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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

University of California, Berkeley

# 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

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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

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- 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

critical thinking

written communication

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

critical thinking

written communication

quantitative literacy

analysis

problem solving

teamwork



# 21<sup>st</sup> Century Literacies

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inquiry

creative thinking

oral communication

information literacy

critical thinking

written communication

quantitative literacy

analysis

problem solving

teamwork

# Common Elements

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- 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

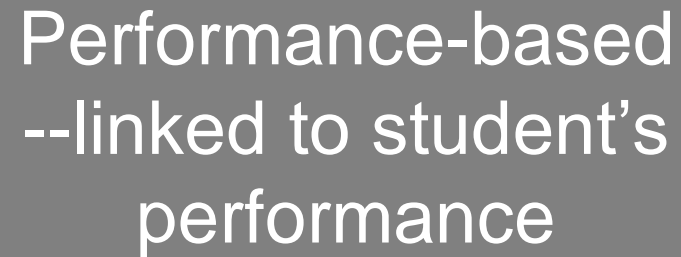
- Assessment is the means for learning-not just the method of evaluation
- Learning facilitated by doing, creating and using -- assignments are the key to learning
- Situations are simulated in which students integrate and apply knowledge, abilities and values
- Develop “useable knowledge” not “testable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

Mark Battersby and the Learning Outcomes Network, Centre for Curriculum, Transfer, and Technology, Vancouver, BC  
*So, What's a Learning Outcome Anyway?*      ERIC Document 430-611

