Office of Institutional Effectiveness and Assessment

Workshop Title: Assessment 101
Training and Refresher Workshop on the Academic Assessment Process

Suggested Citation:
Assessment 101
Training and Refresher Workshop on the Academic Assessment Process
Introductions
Name
Degree Program
In one sentence, what do you hope to learn today?
GOALS

Describe the purpose of assessment

Articulate the ultimate goal of assessment

Develop an understanding of the assessment process
ASSessment
WHY DO WE DO IT?
Improvement of student learning & development
Resource Allocation
Accountability
ASSESSMENT

WHO DO WE DO IT FOR?
FOR YOU
Assessment for you
Assessment for you
Assessment for everyone else

Assessment for you
ASSESSMENT
WHAT IS IT?
Assessment is the ongoing process of:

• Establishing clear, measurable expected outcomes of student learning.
• Ensuring that students have sufficient opportunities to achieve those outcomes.
• Systematically gathering analyzing and interpreting evidence to determine how well student learning matches our expectations.
• Using the resulting information to understand and improve student learning.

(Linda Suskie, 2014, Assessing Students)
ASSESSMENT
WHAT IS THE PURPOSE?
THE PURPOSE
To collect meaningful actionable data that leads to program and student learning improvements.
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To collect meaningful actionable data that leads to program and student learning improvements.
ASSESSMENT

HOW DO WE DO IT?
Specify Student Learning Outcomes

Create and Map Outcomes to Courses

Select Measures of Outcomes

Collect Outcomes Information

Analyze Data

Use Results for Program-Related Decisions
Specify Student Learning Outcomes

Create and Map Outcomes to Courses

Select Measures of Outcomes

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Use Results for Program-Related Decisions
The specific knowledge, skills, or abilities that students should be able to demonstrate or perform at the end of the program.
The specific knowledge, skills, or abilities that students should be able to demonstrate or perform at the end of the program.
✓ Observable
The specific knowledge, skills, or abilities that students should be able to demonstrate or perform at the end of the program.

✓ Observable
✓ Reasonable
✓ Uses concrete action verbs
Specify Student Learning Outcomes

Statements of the knowledge, skills, and behaviors a student should achieve, or be able to do, upon completion of an academic degree program.
✓ Observable
✓ Reasonable
✓ Uses concrete action verbs
✓ Includes criteria for success
Students graduating with a degree in Music, will be able to compose a short piece of music with creativity, craftsmanship, and aesthetic appeal.
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✓ Observable
✓ Reasonable
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Students graduating with a degree in Music, will be able to compose a short piece of music with creativity, craftsmanship, and aesthetic appeal.

✓ Observable
✓ Reasonable
✓ Uses concrete action verbs
✓ Includes criteria for success
Best practice is to have between 3 and 15 student learning outcomes for your program.
Specify Student Learning Outcomes

Students will understand music composition.
Students will understand music composition.

- Observable
- Reasonable
- Uses concrete action verbs
- Includes criteria for success
1. Review your assessment plan.

2. Look for an outcome that meets some or most of these criteria.

3. Share with your table.
1. Review your assessment plan.

2. Look for an outcome that meets some or most of these criteria.

3. Share with your table.

- Observable
- Reasonable
- Uses concrete action verbs
- Includes criteria for success
Specify Student Learning Outcomes

Create and Map Outcomes to Courses

Select Measures of Outcomes

Collect Outcomes Information

Analyze Data

Use Results for Program-Related Decisions
<table>
<thead>
<tr>
<th>Course</th>
<th>Outcome 1: Students will be able to describe three major theories related to music development.</th>
<th>Outcome 2: Students will be able to compose a short piece of music.</th>
<th>Outcome 3: Students will be able to critique pieces of music and describe opportunities for improvement.</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 200</td>
<td>X</td>
<td>X</td>
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<tr>
<td>MUSC 250</td>
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<td>MUSC 300</td>
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<td>MUSC 350</td>
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<td>MUSC 400</td>
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</tr>
<tr>
<td>Course</td>
<td>Outcome 1</td>
<td>Outcome 2</td>
<td>Outcome 3</td>
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</tbody>
</table>
Specify Student Learning Outcomes

