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## Assessing Student Learning in General Education

Fall 2021

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### Assessing Learning in General Education

Using Information

Evaluating Data

Implementation Plan

**Assessment Measures**

Assessment Methods

Performance Indicators

Learning Outcomes

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### Creating assessment measures

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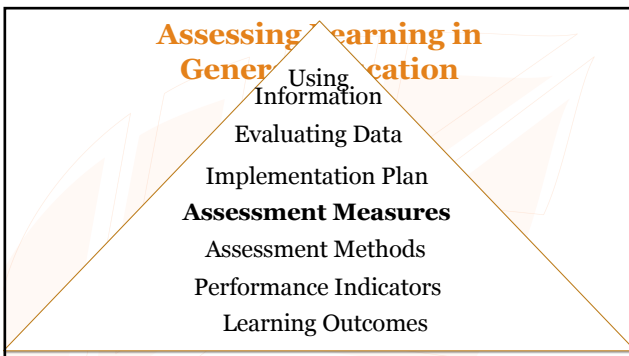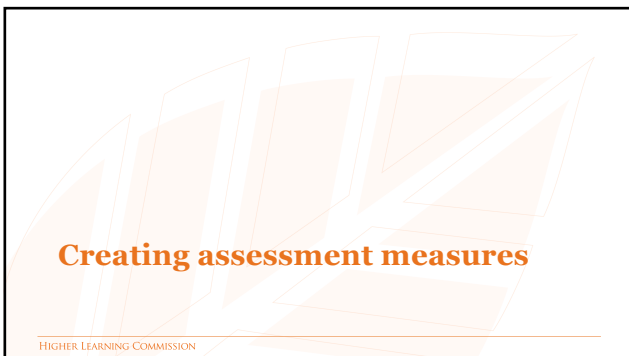## Assessment Methods & Measures

Assessment Methods: How students demonstrate learning

Assessment Measures: How we evaluate that learning

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## You already know….

- Grades are here to stay…and still they aren't particularly useful for assessment purposes….
- Grades are very useful for evaluating performance….
- Assessment is useful in analyzing or diagnosing performance issues…

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## Evaluation is not Feedback

| Evaluation | Assessment/Feedback |
|---|---|
| • Provides judgment on the performance | • Provides information about the relation of performance to goal |
| • Regards the performance as finished…e.g., ACT, SAT, other secure tests, end-of term grades. | • Provides information the performer can use to improve performance…e.g., coaching, benchmarks, corrective annotation. |

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| | Evaluation | Assessment |
|---|---|---|
| **Quizzes** | Count toward final grade | Used to determine whether students understand |
| **Tests** | Scored and returned | Scored, tabulated. returned & discussed; syllabus adjusted, class content revisited |
| **Rubrics** | Returned to students with grade | Returned after being aggregated & analyzed; adjustments considered |

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## Assessment Measures

Scoring tools: Provide quantitative and/or qualitative data that will inform the faculty of the extent to which student performance is being met.

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## Assessment Measures

Keep in mind the functions of assessment – Discussion, Reporting, and Improving

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## Assessment Measures

Keep in mind the functions of assessment –
Discussion, Reporting, and Improving

Some level of standardization of assessment
measures is critical

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## Assessment Measures

Scoring Tools
- Distinguish between levels of student performance
  (strengths and weaknesses)
- Have utility across multiple disciplines and assessment
  methods
- Provide direction for improvement

Framework:  Performance Indicators

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## Assessment Measures

To Start:

Discuss and describe the level of acceptable
learning for each of your performance indicators:

What are your goals for student learning?

