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The Role of assessment in furthering student engagement, inclusion, and achievement

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The Role of Assessment in Furthering Student Engagement, Inclusion, and Achievement

Mary Allen and Patricia Iannuzzi

2008 Greater Expectations Institute

June 18-22, 2008 | Snowbird, Utah

Assessment

- develop your targeted outcomes
- verify that your efforts are aligned with the outcomes
- develop an assessment plan
- collect assessment evidence
- assess the evidence
- close the loop

Let's focus on each step.

First, the targeted outcomes.

AAC&U Suggestions: The Essential Learning Outcomes

- Knowledge of human cultures and the physical and natural world
- Critical and creative thinking
- Quantitative literacy
- Civic knowledge and engagement
- Ethical reasoning and action

Campus Examples

Knowledge of Human Cultures:

- Students can describe and analyze the capacity of race, ethnicity, class, gender, sexuality, disability, age, generation, and/or nationality to inspire, inform, and influence writers, artists and audiences (CSU Monterey Bay)

Quantitative Literacy

- Students can use tables, graphs, charts, and diagrams to explain concepts or ideas (Cabrillo CC)

Ethical Reasoning and Action

- Students can engage questions of ethics and recognize responsibilities to self, community, and society at large (U. of Delaware)

Alignment

- Is your intervention or program systematically designed to achieve your targeted outcomes?
- How is each outcome systematically developed?

A Cohesive Curriculum

- Coherence
- Ongoing Practice of Learned Skills
- Systematically Created Opportunities to Develop Increasing Sophistication and Apply What Is Learned
- Synthesizing Experiences to Integrate Learning

Curriculum Map

Course	Outcome 1	Outcome 2	Outcome 3
100	I		
201		I	
310	D		
321			
370	D		
395			
Capstone	M		

Assessment Planning

Some Characteristics of Quality Assessment

- Valid
- Reliable
- Efficient and cost-effective
- Engage respondents
- Interest us

Common Direct Assessment Strategies for Assessing Student Learning

- Published Tests
- Locally-Developed Tests
- Embedded Assignments and Course Activities: Signature Assignments
- Portfolios
- Capstone Projects

Common Indirect Assessment Strategies

- Surveys
- Interviews
- Focus Groups

Assessing the Evidence

- Direct assessment often involves the application of rubrics.
- Raters should be normed/calibrated to achieve reliable results.
- Indirect assessment requires taking an honest look at what people are telling us.

Closing the loop

- **requires collegiality and flexibility**
- **often requires focusing on our curriculum (vs. my course) or our campus-wide initiative (vs. my office)**
- **may require the support and collaboration of faculty, staff, administrators, and faculty and staff development professionals**

Some Friendly Suggestions

- Focus on what is important.
- Don't forget your adjunct faculty.
- Close the loop.
- Learn from your colleagues—both on-campus and external.

Without assistance, each of us will not only reinvent the wheel, we'll also reinvent the flat tire.





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Student

Learning

Faculty

Curriculum

Co-
Curriculum

Student Engagement



Essential Learning Outcomes

Beginning in school, and continuing at successively higher levels across their college studies, students should prepare for twenty-first-century challenges by gaining:

Knowledge Of Human Cultures and The Physical and Natural World

Intellectual And Practical Skills

Personal And Social Responsibility

Integrative Learning

through the application of knowledge, skills, and responsibilities to new settings and complex problems



Intellectual and Practical Skills

inquiry

creative thinking

oral communication

information literacy

critical thinking

written communication

quantitative literacy

analysis

problem solving

teamwork

Practiced extensively, across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance



For Example

- a. information literacy
- b. critical thinking
- c. communication

The student...

assesses the quality and relevance of evidence, including: spotting deception and holes in the arguments of others

From Collegiate Learning Assessment - Common Scoring Rubric – Part 1 Critical thinking, analytic reasoning and problem solving

- a. information literacy b. critical thinking c. communication

The student...

articulates and applies criteria for evaluating both the information and its sources, including: analyzes the structure and logic of supporting arguments or methods; recognizes prejudice, deception, or manipulation

From *Information Literacy Competency Standards for Higher Education*, Standard 3, performance indicator 2

- a. information literacy b. critical thinking c. communication

The student...

