HLC Accreditation Evidence

Title: Assessment Institute Sessions 1 - 5

URL:

Office of Origin: Vice President of

Instruction Contact(s):

- Coordinator of Assessment

What is Assessment?
(Chapter 1)

BARTON
ASSESSMENT
INSTITUTE

Comparing assessment and measurement

Just as assessment and evaluation of student learning are sometimes considered synonymous, so are assessment and measurement of student learning…however, many people have a relatively narrow conception of measurement.

Suskie, Linda A. *Assessing Student Learning: A Common Sense Guide*. 3rd ed., Jossey-Bass, 2018.

Grades alone do not usually provide meaningful information on exactly what students have and haven't learned

We can conclude from a grade of B in an organic chemistry course, for example, that the student has probably learned a good deal about organic chemistry.

But that grade alone cannot tell us exactly what aspects of organic chemistry she has and has not mastered.

Suskie, Linda A. *Assessing Student Learning: A Common Sense Guide*. 3rd ed., Jossey-Bass, 2018.

Assessment is the ongoing process of:

Establishing clear, measurable expected outcomes of student learning

Ensuring that students have sufficient opportunities to achieve those outcomes

Systematically gathering, analyzing, and interpreting evidence to determine how well student learning matches our expectations

Using the resulting information to understand and improve student learning

Suskie, Linda A. *Assessing Student Learning: A Common Sense Guide*. 3rd ed., Jossey-Bass, 2018.

Time to think, discuss, and practice

Do faculty/you tend to largely practice traditional or contemporary approaches to assessment?

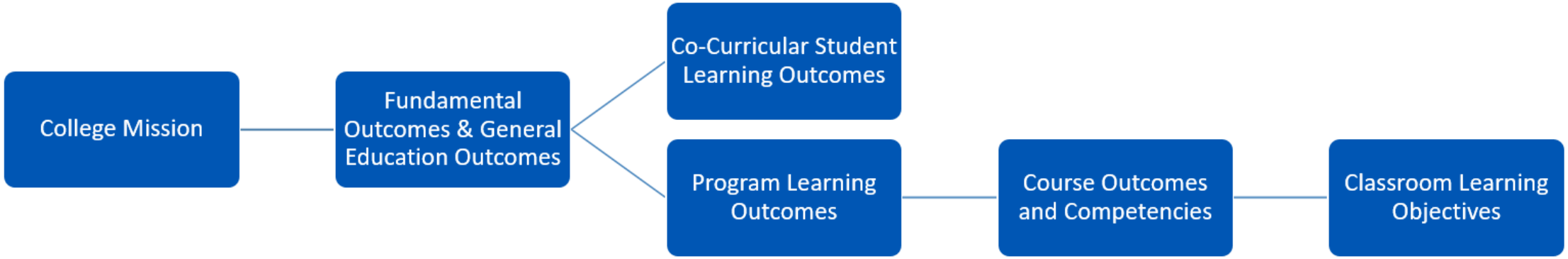
Suskie, Linda A. *Assessing Student Learning: A Common Sense Guide*. 3rd ed., Jossey-Bass, 2018.

Traditional Approaches:	*Contemporary Approaches:*
Planned and implemented without consideration of learning goals, if any even exist	Carefully aligned with goals: the most important things we want students to learn
Often focused on memorized knowledge	Focused on thinking and performance skills
Often poor quality because faculty and staff have had few formal opportunities to learn how to design and use effective assessment strategies and tools	Developed from research and best practices on teaching and assessment methodologies
Used only to evaluate and grade individual students, with decisions about changes to curricula and pedagogies often based on hunch and anecdote rather than solid evidence	Used to improve teaching and learning as well as to evaluate and assign grades to individual students
Not used to tell that story; stories are told through anecdotes about star students rather than broader evidence from representative students	Used to tell our story: what makes our college or program distinctive and how successful we are in meeting students' and societal needs
Used only in individual course sections; not connected to anything else	Viewed as part of an integrated, collaborative learning experience

Levels of Assessment
(Chapter 2)

BARTON
ASSESSMENT
INSTITUTE

BARTON's Assessment Model



Time to think, discuss, and practice

- What differences did you note between Barton's assessment model and the one covered in the text?

- What is the difference between an Instructional Review and a Program Review? Why do we use this jargon at Barton?

- What co-curricular areas are represented in this group? What does your assessment cycle include (SLO: Teach – Assess – Plan)?

Suskie, Linda A. *Assessing Student Learning: A Common Sense Guide*. 3rd ed., Jossey-Bass, 2018.

Effective Assessment
(Chapter 3)

BARTON
ASSESSMENT
INSTITUTE

Effective assessment practices yield evidence that is useful and used in meaningful ways

Effective assessment practices yield evidence of student learning that is used to inform meaningful, substantive changes to teaching and learning, including resource support for those changes.

Suskie, Linda A. *Assessing Student Learning: A Common Sense Guide*. 3rd ed., Jossey-Bass, 2018.

Whether your assessment practices are of good quality

If you are comfortable using your evidence to inform meaningful decisions, your assessment practices are good enough, **period**.

If you are not comfortable…figure out why and plan a more useful assessment process next time.

Suskie, Linda A. *Assessing Student Learning: A Common Sense Guide*. 3rd ed., Jossey-Bass, 2018.

Indirect vs Direct Evidence of Student Learning

Indirect Evidence	**Direct Evidence**
Course grades, test grades, homework grades, …	Itemized exams, capstone experiences, assignments graded with a rubric
Graduation rates	Pass rates on licensure/certification exams that assess key learning goals
Placement scores	Field experience
Student satisfaction surveys	Summaries of electronic class discussions
Participation rates	Portfolios

Suskie, Linda A. *Assessing Student Learning: A Common Sense Guide*. 3rd ed., Jossey-Bass, 2018.

Is it possible to assess completely accurately?

No, it is not possible to determine with 100% confidence exactly what students have and haven't learned because we cannot (yet) get inside their heads to find out.

A perfect assessment, one giving absolute accurate information on what students have learned, does not exist.

The best we can do is look at samples of their behavior.

Assess early and often.

Suskie, Linda A. *Assessing Student Learning: A Common Sense Guide*. 3rd ed., Jossey-Bass, 2018.