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| Verb | Descriptor | Public Speaking Indicator |
|---|---|---|
| Develops | Clear | Organization |
| Explains | Meaningful | Content |
| Exhibits | Engaging | Delivery |
| Demonstrates | Direct | Eye contact |
| Maintains | Appropriate | Rate |
| Presents | Supporting | Evidence |
| Analyzes | Responsible | Claims |
| Applies | Comfortable | Data |
| Utilizes | Effective | Conclusion |
| Selects | Relevant | Sources |
| Provides | Consistent | Examples |
| Summarizes | Complete | Visual support |
| Prepares | Effective | Transitions |
| Chooses | Reasonable | Verbal variety |

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| Verb | Descriptor | Problem Solving Indicator |
|---|---|---|
| Develops | Clear | Problem statement |
| Explains | Thorough | Current situation |
| Defines | Compelling | Contributing factors |
| Documents | Balanced | Rationale |
| Maintains | Appropriate | Implications |
| Presents | Supporting | Potential bias |
| Analyzes | Robust | Conceptual model/s |
| Applies | Logical | Alternate theories |
| Utilizes | Effective | Supporting data |
| Selects | Relevant | Evidence |
| Provides | Consistent | Consequences |
| Summarizes | Complete | Action plan |
| Prepares | Effective | Context |
| Selects | Reasonable | Decision |

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| Verb | Descriptor | Problem Solving Indicator |
|---|---|---|
| Develops | Clear | Problem statement |
| Explains | Thorough | Current situation |
| Defines | Compelling | Contributing factors |
| Documents | Balanced | Rationale |
| Maintains | Appropriate | Implications |
| Presents | Supporting | Potential bias |
| Analyzes | Robust | Conceptual model/s |
| Applies | Logical | Alternate theories |
| Utilizes | Effective | Supporting data |
| Selects | Relevant | Evidence |
| Provides | Consistent | Consequences |
| Summarizes | Complete | Action plan |
| Prepares | Effective | Context |
| Selects | Reasonable | Decision |

Successful Achievement of the Indicator:

Target Achievement Level

15

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## Slide 16

| | | | |
|---|---|---|---|
| Verb | Descriptor | Indicator | Q1  Q2  Q3  Q4 |
| Verb | Descriptor | Indicator | Q5  Q6 |
| Verb | Descriptor | Indicator | Q7  Q8  Q9 |
| Verb | Descriptor | Indicator | Q10  Q11  Q12  Q13 |

Exam

16

## Slide 17

**Did students do this?**

NO          YES

| | | |
|---|---|---|
| Verb | Descriptor | Indicator |
| Verb | Descriptor | Indicator |
| Verb | Descriptor | Indicator |
| Verb | Descriptor | Indicator |

Checklist

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## Slide 18

**How often?**
**How well?**

Effectively?
Appropriately?
Consistently?
Professionally?
Accurately?
Completely?
Thoroughly?
Credibly?
Originally?

| | | |
|---|---|---|
| Verb | Descriptor | Indicator |
| Verb | Descriptor | Indicator |
| Verb | Descriptor | Indicator |
| Verb | Descriptor | Indicator |

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Rarely / Minimally / Slightly / Developing — Sometimes / Somewhat / Moderately / Progressing — Usually / Very well / Meets expectations / Proficient — Always / Exceptionally / Exceeds Expectations / Mastery

| | | | | | | |
|---|---|---|---|---|---|---|
| Verb | Descriptor | Indicator | ☐ | ☐ | ☐ | ☐ |
| Verb | Descriptor | Indicator | ☐ | ☐ | ☐ | ☐ |
| Verb | Descriptor | Indicator | ☐ | ☐ | ☐ | ☐ |
| Verb | Descriptor | Indicator | ☐ | ☐ | ☐ | ☐ |

Scale

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## Rubrics

Each performance indicator assessed separately

Describes levels of performance

– Criteria against which their learning will be assessed

– Defines expected performance

Provide guidance to students
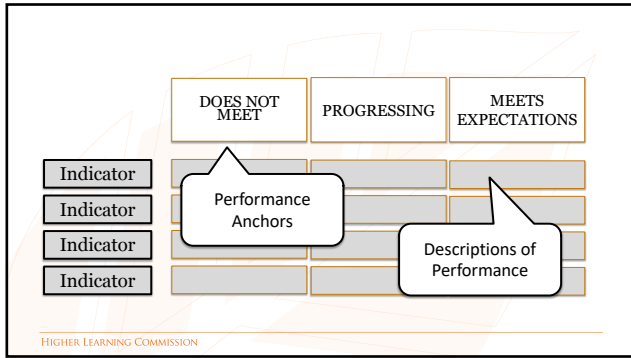
Useful for multiple raters

