | **Now that you have had a chance to articulate what you already know about assessment by completing the exercises in this section, consider the difference between assessment of learning and grading.  Think of a past assignment that you have either administered to your students or completed as a student.*** **How well did the grade reflect how students met the learning objectives related to the assignment?**
* **Is there an additional way that you could have collected and analyzed the evidence that would have led to information about how well the learning objectives were met?**
 |

**Now that you understand the differences between assessment and evaluation and the tasks involved, how well does your organization score?**

**Assessment**

* **Exceeds expectations**
* **Meets expectations**
* **Needs improvement**

**Evaluation**

* **Exceeds expectations**
* **Meets expectations**
* **Needs improvement**

**If you checked ‘needs improvement’, what tasks need to be addressed? Who can help facilitate this change?**

|  |  |
| --- | --- |
| **Task to address**  | **Who can help with this?** |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |

This one, like the other downloadable grid on assessment versus evaluation is a parroting back of what the module just said, so it doesn’t require genuine thought.

**Write as many assessment terms as you can in 30 seconds.**

**Now, with your list of terminology, circle the terms you can confidently define.**

**Were you able to circle every item? Did you have terms listed that you consistently hear or say but are unable to clearly define? We will cover several common terms in this module.**

Assessment

Objective

Rubric

Measure

Outcome

Evaluation

Score

Rater reliability

**After completing the activities, answer the following questions. You can do this exercise through either individual reflective writing or discussion with a partner.**

* **How many words/expressions do you think you have acquired?**
* **Do you think you will be able to understand the meanings when you hear them in a conversation?**
* **Do you think you will be able to understand the meanings when encountering them in readings?**
* **Have you used them in speaking or writing?**
* **What are some strategies you can employ to help you remember important terms at your institution?**

Meaningful understanding of the terms did not seem the target of this activity since we were just given a glossary and asked to see if we used words as defined. These questions actually seem to push the work of arranging and understanding the terms in a meaningful way onto the seminar user.

|  |  |  |  |
| --- | --- | --- | --- |
| **Assessment Method** | **Course Assessment** | **Program Assessment** | **Institutional Assessment** |
| Tests & Quizzes | X |  |  |
| Focus Groups |  |  |  |
| NCLEX or other licensure exams |  |  |  |
| Senior Capstone Portfolio |  | X |  |
| Offer of Employment |  |  |  |
| Oral Presentation |  |  |  |
| Polling | X |  |  |

|  |  |  |
| --- | --- | --- |
| **Assessment Activity** | **Formative/Summative** | **Purpose** |
| Clicker (student response systems) | Formative | To give immediate feedback |
| Quizzes | SUMMATIVE | TEST KNOWLEDGE ACQUIRED |
| Presentations | SUMMATIVE | EVALUATE ORAL COMMUNICATION SKILLS |
| Concept Maps | FORMATIVE | PROVIDE FEEDBACK FOR DEVELOPING WORK |
| Practice Problems | FORMATIVE | PROVIDE FEEDBACK FOR DEVELOPING WORK |
| Exams | SUMMATIVE | TEST KNOWLEDGE ACQUIRED |
| Discussions | FORMATIVE | FEEDBACK ON DEVELOPING THOUGHT |
| Self-assessments | SUMMATIVE | FINAL SELF EVALUATION |

|  |  |  |
| --- | --- | --- |
| **Activity** | **Direct** | **Indirect** |
| Results of a practice CPA exam. | X |  |
| Offer of employment to a graduate of your program. |  | X |
| Holistically scored writing sample using a rubric | X |  |
| Admission rates of graduates to graduate school |  | X |
| Community College Survey of Student Engagement (CCSSE) | X |  |
| Results of NCLEX Examination | X |  |
| Final Art Portfolio for Senior Capstone | X |  |

**Reflect upon what assessment activities you are doing that is formative/summative, direct/indirect and qualitative/quantitative.**

In our department, we assess papers from ENGL 2999 and capstone portfolios, so these are both direct and summative. In each class, I do all four types of assessment.

**Can you think of an example of an assessment that would benefit from both objective and subjective questions leading to data that would help you assess your course or program?**

Yes, an editing exam can have right/wrong answers regarding grammar or style guides and also subjective judgments on suggestion revisions to structure or focus.

**Current Assessment Activities**

|  |  |  |  |
| --- | --- | --- | --- |
| **Formative Activities** | **Summative Activities** | **Objective or Subjective** | **Qualitative or Quantitative** |
| Rough drafts | Portfolio | Class survey (Sub) | Student evaluation (Quan) |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

**Future Assessment Activities**

|  |  |  |  |
| --- | --- | --- | --- |
| **Formative Activities** | **Summative Activities** | **Objective or Subjective** | **Qualitative or Quantitative** |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

These grids would benefit from having one example in the first row, esp for the lst two columns since you’re allowing opposites in the same column.

1. **What are some assessment activities that you are currently not doing that you should be? INDIRECT ASSESSMENT OF OUR MAJORS THROUGH FOCUS GROUPS**
2. **What assessment activities are you already doing that you did not realize? ALUMNI SURVEYS AND EXIT SURVEYS**
3. **How well are the terms assessment and evaluation understood at your institution? VARIES WIDELY DEPENDING ON FACULTY INVESTMENT IN ASSESSMENT**
4. **Does your institution have an approach or plan for assessment? If not, what actions can you take to begin a conversation about establishing an assessment plan? PIECEMEAL, BUT NOT A COHESIVE AND TRANSPARENT ONE**
5. **Why is it important for your institution to use and understand assessment terminology in the same way? What could go wrong if you are not? MISUING TERMS COULD MEAN THAT CONSTITUENTS DON’T GATHER THE RIGHT ARTIFACTS TO ASSESS, FOR ONE.**
6. **With a basic understanding of assessment terminology, where might someone begin looking for data? (hint: it is the foundation for designing courses, programs, etc.) ARTIFACTS THAT WOULD SPEAK TO THE OBJECTIVES OF A PROGRAM OR COURSE**
7. **Why is it important to understand the differences between formative and summative assessment; indirect and direct; qualitative and quantitative; objective and subjective? BECAUSE IT CLARIFIES THE NATURE OF THE ASSESSMENT AND ITS ROLE COMPARED TO OTHERS IN A PROGRAM OR COURSE.**
8. **What data might you need for assessment? How would you go about gathering it? STUDENT ASSIGNMENTS, COURSE SYLLABI, GRADES WHICH CAN BE REQUESTED OF STUDENTS, FACULTY, OR FROM THE INSTITUTIONAL RESEARCH OFFICE.**