CAUTION

Guard against unintended bias

Assess what you want them know and avoid favoring students of a particular background (leniency, generosity, severity, halo-effect, contamination, contrast, etc.)

Aim for questions that are crystal clear

If a student finds a question difficult to understand, they may answer what they think is the spirit of the question, rather than the question itself.

Look at the questions your "A-students" are missing

Suskie, Linda A. *Assessing Student Learning: A Common Sense Guide*. 3rd ed., Jossey-Bass, 2018.

Time to think, discuss, and practice

- Give some examples of direct and indirect evidence of student learning that faculty/you collect/use.

- What are some examples where faculty/you have intentionally tried to avoid bias in assessments?

Suskie, Linda A. *Assessing Student Learning: A Common Sense Guide*. 3rd ed., Jossey-Bass, 2018.

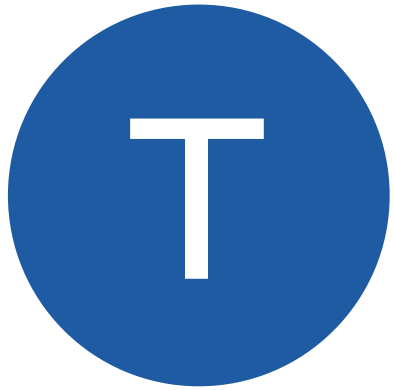
Classroom Assessment

BARTON
ASSESSMENT
INSTITUTE

THE THREE T'S of COMPETENCIES

TODAY

TOMORROW



TOGETHER

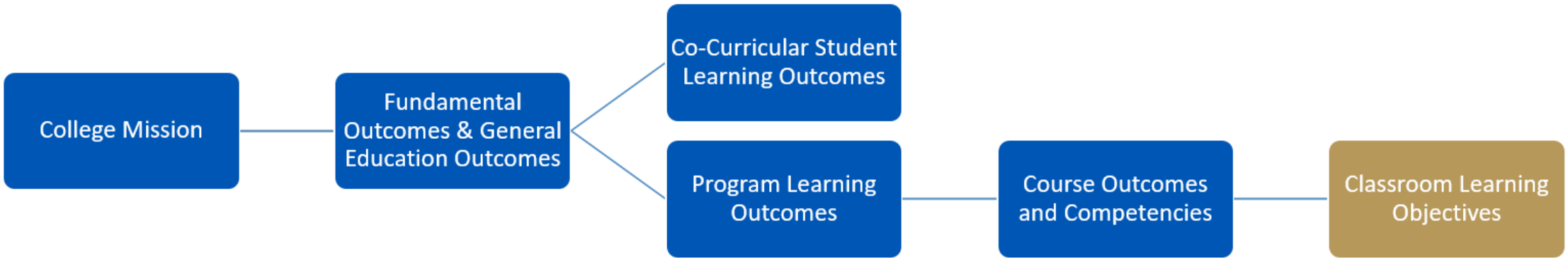
THE THREE T'S of COMPETENCIES

TODAY

Classroom Level Assessment

Barton faculty and staff will make **micro-adjustments** to improve student learning based on the **formative** assessment of **Classroom Learning Objectives,** the learning **outcomes for a given lesson**, using various Classroom Assessment Techniques (**CATs**).

A CAT is used to make a change now, to improve understanding <u>today</u>.



Name	How It's Done	How to Use
Student Rep Group	Ask students to volunteer to meet as a small group with you on a regular basis to discuss how the course is progressing, what they are learning, and suggestions for improving the course.	Some issues will be for your information, some to be addressed in class.
Student-generated test questions	Divide the class into groups and assign each group a topic on which they are each to write a question and answer for the next test. Each student should be assured of getting at least one question right on the test.	Use as many of the questions as possible, combining those that are similar.
Documented Problem Solving/Walk-About	Have students solve problems where on one side of the page they work out the problem and on the other they describe the steps used. This way you assess not only if they can work out the problems, but also if they understand the "why" behind it. The Documented Problem Solving CAT is turned in and evaluated for the next class period, whereas the Walk-About has the instructor walking around the room making note of the issues so that an adjustment can be made immediately.	By identifying missed or misunderstood steps in the process you can isolate the specific issue the class is having with the specific problem type. In this they can be better prepared to work all problems of this type, not just this one problem.
Suggestion Box	Put a box near the classroom door and ask students to leave notes about any class issue.	Review and respond at the next class session.
Y-Chart	Have students draw a large Y on their paper. At the top place a paragraph, works-cited, HTML code, etc. with errors in it. On one side of the Y have students identify the errors and on the other have them state "why" they are errors.	By identifying missed or misunderstood errors, you can isolate the specific issue the class is having with the specific problem type. In this they can be better prepared to work all problems of this type, not just this one problem.

Name	How It's Done	How to Use
Exam Evaluations	Select a test that you use regularly and add a few questions at the end which ask students to evaluate how well the test measures their knowledge or skills.	Make changes to the test that is reasonable. Track student responses over time.
Journals	Ask students to keep journals that detail their thoughts about the class. May ask them to be specific, recording only attitudes, values, or self-awareness.	Have students turn in the journals several times during the semester so you can chart changes and development.
Muddiest Point	During last few minutes of class period, ask students to use a half-sheet of paper (a discussion thread can also be used) and describe what they didn't understand and what they think might help.	Review before next class meeting and use to clarify, correct, or elaborate.
Peer Review	Work with a willing colleague, pick a representative class session to be observed, and ask the colleague to take notes about his/her impression of the class, your interactions with students, and your teaching methods.	Decide method with the colleague. Discussion is best, but a written report may be more useful in the long term.
Student Rep Group	Ask students to volunteer to meet as a small group with you on a regular basis to discuss how the course is progressing, what they are learning, and suggestions for improving the course.	Some issues will be for your information, some to be addressed in class.

