Agree or Disagree? Be prepared to provide the reasoning from your decision.

Anyone can do assessment work.

Assessment = Accountability

Mandate

Assessment = Pedagogical Innovation

Assessment = Pedagogical Innovation

- Pedagogical Innovation with Assessment & Accountability Potential
- Pedagogical Innovation Requires Meaningful Faculty Participation
- Furco & Moely (2012) - Four Conditions for Faculty Support for Pedagogical l Innovation

Four Conditions (Furco & Moely, 2012)

1. The goals of the innovation must be clearly communicated and consistent with faculty values and concerns
2. Faculty must have the opportunity to gain expertise with the innovation and explore their questions in a way that does not make inordinate demands on their time

Four Conditions (Furco & Moely, 2012)

3. Faculty should see rewards for their participation
4. Faculty must perceive an institutional commitment to provide on-going support for the innovation

Assessment Must Be Defined in Ways that Align with Faculty Values

What is assessment?

"...the process of gathering and discussing information from multiple and diverse sources in order to develop a deep understanding of what students know, understand, and can do with their knowledge as a result of their educational experiences; the process culminates when assessment results are used to improve subsequent learning."

– Mary E. Huba & Jann E. Freed, ,*Learner-Centered Assessment on College Campuses* (2000)

What is assessment?

"…the systematic gathering of information about student learning, using the time, resources, and expertise available, in order to improve the learning."

– Barbara Walvoord, *Assessment Clear & Simple* (2004)

What is assessment?

"…a systematic way of paying attention to our curriculum."

– Nancy Metz, English Faculty, Virginia Tech

How is it different from grading?

- Grading – Looking at learning for individual(s)
- Assessment: Looking at learning in aggregate
  - Across the course
  - Across cross sections
  - Across the program
  - Across the institution

Why does it matter?

- Quality of curriculum
- Integrity of curriculum
- Accountability

If we do the first two right, the last piece takes care of itself!

Agree or Disagree? Be prepared to provide the reasoning from your decision.

Fear of SACS is a healthy campus motivator.

A World Awash In Acronyms

Why do we have to do it?