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## Rubrics

Types of Rubrics

    Summative (targeted performance level)

    Developmental / Formative (student progress)

    Holistic

      Global assessment

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## Rubrics

Developmental Rubric
Documents student progress toward deeper learning, maturation in thinking

Benchmark is relative to the degree program and students' progression in the program
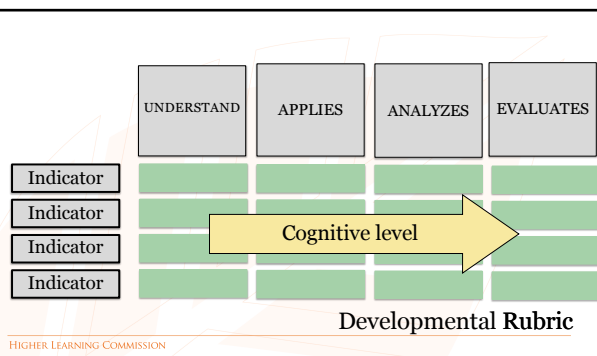
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| | UNDERSTAND | APPLIES | ANALYZES | EVALUATES |
|---|---|---|---|---|
| Indicator | | | | |
| Indicator | | Cognitive level → | | |
| Indicator | | | | |
| Indicator | | | | |

Developmental **Rubric**

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| | UNDERSTAND | APPLIES | ANALYZES | EVALUATES |
|---|---|---|---|---|
| Indicator | Identify | Cite | Explain | Analyze |
| Indicator | Count | Report | Examine | Diagram |
| Indicator | Tell | Distinguish | Question | Evaluate |
| Indicator | Know | Apply | Analyze | Adapt |

Developmental **Rubric**

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**28**

| Stand alone GE program | | | GE as foundation in Academic Program | |
| --- | --- | --- | --- | --- |
| | | | GE outcomes are considered Institutional Outcomes | |
| Indicator | Identify | Cite | Explain | Analyze |
| Indicator | Count | Report | Examine | Diagram |
| Indicator | Tell | Distinguish | Question | Evaluate |
| Indicator | Know | Apply | Analyze | Adapt |

Developmental **Rubric**

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| | First Year First Semester | Second Year Second Semester | Third Year Second Semester | Fourth Year Fourth Semester |
| --- | --- | --- | --- | --- |
| Indicator | Identify | Cite | Explain | Analyze |
| Indicator | Count | Report | Examine | Diagram |
| Indicator | Tell | Distinguish | Question | Evaluate |
| Indicator | Know | Apply | Analyze | Adapt |

Developmental **Rubric**

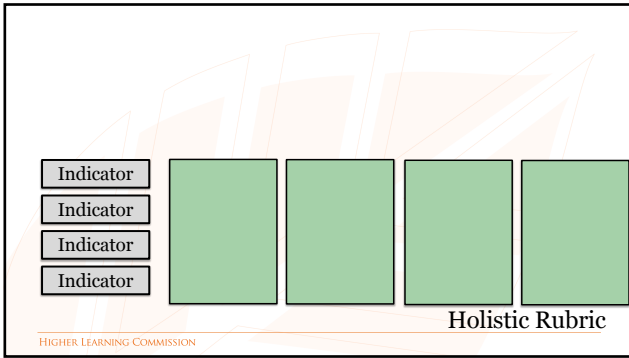HIGHER LEARNING COMMISSION

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Rubrics

Holistic Rubrics

Provides general information about student learning

Overall impression of a performance

Each category describes performance on several performance indicators

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Indicator
Indicator
Indicator
Indicator

