

Assessment Workshop Series

(co-host: Office of Assessment & Program
Review)

College of Agriculture

Developing an Assessment Plan: *Fitting the Pieces Together*

Retreat #2

Kansas State University

Summer, 2004

Main Source: Susan Hatfield, *Departmental Assessment Plans*, Academic Chairs
Conference, February 2004, Orlando, Florida; Shatfield@winona.edu

What you have brought with you to the workshop:

1. Conversations and feedback from faculty (and students, if possible).
2. Revised version of your Curriculum Matrix.
3. List and description of existing assessment methods or tools.
4. Thoughts about your three-year assessment plan(s).
5. Printout of PowerPoint slides.

Review of Retreat #1

Retreat #1:

- An overview: Background/ Understanding Assessment**
- Some Characteristics of a Good Departmental Assessment Plan**
- Developing a Plan for the Assessment of Student Learning Outcomes in a Degree Program:**
 - A. Identifying, Constructing and Refining Student Learning Outcomes
 - B. Linking Learning Outcomes to Curriculum and Assessment Points

Discussion about Retreat #1

- What reactions and feedback did everyone receive from their departments?
- What questions still remain?

Presentation Outline

Retreat #2:

- ☑ **Developing a Plan for the Assessment of Student Learning Outcomes in a Degree Program (cont.)**
 - ☑ C. Identifying Methods and Multiple Measures for Assessing Learning Outcomes
 - ☑ D. Using, Acting and Communicating Results; Reevaluating the Plan

Reminder:

Language of Assessment

- ✓ Specific accomplishments to be achieved
OUTCOMES
- ✓ The key elements related to the accomplishment
COMPONENTS
- ✓ Data indicating degree of achievement
EVALUATIVE CRITERIA
- ✓ The objects of analysis: **OBJECTS**
(e.g., assignment, performances, speeches, etc.)

Developing an Assessment Plan:

Recommended steps for starting, completing,
& sustaining the assessment process

Continuing with step #6

Please refer to handout with check boxes for each step

Developing an Assessment Plan

Linking Learning Outcomes to Teaching/ Learning Experiences...

- 6. Identify the assignments and activities (objects) that promote achievement of each learning outcome you are planning to assess.**

Degree Program

Outcome

Component

Component

Component

Outcome

Component

Component

Component

Outcome

Component

Component

Component

List of possible sources of evidence (objects)

Assignments

Practicum

Word Problem

Work of Art

Recital

Presentation

Speech

Lab report

Essay

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.

Example

Student Learning Outcomes of the Degree Program

Write

Mechanics

Style

Organization

Speak

Organization

Delivery

Content

Participate

Active Listening

Asks Questions

Organization

List of possible sources of evidence (objects)

Assignments

Practicum

Word Problem

Work of Art

Recital

Presentation

Speech

Lab report

Essay

Learning Objects

Student Learning Outcomes of the Degree Program

Write
(Written
Communication)

Relate
(Interpersonal
Communication)

Speak
(Verbal
Communication)

Listen
(Listening
Skills)

Participate
(Engaged & active
Participation)

Lab report

Speech

**Group
Presentation**

Essay

**Group
Presentation**

Debate

Debate

Practicum

Exercise

- Discuss with your group:
 - » Measures & methods currently in use
 - » Do they occur across courses and/or instructors?
 - » Is there a standard assignment across courses or class sections?
- Select 2-3 assignments to assess one of your learning outcomes.

Developing an Assessment Plan

7. Identify the evaluative criteria of effective, accurate, and successful performance for the selected learning outcome.

→ How to create consistency when collecting and aggregating your assessment data.

Evaluative Criteria

- Once the components of the student learning outcomes have been identified, the next step is to **identify the evaluative criteria.**

Rubrics:

- Evaluative criteria or ‘scoring rules’.
- Uniform set of precisely defined criteria or guidelines that will be used to judge student work.
- Scoring criteria organized well enough so that two or more teachers applying the rubric to a student work will generally arrive at the same score.

Please refer to handouts for examples

Learning Outcome: Speak in public situations

Components

Verbal Delivery

Nonverbal Delivery

Structure

Evidence

Evaluative Criteria

1 Several Fluency Problems

2 Some

3 Few

1 Distracting

2

3

4

5 Enhancing

1 Disconnected

2 Connected

3 Integrated

Doesn't support point of the speech

Sometimes

Always supports

Evaluative criteria may be numerical, descriptive, or both.

Example Scales for Evaluative Criteria

**Please refer to handout
for more examples**

Exercise

- ✓ Take one of your learning outcomes and identify 2-4 key components.
 - Use the handout to help you identify potential components.
- ✓ Now create the evaluative criteria for the components you've identified.
 - Use the handout to help you identify potential criteria.

Exercise

- ✓ Now create the evaluative criteria for the components you've identified.
 - Use the handout to help you identify potential criteria.

OR

- ✓ Review example evaluative criteria categories or other rubrics:
 - Find one that closely matches the assessment measures (assignments) your group selected earlier.
 - Modify the rubric to better fit expectations of your students' performance.