organizes the content in a manner that supports the purposes and format of the product

From *Information Literacy Competency Standards for Higher Education*, Standard 3, performance indicator 2

- a. information literacy b. critical thinking c. communication

The student...

presents evidence in an order that contributes to a persuasive and coherent argument

From Collegiate Learning Assessment - Common Scoring Rubric – Part 2 Written Communication

- a. information literacy b. critical thinking c. communication

- *develops a thesis statement and formulates questions...*
- *identifies the value and differences of potential resources...*
- *selects the most appropriate investigative methods...*
- *constructs and implements effectively designed search strategies...*
- *articulates and applies criteria for evaluating information and sources...*
- *summarizes main ideas, synthesizes to construct new concepts, compares new knowledge with prior...*
- *applies new and prior information to the planning and creation of a product*
- *follows laws, regulations, policies, etiquette... acknowledges sources when communicating product...*



Intellectual and Practical Skills

inquiry

creative thinking

oral communication

information literacy

written communication

critical thinking

quantitative literacy

analysis

problem solving

teamwork



Integrated Skills

inquiry

creative thinking

oral communication

information literacy

written communication

critical thinking

quantitative literacy

analysis

problem solving

teamwork



Academic Skills

inquiry

creative thinking

oral communication

information literacy

written communication

critical thinking

quantitative literacy

analysis

problem solving

teamwork



21st Century Literacies

inquiry

creative thinking

oral communication

information literacy

written communication

critical thinking

quantitative literacy

analysis

problem solving

teamwork



Common Elements

- require articulation of specific learning outcomes
- reflect higher order and lower order cognitive skills
- require application within and across disciplines
- developmental (sequenced over time)
- supported through curriculum content, instructional design, and co-curricular activities
- assessed by demonstration of what students **DO**

Articulating Assessable Learning Outcomes

Demonstrates effective written and oral communication (broad)

- Chooses a communication medium and format that best supports the purpose of the product and the intended audience

Applies critical thinking (broad)

- Compares information from various sources in order to evaluate reliability, validity, accuracy, authority, timeliness, point of view, and bias
- Investigates differing viewpoints

Demonstrates academic honesty (broad)

- Selects an appropriate documentation style and uses it consistently to cite sources

The *Learning Outcomes* Approach

Learning outcomes are integrated:

- *knowledge*
- *abilities*
- *attitudes*

Needed to
function
successfully
in society

**What students should be able to do,
not what knowledge they possess**

Mark Battersby and the Learning Outcomes Network, Centre for Curriculum, Transfer, and Technology, Vancouver, BC

So, What's a Learning Outcome Anyway? 1999 ERIC Document 430-611

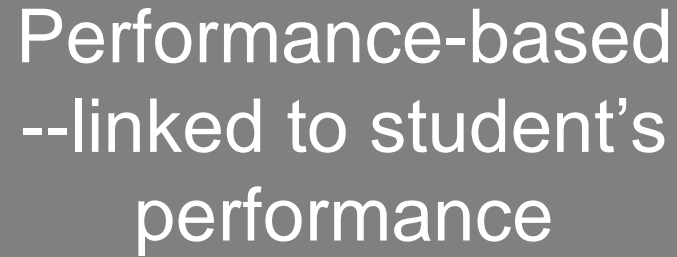
Learning Outcomes and Authentic Assessment

- Assessment is the means for learning-not just the method of evaluation
- Learning facilitated by doing, creating and using -- assignments are the key to learning
- Situations are simulated in which students integrate and apply knowledge, abilities and values
- Develop “useable knowledge” not “testable knowledge”

Assessment
Techniques



Performance-based
--linked to student's
performance



Authentic Assessment



Portfolios



Journals



Categorizing
Grid



Checklists



Rubrics



1 Minute Paper



Conferences



Examines and compares information from various sources in order to evaluate reliability, validity, accuracy, authority, timeliness, and point of view or bias



analyzes the structure and logic of supporting arguments or methods

Manipulates digital text, images, and data, as needed, transferring them from their original locations and formats to a new context