Holistic Rubric

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# AAC&U Inquiry and Analysis VALUE Rubric

| | Benchmark 1 | Milestones 2 | Milestones 3 | Capstone 4 |
|---|---|---|---|---|
| **Topic Selection Existing Knowledge, Research, and/or Views Design Process Analysis Conclusions Limitations and Implications** | Identifies a topic that is far too general and wide-ranging as to be manageable and doable. Presents information from irrelevant sources representing limited points of view/approaches. Inquiry design demonstrates a misunderstanding of the methodology or theoretical framework. Lists evidence, but it is not organized and/or is unrelated to focus. States an ambiguous, illogical, or unsupportable conclusion from inquiry findings. . Presents limitations and implications, but they are possibly irrelevant and unsupported. | Identifies a topic that while manageable/doable, is too narrowly focused and leaves out relevant aspects of the topic. Presents information from relevant sources representing limited points of view/approaches. Critical elements of the methodology or theoretical framework are missing, incorrectly developed, or unfocused. Organizes evidence, but the organization is not effective in revealing important patterns, differences, or similarities. States a conclusion focused solely on the inquiry findings. The conclusion arises specifically from and responds specifically to the inquiry findings. Discusses relevant and supported limitations and implications. | Identifies manageable topic that appropriately addresses relevant aspects of the topic. Presents in-depth information from relevant sources representing various points of view/approaches. Critical elements of the methodology or theoretical framework are appropriately developed, however, more subtle elements are ignored or unaccounted for. Organizes evidence to reveal important patterns, differences, or similarities related to focus. States a general conclusion that, because it is so general, also applies beyond the scope of the inquiry findings. Presents relevant and supported limitations and implications. | Identifies a creative, focused, and manageable topic that addresses potentially significant yet previously less-explored aspects of the topic. Synthesizes in-depth information from relevant sources representing various points of view/approaches. All elements of the methodology or theoretical framework are skillfully developed. Appropriate methodology or theoretical frameworks may be synthesized from across disciplines or from relevant subdisciplines. Organizes and synthesizes evidence to reveal insightful patterns, differences, or similarities related to focus. States a conclusion that is a logical extrapolation from the inquiry findings. Insightfully discusses in detail relevant and supported limitations and implications |

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# Adapting Rubrics

Engagement will be higher if the outcomes and indicators are meaningful to your campus

The process of creating measurement tools will make the measurement more meaningful

**Adapt, don't adopt**

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## Developing Assessment Measures

Test before implementation
    Friendly Faculty
        Pilot test
        Discussion, Feedback, Suggestions
    Identify
        User training issues
        Structural Issues
            Methods
            Measures

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## Rubric Review

20 Minutes
- In your small group rooms, review the following rubric.
- What works?
- How could it be improved?

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## Creating an Implementation Plan

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**Implementation Plan
Who does What?**

Collects data?
Aggregates data?
Interprets data?
Reports data?
Responds to data?

- Student
- Faculty member
- Faculty committee (discipline / outside)
- Department chair
- Advisor
- Dean
- Provost
- Assessment committee
- IR office
- Board of Trustees
- Employers

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**Creating an Implementation Plan**

√ What you are going to assess (Assessment Methods)

√ How you are going to assess (Assessment Measures)

√ How are you going to collect data? (Implementation)

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**Exploring Implementation Plans**

Keep in mind ---

– Student Motivation: How motivated would students be to do their best work?

– Training: How much training would be involved to implement the data collection? (Time and potential cost)

– Faculty Engagement: How involved would faculty be in the process and results? (Time and potential cost)

– Potential Impact on Learning: How much potential does the plan have to generate information that would help us understand and improve learning?

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## Data Collection

√ Who - or what - are you going to assess?

√ Who is going to do the assessing?

√ What happens to the data?

√ How is the data going to be used?

√ Where do we start?

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## Data Collection

Keep in mind:

- Your assessment question:  To what degree have our students achieved our  General Education Learning  Outcomes?
- The difference between *collecting* data and *assessing* data
- The philosophy of your GE Program:  Do your outcomes stand alone, are contextualized in academic programs, or are they  the same as institutional outcomes?

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## Data Collection

Keep in mind:

- Your assessment question:  To what degree have our students achieved our  General Education Learning  Outcomes?
- The difference between *collecting* data and *assessing* data
- The philosophy of your GE Program
- Your assessment methods

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## Data Collection

Assessment **Method** determines Assessment **Collection**

GE Learning Data is collected specifically for assessment (exam, event)

**What students are we going to select/invite to participate?**

GE Learning Data is collection is ongoing (in class assignments, tasks, portfolios, events)

**What data are we going to select to analyze?**

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## Data Collection

In Chat:  What criteria would you use to obtain the *most reliable* evidence of *student achievement* of your General Education outcomes? (Either data or students)

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## Data Collection

√ Who – or what data - are you going to assess?

