The Foundation and Fundamentals

Student Learning Assessment
# Principles of Assessment

<table>
<thead>
<tr>
<th>The assessment of student learning begins with educational values.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment is most effective when it reflects an understanding of learning as multidimensional, integrated, and revealed in performance over time.</td>
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<tr>
<td>Assessment works best when the programs it seeks to improve have clear, explicitly stated purposes.</td>
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<tr>
<td>Assessment requires attention to outcomes but also and equally to the experiences that lead to those outcomes.</td>
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<tr>
<td>Assessment works best when it is ongoing, not episodic.</td>
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<td>Assessment fosters wider improvement when representatives from across the educational community are involved.</td>
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<tr>
<td>Assessment makes a difference when it begins with issues of use and illuminates questions that people really care about.</td>
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<tr>
<td>Assessment is most likely to lead to improvement when it is part of a larger set of conditions that promote change.</td>
</tr>
<tr>
<td>Through assessment, educators meet responsibilities to students and to the public.</td>
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</tbody>
</table>
Levels of Assessment

Institutional Assessment
- Determination of institutional performance

Program Assessment
- Determination of how well an academic program is meeting student learning outcomes

Course Assessment
- Determination of how well a course is meeting student learning outcomes and objectives

Classroom Assessment
- Determination of individual student performance at course level by instructors

Includes General Education

To Improve
To Inform
To Prove
To Support
Types of Assessment

Pre Assessment (Early)
- What do students know?

Formative Assessment (Midpoint)
- What are students learning?

Summative Assessment (Exit)
- What have students learned?
Assessment is NOT Evaluation

Assessment:
- is ongoing
- is positive
- is individualized
- provides feedback

Evaluation:
- provides closure
- is judgmental
- is applied against standards
- shows shortfalls

Both:
- require criteria
- use measures
- are evidence-driven
Why Student Learning Assessment?

• External drivers
  • Regional accreditation (SACSCOC)
    • Documentation that you have established an effective assessment process that leads to continuous improvement
  • Specialized accreditation (e.g. ABET, AACSB, CAEP)
  • State coordinating board (LA Board of Regents and the Master Plan for Higher Education in Louisiana)

• Internal drivers
  • Good management
  • Quality motivation
  • Knowing where you are
  • Knowing where you have been
  • Knowing what is possible and how to get there

Objective 3-5: Demonstrate improvement in student learning outcomes through measurable data and reporting that can be shared publicly and used to drive the decision-making process.
Importance of Assessment and...

Faculty

• Improve teaching
• Ideas for growth and development of the course
• Are courses as a whole meeting program goals
• Discover what’s missing
• Are students learning what they are supposed to learn
• Think critically about why students are or are not meeting the learning outcomes and the student needs

Students

• Value of the program
• Commitment to student
• Confidence in course sequence
• Transparency
• Students learn their strengths and weaknesses
• Students take charge of their learning
• Better information about what is being asked of them
• Grading is less arbitrary if tied to learning outcomes
• Helps the professor teach better
Importance of Assessment and...

Institution

• Promise
• Recruitment
• Continuous improvement
• Evidence-based decision making
• Accreditation = Federal Funds
• Accountability
• Consistency
• Transparency
Assessment Checklist

- Who are you assessing?
- What are you assessing?
- Why are you assessing?
- What do you want to know?
- Why does it matter?
- What type of data is being collected?
- What assessable assignments measure the state learning outcome?
- Who will collect the data?
- Where, exactly, will the data be collected? (logical courses)
- When will the data be collected?
- Who will see the results?
- How will the data be used?

Intentional Planning IS Assessment Done Right
Assessment Process

Provide Opportunities for Learning:
faculty achieve consensus on learning outcomes to be assessed, and map outcomes to curriculum

Describe selected methods:
faculty identify both direct and indirect evidence, and assessment tool, for each learning outcome

Gather Data: faculty develop timeline for gathering assessment data; pre, formative, and/or summative assessment

Evaluate and Interpret Data: faculty collaborate to interpret assessment data and develop strategies to improve student learning opportunities

Plan Improvements: faculty implement strategies to improve student learning; changes to curriculum or pedagogy

Reflection: faculty reflect on the strategies implemented and determine impact.
1-Provide Opportunities for Learning: faculty achieve consensus on learning outcomes to be assessed, and map outcomes to curriculum

Program Student Learning Outcomes/Competencies

- Focus on broad skills developed over time
  - Not restricted to a single course or learning experience
- Demonstrate acquisition of specific disciplinary/professional knowledge and skills necessary after taking the degree
  - Ask: “What makes a graduate of the program able to function and learn in a specific discipline/profession after the degree?”
- Clear and specific enough to be measurable (Bloom’s Taxonomy