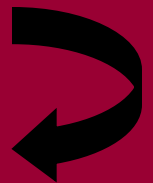


Lower
level
tasks



Higher level
cognitive
skills - more
complex and
abstract

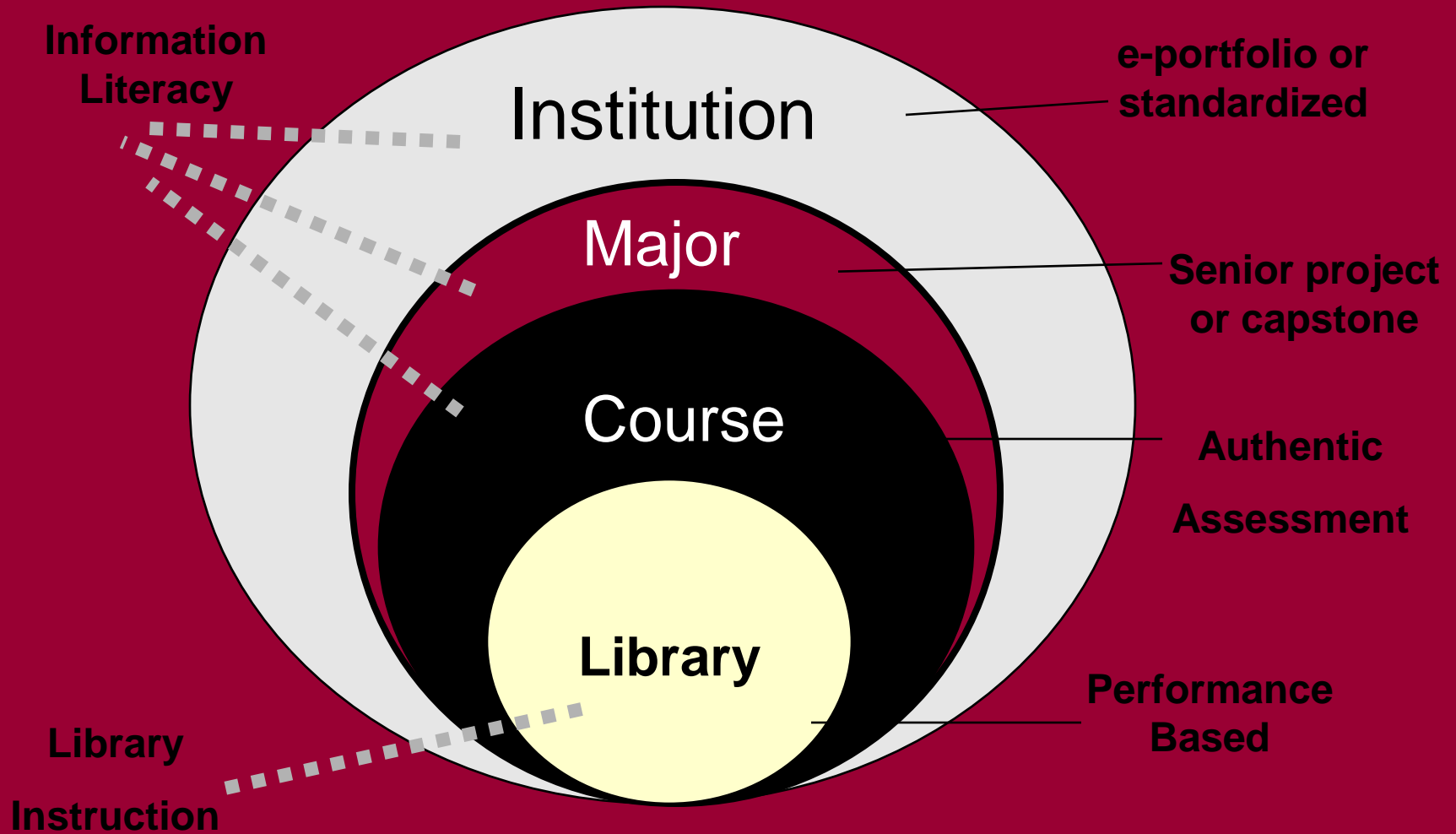
organizes the content in a manner that supports the purposes and format of the product