Name	How It's Done	How to Use
Application Article	During last 15 minutes of class, ask students to write a short news article about how a major point applies to a real-world situation. An alternative is to have students write a short article about how the point applies to their major.	Sort articles and pick several to read at next class, illustrating range of applications, depth of understanding, and creativity.
Audible/Nods	Pose a question to the class and make note of any verbal/non-verbal clues regarding their comprehension of the material.	Based on their reaction to the question, adjust your teaching, and then track their understanding with further questioning.
Background Knowledge Probe (Pre-Test)	Administer questionnaires prior to introducing a new topic to gauge students' prior understanding of the material. Background Knowledge Probes can also be used as pre- and post-assessments: before instruction and **immediately after**, to get a rough sense of how much and how well they have learned the material.	With so much to cover, results can help to divvy up time appropriately with quick reviews on some topics and more intense coverage on others.
Chain Notes	Pass around a large envelope with a question about the class content. Each student writes a short answer, puts it in the envelope, and passes it on.	Sort answers by type of answer. At next class meeting, use to discuss ways of understanding.

Time to think, discuss, and practice

- What (other) Classroom Assessment Techniques (CATs) have faculty/you used and found to be effective?
- What are some examples of assessments that are not CATs?

Time to think, discuss, and practice

- Taking into account all the types of CATs available, how many CATs will a faculty member collect/use during a course?
- When will the first CAT be completed and thus when *could* a CAT be documented?
- How many of you enjoy chasing down students/faculty to complete a required task?

Assignments

- Read: Laying a Foundation for Assessment Success (Part 2, Chapters 4 – 8)
- Complete the chart in Exhibit 7.2 (pg. 102) based on your current perception of assessment at Barton
- Review the 2021 Classroom Assessment Documentation Report at: https://www.bartonccc.edu/assessments/student-learning/evidence
  - Identify a CAT that satisfies Linda Suskie's definition of direct assessment, *evidence of student learning that would convince a skeptic*
  - Identify a CAT that would not convince a skeptic that student learning took place
- If you haven't already:
  - Watch the Assessment Spotlight Video on Classroom Assessment: https://www.screencast.com/t/zrrxRazr
  - **Submit a CAT in the Canvas course shell for Fall 2022**
    - Overall due date: Prior to Thanksgiving

Assignment

- Review the 2021 Classroom Assessment Documentation Report at: https://www.bartonccc.edu/assessments/student-learning/evidence
  - Identify a CAT that satisfies Linda Suskie's definition of direct assessment, *evidence of student learning that would convince a skeptic*
  - Identify a CAT that would not convince a skeptic that student learning took place
- Observations?

Learning Goals
(Chapter 4)

BARTON
ASSESSMENT
INSTITUTE

Much of what students memorize is committed to short-term memory and quickly forgotten

Imagine how your students would do if they retook your final exam…just a few weeks or months later. Granted, a certain amount of memorized knowledge is necessary and important (a pilot should not have to quickly Google why a given light is flashing all of a sudden while going into a nosedive).

Focus on developing skills and attitudes that will last

Informational Literacy, Metacognition, Habits of Mind, Hard / Soft / Essential Skills, etc.

Suskie, Linda A. *Assessing Student Learning: A Common Sense Guide*. 3rd ed., Jossey-Bass, 2018.

Be rigorous, yet realistic

Learning goals should be appropriate for your setting.

Use concrete, observable action verbs when possible to clarify any "fuzzy" learning outcomes

A student will be able to:

- Communicate effectively in written form.
- Compose essays that meet the standards of academic writing.
- Write a three page essay with appropriate diction following MLA guidelines with standard English grammar.

Suskie, Linda A. *Assessing Student Learning: A Common Sense Guide*. 3rd ed., Jossey-Bass, 2018.

Bloom's Taxonomy

- Remember/Understand
- Apply/Analyze
- Evaluate/Create

These can be helpful when evaluating your syllabi to determine where and to what degree things need to be Introduced, Practiced, and/or Applied in a given course.

Suskie, Linda A. *Assessing Student Learning: A Common Sense Guide*. 3rd ed., Jossey-Bass, 2018.

Time to think, discuss, and practice

- In what ways to faculty/you manage/oversee/incorporate appropriate rigor/learning expectations in their courses both collectively and individually?

Designing Curricula
(Chapter 5)

BARTON
ASSESSMENT
INSTITUTE

A program is more than a collection of courses, and a course is more than topics in a textbook

Rather a course can be thought of as a collection of competencies.

An effective curriculum treats learning goals as a promise (and a syllabus as a contract).

Faculty are contractually obligated to Teach AND Assess ALL of the competencies in your syllabus.

Suskie, Linda A. *Assessing Student Learning: A Common Sense Guide*. 3rd ed., Jossey-Bass, 2018.

You cannot expect students to know what they haven't had the opportunity to learn

Learning is a process, that is cumulative, iterative, and multidimensional. Students need ample learning opportunities with appropriately progressive rigor.

Teaching to the test gets a bad name.

However, assessments (tests) should be designed so that they are worth teaching to, because effective assessments assess what matters most.

Suskie, Linda A. *Assessing Student Learning: A Common Sense Guide*. 3rd ed., Jossey-Bass, 2018.

Curriculum Maps

Curriculum maps chart program learning goals throughout a given curriculum (set of courses) identifying learning opportunities.

They are used to identify gaps and ensure sufficient coverage as courses are added/removed/altered.

Suskie, Linda A. *Assessing Student Learning: A Common Sense Guide*. 3rd ed., Jossey-Bass, 2018.

Time to think, discuss, and practice

- If a course textbook had additional topics which were not covered in the course syllabus, would you/your faculty feel/be obligated to cover them?

- If the course syllabus had competencies not covered in the course textbook, would you/your faculty feel/be obligated to cover them?

- What are your thoughts on “teaching to the test”?

Suskie, Linda A. *Assessing Student Learning: A Common Sense Guide*. 3rd ed., Jossey-Bass, 2018.

Using Assessment
(Chapter 6)

Understanding the decisions the resulting evidence will inform

Purposes of assessment:

- Giving students the best possible education (**OUR** passion)
- Accountability (stakeholders, taxpayers, accreditors, other external bodies)

Suskie, Linda A. *Assessing Student Learning: A Common Sense Guide*. 3rd ed., Jossey-Bass, 2018.

Does assessment really improve learning?

No, assessment is just data, rather it is how the assessment data is used that can lead to improvements in student learning.

However, these kinds of assessment-informed improvements in student learning are happening everyday, but for accountability, they need to be documented as well.

