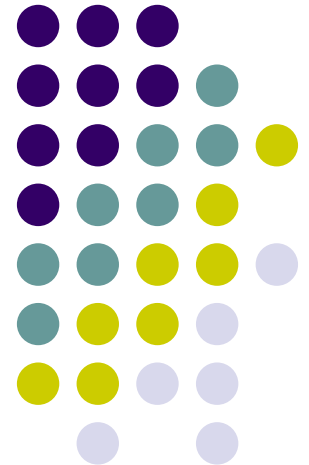


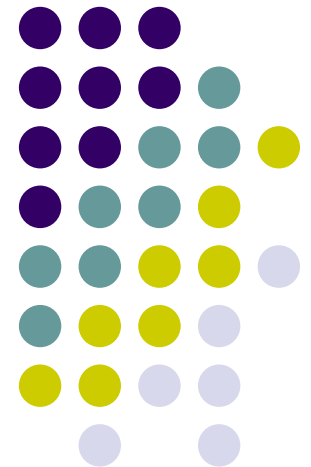
Black Holes & Gaseous Processes: Big Mistakes in Assessment

Western Michigan University
October 2008

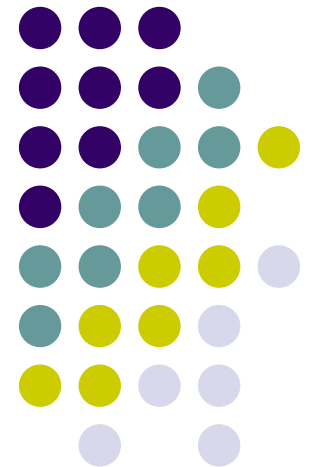
Susan Hatfield
Assessment Director
Winona State University
SHatfield@winona.edu



Assuming it Will Go Away



Creating a Culture of Assessment instead of a Culture of Learning





Assessment

Instrument Driven

National Norms

Trend Lines

Collection

How do we compare?

Learning

Outcome Driven

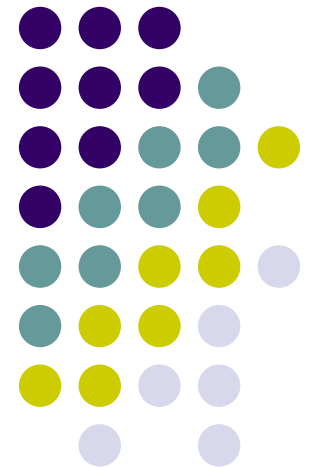
Targets & Goals

Relational Data

Analysis

What does it mean?

Forgetting to Make a Curriculum Map



Program Level
Student Learning
Outcomes










	Course 1	Course 2	Course 3	Course 4	Course 5
	K		A		S
		K		K	K
		A	A	S	
		K		A	S
	K	A		S	
		K	A		S
	K		A	S	

K= Knowledge/Comprehension; A= Application / Analysis; S= Synthesis /Evaluation

Program Level
Student Learning
Outcomes



	Course 1	Course 2	Course 3	Course 4	Course 5
	X		X		X
		X		X	X
		X	X	X	
		X		X	X
	X	X		X	
					
	X		X	X	

Program Level
Student Learning
Outcomes



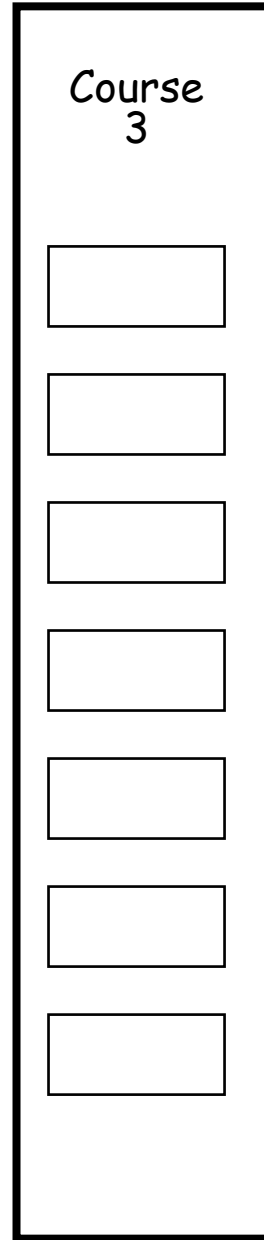
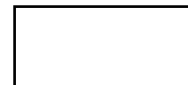
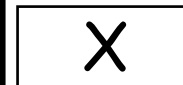
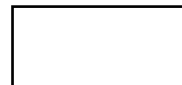
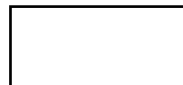
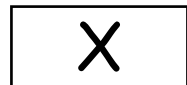
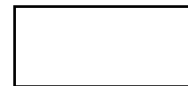
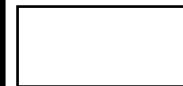
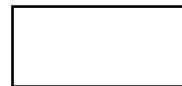
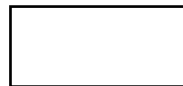
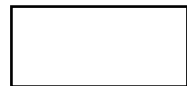
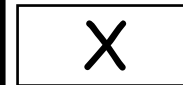
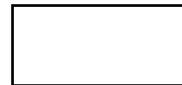
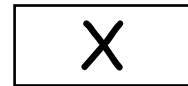
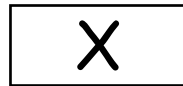
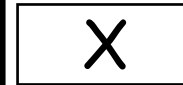
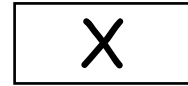
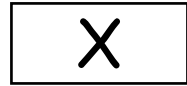
Course
1

Course
2

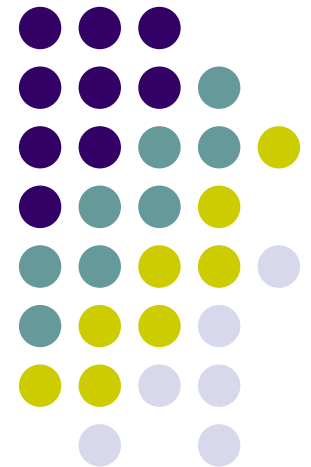
Course
3

Course
4

Course
5



Not Aligning Campus Processes with Assessment



Process Alignment



Course Proposals - learning outcomes?

Program Proposal - curriculum map?

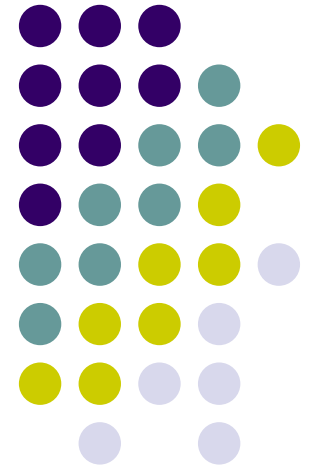
Program Review - assessment data?

Master Syllabi - program outcomes?

Reporting Structure - assessment office?

Promotion, Renewal, Tenure - rewarded?