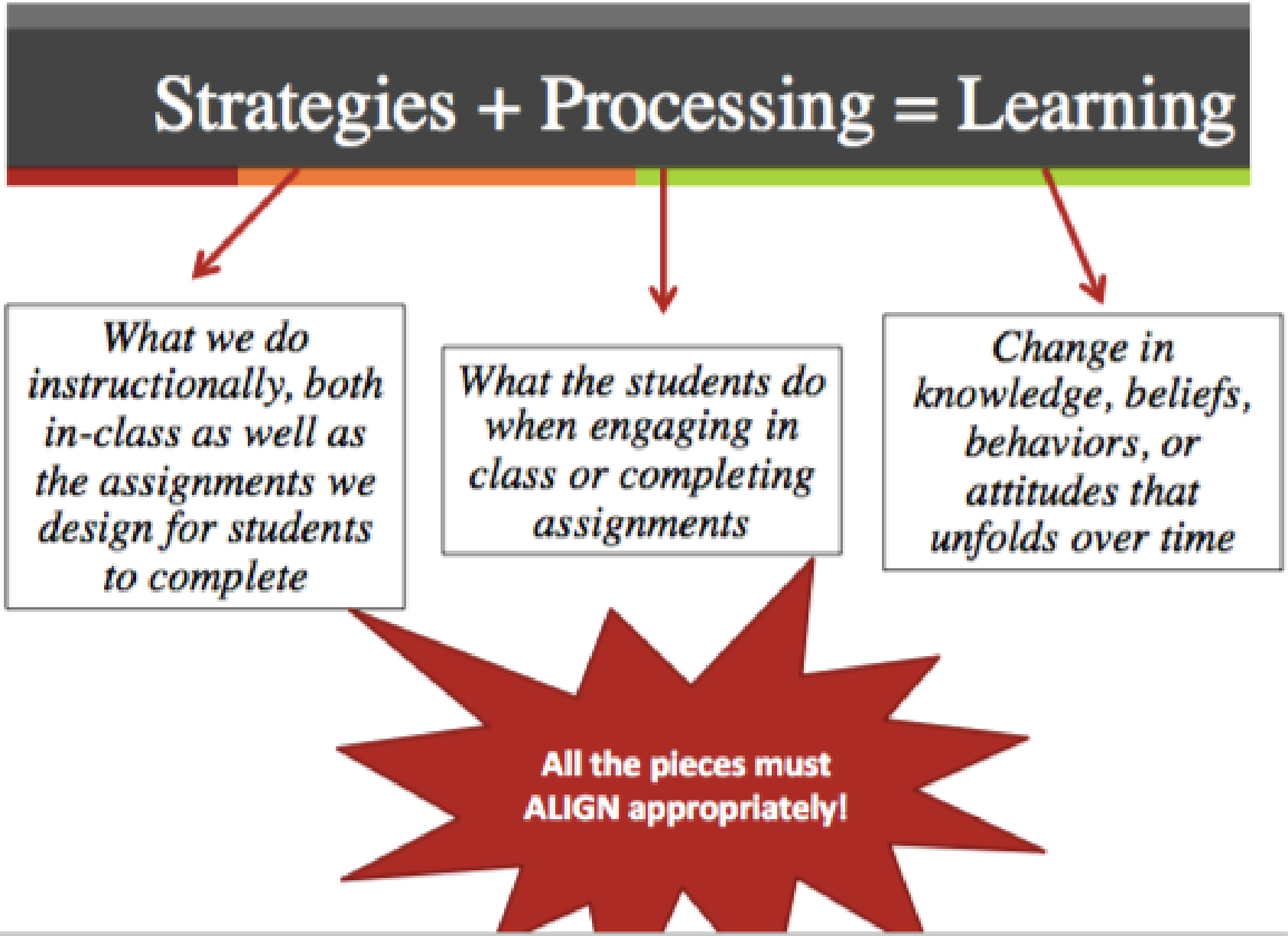
- SACS Standard Connections
  - 3.3.1.1
  - 3.5.1
  - QEP

3.3.1.1: The institution:

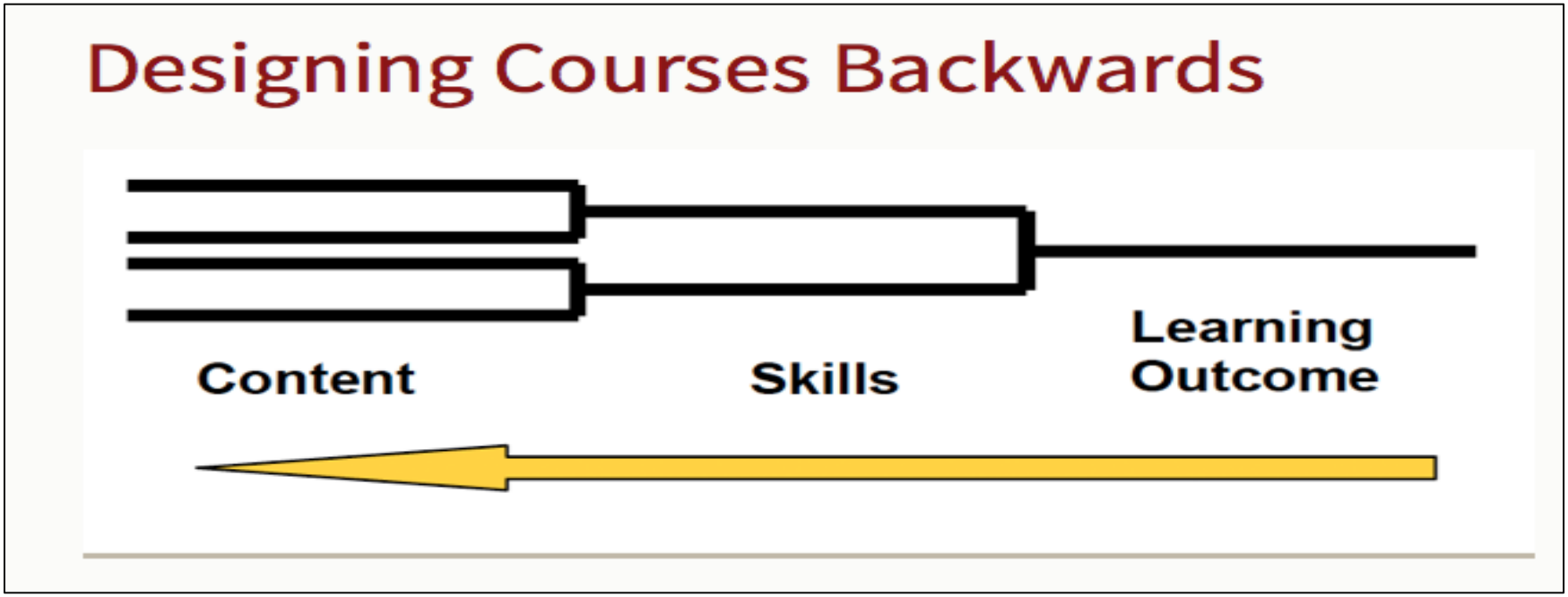
- Identifies expected outcome, including student learning outcomes
- Assesses the extent to which it achieves those outcomes