Selecting Students or Artifacts:

At specific credit or enrollment threshold/s

In specific courses

At an assessment event

At a specific time of year

Upon graduation

After graduation

Motivation
Training
Engagement
Impact

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## Data Collection

√  Who – or what data - are you going to assess?

√  Who is going to do the assessing?

Student self-assessment, faculty, staff, administrator, committee, department chair, employer, peer

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## Data Collection

Single Rater                    Multiple Raters

Cost
Time
Complexity
Credibility

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## Data Collection

√  Who  - or what -  are you going to assess?

√  Who is going to do the assessing?

√  What happens to the data?

How / Is it aggregated?

Who sees it?

In what format?

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## Data Collection

√ Who - or what - are you going to assess?
√ Who is going to do the assessing?
√ What happens to the data?
√ How is the data going to be used?
  Reporting
  Documenting
  Improving

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## Exploring Implementation Plans

- Move to team room
- Discuss assigned scenario
  – (20 minutes)
  – **How could this implementation plan be improved?**
- Select a spokesperson
- Quick break (5 minutes)

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## Exploring Implementation Plans

Keep in mind ---
– Student Motivation: How motivated would students be to do their best work?
– Training: How much training would be involved to implement the data collection? (Time and potential cost)
– Faculty Engagement: How involved would faculty be in the process and results? (Time and potential cost)
– Potential Impact on Learning: How much potential does the plan have to generate information that would help us understand and improve learning?
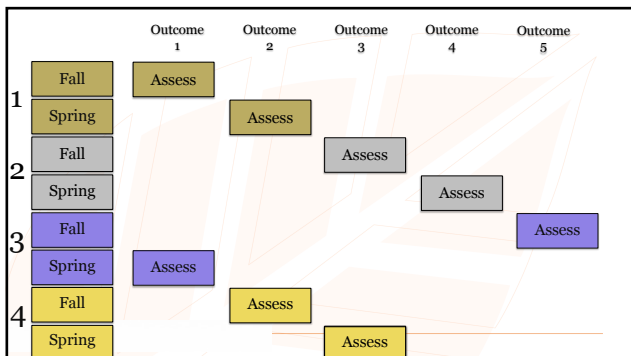
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## Data Collection

√ Who  - or what -  are you going to assess?
√ Who is going to do the assessing?
√ What happens to the data?
√  How is the data going to be used?
√  Where do we start?

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| | | Outcome 1 | Outcome 2 | Outcome 3 | Outcome 4 | Outcome 5 |
|---|---|---|---|---|---|---|
| 1 | Fall | Assess | | | | |
| | Spring | | Assess | | | |
| 2 | Fall | | | Assess | | |
| | Spring | | | | Assess | |
| 3 | Fall | | | | | Assess |
| | Spring | Assess | | | | |
| 4 | Fall | | Assess | | | |
| | Spring | | | Assess | | |

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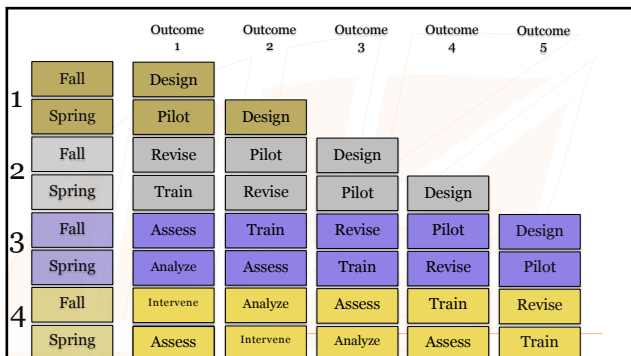| | | Outcome 1 | Outcome 2 | Outcome 3 | Outcome 4 | Outcome 5 |
|---|---|---|---|---|---|---|
| 1 | Fall | Assess | Assess | Assess | Assess | Assess |
| | Spring | Assess | Assess | Assess | Assess | Assess |
| 2 | Fall | Assess | Assess | Assess | Assess | Assess |
| | Spring | Assess | Assess | Assess | Assess | Assess |
| 3 | Fall | Assess | Assess | Assess | Assess | Assess |
| | Spring | Assess | Assess | Assess | Assess | Assess |
| 4 | Fall | Assess | Assess | Assess | Assess | Assess |
| | Spring | Assess | Assess | Assess | Assess | Assess |