Mapping Curriculum

- A visual depiction of how learning outcomes and/or professional standards are translated into individual courses taught within a program
  - i.e., Demonstrates which courses are meeting specific outcomes/standards
- Used to determine assessment points in a program
- Used to identify program assessment artifacts
Bloom’s Taxonomy

- Remembering
- Understanding
- Applying
- Analyzing
- Evaluating
- Creating
Action Verbs
<table>
<thead>
<tr>
<th>Program Outcomes / Courses</th>
<th>Outcome 1</th>
<th>Outcome 2</th>
<th>Outcome 3</th>
<th>Outcome 4</th>
<th>Outcome 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course 1100</td>
<td>I</td>
<td>R</td>
<td>I</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course 1200</td>
<td></td>
<td>R</td>
<td>M</td>
<td>M</td>
<td></td>
</tr>
<tr>
<td>Course 1300</td>
<td>R</td>
<td>M</td>
<td>R</td>
<td></td>
<td></td>
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<tr>
<td>Course 1400</td>
<td>M</td>
<td></td>
<td></td>
<td>M</td>
<td></td>
</tr>
<tr>
<td>Course 1500</td>
<td>M</td>
<td></td>
<td></td>
<td></td>
<td>R</td>
</tr>
</tbody>
</table>

I= Outcome is introduced
R= Outcome is reinforced
M= Outcome is mastered
2. Describe selected methods: Faculty identify both direct and indirect evidence, and assessment tools, for each learning outcome.

Direct Methods

Course
- CATS – Minute papers
- Case studies
- Observation
- Essays
- Pre-Post testing
- Skill demonstration
- Project papers
- Student presentations
- Discussions
- Portfolios
- Research papers
- Reflective writing – journals
- Open-ended test questions
- Multiple-choice questions if...

Program
- Case studies
- Student work samples
- Pre-Post Tests
- Essays
- Embedded test questions
- Licensure/Certification testing
- Nationally or state normed exams
- Portfolios
- Capstone projects
- Research
- Thesis
- Dissertations
- Reflective Essays
Indirect Methods

Course
• Peer reviews
• Surveys
• Grades

Program
• Surveys
• Focus groups
• Interviews
• Retention/graduations rates
• Job placement rates
• Self reported gains
• SWOT Analysis
• Syllabus Review
Aligning Assessment Methods

• Program Outcome
  • Write clear and effective prose in several forms, using conventions appropriate to audience (including academic audiences), purpose, and genre.

• Course Outcome
  • Students will describe the history, role, and purpose of legal aspects in Higher Education.

• Assessment Methods
  • **Skill Demonstration**: Students will complete, through writing and using critical thinking skills, the elements of reasoning for chapters 1 and 2.
  • **Discussion Board**: Students will write a response to the Discussion Board question posed by the instructor.
  • **Essay**: Students will write a 4-6 page essay on a legal aspect topic in Higher Education.
Measurement: Assessment Tools

- Checklist Rubrics
- Scoring Guide Rubrics
- Descriptive Rubrics
Checklist Rubric

- Checklist rubrics generally provide criteria, but there is not a scale or any performance indicators
  - low inter-rater reliability

<table>
<thead>
<tr>
<th>Dimensions</th>
<th>Present</th>
</tr>
</thead>
<tbody>
<tr>
<td>Context and purpose for writing</td>
<td></td>
</tr>
<tr>
<td>Content development</td>
<td></td>
</tr>
<tr>
<td>Genre and disciplinary conventions</td>
<td></td>
</tr>
<tr>
<td>Sources and evidence</td>
<td></td>
</tr>
<tr>
<td>Control of syntax and mechanics</td>
<td></td>
</tr>
</tbody>
</table>
Scoring Guide Rubric

- Scoring guide rubrics generally provide a scale, but not performance indicators
  - low inter-rater reliability

<table>
<thead>
<tr>
<th>Criteria</th>
<th>1 Weak</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5 Strong</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purpose</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Content</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Structure</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sources</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grammar</td>
<td></td>
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</tbody>
</table>
Descriptive Rubric

• Learning Outcome
• Dimensions for achievement of Learning Outcome (Proficiency)
  • generally listed on the Y-axis
• Scale
  • generally placed on the X-axis
  • 3-6 point scales
• Performance indicators
  • Descriptions of observable behaviors/performances that indicate each point on the scale for each dimension
<table>
<thead>
<tr>
<th>WRITTEN COMMUNICATION VALUE RUBRIC</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>5</strong></td>
</tr>
<tr>
<td><strong>Context of and Purpose for Writing</strong></td>
</tr>
<tr>
<td><strong>Includes considerations of audience, purpose, and the circumstances surrounding the writing task(s).</strong></td>
</tr>
<tr>
<td><strong>Content Development</strong></td>
</tr>
<tr>
<td><strong>Genre and Disciplinary Conventions</strong></td>
</tr>
<tr>
<td><strong>Formal and informal rules inherent in the expectations for writing in particular forms and/or academic fields (please see glossary).</strong></td>
</tr>
<tr>
<td><strong>Sources and Evidence</strong></td>
</tr>
<tr>
<td><strong>Control of Syntax and Mechanics</strong></td>
</tr>
</tbody>
</table>
### 3-Gather Data: faculty develop timeline for gathering assessment data; pre, formative, and/or summative assessment