Suskie, Linda A. *Assessing Student Learning: A Common Sense Guide*. 3rd ed., Jossey-Bass, 2018.

Time to think, discuss, and practice

- Do the benefit/message of assessment to students/learning get drowned out by the requirements of accountability/documentation at Barton?

Program Assessment
(Chapter 7)

Plan out the logistics

Assessment is no different from any other undertaking; it will be more effective and successful if you first plan your work.

Assessment is a perpetual work in progress.

Consider data from multiple years, a single point does not make a trend.

As you consider modifications, aim for a balance between necessary change, and consistency. (Fine-Tune vs Overhaul)

Suskie, Linda A. *Assessing Student Learning: A Common Sense Guide*. 3rd ed., Jossey-Bass, 2018.

Evaluating Assessment Processes
(No plans, No evidence, Nascent, Some, Most, Pervasive)

Expected learning goals are clearly articulated and relevant (**Do we have SLOs?)**	Evidence of student learning balances appropriately successes and areas for improvement (**Do we Dwell on the Negative or Celebrate the Positive?**)
Standards and targets for determining how well learning goals have been achieved are clear, appropriate, and justifiable (**Do we have an idea of how to assess them?**)	Evidence of student learning is used to inform meaningful decisions, including teaching and learning betterment, resource deployment, and priorities (**Do we connect summaries/reports to planning and budgeting?**)
Evidence of student learning includes direct evidence and is of sufficient quality to make appropriate decisions (**Is it useful?**)	Evidence of student learning is used to assure relevant public audiences (**Do we inform our stakeholders?**)
Evidence of student learning is linked to learning goals (**Do we make the connection between the layers?**)	There is sufficient engagement, momentum, and simplicity in current assessment practices to ensure that assessment processes will remain sustained and pervasive (**Do we have sustainability?**)
Evidence of student learning is shared in appropriate forms (**Is it documented?**)	

Suskie, Linda A. *Assessing Student Learning: A Common Sense Guide*. 3rd ed., Jossey-Bass, 2018.

Other Assessments
(Chapter 8)

BARTON
ASSESSMENT
INSTITUTE

Institutional, General Education, and Co-Curricular areas of assessment are more difficulty because there is often no specific ownership

Ex: Who is in charge of the General Education Outcomes?

- How will they make changes, what influence do they have?

Same issue with Co-Curricular Thematic Outcomes

Suskie, Linda A. *Assessing Student Learning: A Common Sense Guide*. 3rd ed., Jossey-Bass, 2018.

One size may not fit all

There is no law that says a learning goal must be assessed the same way in all settings using the same assessment tool

It is ok to let faculty identify their own embedded assessments.

- **Pro**: Promotes ownership
- **Pro**: Prioritizes usefulness
- **Con**: More difficult to aggregate/compare

Suskie, Linda A. *Assessing Student Learning: A Common Sense Guide*. 3rd ed., Jossey-Bass, 2018.

Time to think, discuss, and practice

- Common Assessments occur when faculty come together and decide upon specific key outcomes/competencies (such as PLOs) they will collectively assess for the purposes of gathering comparable data on their students
- Is it acceptable for the assessments to be completely different, yet assessing the given competencies, or should they be identical and/or to what degree?

Suskie, Linda A. *Assessing Student Learning: A Common Sense Guide*. 3rd ed., Jossey-Bass, 2018.

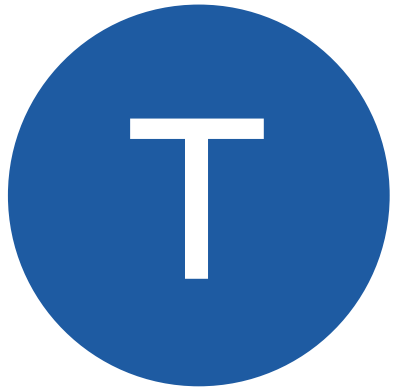
Course Assessment

BARTON
ASSESSMENT
INSTITUTE

THE THREE T'S of COMPETENCIES

TODAY

TOMORROW



TOGETHER

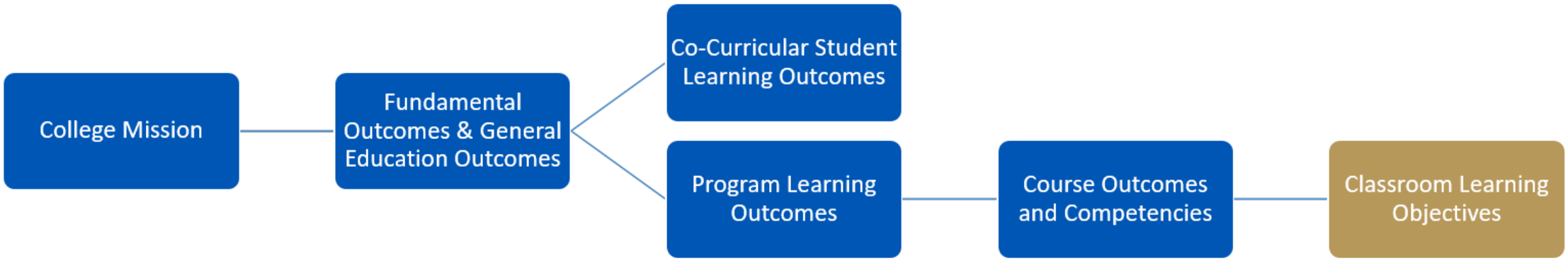
THE THREE T'S of COMPETENCIES

TOMORROW

Course Level Assessment

Barton faculty and staff will make **macro-adjustments** to improve student learning based on the **summative** assessment of **Course Learning Outcomes**, the **competencies** stated in the course syllabus, using various Course Assessments.

A Course Assessment is used to make changes to improve understanding the <u>next time</u> you teach a course.