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## Assessment Cycle

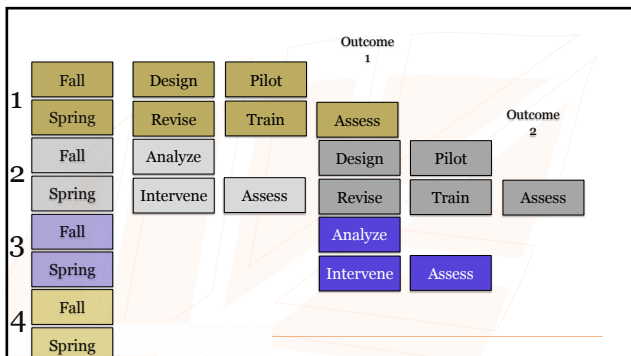- Stages of Implementation
  Design implementation strategy (methods, measures, sample)
  Pilot implementation strategy (methods, measures, sample)
  Revise implementation strategy (methods, measures, sample)
  Train those involved
  Assess student learning
  Analyze the results of the learning assessment
  Intervene (if appropriate) to improve learning
  Re-Assess student learning

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| Year | Term | Outcome 1 | Outcome 2 | Outcome 3 | Outcome 4 | Outcome 5 |
|---|---|---|---|---|---|---|
| 1 | Fall | Design | | | | |
| 1 | Spring | Pilot | Design | | | |
| 2 | Fall | Revise | Pilot | Design | | |
| 2 | Spring | Train | Revise | Pilot | Design | |
| 3 | Fall | Assess | Train | Revise | Pilot | Design |
| 3 | Spring | Analyze | Assess | Train | Revise | Pilot |
| 4 | Fall | Intervene | Analyze | Assess | Train | Revise |
| 4 | Spring | Assess | Intervene | Analyze | Assess | Train |

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| Year | Term | Outcome 1 | | | Outcome 2 | |
|---|---|---|---|---|---|---|
| 1 | Fall | Design | Pilot | | | |
| 1 | Spring | Revise | Train | Assess | | |
| 2 | Fall | Analyze | | Design | Pilot | |
| 2 | Spring | Intervene | Assess | Revise | Train | Assess |
| 3 | Fall | | | Analyze | | |
| 3 | Spring | | | Intervene | Assess | |
| 4 | Fall | | | | | |
| 4 | Spring | | | | | |

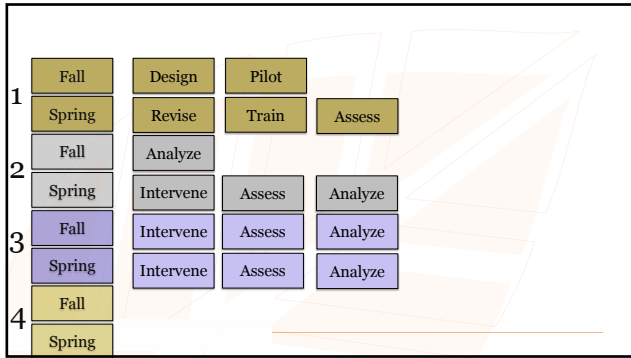| | | | |
|---|---|---|---|
| **1** | Fall | Design | Pilot |
| | Spring | Revise | Train | Assess |
| **2** | Fall | Analyze | | |
| | Spring | Intervene | Assess | Analyze |
| **3** | Fall | Intervene | Assess | Analyze |
| | Spring | Intervene | Assess | Analyze |
| **4** | Fall | | | |
| | Spring | | | |

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## Team Time Questions

- What tools/approaches are currently used for Gen Ed measures? Are they working as intended?
- How does your current assessment cycle facilitate getting results to inform change or improvement?
- How does today's discussion impact your agenda for the year ahead?

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