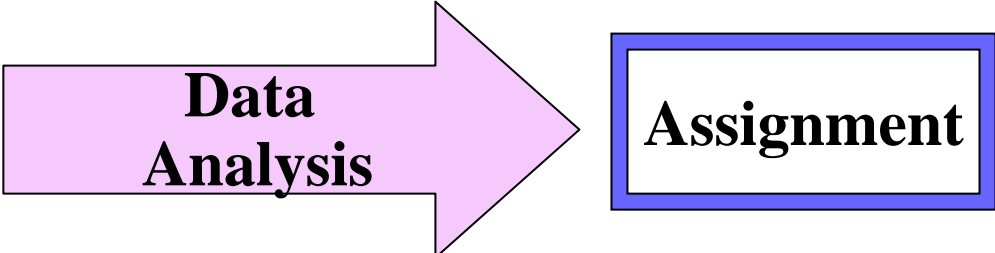
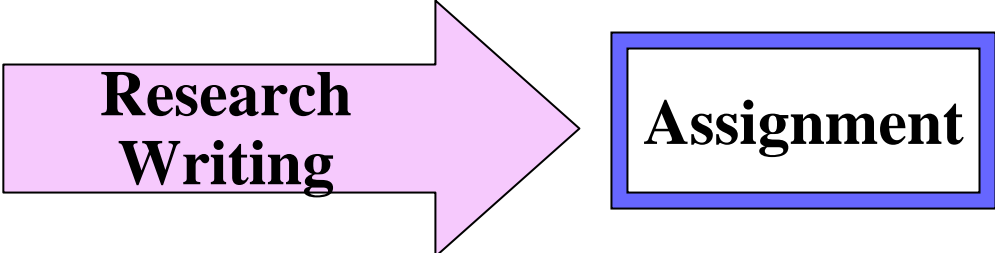
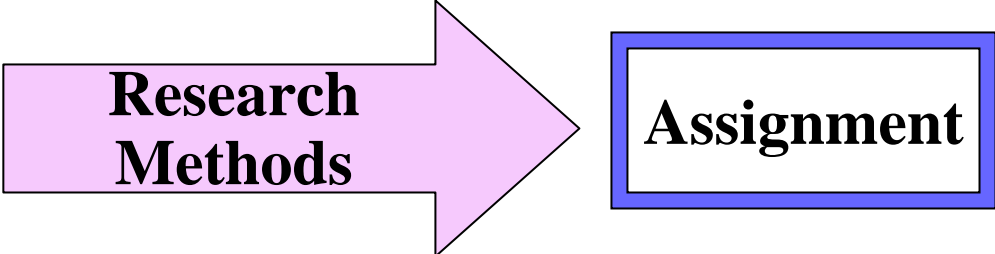
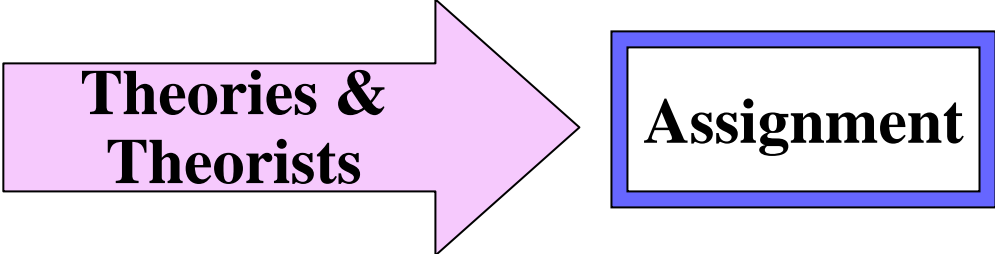
Choosing Assessment Methods before Defining Outcomes



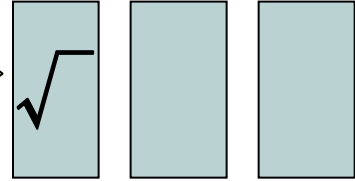
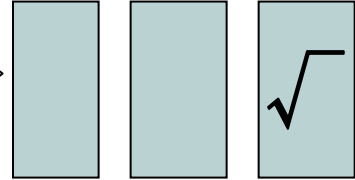
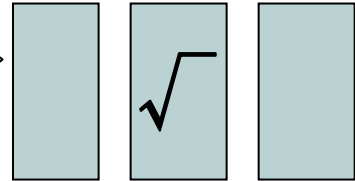
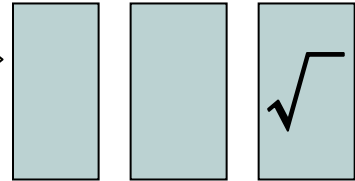
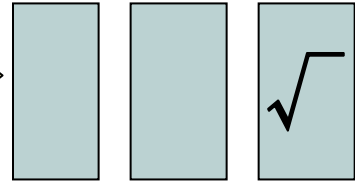
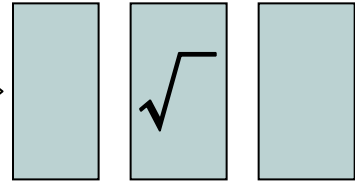
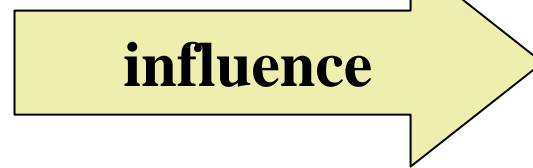
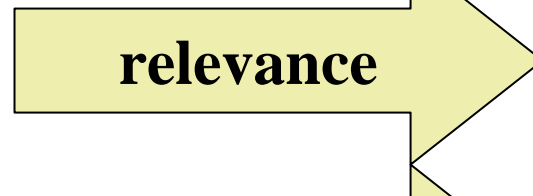
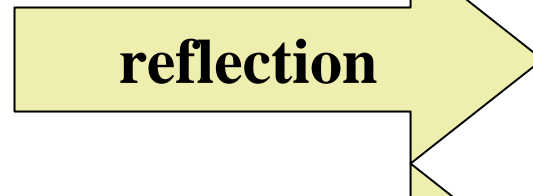
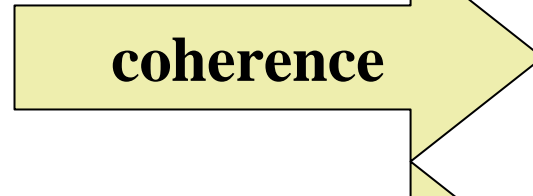
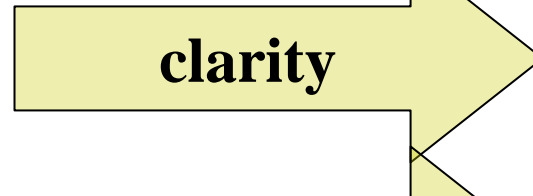
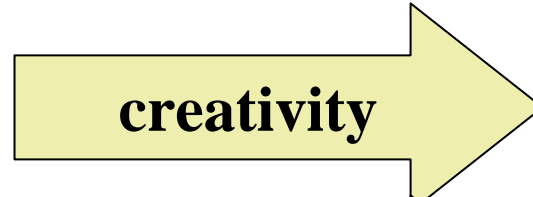
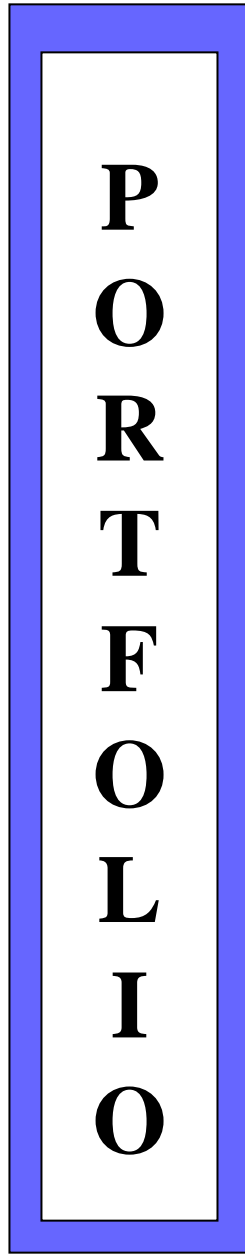
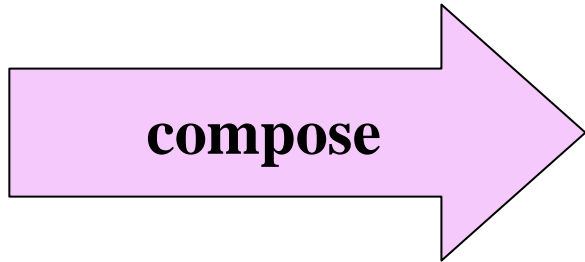
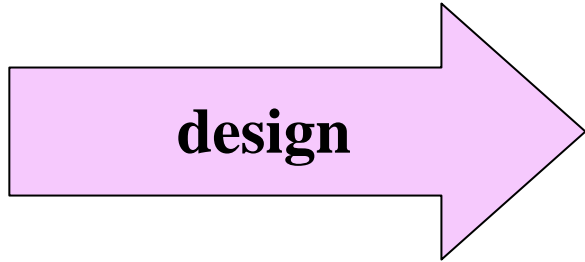
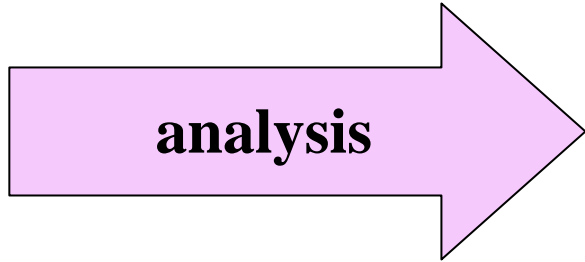
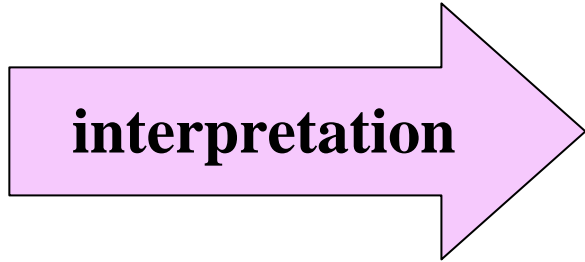
**P
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organization		√	
presentation			√
# of submissions			√
multi media		√	
navigation			√
captions	√		

