

ASSESSMENT 102



CREATING AN OUTCOME ASSESSMENT THAT
IS MEANINGFUL AND INTEGRATED

Assessment for Outcomes

QUICK POLL



- Raise your hand if you were involved in creating, revising, writing the outcomes of your course?

- Raise your hand if you were involved in creating the assessment for your course.

THE OUTCOME



Without looking at the Outcomes for your course, write 3 umbrella ideas that you want your students, after completing your course, to remember in 5 years.

Don't think about it, just the first three ideas that come to you.

5 MINUTES

THE OUTCOME



FIND A FRIEND

(SOMEONE WHOSE DISCIPLINE IS NOT CLOSE TO YOUR OWN)

SHARE AND DISCUSS

How closely related are your 3 Umbrella ideas to the CLO?

Are the CLO umbrella ideas?

10 MINUTES

REPORT OUT

Are your CLO actually OUTCOMES or are they OBJECTIVES? Share ONE CLO with us (or one of your own if you like them better!).

CHANGING YOUR COURSE OUTCOMES



- If you find that your umbrella ideas are not represented in your CLO, contact your Department Outcomes Coordinator and discuss this with them.
- Continue the discussion with the other faculty in your department that teach the course.
- Once faculty have reached consensus, the CLO may be changed simply by letting the Office of IE know to make the change in Taskstream and updating syllabi for the following semester.
- Keep in mind that changing the **OBJECTIVES** for a course is a much more involved process requiring state curriculum changes and state approval of those changes.

THE ASSESSMENT FOR OUTCOMES



What is the difference between assessment and grading?

- **GRADING**

- Used by individual faculty to evaluate individual students' learning and performance.
- May incorporate criteria – such as attendance, participation, and effort – that are not direct measures of learning.
- A final grade in a course is a global evaluation that represents the overall proficiency of one student.
- A collection of grades from a course does not provide specific information linking overall student performance to improvement.

THE ASSESSMENT FOR OUTCOMES



- **ASSESSMENT**

- Used to by the department/program to improve student learning.
- Provides detailed and specific information necessary for linking student performance to improvement.
- Goes beyond grading by examining patterns of student learning across courses and programs and using this information to improve educational practices.

THE ASSESSMENT



- **Formative (Informal)**
 - Reflection papers
 - Polls
 - Surveys
 - End of project reflection
- **Formative (Formal)**
 - Quizzes
 - Team based learning (project based)

- **Summative**
 - Portfolio
 - Papers
 - Projects and Presentation
 - Exams
 - Essay

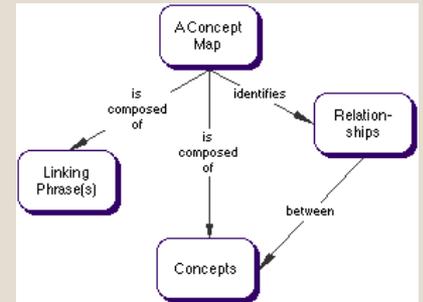
CREATIVE CATS

Classroom Assessment Techniques



- Student Background and Experience Assessment
- Minute Notes
- Muddiest Points
- Chain Notes
- Self Assessment
- Peer Assessment
- Student Generated Test Questions

- 3rd Party Assessment
- Multiple Pronged Assessment
- Just In Time Teaching
- Concept Maps



- The Cross-over Assessment
Creating one assessment that can evaluate student success for multiple course outcomes.

SEMESTER LONG ASSESSMENT



- Breaking down a large term project into individual components spread out over the course of the semester, evaluated separately, and then evaluated as a final product
- An essay question on each exam that is directly related to a specific course outcome

DESIGN AN ASSESSMENT



FIND A FRIEND (OR TWO) SHARE AND DISCUSS

SELECT ONE COURSE AND CREATE AN ASSESSMENT (or series of CAT) to assess ALL outcomes for that course in a SINGLE semester.

20 MINUTES

REPORT OUT

What does your ASSESSMENT look like? How do you envision evaluating the data from this assessment?