

Campus-wide Assessment Workshop

Completing an Assessment Plan: *Utilizing Available Tools & Resources*

Kansas State University
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Conducted by: Office of Assessment & Program Review (APR)
226 Anderson Hall

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Workshop Outline

- Big picture for assessment
- New developments & resources
- Key due dates & memos
- Working through the template for assessment plans
 - » Addressing questions raised within the template.

Learning Outcomes for the Assessment Workshop

- Participants will be able to:
 - » Find assessment resources on the Assessment & Program Review web site;
 - » Understand how assessment of student learning addresses the needs of multiple constituents (e.g., the state of Kansas and accreditation agencies);
 - » Know the types of information being requested in the assessment plans;
 - » Know when assessment plans are due and how they will receive feedback;
 - » Ask questions to clarify how assessment of student learning can be applied to your degree program(s).

The Big Picture

K-State's Assessment Program

- » Student Learning Outcomes:
 - Course, **PROGRAM**, unit, college and/or **UNIVERSITY** levels
- » Assessment Plans
- » Assessment Reports
 - Annual
 - Cyclical and detailed

See relational chart at:

<http://www.k-state.edu/apr/Library/bigpicture.pdf>

New Developments

- Revised template for assessment plans
 - » Building upon the spring 2004 template
- Example assessment plans
 - » Generic
 - » Women's Studies program (early draft)
- Approval process for assessment plans
 - » <http://www.k-state.edu/apr/Library/approval.pdf>
 - » College Assessment Review Committee
 - » Rubric for reviewing assessment plans

Key Due Dates

2004

- **November 1st**
 - » Plans submitted from departments to deans
 - » **New** (or newly endorsed) SLOs are submitted to the Provost
- **November 29th**
 - » Deans send summary of (in)complete plans and copies of plans to the Provost
- **December 6th**
 - » **New** SLOs for minors, secondary majors, certificate programs are due to the Provost

2005

- **February 21st – 22nd**
 - » Focused visit on assessment

Key Memos (Fall 2004)

- Key memos communicating assessment related actions to Deans and Department Heads from the Provost:
- **September 9, 2004**
 - » 'Submission and Approval of Assessment Plans'
- **September 15, 2004**
 - » 'Submission of Student Learning Outcomes'

Questions?



Any questions?

Are any
clarifications needed?

The Three-Year Plan

- Working through the template for assessment plans
 - » Addressing questions raised within the template.

Template for Assessment Plans: The Three-Year Plan

1. Student Learning Outcomes
2. How will the learning outcomes be assessed?
What groups will be included in the assessment?
3. When will these outcomes be assessed? When
and in what format will the results of the
assessment be discussed?
4. What is the unit's process for using assessment
results to improve student learning?

Suggested KSU Template Assessment Plan

1. Student Learning Outcomes

- » Indicate the learning outcomes that will be assessed by the unit **over the next three years.**
- » Each unit will **select** which of its learning outcomes to assess.
- » **At least 2-5 learning outcomes** need to be included in the plans.
- » The number of learning outcomes to be addressed (beyond 5) is decided by the unit in collaboration with standards of the accrediting agencies, industry recommendations, etc.

Template for Assessment Plans: The Three-Year Plan

1. Student Learning Outcomes (SLOs)

- » How to choose:
 - What is doable for your area?
 - What outside factors must be taken into consideration?
E.g., feedback from advisory council, accreditation agency, partnerships with other departments or universities.
 - Which SLOs have the highest importance at this moment?
 - Which SLOs are your faculty most interested in pursuing?

Additional resources on [how to write SLOs](#) are available on the APR web site (www.k-state.edu/apr).

Template for Assessment Plans: The Three-Year Plan

1. Student Learning Outcomes (SLOs)

- » Special rationale for selection of SLOs (*optional*)

- » Relationship of selected SLOs with university-wide student learning outcomes.
 - Undergraduate and Graduate SLOs
 - Purposes for matching program & university-wide SLOs:
 - Kansas Board of Regents' new and growing request for assessment data from its institutions.
 - Providing more comprehensive explanations and descriptions of university-wide assessment to Accreditors.