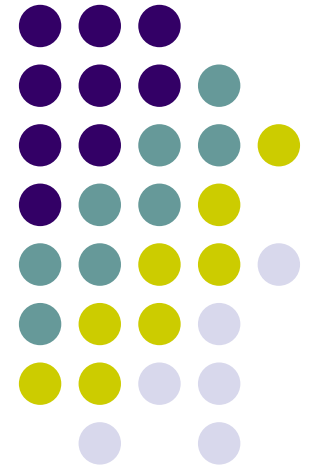
Outcomes:



Outcomes:



Too Many Program Level Learning Outcomes

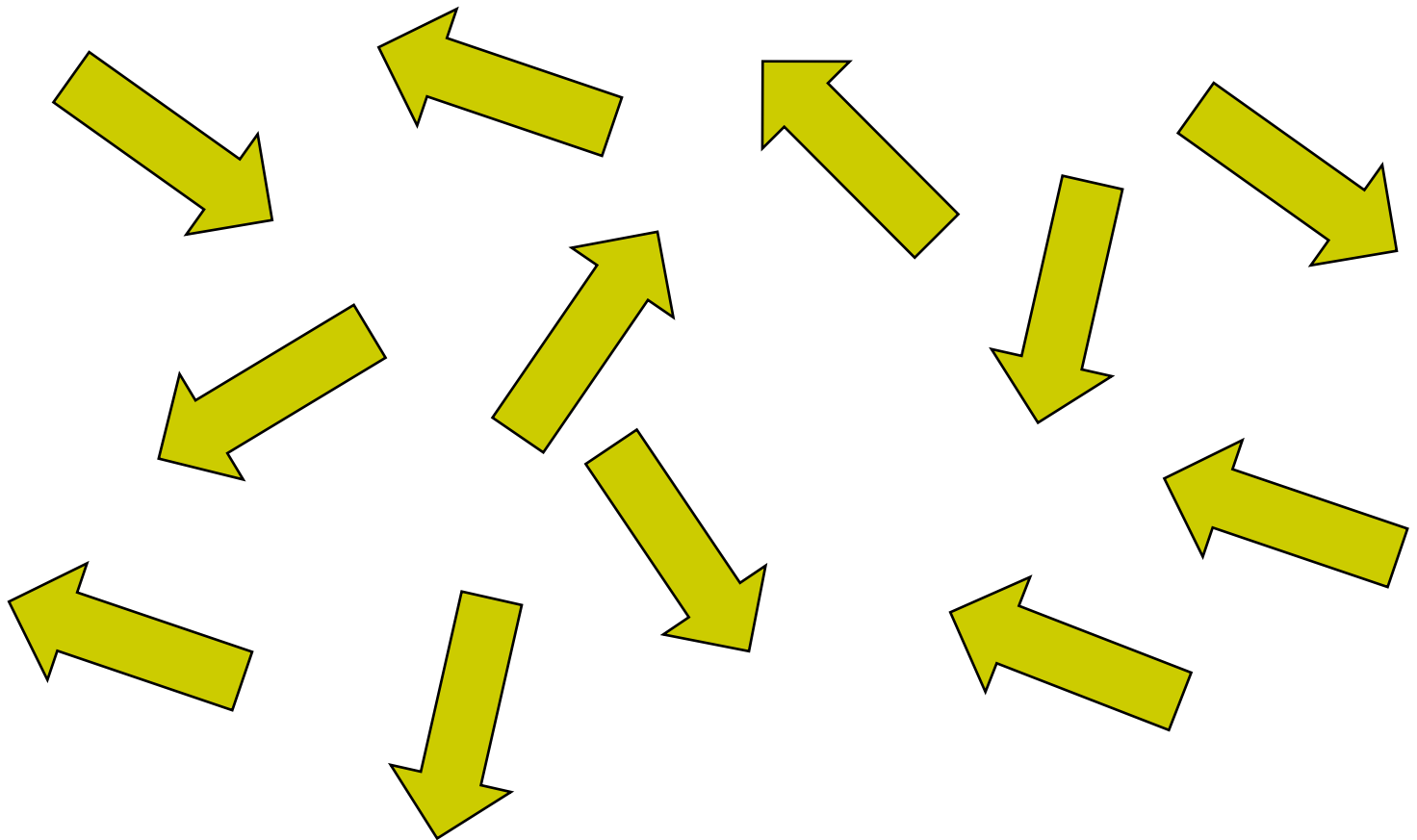


Learning Outcomes

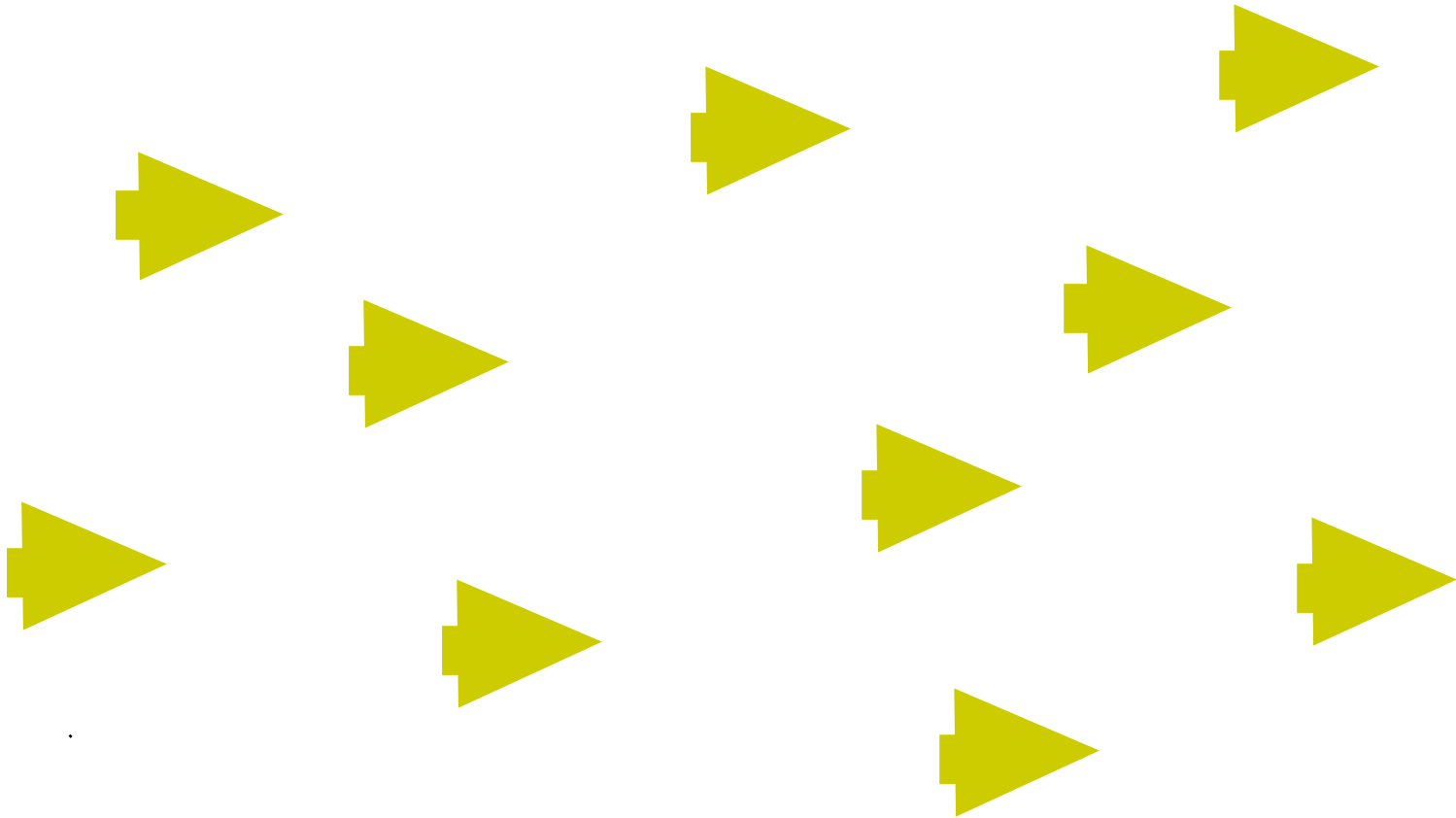


- **NOT** a compilation of your course level student learning outcomes
- **NOT** intended to represent everything that your students learn in the program

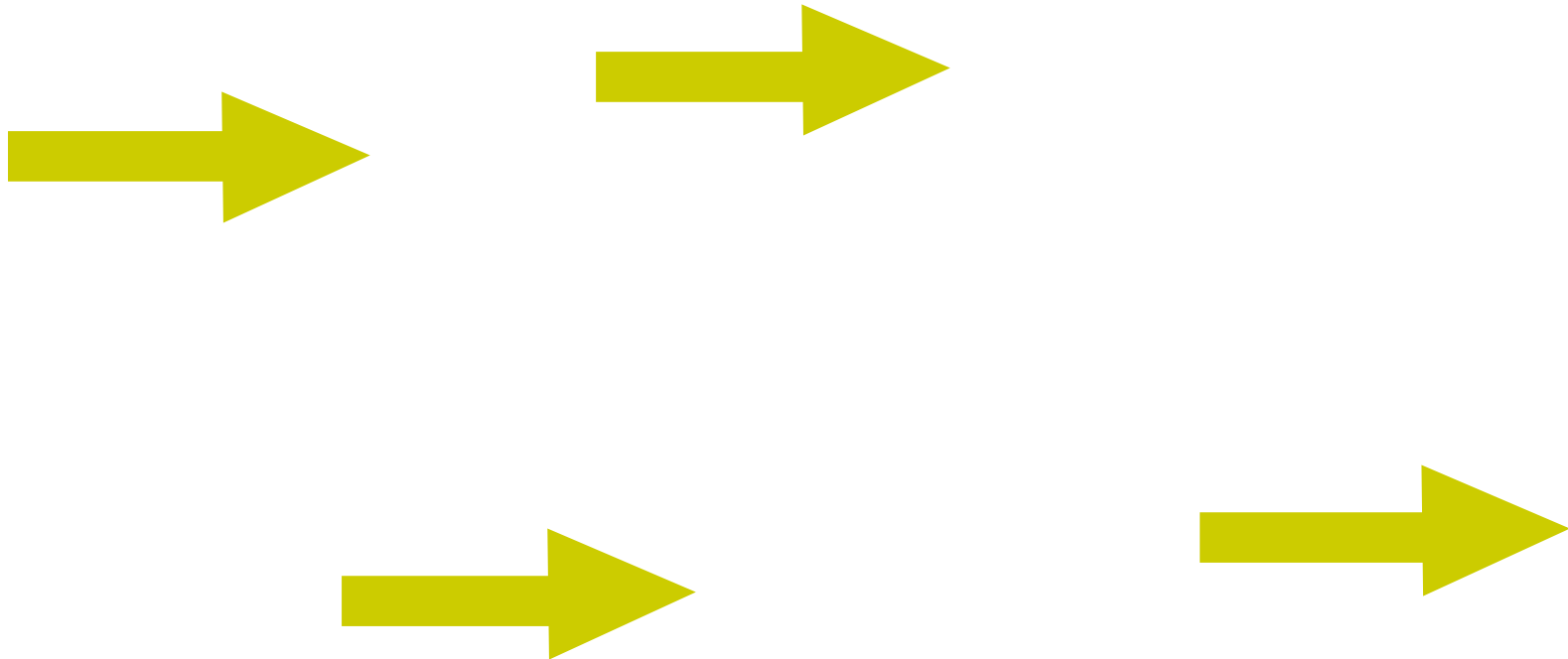
Exertion without Intention



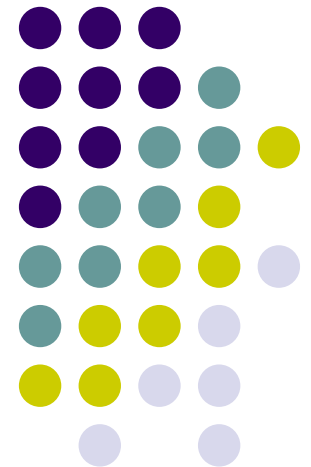
Intention without Exertion



Intention and Exertion



Poorly Written Student Learning Outcomes



Student Learning Outcomes



- Students should be able to comprehend, interpret, analyze and critically evaluate material in a variety of written and visual formats.

Student Learning Outcomes



- Students will demonstrate creative and evaluative thinking in the analysis of theoretical and practical issues in the areas of politics, the economy, and the environment.

Student Learning Outcomes

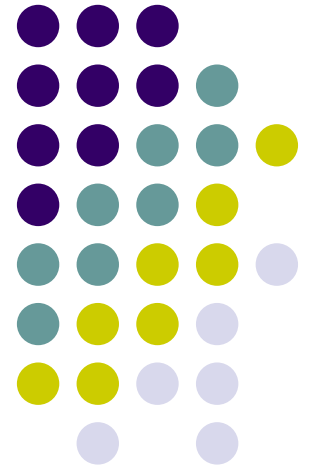


- **FORMAT:**

Students should be able to

<<action verb>> <<something>>

Inappropriate Program Level Learning Outcomes



Student Learning Outcomes