Create and Map Outcomes to Courses

Select Measures of Outcomes

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Use Results for Program-Related Decisions
Measures are opportunities for programs to collect information about how well students are demonstrating or performing the Student Learning Outcomes (SLOs).
✓ Yields meaningful information for improvement
Select Measures of Outcomes

- Yields meaningful information for improvement
- One direct measure
- Multiple types of measures
<table>
<thead>
<tr>
<th>Direct Measures</th>
<th>Indirect Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course assignments</td>
<td>Surveys, questionnaires, open-ended self-reports, dealing with current students’ perception of their own learning</td>
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<tr>
<td>Scores and pass rates on</td>
<td>Course grades</td>
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<tr>
<td>standardized tests</td>
<td>Employment or placement rates of graduating students into appropriate career positions</td>
</tr>
<tr>
<td>Research projects or writing</td>
<td>Number or rate of students involved in faculty research, collaborative publications</td>
</tr>
<tr>
<td>samples</td>
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<tr>
<td>Course quizzes, tests, or inventories</td>
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<td>Portfolio artifacts</td>
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<td>Capstone projects</td>
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<tr>
<td>Case studies</td>
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<tr>
<td>Case studies</td>
<td></td>
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<tr>
<td>Comprehensive or oral examination</td>
<td></td>
</tr>
<tr>
<td>Ratings or evaluation forms</td>
<td></td>
</tr>
</tbody>
</table>
Select Measures of Outcomes

✓ Yields meaningful information for improvement
✓ One direct measure
✓ Multiple types of measures
✓ Relevant and directly assess intended SLO
Select Measures of Outcomes

✓ Yields meaningful information for improvement
✓ One direct measure
✓ Multiple types of measures
✓ Relevant and directly assess intended SLO
✓ Yields trustworthy and consistent information
M1: Music Composition Course, Final Project - Compose an original piece of music graded on a program level rubric.

M2: Senior Survey (music composition skills section)
M1: Music Composition Course, Final Project - Compose an original piece of music graded on a program level rubric.

M2: Senior Survey (music composition skills section)
✓ At least 1 direct measure for each SLO;
✓ Multiple types of measures are present
Select Measures of Outcomes

M1: **Music Composition Course, Final Project - Compose** an original piece of music graded on a program level rubric.

M2: **Senior Survey (music composition skills section)**
✓ Directly assess intended SLO (validity)
M1: Music Composition Course, Final Project - Compose an original piece of music graded on a program level rubric.

M2: Senior Survey (music composition skills section)✓ Yields trustworthy and consistent information
M1: Music Composition Course, Final Project - Compose an original piece of music graded on a program level rubric.

M2: Senior Survey (music composition skills section)✓ Yields meaningful information for improvement
M1: Final Exam
- Yields meaningful information for improvement
- One direct measure
- Multiple types of measures
- Relevant and directly assess intended SLO
- Yields trustworthy and consistent information
M1: Final Exam
- Yields meaningful information for improvement
- Relevant and directly assess intended SLO
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- One direct measure
- Multiple types of measures
COMPETENCY
GROWTH OVER TIME?
GROUP COMPARISONS
1. Review your assessment plan.

2. Look for measures that meets some or most of these criteria.

3. Share with your table.
Specify Student Learning Outcomes
Create and Map Outcomes to Courses
Select Measures of Outcomes
Collect Outcomes Information
Analyze Data
Use Results for Program-Related Decisions
Findings are the information collected through the Measures that, when reported, tell a program how well students are performing relative to the outcome and the target.
✓ Target identifies the level of expected performance
✓ Findings are related to the specific measures of SLO
✓ Findings provide evidence of target achievement level
✓ Findings include the number of students captured in the information
Target: 85% of students will earn a rating of 3 (meets standard) or better on all three sections of the composition rubric.

Finding: 70% (7/10) of students earned a rating of 3 or better on all three sections of the composition rubric.
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Finding: 70% (7/10) of students earned a rating of 3 or better on all three sections of the composition rubric.
✓ Identifies the level of expected performance
✓ Identifies the number of students expected to meet the target
Target: 85% of students will earn a rating of 3 (meets standard) or better on all three sections of the composition rubric.

Finding: 70% (7/10) of students earned a rating of 3 or better on all three sections of the composition rubric.