Accomplishments So Far

- We've outline for our learning outcomes:
 - » Where they occur in the curriculum
 - » Where they will be assessed
 - » What components & criteria we're looking for
 - » Identified at least two assignments (measures) for assessment purposes
- What we still need to discuss:
 - » Multiple methods and types of measures
 - » Strengths and weaknesses

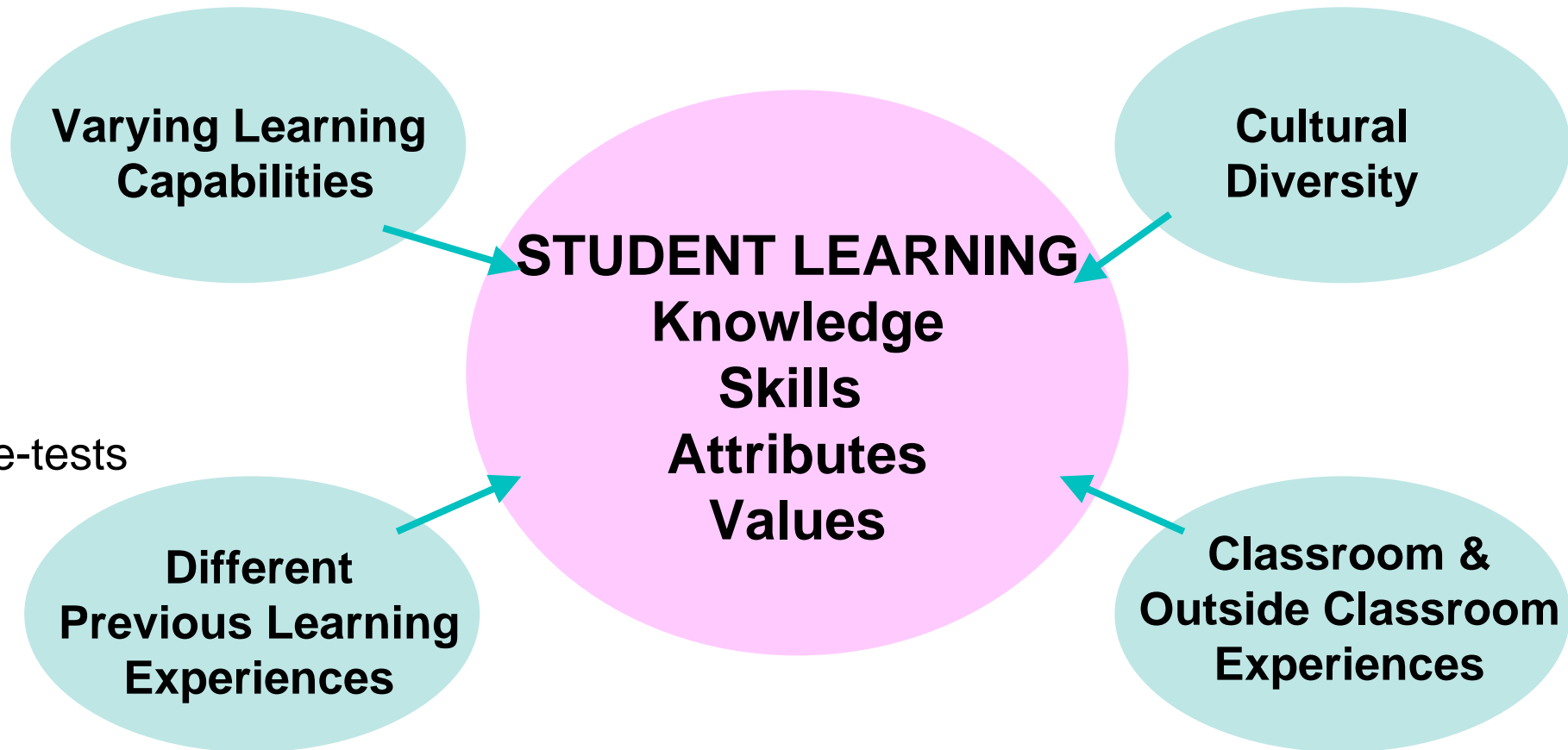
Developing an Assessment Plan

8. Select multiple and appropriate methodologies and measures.

- ***Effective assessment plans use multiple measures and data sources.***

Why use multiple methods & measures?

Student Learning is a Complex Process ...



Measures should adequately address specific learning outcomes, in order to ensure alignment between outcomes and measures.

SUMMARY OF MEASURES USED

Student Learning Outcomes

Object (Measure)
1

Object (Measure)
2

Object (Measure)
3

Object (Measure)
4

Student Learning Outcomes	Object (Measure) 1	Object (Measure) 2	Object (Measure) 3	Object (Measure) 4
1.		X	x	
2.	X			X
3.	X	X	X	
4.				
5.	x		x	
6.		x	x	
7.	X	X		X

See Handout for Blank Template

Legend: x = outcome addressed by measure; **X** = Target for Assessment Plans

Common Methodological Problems

- ↪ **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 against which to assess growth and development in general education, the major, and in graduate and professional programs (e.g., pre- and post-testing, or measurement of student learning process at different points in time);**
- ↪ **Failure to determine if measures are reliable.**

Common Methodological Problems

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

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**

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**

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”.*

Developing an Assessment Plan

- 9. Writing the plan: which outcomes to assess, who to assess, objects (measures) to use, timelines, cycle of data collection, plan on how to use results**

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.
- » The number of learning outcomes to be addressed is decided by the unit in collaboration with its college, standards of the accrediting agencies, industry recommendations, etc.

Please refer to handout.

Suggested KSU Template Assessment Plan

2. How will the learning outcome(s) be assessed? Who will be assessed?
 - » Briefly describe the **assessment tools, measures, or forms of evidence** that will be utilized to demonstrate student's accomplishment of learning outcomes selected in the three-year plan.
 - » There is an expectation that half of the assessment methods will be **direct** measures of student learning (see handouts for examples of direct and **indirect** measures).
 - » Which students will be assessed?

Suggested KSU Template Assessment Plan

3. When will each of the outcomes be assessed? When will the results of the assessment(s) of the outcome be discussed?
 - » Briefly describe the timeframe for how your unit will spread out the assessment of the learning outcomes selected for the three-year plan and the groups of students to be assessed.

Reminder: KSU Timeline

See Timeline Handout

Questions?



Thank you!