- Students will have a basic knowledge of human anatomy

Student Learning Outcomes



- Students will be able to define 200 key medical terms

COMPREHENSION

EVALUATION

APPLICATION ANALYSIS

SYNTHESIS

KNOWLEDGE

	Associate			Arrange	Appraise
Cite	Classify		Analyze	Assemble	Assess
Count	Compare	Apply	Appraise	Collect	Choose
Define	Compute	Calculate	Calculate	Compose	Compare
Draw	Contrast	Classify	Categorize	Construct	Criticize
Identify	Differentiate	Demonstrate	Classify	Create	Determine
List	Discuss	Determine	Compare	Design	Estimate
Name	Distinguish	Dramatize	Debate	Formulate	Evaluate
Point	Estimate	Employ	Diagram	Integrate	Grade
Quote	Explain	Examine	Differentiate	Manage	Judge
Read	Express	Illustrate	Distinguish	Organize	Measure
Recite	Extrapolate	Interpret	Examine	Plan	Rank
Record	Interpolate	Locate	Experiment	Prepare	Rate
Repeat	Locate	Operate	Inspect	Prescribe	Recommend
Select	Predict	Order	Invent	Revise	Reorganize
State	Report	Practice	Report	Write	Summarize
Tabulate	Restate	Restructure	Schedule		
Tell	Review	Schedule	Sketch		
Trace	Tell	Solve	Solve		
Underline	Translate	Translate	Test	Write	Test
		Use			Validate
		Write			

