A Culture of Assessment

Spring 2014

The 411...

Assessment is learner-centered and instructor-directed. The instructor decides what to assess, how to assess, when to assess and how to respond to the information gained through assessment. Good assessment data is often gathered too late. When instructors routinely gather potentially useful information on student learning through questions, quizzes, homework and exams, it is often collected too late to affect student learning. Consequently, the best time to assess is before new content is given and after the new content has been given. Classroom assessment is an ongoing process where information gained through assessment is integrated into the teaching and learning process. Student Learning Outcomes (SLOs) and Student Development Outcomes (SDOs) are tied directly to each course and high impact practices (HIPs). Most all assignments should be linked to either or both SLOs and SDOs. Grading rubrics help instructors teach as well as evaluate student work.

Closing the Loop

An area that is often overlooked in the assessment process is, “what do I do with the assessment data and how do I use the assessment data”. In the world of assessment this is known as closing the loop. Enhancing program effectiveness and possibility raising program standards can be a result of classroom assessment. In general, implement course and curriculum changes based upon assessment data. Specifically, assessment data tells you what your students are doing well and what areas need more clarification. It is important to provide feedback immediately, while the information remains fresh on the minds of your students. What prevents us from closing the loop? 1) an unclear purpose. 2) to meet a criteria. 3) to satisfy an unknown person. 4) because we have to.

Student Development Outcomes

Mutually Beneficial

- “What are the essential skills and knowledge I want to teach?”
- “How can I find out whether my student are learning them?”
- “How can I help my students learn better?”
- Enhance the teaching and learning process

SSLS FLOW OF ASSESSMENT

Bloom’s Taxonomy —> Leadership Identify Development —> High Impact Practice —> Closing the Loop

LEAD 212 — Collaborative experience and learning community
LEAD 350 — Diversity and global learning
LEAD 350 — Service learning and shared experiences
LEAD 450 — Integration and
Formative & Summative

**Formative**—The goal of formative assessment is to monitor student learning to provide ongoing feedback that can be used by instructors to improve their teaching and by students to improve their learning.

Help students identify their strengths and weaknesses and target areas that need improvement.

Help faculty recognize where students are struggling and address problems immediately. One way to do that is through Classroom Assessment Techniques (CATs).

Examples: draw concept map in class to represent their understanding of the topic; observation; submit one or two sentences identifying the main point of the unit or topic (one minute paper or muddiest point); quiz/test; share their understanding of the topic with classmates, turn in an outline of their understanding of the topic for a paper.

**Summative**—The goal of summative assessment is to evaluate student learning at the end of an instructional unit or topic by comparing it against some standard or benchmark.

Help gauge what students know.
Help guide future teaching and learning.

Direct & Indirect

**Direct methods**—student produced work that observers can assess how well the work responses fit expectations. For example, performances, creations, results of research or exploration, portfolios, performance evaluation during internships, group problem solving, response to questions or prompts. Provides evidence of what students know.

**Indirect methods**—student perception of their learning. By themselves, indirect methods provide insufficient evidence about students’ actual performance levels or learning. Students may underestimate or overestimate their actual performance levels. For example, surveys, SAT/ACT scores, inventories, MBTI, Strengths, questionnaires, exit interviews, and focus groups.

Consider this...

- Do not make assessment into a self-inflicted chore or burden.
- Allow for more time than you think you will need to carry out and respond to the assessment information.
- If an assessment technique does not appeal to you, use your intuition and professional judgment, do not use it.
- Assessment should be regular and on-going.
- Assessment should be designed to facilitate learning for you and for your students.
- Assessment is about what student are learning, and should align to SLOs and SDOs.

Something to think about: every task, assignment, and activity should be connected to a SLO/SDO, Bloom’s Taxonomy, and/or Leader-
Grading Rubrics

Fred Burrack from the Office of Assessment would like us to use the following headings: unsatisfactory, developing, acceptable and exemplary. I understand that these descriptors may or may not fit the assignment/project/task. Here are some alternatives:

- Unsatisfactory, beginning, excellent, exemplary
- Developing, competent, good, proficient
- Emerging, average, acceptable advanced
- Unacceptable, poor, competent, exemplary
- Beginning, competent advanced not applicable
- Poor, good, very good, excellent

If possible, use four categories.

Grading Rubrics Headings and Descriptors

Rubrics make seemingly immeasurable things measurable and therefore comparable. Life History Calendar example:

<table>
<thead>
<tr>
<th>Part I -- Creative representation</th>
<th>Unsatisfactory (1)</th>
<th>Developing (2)</th>
<th>Acceptable (3)</th>
<th>Exemplary (4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identifies 2-3 life experiences which are defining moments.</td>
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<tr>
<td>Explains how these experiences shaped them as a leader.</td>
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<tr>
<td>States what they learned about leadership from each experience.</td>
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</tbody>
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<thead>
<tr>
<th>Part II -- Oral and visual presentation of LHC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student presented their LHC in class.</td>
</tr>
<tr>
<td>Student demonstrated preparation.</td>
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</tbody>
</table>

Specific descriptors are important to successful assessment. Descriptors should be clear, precise and connected to assignment expectations.
Shout out to LEAD 212 Team: Tamara, Kerry, Nidhi, Gilbert & Leigh

LEAD 212 Introduction to Leadership Concepts

SLO—Understand leadership through the perspective of person, position, process, practice and purpose.

LID—Stage 2 + 3

Assignment—Final Critical Reflection Paper 50 points

The purpose of this final paper is to synthesize your learning experiences as part of LEAD 212. Throughout the semester we have worked together to provide opportunities to understand and practice leadership. The theme of being able to “know—See—Do”. In this final paper you will provide a critical reflection, based on the course objectives, on your leadership learning. This reflection will be based on your personal leadership philosophy that describes your own knowledge, attitudes, values, and actions as a leader.

Part 1 What is leadership? Part 2 How do you practice or exercise leadership?
Part 3 Why do you lead (Or, leadership for what?) Part 4 Leadership action plan.

Grading Rubric
Ineffective (40%) Partially-effective (60%) Effective (80%) Exceptional (100%)