<table>
<thead>
<tr>
<th>Assessed</th>
<th>Data Point 1</th>
<th>Data Point 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1 Oral Communication</td>
<td>• Sample of Oral presentations</td>
<td>• Student perception Survey</td>
</tr>
<tr>
<td></td>
<td>• From all gen ed courses (split over three years)</td>
<td>• All students</td>
</tr>
<tr>
<td></td>
<td>• Gathered every semester</td>
<td>• Gathered yearly</td>
</tr>
<tr>
<td></td>
<td>• Assessed in three year increment using OC VALUE Rubric</td>
<td>• Assessed in three year increments</td>
</tr>
<tr>
<td>Written Communication</td>
<td>• Sample of Final Writing Assignment (Paper)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• From all gen ed courses (split over three years)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Gathered every semester</td>
<td></td>
</tr>
<tr>
<td><em>Year 2</em> Quantitative Reasoning</td>
<td>• Sample of Embedded questions on Final Exam (Short Answer)</td>
<td>• Grades/GPAs</td>
</tr>
<tr>
<td></td>
<td>• From all gen ed courses (split over three years)</td>
<td>• All students</td>
</tr>
<tr>
<td></td>
<td>• Gathered every semester</td>
<td>• Gathered yearly</td>
</tr>
<tr>
<td><em>Year 3</em> Natural Sciences</td>
<td>• Sample of Final Writing Assignment (Lab Report)</td>
<td>• Peer Review</td>
</tr>
<tr>
<td></td>
<td>• From all gen ed courses (split over three years)</td>
<td>• From all gen ed courses (split over three years)</td>
</tr>
<tr>
<td></td>
<td>• Gathered every semester</td>
<td>• Gathered yearly</td>
</tr>
<tr>
<td><em>Year 3</em> Social &amp; Behavioral Sciences</td>
<td>• Sample of Final Writing Assignment (Paper)</td>
<td>• Assessed in three year increments using observation rubric</td>
</tr>
<tr>
<td></td>
<td>• From all gen ed courses (split over three years)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Gathered every semester</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Assessed in three year increment using Inquiry VALUE Rubric</td>
<td></td>
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</tbody>
</table>
4-Evaluate and Interpret Data: faculty and staff collaborate to interpret assessment data and develop strategies to improve student learning opportunities.

**Written Communication (fictitious data)**

<table>
<thead>
<tr>
<th>Area</th>
<th>Year 2 (14-15)</th>
<th>Year 3 (15-16)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Context of and Purpose for Writing</td>
<td>2.5</td>
<td>2</td>
</tr>
<tr>
<td>Content Development</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Genre and Disciplinary Conventions</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Sources and Evidence</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Control of Syntax and Mechanics</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>
Evaluate and Interpret Data…

• What do these data mean?
• How might you respond to these data?
• What other questions occur to you as you look at these charts?
• How could you expand on this project so that it benefits the instructor and the institution?
Plan Improvements: faculty and staff implement strategies to improve student learning; changes to curriculum or pedagogy

- Over the last two years the rubric scores related to Sources and Evidence is moving in a downward trend. For this reason, ENG 101 and ENG 102 will be revised so that an information literacy assignment is added to curriculum.

- The Teaching and Learning Center, in collaboration with the Director of Library and Tutoring Services, will host professional development opportunities on how to create information literacy type assignments.
Instructors teaching English 101 and 102 attended a workshop on creating information literacy assignments in the summer of 2016.

73% (16/22) of instructors teaching English 101 and 102 added information literacy assignment to their curriculum.

The data from the 16-17 assessment period indicates that the strategies implemented are working. We will continue to monitor this particular criteria. Further, we will reach out to those instructors that have not implemented an information literacy assignment to do so.

While reflecting on current data and the impact, we realized that we have not broken out the data by demographics, or on-campus vs online students. Moving forward we will focus on disaggregating the data.
Assessment Processes

Must be...

• Meaningful
• Manageable
• Sustainable

If not – scrap it and start over!
By failing to plan, you plan to fail…
Assessment for Learning Workshops

• Developing Student Learning Outcomes
• Curriculum Mapping
• Building Rubrics
• Creating an Assessment Plan

Register at training.lsu.edu
Join us for Geaux Assess Coffee Talks the last Friday every month from 9-10am in 336 T Boyd Hall (fall/spring semesters only).

This is an informal opportunity for colleagues to share their assessment for learning experiences, ask questions about Taskstream, or just enjoy good company and good coffee.

No reservation needed – just show up.
Getting in touch is easy!

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