Lower division course outcomes

COMPREHENSION

EVALUATION

KNOWLEDGE

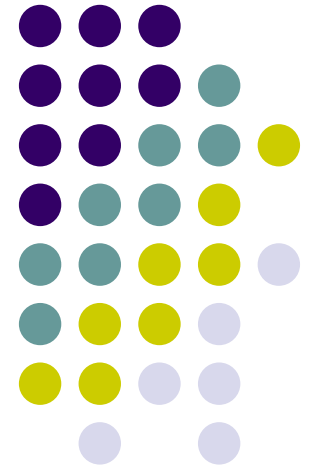
APPLICATION ANALYSIS

SYNTHESIS

	Associate			Arrange	Appraise
Cite	Classify		Analyze	Assemble	Assess
Count	Compare	Apply	Appraise	Collect	Choose
Define	Compute	Calculate	Calculate	Compose	Compare
Draw	Contrast	Classify	Calculate	Construct	Criticize
Identify	Differentiate	Demonstrate	Categorize	Create	Determine
List	Discuss	Determine	Classify	Design	Estimate
Name	Distinguish	Dramatize	Compare	Formulate	Evaluate
Point	Estimate	Employ	Debate	Integrate	Grade
Quote	Explain	Examine	Diagram	Manage	Judge
Read	Express	Illustrate	Differentiate	Organize	Measure
Recite	Extrapolate	Interpret	Distinguish	Plan	Rank
Record	Interpolate	Locate	Examine	Prepare	Rate
Repeat	Locate	Operate	Experiment	Prescribe	Recommend
		Order	Inspect	Produce	Revise
		Practice	Inventory	Propose	Score
		Report	Question	Specify	Select
		Represent	Separate	Synthesize	Standardize
		Reproduce	Summarize	Write	Test
		Retrieve	Test		Validate
		Underline			
		Use			
		Write			

Upper division
 Course / Program
 outcomes

Relying on Indirect Assessment Measures of Learning

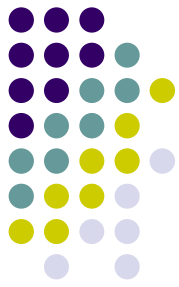


Direct Measures of Learning

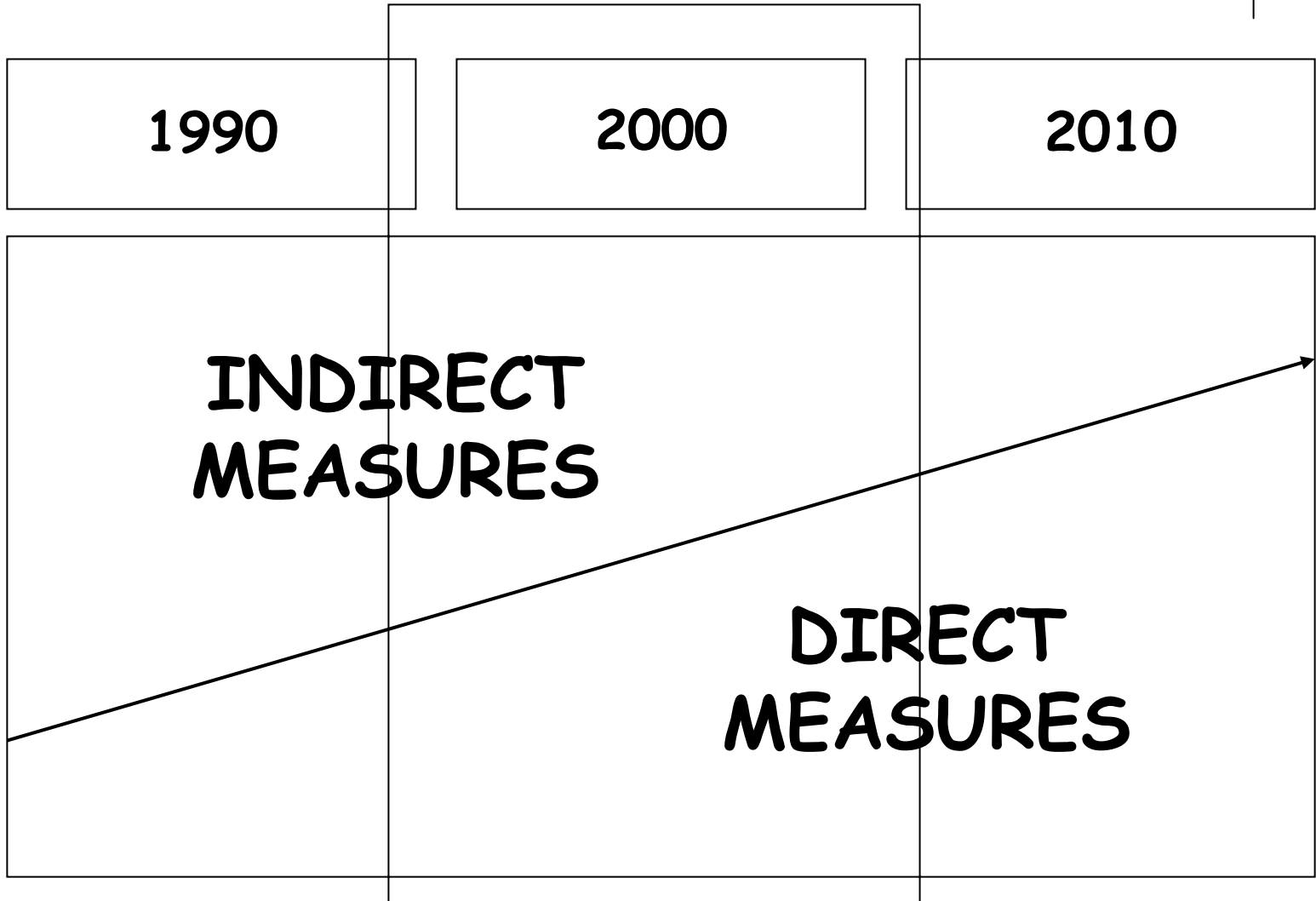
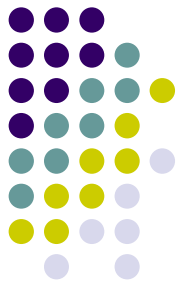


- Capstone experience
- Standardized tests
- Performance on national licensure certification or professional exams
- Locally developed tests
- Essay questions blind scored by faculty
- Juried review of senior projects
- Externally reviewed exhibitions performances
- Evaluation of internships based upon program learning outcomes

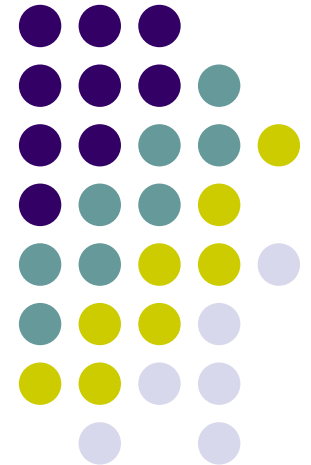
Indirect Measures of Learning



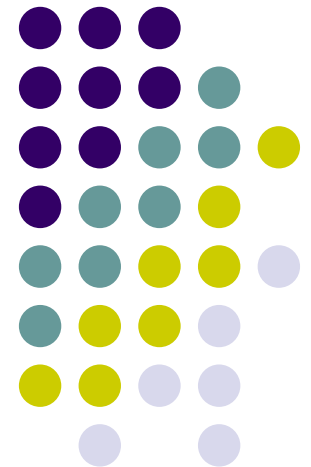
- Alumni, employer, and student surveys (including satisfaction surveys)
- Exit interviews of graduates and focus groups graduate follow up studies
- Retention and transfer studies
- Length of time to degree
- ACT scores
- Graduation and transfer rates
- Job placement rates