University-wide Student Learning Outcomes

- Undergraduate

- » Knowledge
- » Critical Thinking
- » Communication
- » Diversity
- » Academic & Professional Integrity

- Graduate

- » Knowledge
- » Skills
- » Attitudes and Professional Conduct

Template for Assessment Plans: The Three-Year Plan

2. How will the learning outcomes be assessed? What groups will be included in the assessment?
 - » Assessment Tools & Methods
 - Identifying DIRECT vs. INDIRECT measures

 - » Who will be assessed?
 - All students, alumni, employees, etc.
 - Will sampling be used?

Ways of thinking about assessment measures (i.e., aggregating data)

- Across multiple assignments and activities (same instructor).
- Across multiple instructors for the same course.
- Across multiple instructors over multiple courses (e.g., all 200 level courses).
- Using the same assignment or activity across multiple course sections, courses, instructors.

Student Learning Outcomes

Major Courses/Experiences in a Program

	Course 1	Experience 2	Course 3	Experience 4	Course 5	After Graduation
	Introductory				Advanced	
1.	I		E		R	
2.		I		E	R	
3.		E	E	R		
4.		I		E	R	
5.	I	E		R		
6.		I	E		R	
7.	I		E	R		

Legend: I – Introduce E – Emphasis R - Reinforce

Student Learning Outcomes

Major Courses/Experiences in a Program

Course 1 Experience 2 Course 3 Experience 4 Course 5 After Graduation

Introductory

Advanced



1.	I		E		R	
2.		I		E	R	
3.		E	E	R		
4.		I		E	R	
5.	I	E		R		
6.		I	E		R	
7.	I		E	R		

Legend: I – Introduce E – Emphasis R - Reinforce

See handout:

Examples of Learning Objects

Exercise (5-10 minutes)

- Discuss with your group (or the person next to you):
 - » Measures & methods currently in use within your curriculum that could be used to assess student learning.
 - » Do they occur across courses, experiences, and/or instructors?
 - Students' knowledge and ability to use a microscope
 - » Is there a standard assignment across courses, class sections, or experiences?
 - Oral presentations (e.g., in a class or internship)

Break

8 minute break (if needed)

*more time for discussion

Common Methodological Problems

- ↪ **The description of methods fails to specify how and when the data will be collected, interpreted, and utilized, by whom, and for what end;**
- ↪ **Inappropriate sampling;**
- ↪ **Lack of a baseline (or point of comparison) against which to assess growth and development in the programs (e.g., measuring student learning at different points in time or across different cohorts of students);**

Source: Cecilia Lopez, *Opportunities for Improvement, Advice from Consultant-Evaluators on Programs to Assess Student Learning*, Commission on Institutions of Higher Learning, NCA, March 1996, reprinted April 1997. <http://www.ncacihe.org/resources/assessment/97ASSESS.pdf>

Common Methodological Problems

- ↪ **Failure to determine if measures are reliable;**
- ↪ **Failure to determine the adequacy of measurement procedures;**
- ↪ **Systematic bias due to reliance on only one measure;**
- ↪ **A lack of system to assure that instruments have content validity (i.e., measure accurately what they are designed to measure);**

- Learning about different types of assessment data

- » Questions to consider when selecting measures to assess student learning outcomes.

- *For the following slides, please refer to the handouts for definitions and examples.*

Overview: Considerations When Deciding on Multiple Methods & Measures

What type of measure?

**DIRECT and/or
INDIRECT**

When & for What end?

**FORMATIVE and/or
SUMMATIVE**

Against what?

**STANDARDS-based
and/or VALUE ADDED**

By whom?

**INTERNAL and/or
EXTERNAL**

Please refer to handout

Overview: Considerations When Deciding on Multiple Methods & Measures

Where?

**COURSE-EMBEDDED
and/or CO-CURRICULAR**

On Whom?

**INDIVIDUAL and/or
COLLABORATIVE**

Meaning?

**QUANTITATIVE
and/or QUALITATIVE**

Please refer to handout

See handout:

List of Rubrics & Measures

50% of Measures are Direct

- 50% of measured used to assess program student learning outcomes in the 3-year assessment plans must be direct measures of student learning.
- *Refer to your handouts for information concerning “incomplete measures” which provides information on common indirect measures of learning.*

Template for Assessment Plans: The Three-Year Plan

3. When will these outcomes be assessed?
When and in what format will the results of the assessment be discussed?
 - » What will be done in 2005?
 - 2006?
 - 2007?

