Introductions

- Name
- Department
- What’s one thing you would like to learn at today’s workshop?
Workshop Learning Outcomes

- Develop a working definition of key terms in outcome assessment
- Describe strategies for making assessment meaningful and informative
- Identify one way in which you can improve at least one program or course level assessment
What Makes for Meaningful Learning Outcome?

Bloom’s Taxonomy (Revised)

- **Remembering**: Can the student recall or remember the information? (define, duplicate, list, memorize, recall, repeat, state)
- **Understanding**: Can the student explain ideas or concepts? (classify, describe, discuss, explain, identify, locate, recognize, report, select, translate, paraphrase)
- **Applying**: Can the student use information in a new way? (choose, demonstrate, dramatize, employ, illustrate, interpret, operate, schedule, sketch, solve, use, write)
- **Analyzing**: Can the student distinguish between different parts? (appraise, compare, contrast, criticize, differentiate, discriminate, distinguish, examine, experiment, question, test)
- **Evaluating**: Can the student justify a stand or decision? (appraise, argue, defend, judge, select, support, value, evaluate)
- **Creating**: Can the student create a new product or point of view? (assemble, construct, create, design, develop, formulate, write)

Image source: http://pcs2ndgrade.pbworks.com/
Learning Outcomes Checklist

- **Focused** on most important aspects of the course or program
- **Shared** across sections (or courses)
- **Collaboratively** developed
- **Clearly** communicated
- Honor the fact that learning is an iterative, **integrated** process
- Refer to **generalizable**, **higher-order** skills
Reflecting on Your Assessments

Activity 1

Do your course (or program) level learning outcomes meet the criteria?

- Focused
- Shared
- Collaborative
- Clear
- Integrated
- Generalizable
Assessment Methods Terms

- Direct Assessment
- Formative Assessment
- Qualitative Assessment
- Indirect Assessment
- Summative Assessment
- Quantitative Assessment
Let’s Talk Assessment Methods

- What does “authentic assessment” really mean?
- What is the difference between “direct” and “indirect” assessment?
- Qualitative versus quantitative evidence
Formative Assessment

- Ongoing (throughout course or program)
- Purpose: To improve a student’s performance or learning outcomes for the course/program
- Allows for flexibility and quick adjustments to course or program content/approach*
Examples of Formative Assessments

Results used to:
- shape ultimate performance
- provide guidance/feedback before final/summative assessment

- Quizzes
- Discussion
- Minute papers
- Muddiest points
- More [here]
Summative Assessment

- Typically occurs at the end of a course or program (or service)

- Purpose: To determine whether learning outcomes have been achieved (at the student level, course level, or program level)
Examples of Summative Assessments

Final assessment of knowledge, skills, abilities

- Portfolios
- Capstone projects
- Final exams
- Performance (e.g., recital)
Reflecting on Your Assessments
Activity 2

- What types of assessment (formative versus summative) does your course or program currently use?

- How is the information gleaned from these assessments used?
Direct Assessment Measures

The “What”

- Demonstrates actual learning or development
  - Student products
    - Portfolios
    - Projects
    - Papers
  - Performances
    - Theatre performances
    - Music recitals
    - Sports performance
    - Speech/debate
    - Research/conference presentations
Indirect Assessment Measures

The “Why”

- Self-reported learning implies what is learned
  - Indicators other than student products

- Examples:
  - Surveys
  - Focus groups
  - Exit interviews
# Direct vs. Indirect Assessment

<table>
<thead>
<tr>
<th>Direct Assessment</th>
<th>Indirect Assessment</th>
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</thead>
<tbody>
<tr>
<td>Demonstrated Knowledge</td>
<td>Reflection</td>
</tr>
<tr>
<td>Measured achievement of outcomes</td>
<td>Ease of data collection</td>
</tr>
<tr>
<td>Can be time intensive</td>
<td>Easier to measure attitudes, beliefs, values</td>
</tr>
<tr>
<td></td>
<td>Not “hard” evidence</td>
</tr>
<tr>
<td></td>
<td>May not generalize to population of students</td>
</tr>
<tr>
<td></td>
<td>Social desirability</td>
</tr>
</tbody>
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Direct & Indirect Assessment Examples & Resources

- https://www.ccaurora.edu/getting-started/testing/direct-indirect
- http://www.uwsp.edu/acadaff/Appendix%20D/Assessment%20Academy%20Session%202%20DirectMeasures.pdf
Reflecting on Your Assessments
Activity 3

 Does your program primarily rely on direct assessment, indirect assessment, or a combination of both?