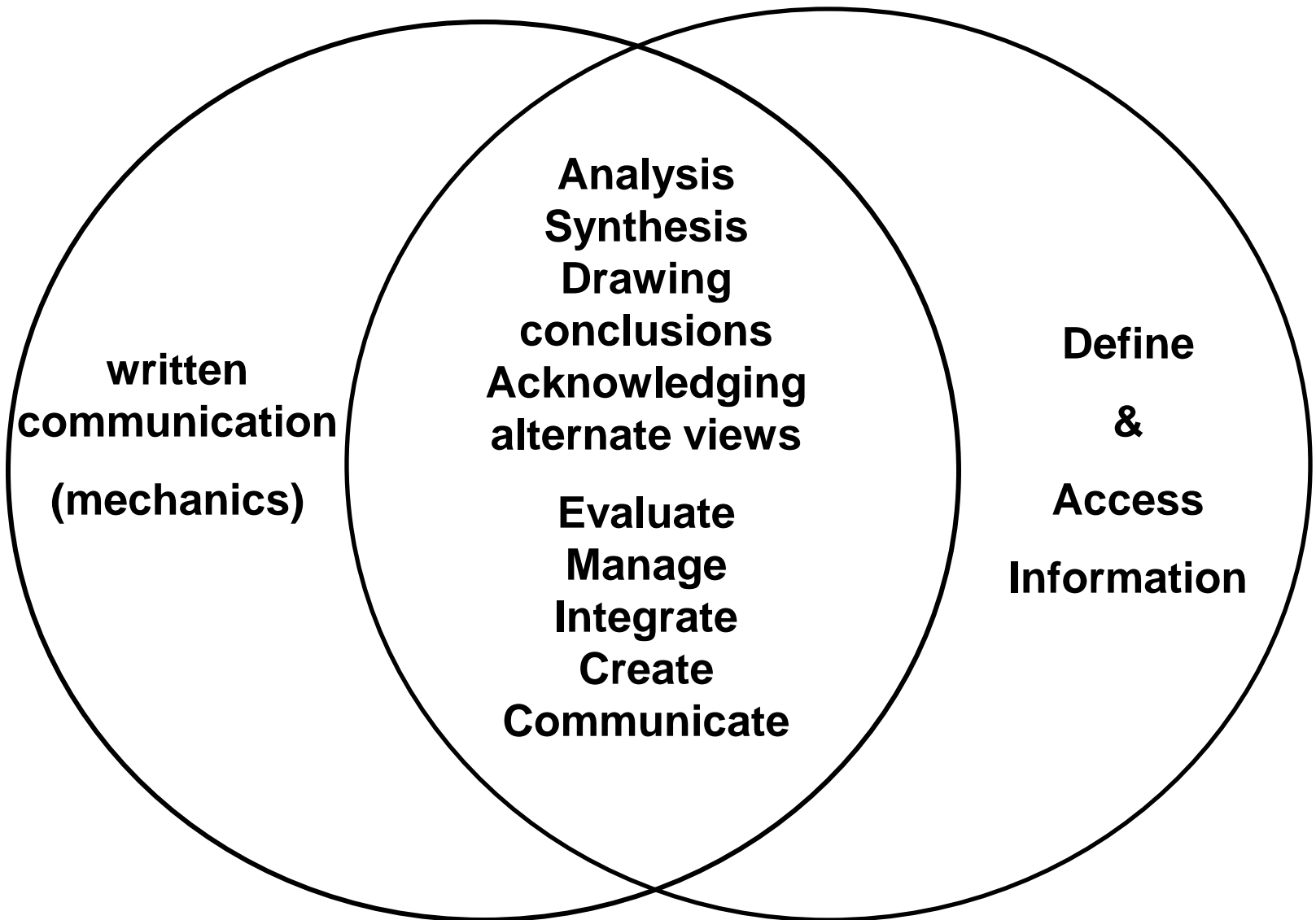


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Responsibility for Assessment



Comparing CLA and ISkills



In Sum

- **Identify campus contributors to student learning**
- **Articulate outcomes - general and in disciplines**
- **Identify options for integration within and external to curriculum**
- **Intensify faculty development**
- **Ensure solid infrastructure of leadership and support for teaching and learning**
- **Create diagnostic, interim, and capstone assessments to give individual student feedback**
- **Guide students in plans of study connecting desired outcomes with curricular and co-curricular choices**
- **Involve all stakeholders in assessment planning**