Examples

- Final Exam
- Presentation
- Project
- Midterm
- Essay
- Craft
- Speech
- Portfolio
- Production
- Recital
- End Product
- Certification
- Body of Work

Time to think, discuss, and practice

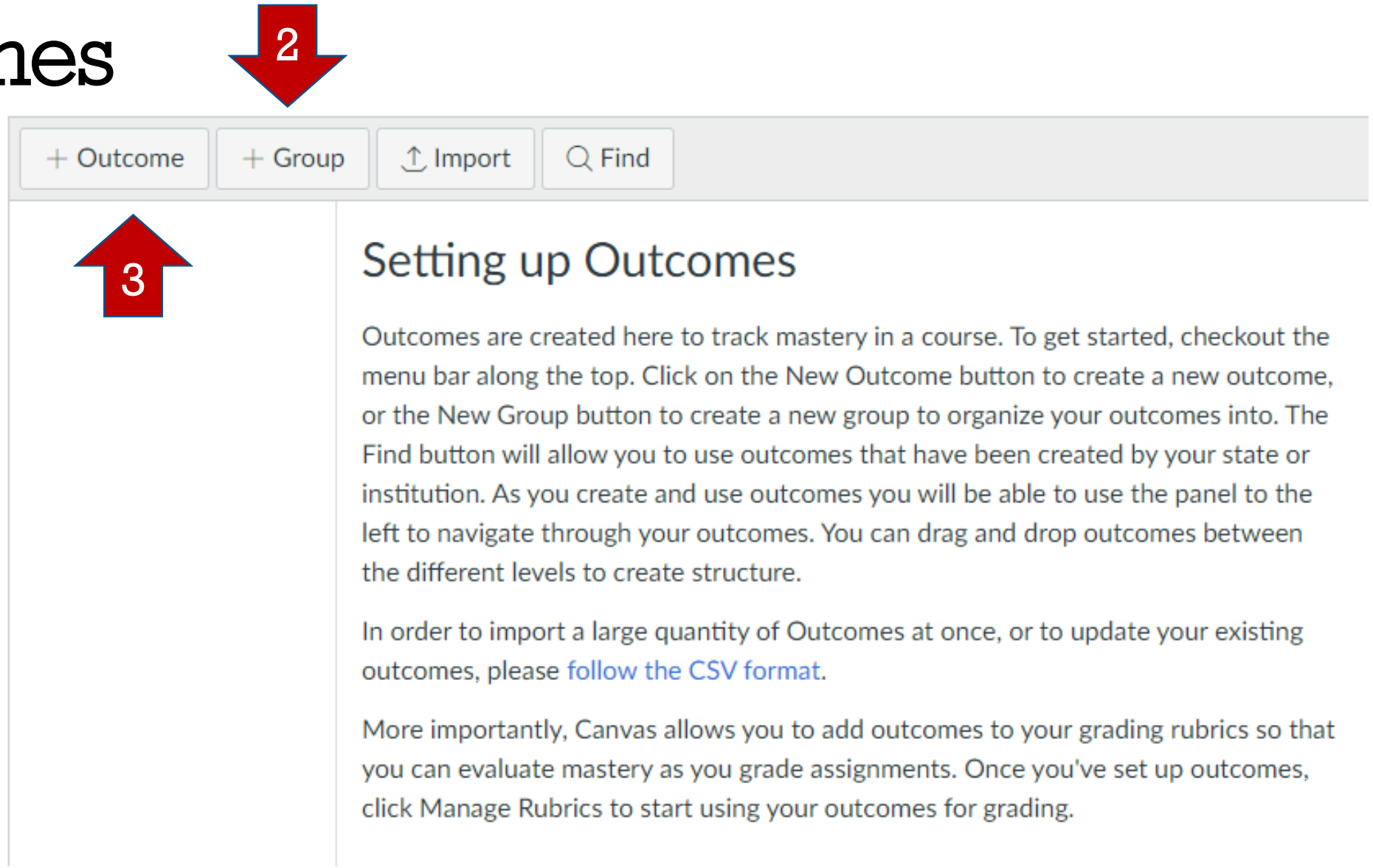
- What Course Assessments have faculty/you used and found to be useful?
- What are some examples of assessments that are not Course Assessments?
- What is the difference between a Course Assessment and a Classroom Assessment?

Suskie, Linda A. *Assessing Student Learning: A Common Sense Guide*. 3rd ed., Jossey-Bass, 2018.

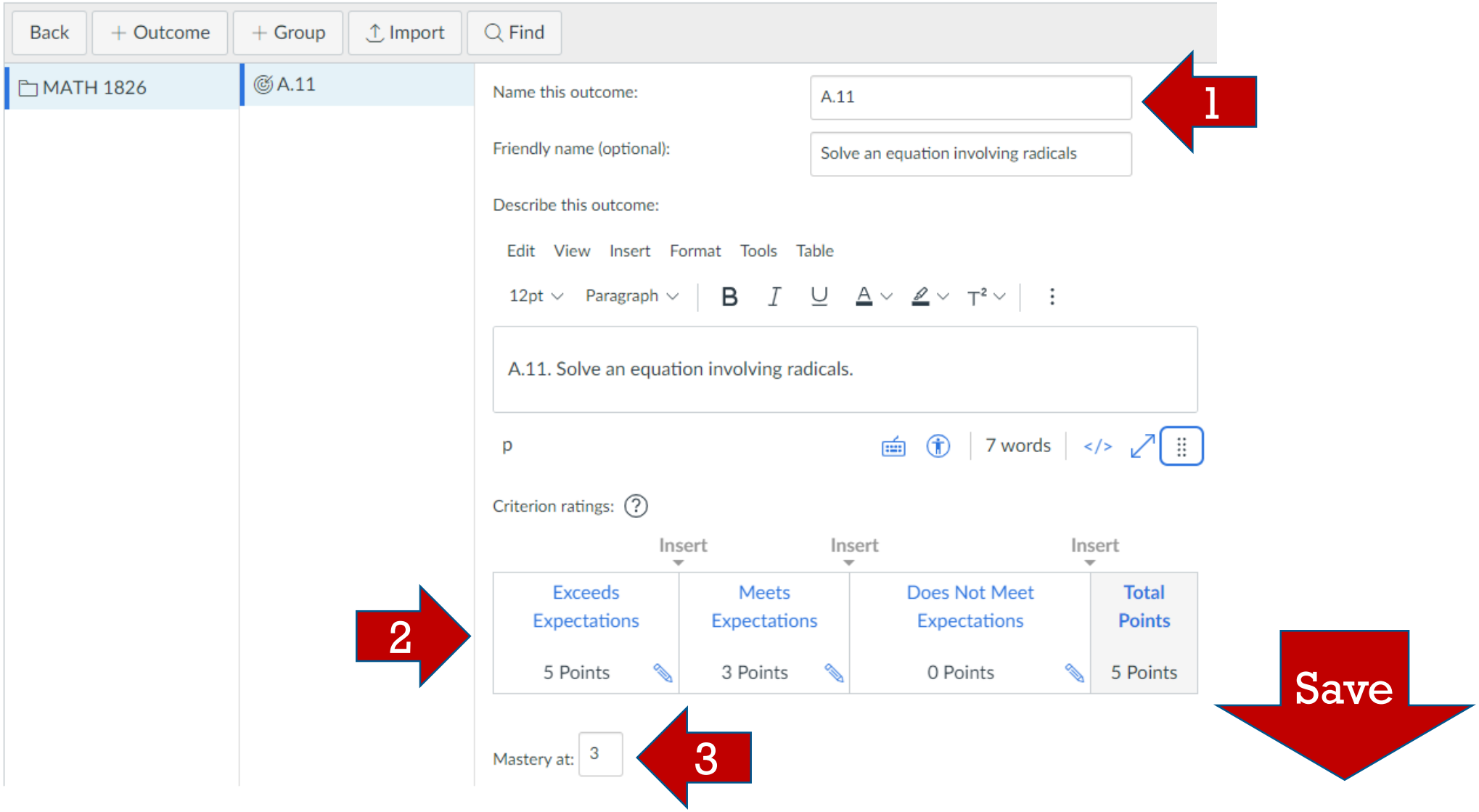
Appendix:
Outcomes, Rubrics & Quizzes in Canvas