Assessment  
Techniques



Performance-based  
--linked to student's  
performance



## Authentic Assessment



Portfolios



Journals



Categorizing  
Grid



Checklists



Rubrics



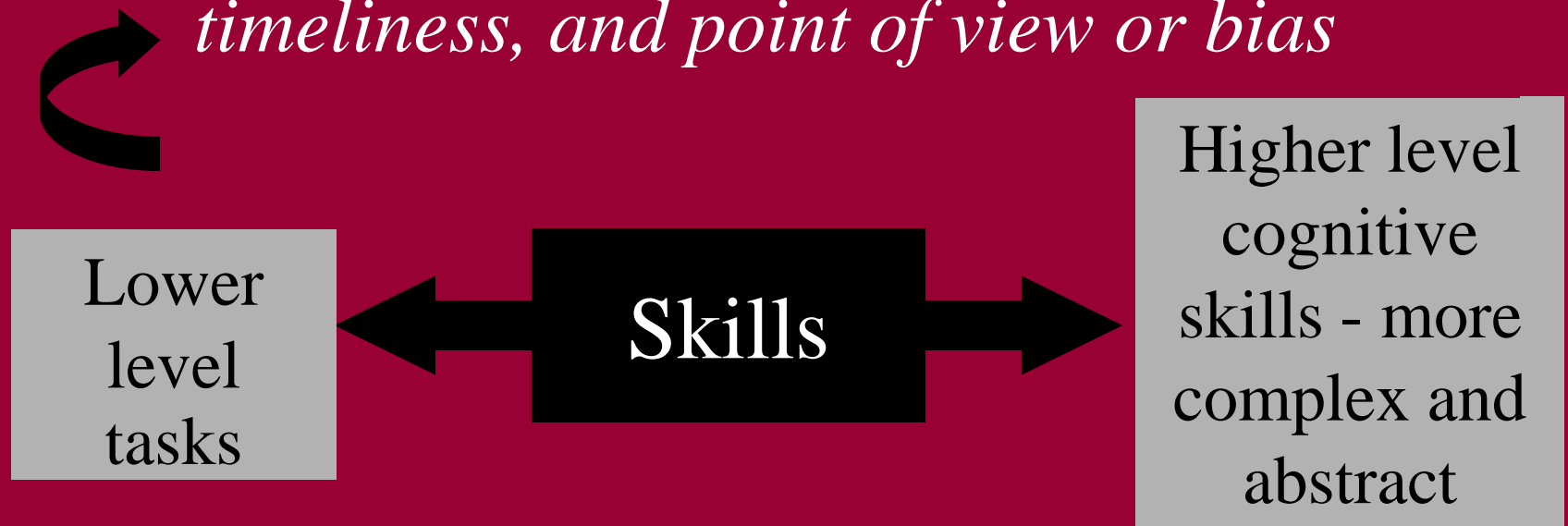
1 Minute Paper



Conferences



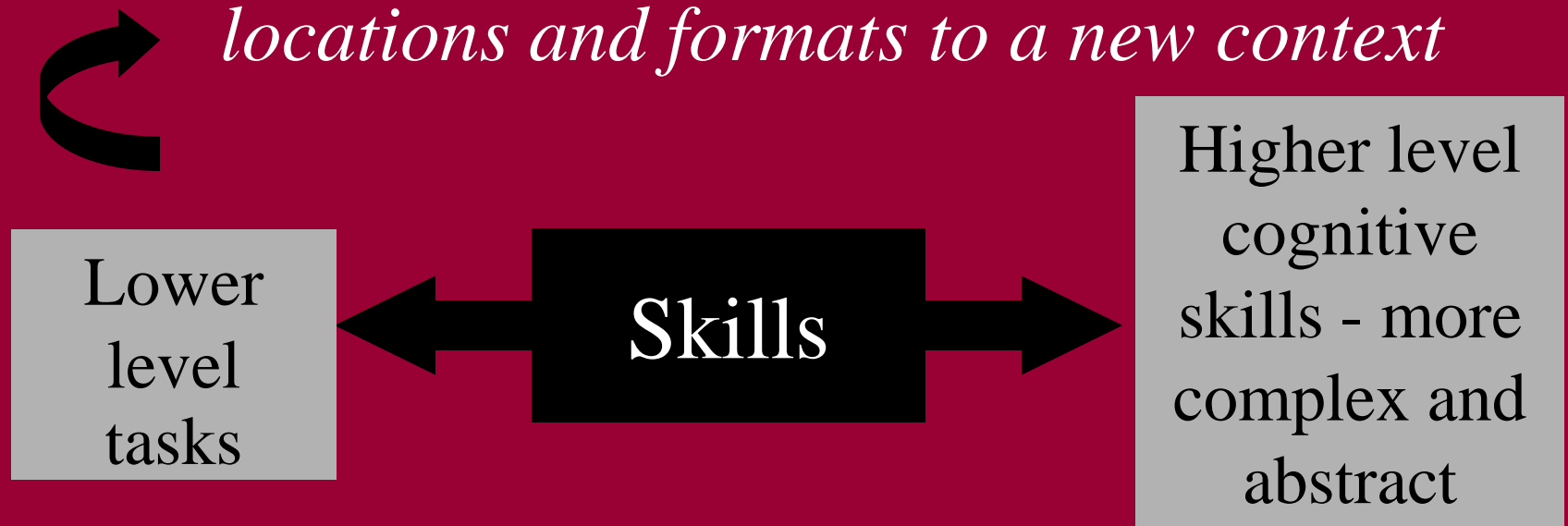
*Examines and compares information from various sources in order to evaluate reliability, validity, accuracy, authority, timeliness, and point of view or bias*