 - » Who will see and discuss the results?

See “[Generic](#)” Example Assessment Plan

Exercise (5-8 minutes)

- Think about what can be done next year (2005) with assessing your selected SLOs.
 - » What is feasible?
 - » Can any pilots be performed?
 - » Will a new/revised assessment measure be developed?
 - » Useful exercise (*see next slide*):

Exercise to take back to your department/unit

- Useful exercise:
 - » Create a curriculum (or services) matrix to help identify answers to the previous questions.
 - Identify where learning outcomes are introduced, emphasized and/or reinforced throughout the curriculum.
 - Areas of overlap may provide fruitful opportunities for developing and revising assessment methodologies and tools.

Student Learning Outcomes

Major Courses/Experiences in a Program

	Course 1	Experience 2	Course 3	Experience 4	Course 5
	Introductory				Advanced
1.	I		E		R
2.		I		E	R
3.		E	E	R	
4.		I		E	R
5.	I	E		R	
6.		I	E		R
7.	I		E	R	

Legend: I – Introduce E – Emphasis R - Reinforce

Template for Assessment Plans: The Three-Year Plan

4. What is the unit's process for using assessment results to improve student learning?

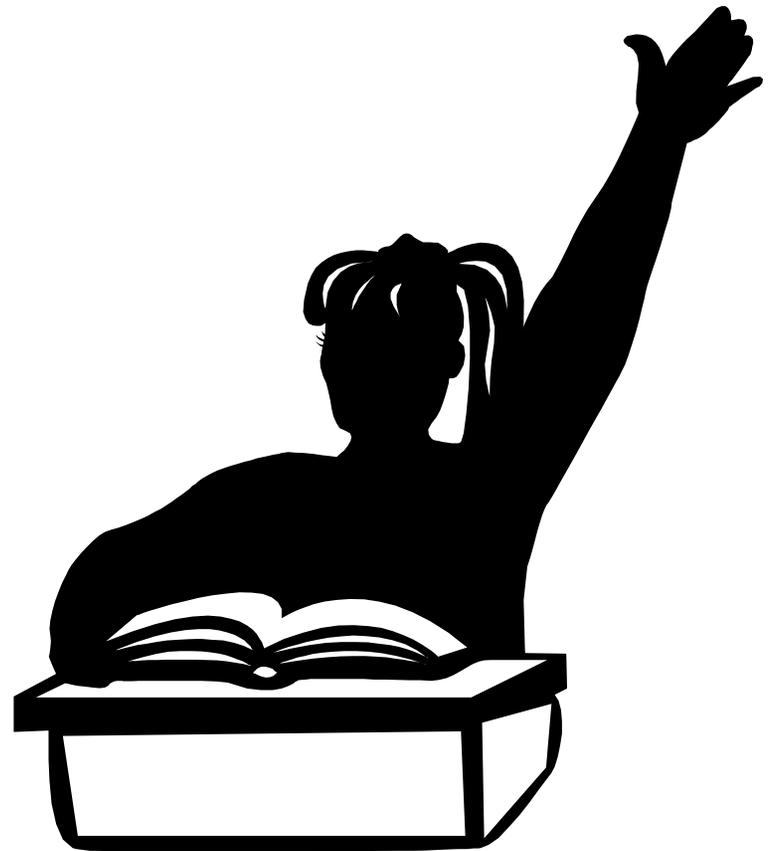
Suggestions for addressing this question:

- » Currently, how are curriculum issues discussed?
- » Who is involved with these discussions?
- » Are decisions written down or documented?
 - If so, where can this information be accessed?

Template for Assessment Plans: The Three-Year Plan

4. What is the unit's process for using assessment results to improve student learning?
 - » Who else, besides the faculty, will the results be shared with and/or discussed?
 - Undergraduate or graduate students?
 - Alumni?
 - Employers or Industry leaders?
 - Advisory boards?
 - Accreditation agencies?

Thank You & Questions



Additional Time

- Time to talk with the Assessment staff with regards to specific or further questions.