BARTON
ASSESSMENT
INSTITUTE

Outcomes

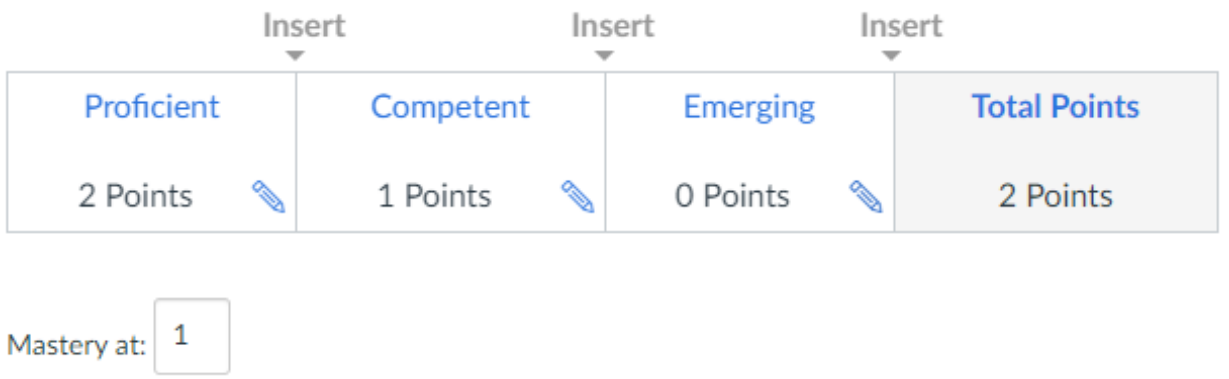

2
+ Outcome
+ Group
Import
Find
Home
Announcements
Assignments
Discussions
Grades
People
Pages
Files
Outline
Outcomes
Rubrics
Quizzes
1
3
Setting up Outcomes
Outcomes are created here to track mastery in a course. To get started, checkout the menu bar along the top. Click on the New Outcome button to create a new outcome, or the New Group button to create a new group to organize your outcomes into. The Find button will allow you to use outcomes that have been created by your state or institution. As you create and use outcomes you will be able to use the panel to the left to navigate through your outcomes. You can drag and drop outcomes between the different levels to create structure.
In order to import a large quantity of Outcomes at once, or to update your existing outcomes, please follow the CSV format.
More importantly, Canvas allows you to add outcomes to your grading rubrics so that you can evaluate mastery as you grade assignments. Once you've set up outcomes, click Manage Rubrics to start using your outcomes for grading.