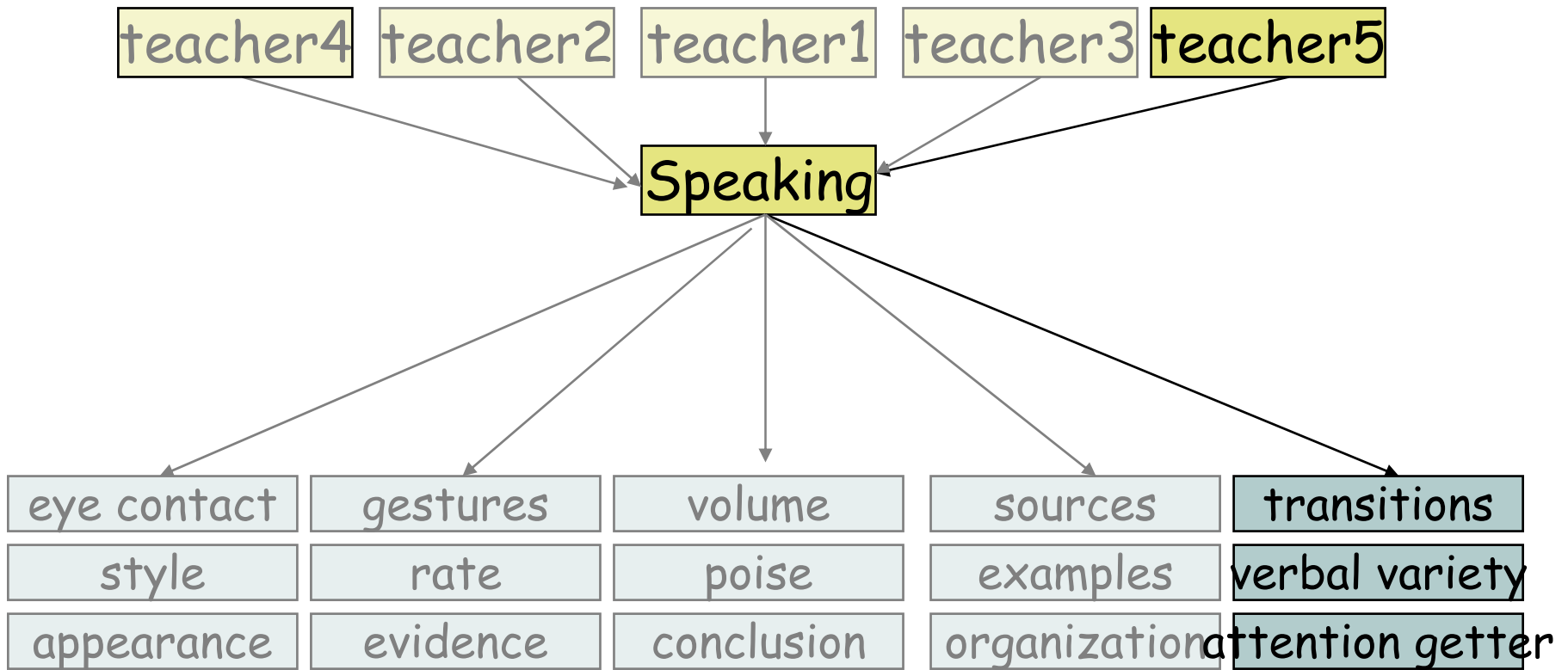


Making Assessment the Responsibility of One Person



Allowing Each Faculty Member to “Own” the Program Level Outcomes



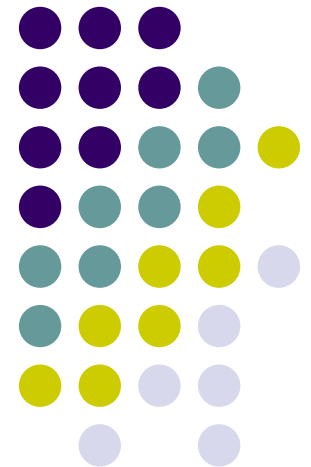




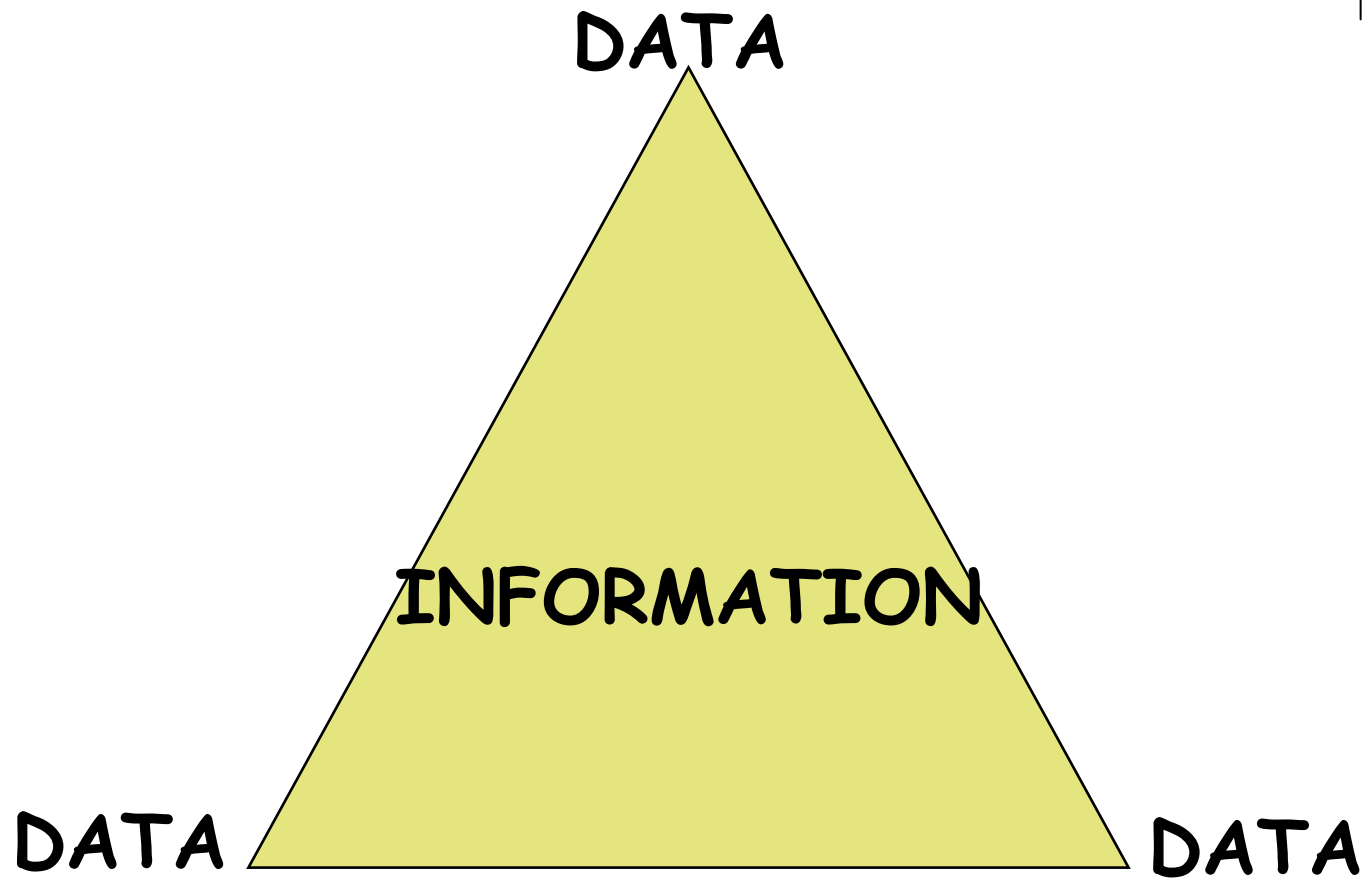
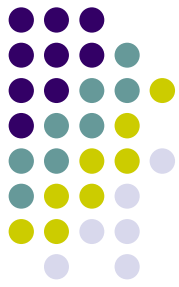
Can our students deliver an effective Public Speech?