✓ Related to the specific measures of SLO
✓ Provides evidence of target achievement level
Target: 85% of students will earn a rating of 3 (meets standard) or better on all three sections of the composition rubric.

Finding: 70% (7/10) of students earned a rating of 3 or better on all three sections of the composition rubric.

✓ Includes the number of students captured in the information
Target: 85% of students will earn an a rating of 3 (meets standard) or better on all three sections of the composition rubric.

Finding: 100% of students earned a B or better
- Findings are related to the specific measures of SLO
- Data provide evidence of target achievement level
- Includes the number of students captured in the information
Target: 85% of students will earn an a rating of 3 (meets standard) or better on all three sections of the composition rubric.

Finding: 100% of students earned a B or better

✗ Findings are related to the specific measures of SLO
✗ Data provide evidence of target achievement level
✗ Includes the number of students captured in the information
Specify Student Learning Outcomes

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Analyze Data

Use Results for Program-Related Decisions
When does your program discuss student learning?
The Analysis of Findings is the opportunity for programs to extrapolate meaning about their students’ learning from the information reported in the Findings. This is where programs answer the “So what?” question.
1. What are the students’ specific strengths and/or weaknesses in this area?
2. How do the findings compare to previous years? What contributed to these findings?
3. What actions do the findings suggest need to be implemented?
4. For programs with both online and on-campus degree earners compare?
Overall students did well on the final music composition project. This is an end of semester assignment that involves some scaffolding. They were able to include some interesting musical ideas (aesthetic appeal). They were also able to compose a piece of music that varies a few musical elements (creativity). Many exceed expectations by composing very original, unusual or imaginative musical ideas.

Students struggled with craftsmanship. Many students presented one complete musical idea. However, composition lacked overall completeness. They failed to use musical elements to organize musical ideas or form.
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Upon review, students also scored lowest on the “craftsmanship” section of the rubric assignment last year. Overall student performance is on par with the previous year.

The findings suggest that students need additional opportunities to practice and develop composition skills related to craftsmanship in this course.
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ACTION PLANS

LEARNING IMPROVEMENTS

Use Results for Program-Related Decisions
ACTION PLANS

1. How will the program use these results to improve student learning?
2. What concrete steps can faculty within the program take to improve or sustain this outcome? Or, what changes are necessary to more accurately assess student learning?
3. What is the time frame?
ACTION PLANS – WHAT SHOULD MUSIC DO?

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ACTION PLANS – WHAT SHOULD MUSIC DO?

Based on the final composition findings and discussions with faculty, an additional assignment focused on developing craftsmanship skills will be added to the course. The curriculum committee will complete a curriculum map for this outcome to evaluate how students are developing these skills sets over time.
ACTION PLANS – WHAT SHOULD MUSIC DO?

Based on the final composition findings and discussions with faculty, an additional assignment focused on developing craftsmanship skills will be added to the course. The curriculum committee will complete a curriculum map for this outcome to evaluate how students are developing these skills sets over time.

✓ Action plans are developed directly from, and are aligned with, the findings
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✓ Actions are intended to improve program, teaching methods, or curriculum
One year later
LEARNING IMPROVEMENTS

Use Results for Program-Related Decisions
LEARNING IMPROVEMENTS

An opportunity for programs to tell their story as it relates to student learning and programmatic improvements. Improvements should be developed from previous action plans or assessment findings. This should be written in the past tense and reflect completed actions taken by the program.
LEARNING IMPROVEMENT

SANDWICH

Photo by Handsome Biscuit
LEARNING IMPROVEMENT SANDWICH

1. Description of data and discussions that prompted action for improvement.
2. List outcome of focus.

Photo by Handsome Biscuit
LEARNING IMPROVEMENT
SANDWICH

1 Description of the action that was implemented
2
3

Photo by Handsome Biscuit
LEARNING IMPROVEMENT SANDWICH

1 Description of intended or expected change in student learning (improvement)

Photo by Handsome Biscuit
LEARNING IMPROVEMENTS

In 2016-2017, students in MUSC 450 were not meeting the target set by the program.

As a result, the program added an additional assignment to help students develop craftsmanship skills.

With the modifications to this course, student performance increased slightly this year. We hope to see additional improvements in future years as we evaluate the development of this outcome across the curriculum.
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Thank you