Competencies

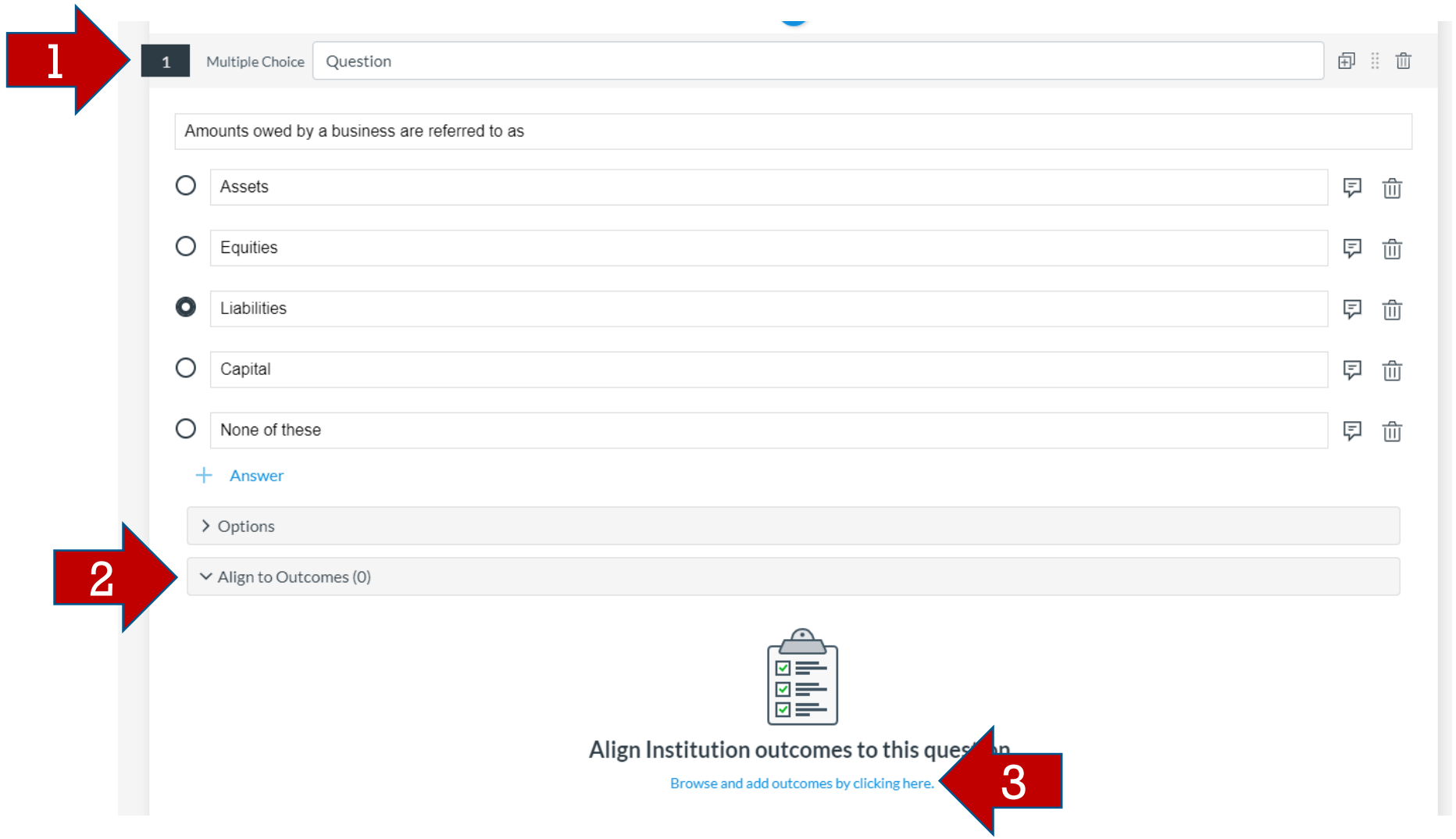


Examples

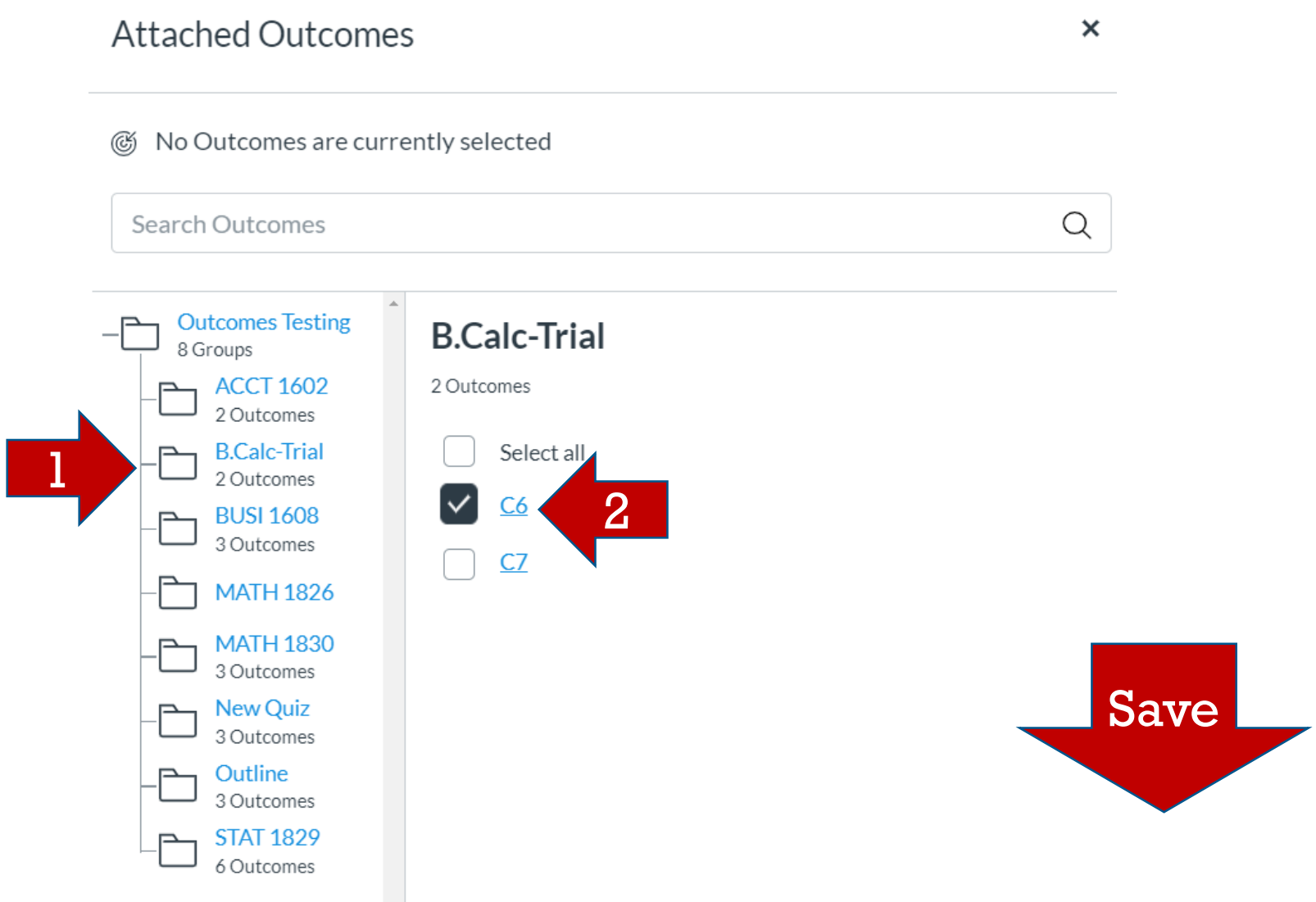

Insert
Insert
Meets Expectations
1 Points
Does Not Meet Expectations
0 Points
Total Points
1 Points
Mastery at:
1


Insert
Insert
Insert
Proficient
2 Points
Competent
1 Points
Emerging
0 Points
Total Points
2 Points
Mastery at:
1

