

Warm Up

It seems likely that much of this is being done, but I don't know anything about it.

Activity	We Do This	We Don't Do This	Comment
Establish clear, measurable learning goals and objectives.	✓		
Align course, program and institutional learning goals and objectives	✓		
Ensure that students have multiple opportunities to meet the learning objectives.	✓		
Ensure that learning objectives are mapped to courses for different levels of expertise.			
Systematically collect evidence that students are meeting course learning objectives			
Analyze collected evidence to understand how well students are meeting learning objectives			
Use analysis of evidence to redesign learning activities to increase the likelihood that students will meet learning objectives			
Require assessment in program review			
Embed assessment of learning in institutional initiatives (retention, technology, online learning, learning communities)			
Review course goals and objectives to meet professional standards			

Activity

I am unsure about the categories above course level

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

Activity

Microbiology Lab Course:

Goal: to be able to design and execute an experiment. Objective: Design and execute a series of tests to identify an unknown microbe.
Goal: to use common measuring tools. Objective: Demonstrate an ability to use pipettes to measure specific volumes.

Activity

Design a set of experiments to identify an unknown microbe
- Thinking skills - lower level: consider list of possible microbes

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Activity	<p>Institutional goal: critical thinking skills, program goal: experimental design and analysis skills, course learning objective: Design and execute a series of tests to identify an unknown microbe</p> <ul style="list-style-type: none"> • Thinking skills - lower level: consider list of possible microbes and tests • Thinking skills - higher level: select an appropriate series of tests for efficient analysis, conduct tests, interpret test results 																														
Reflection	<p>In the unknown microbe assessment, the grade reflects the learning objectives well, as the rubric focuses on these aspects of the assignment. Because it is hands-on, I often get to see into this process during the course of the lab exercise, which gives me insight into the thought processes of the students, but this is not collected formally.</p>																														
<p>HOW IS ASSESSMENT RELATED TO EVALUATION</p>																															
Activity	<table border="1"> <thead> <tr> <th>Features</th> <th>Assessment</th> <th>Evaluation</th> </tr> </thead> <tbody> <tr> <td>Requires on-going activity</td> <td style="text-align: center;">+</td> <td style="text-align: center;">-</td> </tr> <tr> <td>Require criteria to make decisions</td> <td style="text-align: center;">+</td> <td style="text-align: center;">+</td> </tr> <tr> <td>Provides closure</td> <td style="text-align: center;">-</td> <td style="text-align: center;">+</td> </tr> <tr> <td>Aims to improve the quality of higher education</td> <td style="text-align: center;">+</td> <td style="text-align: center;">+</td> </tr> <tr> <td>Uses data measurement</td> <td style="text-align: center;">+</td> <td style="text-align: center;">+</td> </tr> <tr> <td>Aims to judge the quality of higher education</td> <td style="text-align: center;">-</td> <td style="text-align: center;">+</td> </tr> <tr> <td>Highlights shortfalls from the data</td> <td style="text-align: center;">-</td> <td style="text-align: center;">+</td> </tr> <tr> <td>Is evidence-based</td> <td style="text-align: center;">+</td> <td style="text-align: center;">+</td> </tr> <tr> <td>Can be individualized</td> <td style="text-align: center;">+</td> <td style="text-align: center;">-</td> </tr> </tbody> </table>	Features	Assessment	Evaluation	Requires on-going activity	+	-	Require criteria to make decisions	+	+	Provides closure	-	+	Aims to improve the quality of higher education	+	+	Uses data measurement	+	+	Aims to judge the quality of higher education	-	+	Highlights shortfalls from the data	-	+	Is evidence-based	+	+	Can be individualized	+	-
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<p>WHAT BASIC ASSESSMENT TERMINOLOGY DO I NEED TO KNOW?</p>																															
Warm-up	<p>Assessment Evaluation Learning objectives Summative assessment Formative assessment Rubric</p>																														
Reflection	<p>I learned several new terms, and have better working definitions of a number of others. I do think this will help my fluency in this area, in both readings and conversations. I have used some of these terms</p>																														

	frequently, and generally find that my colleagues are using them correctly. I may keep this list as a reference - I think it is very helpful.
	WHAT FRAMEWORKS WILL HELP ME UNDERSTAND ASSESSMENT IN HIGHER EDUCATION?
Activity	<p>Assessment - Type - Purpose</p> <p>Quizzes - Formative/Summative - To give quick feedback and improve recall</p> <p>Presentations - Summative - To evaluate the presentation of knowledge</p> <p>Concept Maps - Formative - To connect ideas</p> <p>Practice Problems - Formative - To improve problem solving skills</p> <p>Exams - Summative - To evaluate overall learning gains</p> <p>Discussions - Formative - To improve critical thinking</p> <p>Self-assessments - Formative/Summative - To improve metacognition and assess overall knowledge state</p>
Activity	<p>CPA exam - direct</p> <p>Employment offer - indirect</p> <p>Writing sample - direct</p> <p>Admission to grad school - indirect</p> <p>CCSSE - direct</p> <p>NCLEX exam - direct</p> <p>Capstone - direct</p>