Excellent assessment of student learning is not magic.

It is by design.

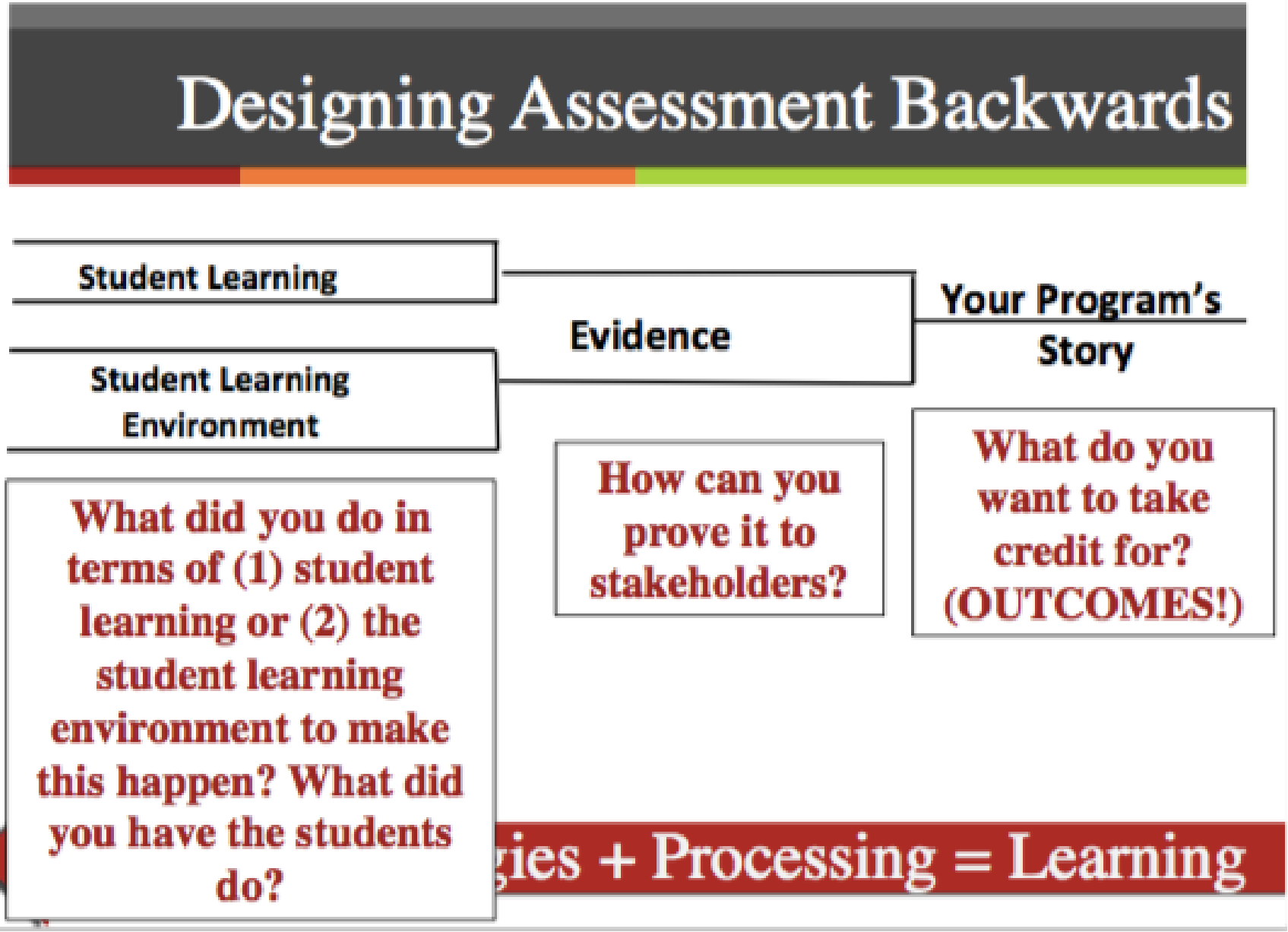

Strategies + Processing = Learning
What we do instructionally, both in-class as well as the assignments we design for students to complete
What the students do when engaging in class or completing assignments
Change in knowledge, beliefs, behaviors, or attitudes that unfolds over time
All the pieces must ALIGN appropriately!

Design for Learning



From the Teaching Commons, Stanford University

https://teachingcommons.stanford.edu/resources/course-preparation-resources/course-design-aids/designing-courses-backwards


Designing Assessment Backwards
Student Learning
Student Learning Environment
Evidence
Your Program's Story
What did you do in terms of (1) student learning or (2) the student learning environment to make this happen? What did you have the students do?
How can you prove it to stakeholders?
What do you want to take credit for? (OUTCOMES!)
gies + Processing = Learning

Agree or Disagree? Be prepared to provide the reasoning from your decision.

Some things about learning are indefinable and unassessable.

What are your program goals and outcomes?

First, what is learning?

•A process, not a product.
• A change in knowledge, beliefs, behaviors, or attitudes. This change unfolds over time.
• Not something done to us, it is something we DO ourselves.
• The direct result of how we interpret and respond to our experiences – conscious and unconscious, past and present.

-- Ambrose et al. (2010)

What is a learning outcome?

- A student learning outcome states a specific SKILL, ABILITY, KNOWLEDGE, BELIEF, or ATTITUDE students are expected to achieve through a program
- Example: *Upon completion of a Bachelor's degree in English, a student will be able to read critically and compose an effective analysis of a literary text.*

Do I have to start from scratch?

Good artists borrow; great artists steal.
~Pablo Picasso (attributed)

- Our brochures promise the moon (e.g., “create lifelong learners”) – our assessment outcomes often fall short
- Encourage you to consider “higher-order thinking” (Wright 2014, adapted from Resnick, 1987)

Higher-Order Thinking:

- Non-algorithmic
- Complex
- Yield multiple solutions
- Requires nuanced judgment and interpretation
- Involves application of multiple criteria, perhaps in conflict with one another
- Involves uncertainty and meaning making—e.g., pattern recognition
- Requires self-regulation
- Effortful

(Wright 2014, adapted from Resnick, 1987)

- Disciplinary associations, accreditation (e.g., ABET)
- AAC&U Essential Learning Outcomes

http://www.aacu.org/leap/vision.cfm

•AAC&U VALUE Rubrics

http://www.aacu.org/value/index.cfm

•Critical thinking wheel based on Bloom's

What data do you already have?

What does “closing the loop” mean anyway? What counts?

What counts as closing the loop?

•Curricular mapping – reconfiguration of majors, elimination of duplication, re-sequencing of courses
• Revise learning outcomes, add new ones
• Develop standardized measures across program (e.g., common rubric, common outcomes for senior theses/capstone)
• Incorporate high-impact practices (e.g., undergrad research, service learning)

What counts as closing the loop?

- Revise grad student curricula – incorporate teaching mentors, focus on “high demand” skills, create new courses
- Changes in advising structure, philosophy/culture
- Leveraging technology
- Faculty development