 If you use both methods, how do they work together to inform your practice?
Types of Evidence

- Qualitative
  - Prose or narrative
  - Descriptions
  - Yes/no (met competency or did not)

- Quantitative
  - Ratings
  - Rubric scores
# Qualitative or Quantitative?

<table>
<thead>
<tr>
<th>Narrative Writing</th>
<th>Organization &amp; Focus</th>
<th>Sentence Structure Word Choice</th>
<th>Mechanics</th>
</tr>
</thead>
</table>
| • Provides a *thoroughly* developed plot line, including major and minor characters and a *definite* setting.  
  • Includes *appropriate* strategies (e.g., dialogue; suspense; narrative action). | • Clearly addresses all parts of the writing task.  
  • Demonstrates a *clear* understanding of purpose and audience.  
  • Maintains a *consistent* point of view, focus, and organizational structure, including the effective use of transitions.  
  • Includes a *clearly* presented central idea with relevant facts, details, and/or explanations. | • Sentences reflect *variety* in length and kind; (compound and complex sentences)  
  • Few if any tense/subject verb agreement errors;  
  • Word choice is *rich* and *varied*                                                                 | • Contains few, if any, errors in the conventions of the English language (grammar, punctuation, capitalization, and spelling). These errors do not interfere with the reader’s understanding of the writing. |
| 4                                                                               |                                                                                      |                                                                   |                                                                                             |
| • Provides a *adequately* developed plot line, including major and minor characters and a *definite* setting.  
  • Includes *appropriate* strategies (e.g., dialogue; suspense; narrative action). | • Addresses all parts of the writing task.  
  • Demonstrates a *general* understanding of purpose and audience.  
  • Maintains a *mostly consistent* point of view, focus, and organizational structure, including the effective use of transitions.  
  • Includes a central idea with *mostly relevant* facts, details, and/or explanations. | • Sentences reflect *some* variety in length and kind; (more compound than complex sentences)  
  • Occasional if any tense/subject verb agreement errors;  
  • Word choice is *clear* and *reasonably precise*                                              | • Contains some errors in the conventions of the English language (grammar, punctuation, capitalization, and spelling). These errors do not interfere with the reader’s understanding of the writing. |
| 3                                                                               |                                                                                      |                                                                   |                                                                                             |
| • Provides a *minimally* developed plot line, including characters and a setting.  
  • **Attempts** to use strategies but with *minimal* effectiveness (e.g., dialogue; suspense; narrative action). | • Addresses *only parts* of the writing task.  
  • Demonstrates *little understanding* of purpose and audience.  
  • Maintains an *inconsistent* point of view, focus, and organizational structure, which may include ineffective or awkward transitions that do not unify important ideas.  
  • *Suggests* a central idea with *limited* facts, details, and/or explanations. | • Sentences reflect *little* variety in length and kind; (mostly simple sentences)  
  • Contains tense/subject verb agreement errors;  
  • Word choice is *basic*                                                                | • Contains *several* errors in the conventions of the English language (grammar, punctuation, capitalization, and spelling). These errors may interfere with the reader’s understanding of the writing. |
| 2                                                                               |                                                                                      |                                                                   |                                                                                             |
| • **Lacks** a developed plot line.  
  • Fails to use strategies (e.g., dialogue; suspense; narrative action). | • Addresses *only one part* of the writing task.  
  • Demonstrates no *understanding* of purpose and audience.  
  • **Lacks** a point of view, focus, organizational structure, and transitions that unify important ideas.  
  • **Lacks** a central idea, but may contain *marginally related* facts, details, and/or explanations. | • Sentences are *simple* and *fragmented*;  
  • Errors *obstruct* meaning  
  • Word choice is *vague*                                                                 | • Contains *serious* errors in the conventions of the English language (grammar, punctuation, capitalization, and spelling). These errors interfere with the reader’s understanding of the writing. |
| 1                                                                               |                                                                                      |                                                                   |                                                                                             |
Quantitative & Qualitative Evidence Examples

- https://tomprof.stanford.edu/posting/1199
- http://www.eiu.edu/ihec/Qualitative%20Assessment%20power%20point.pdf
Enhancing Your Assessments
Activity 4

How can you leverage one thing you learned today to enhance your outcomes assessment processes and make the results more meaningful to your program?
Wrap Up and Reflections
Questions?

- Bri Hays
  - Campus-Based Researcher
  - bhays@sdccd.edu

- Kris Clark
  - Outcomes Coordinator
  - kclark@sdccd.edu