eye contact	gestures	volume	sources	transitions
style	rate	poise	examples	verbal variety
appearance	evidence	conclusion	organizational	attention getter

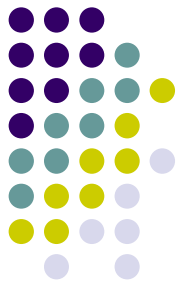
Rushing to Close the Loop



Patterns of evidence



Consistency



Examines the same practice of and individual or group over time

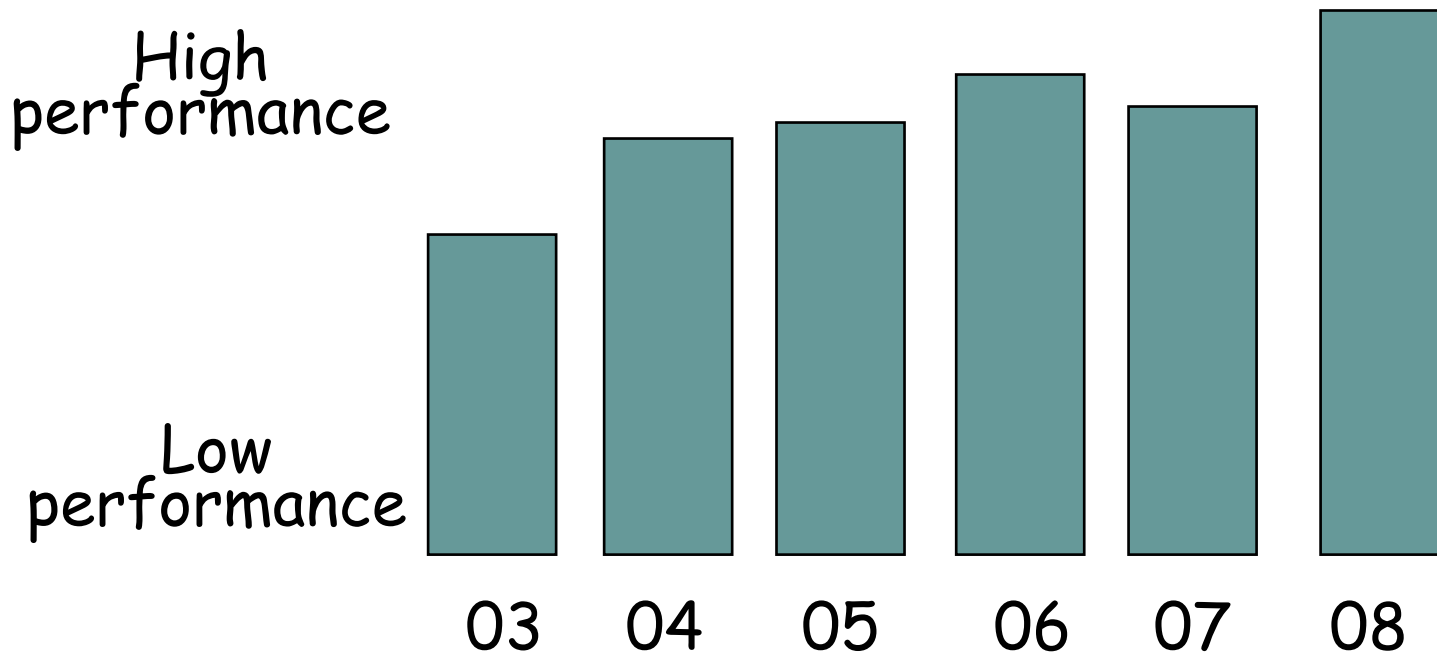
Key question:

- » Has this person or group acted, felt, or performed this way in the past / over time?

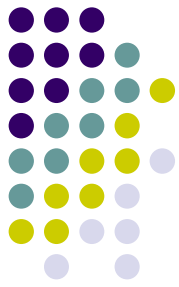
Consistency



How well are students performing on the departmental learning outcome measures?



Consensus



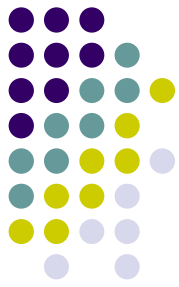
Comparison to or among groups of students

- » Variation between disciplines, gender, other demographic variables

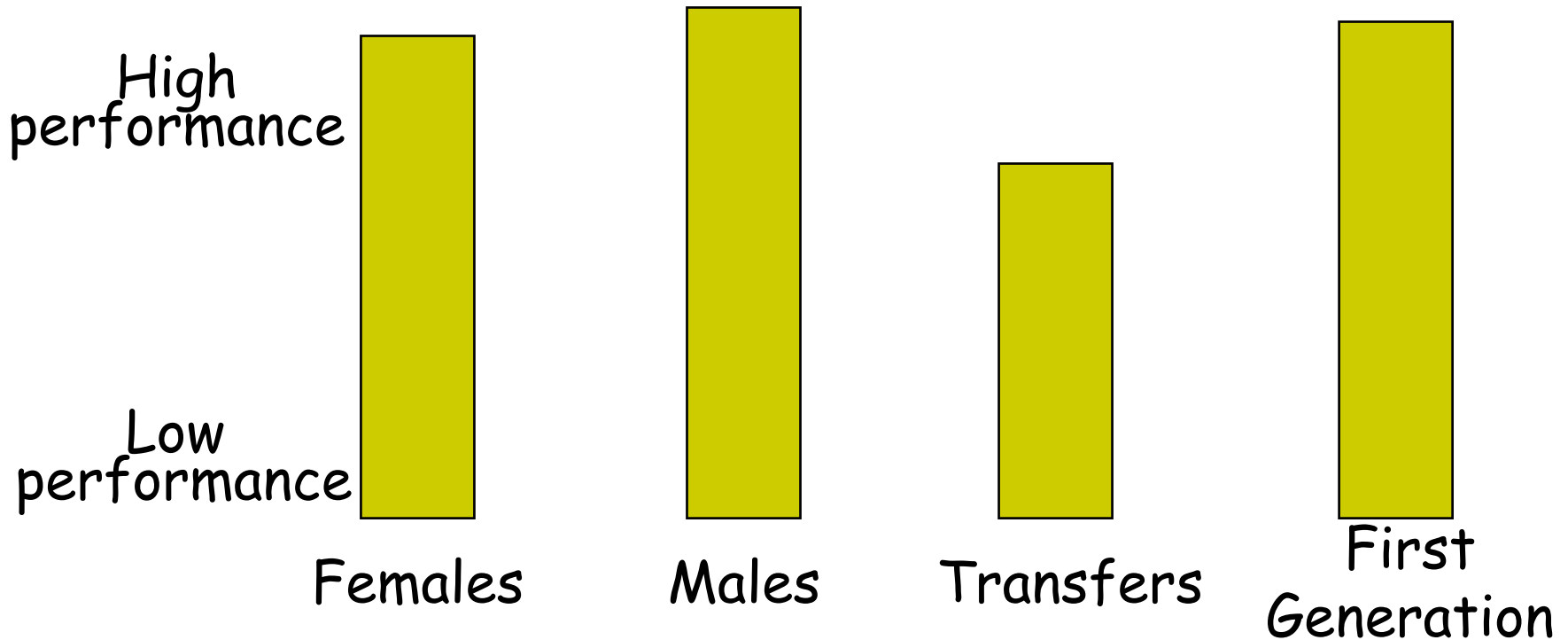
Key questions:

- 1 What is the general feeling, outcome, attitude, behavior?
- » Do other groups of people act, perform or feel this way?