*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*

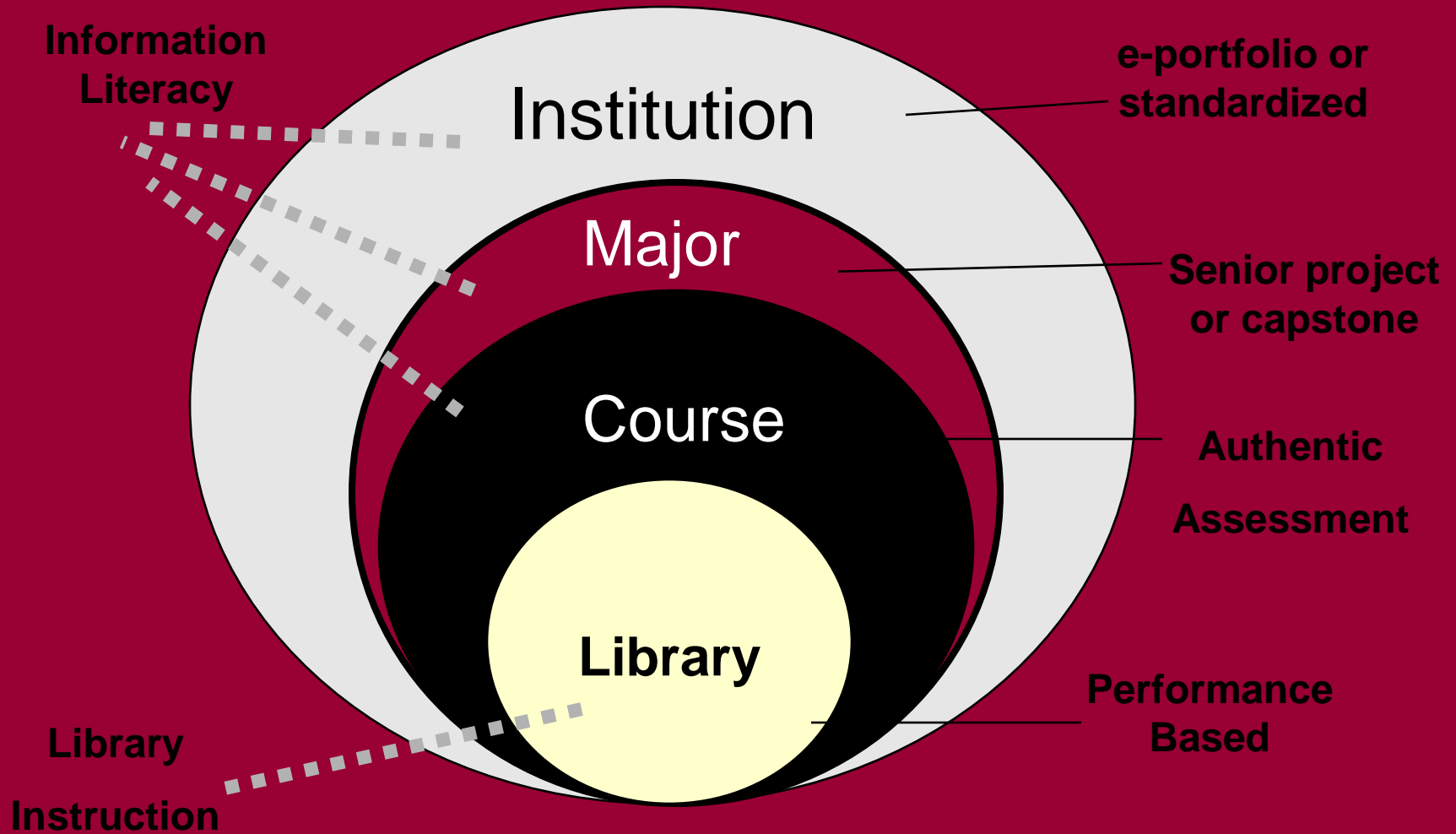


*organizes the content in a manner that supports the purposes and format of the product*

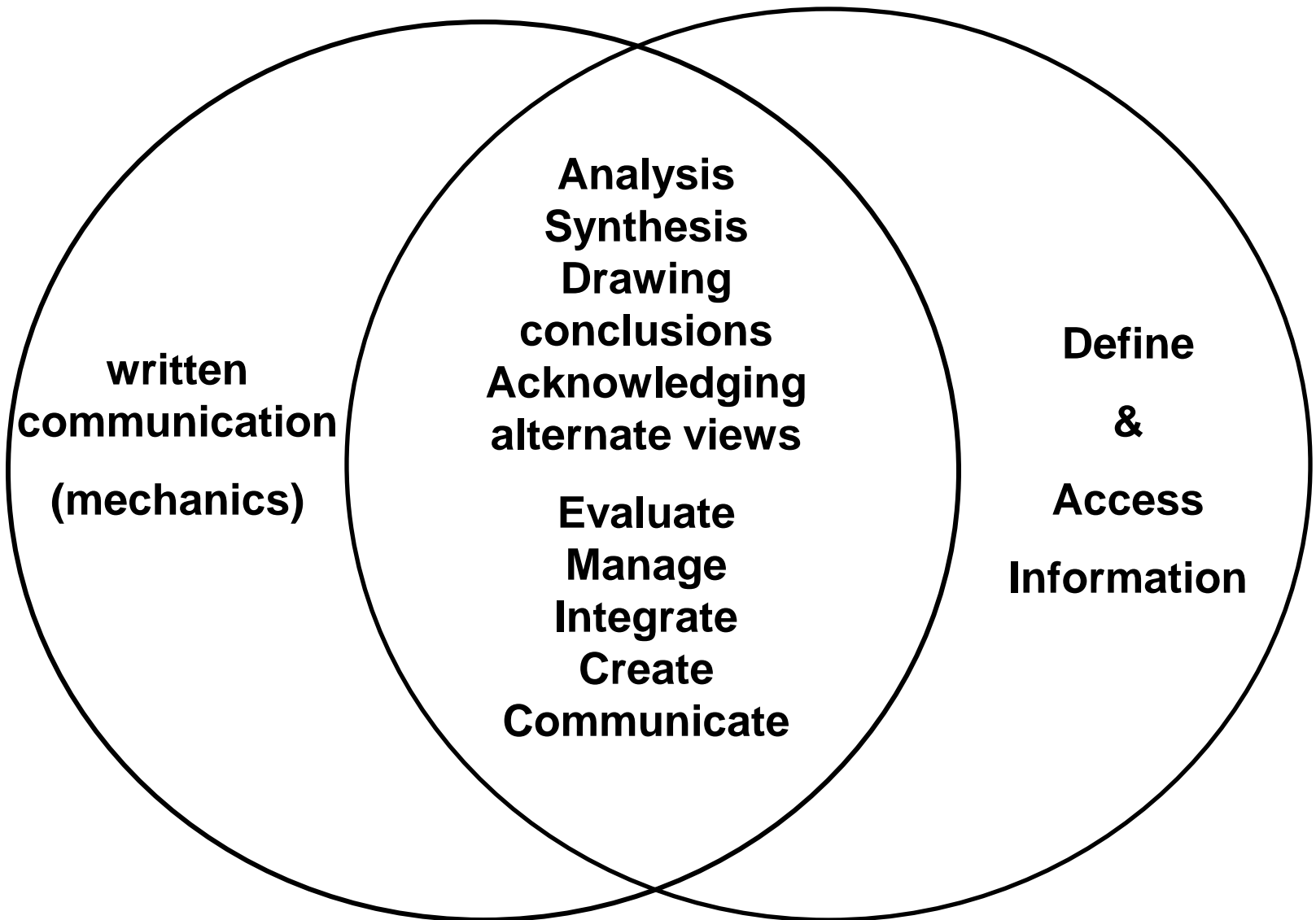


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# Responsibility for Assessment



# Comparing CLA and ISkills



# In Sum

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- **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**