**Demystifying Assessment Activities**

***What Does Assessment Mean?***

***Warm Up Activity***

|  |  |  |  |
| --- | --- | --- | --- |
| **Activity** | **We Do This** | **We Don’t Do This** | **Comment** |
| 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 |  |  | Need a “kind of” box |
| Require assessment in program review | X |  |  |
| Embed assessment of learning in institutional initiatives (retention, technology, online learning, learning communities) | X (some) |  | Need to do more |
| Review course goals and objectives to meet professional standards | X |  |  |

***Activity: How are you already collecting evidence?***

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

***Final Reflection***

1. How well did the grade reflect how students met the learning objectives related to the assignment?
	1. Pretty well since I have been using the practices of assessment and rubrics.
2. 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?
	1. Qualitative data from students.

***How Is Assessment Related to Evaluation?***

***Warm Up Activity: on module***

***Activity: Defining Features Matrix***

|  |  |  |
| --- | --- | --- |
| **Features** | **Assessment**  | **Evaluation** |
| Requires on-going activity | X |  |
| Require criteria to make decisions | X | X |
| Provides closure |  | X |
| Aims to improve the quality of higher ed | X | X |
| Uses data measurement | X |  |
| Aims to judge the quality of higher education | X |  |
| Highlights shortfalls from the data |  | X |
| Is evidence-based | X | X |
| Can be individualized | X |  |

***Activity: Reviewing Your Systematic Approach***

Planning

* Engage stakeholders.
* Identify the purpose of the assessment.
* Create a written plan with milestones over several years for sustainability.

Implementation

* Identify leadership at all levels (course, department, program, institutional).
* Identify data collection strategies.
* Develop or purchase appropriate measurement instruments.
* Orient stakeholders to the tools and their role.
* Collect data.
* Organize and analyze data.
* Summarize findings.
* Share results.

Improving and Sustaining

* Evaluate credibility of evidence (performed by stakeholders).
* Improve collection methods, if necessary.
* Review, share, and take necessary actions related assessment findings (performed by assessment leadership).
* Reexamine assessment plan and processes periodically, and make changes as necessary.

***Final Reflection***

Assessment: Needs improvement

Evaluation: Needs improvement

***What Basic Assessment Terminology Do I Need to Know?***

***Warm Up Activity***

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

Student artifact

Rubric

Formative

Summative

Qualitative

Quantitative

Standards

Accountability

Benchmark

Bloom’s taxonomy

Learning outcomes

Portfolio

Signature work

***Activity: Important Terminology in Use***

|  |  |  |
| --- | --- | --- |
| **Terms** | **Use as Defined**  | **Needs Clarification** |
| Alignment | X |  |
| Assessment |  | X |
| Assessment Process |  | X |
| Benchmarking |  | X |
| Buy-in | X |  |
| Classroom Assessment |  | X |
| Coding |  | X |
| Consistency | X |  |
| Dashboard | X |  |
| Data | X |  |
| Data Analysis | X |  |
| Direct Assessment of Learning | X |  |
| Dissemination | X |  |
| Embedded Assessment |  | X |
| ePortfolio |  | X |
| Evaluation |  | X |
| Evidence | X |  |
| Focus Groups | X |  |
| Formative Assessment | X |  |
| General Education | X |  |
| Goals |  | X |
| High stakes/Low stakes | X |  |
| Indicators |  | X |
| Indirect Assessment of Learning | X |  |
| Interviews | X |  |
| Knowledge Tests | X |  |
| Learning Outcomes |  | X |
| Learning Objectives |  | X |
| Likert Scale | X |  |
| Logic Model |  | X |
| Mapping |  | X |
| Measure | X |  |
| Program Assessment | X |  |
| Qualitative Assessment | X |  |
| Quantitative Assessment | X |  |
| Reliability | X |  |
| Rubric | X |  |
| Standards | X |  |
| Stakeholders | X |  |
| Statistical Tests | X |  |
| Summative Assessment | X |  |
| Surveys | X |  |
| Validity | X |  |
| Value Added |  | X |

***Final Reflection***

1. How many words/expressions do you think you have acquired?
	1. Maybe 3-4.
2. Do you think you will be able to understand the meanings when you hear them in a conversation?
	1. Yes.
3. Do you think you will be able to understand the meanings when encountering them in readings?
	1. Yes.
4. Have you used them in speaking or writing?
	1. Yes.
5. What are some strategies you can employ to help you remember important terms at your institution?
	1. Create a term table.

***What Frameworks Will Help Me Understand Assessment in Higher Education?***

***Warm Up Activity***

|  |  |  |  |
| --- | --- | --- | --- |
| **Assessment Method** | **Course Assessment** | **Program Assessment** | **Institutional Assessment** |
| Tests and quizzes | X |  |  |
| Focus groups | X |  | X |
| NCLEX or other licensure exams |  | X |  |
| Senior Capstone Portfolio | X | X |  |
| Offer of employment |  | X | X |
| Oral presentation | X |  |  |
| Polling |  | X | X |

**Activity: Formative or Summative**

|  |  |  |
| --- | --- | --- |
| **Assessment Activity** | **Formative/Summative** | **Purpose** |
| Clicker (student response) | Formative | To give immediate feedback |
| Quizzes | Formative/Summative | Formative if intended for on-going feedback |
| Presentations | Summative | At the end to sum up learning |
| Concept maps | Formative | To give feedback on scaffolded thought |
| Practice problems | Formative | To give feedback on process |
| Exams | Summative | At end |
| Discussions | Formative | Feedback in the moment |
| Self-assessments | Formative | Not formally graded |

***Activity: Direct and Indirect***

|  |  |  |
| --- | --- | --- |
| **Activity** | **Direct** | **Indirect** |
| Results of a practice CPA exam | X |  |
| Offer of employment |  | X |
| Holistically scored writing sample | X |  |
| Admission rates |  | X |
| Community College Survey |  | X |
| Results of NCLEX Exam | X |  |
| Final Art Portfolio for Senior Capstone | X |  |

***Activity: Quantitative and Qualitative***

Formative: CAT’s; Summative: final essay; Direct: portfolios; Indirect: graduate surveys; Qualitative: midterm evaluations; Quantitative: quizzes

***Activity: Objective and Subjective***

Multiple choice test ending in a learning outcomes reflection.