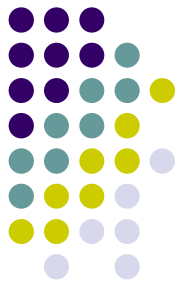
Consensus



How well are students performing on the departmental learning outcome measure?



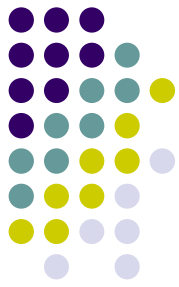
Distinctiveness



Examines individual or cohort perspectives across different outcomes

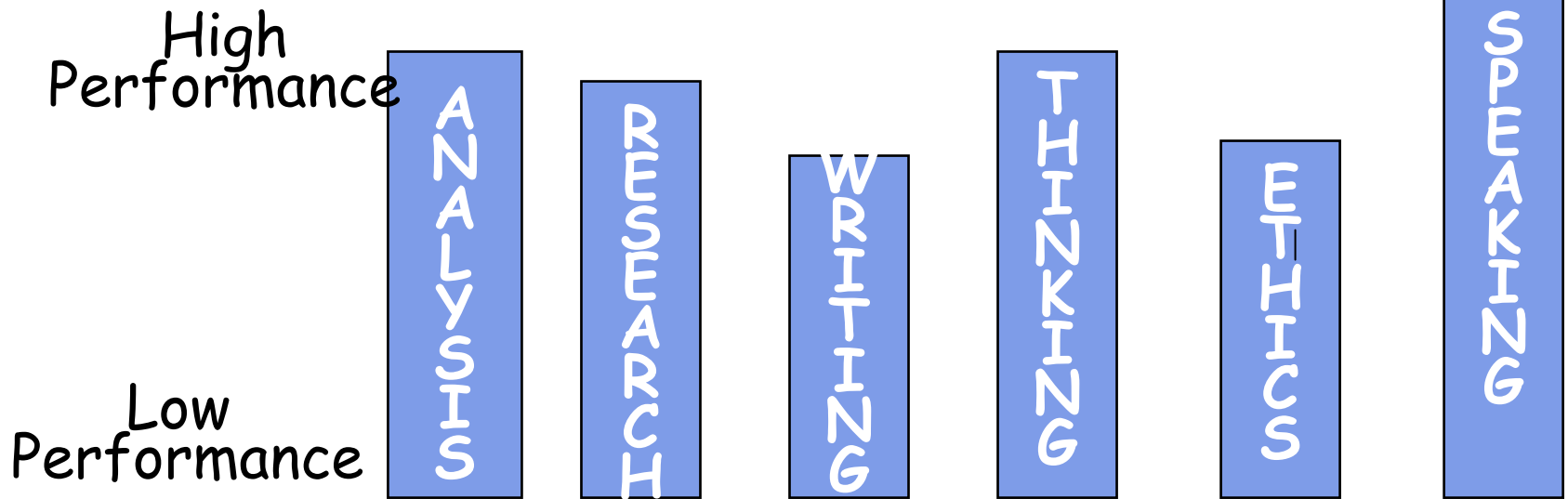
Key Question:

- » Does a person or group perform equally as well on different outcomes?

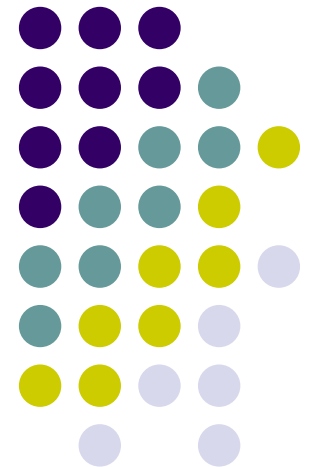


Distinctiveness

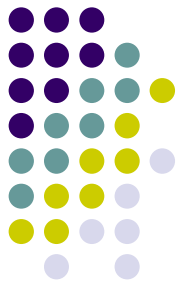
How well are our students performing on the learning outcomes?



Creating Black Holes



The Black Holes of Assessment



Lack of....

Infrastructure

Commitment

Leadership

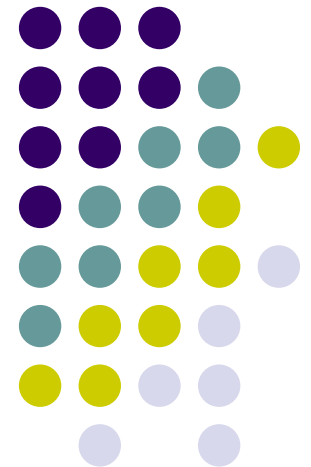
Resources

Acknowledgment

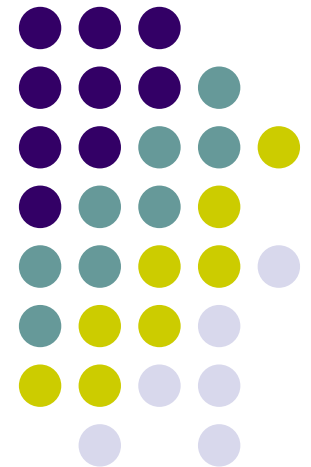
Feedback

Discussion

Assuming Collecting Data is Doing Assessment



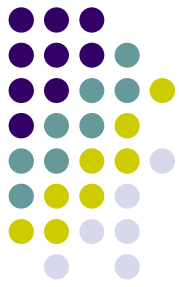
Allowing the Process to become Gaseous



Timeframe



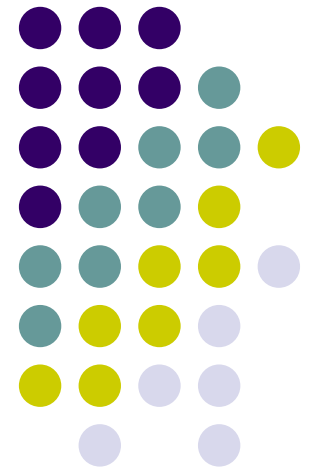
- Identify student learning outcomes
2008-2010
- Create curriculum map:
2010-2012
- Design assessment plan:
2012-2014
- Identify assessment methods:
2014-2016
- Begin to implement plan:
2017



Timeframe

- Identify student learning outcomes
Next Week
- Create curriculum map:
Two Weeks After That
- Design assessment plan:
Next Month
- Identify assessment methods:
Summer and Fall 2008
- Begin to implement plan:
January 2009

Making Assessment Harder Than it Needs to Be

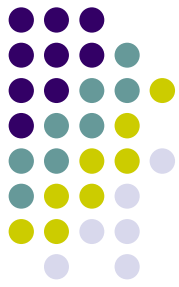


Exams



- Instead of....
- Returning exams without discussion
- Try.....
- Aggregate the data across students to see what they know, and with which concepts they are struggling.

Grading



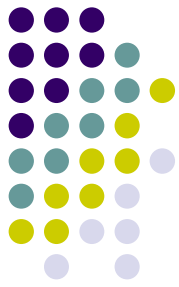
- Instead of....
- Giving papers points or letter grades
- Try.....
- Using a rubric that allows you to analyze students' strengths and weaknesses individually and collectively

Program Level Assessment



- Instead of....
- Having a huge list of every single concept to be learned in the program
- Try.....
- Identifying the top five or six things you want students to know or be able to do and map those outcomes to the courses in the curriculum.

Assessment



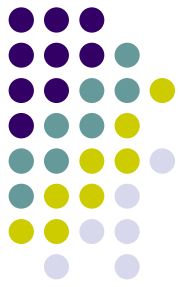
- Instead of....
- Conducting an assessment program without telling the students about it...
- Try.....
- Making the learning outcomes for the course and program explicit to the students so they know what is expected of them.

Assessment



- Instead of....
- Collecting tons of data
- Try.....
- Focus on a few key learning outcomes and collect, discuss and analyze that data.

Assessment



- Instead of....
- Attempting to implement your entire assessment plan at once
- Try.....
- Take one outcome at a time and figure out the best way to assess it -- then try another one

Black Holes & Gaseous Processes: Big Mistakes in Assessment

Western Michigan University
October 2008

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