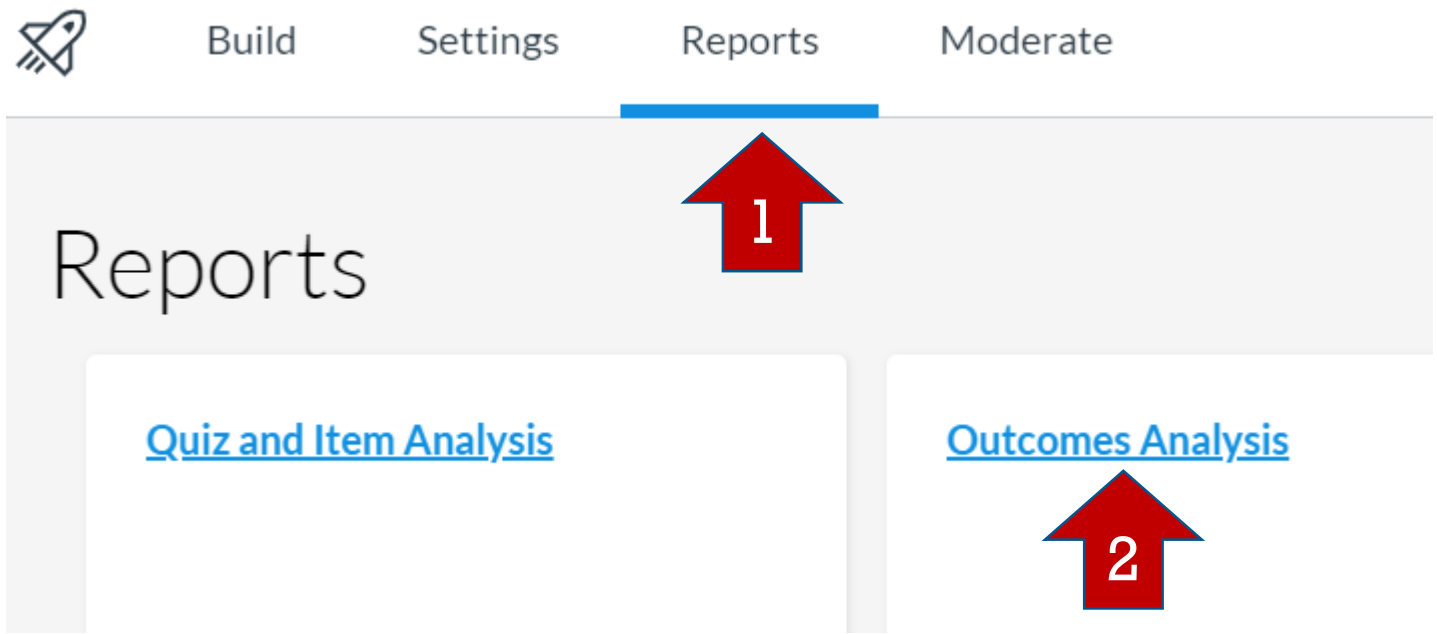
"New Quizzes" - Quiz Questions



"New Quizzes" - Quiz Questions



“New Quizzes” - Reports

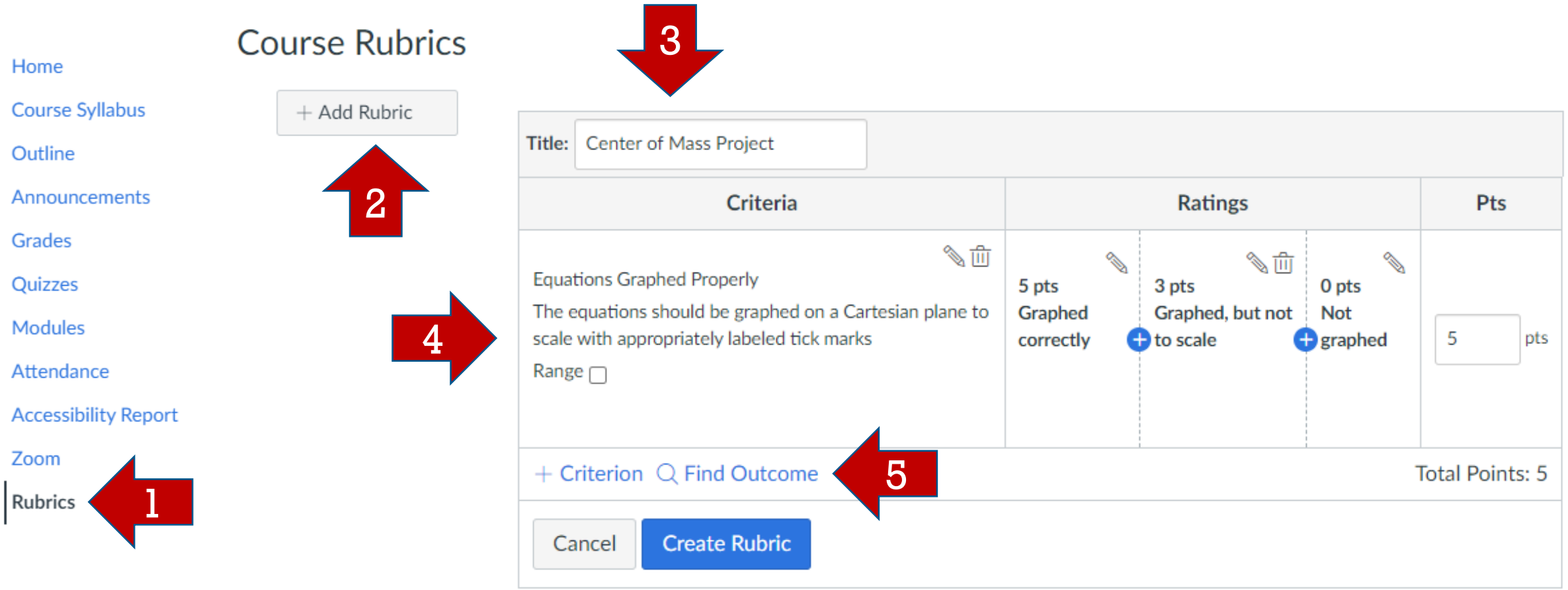


"New Quizzes" - Reports

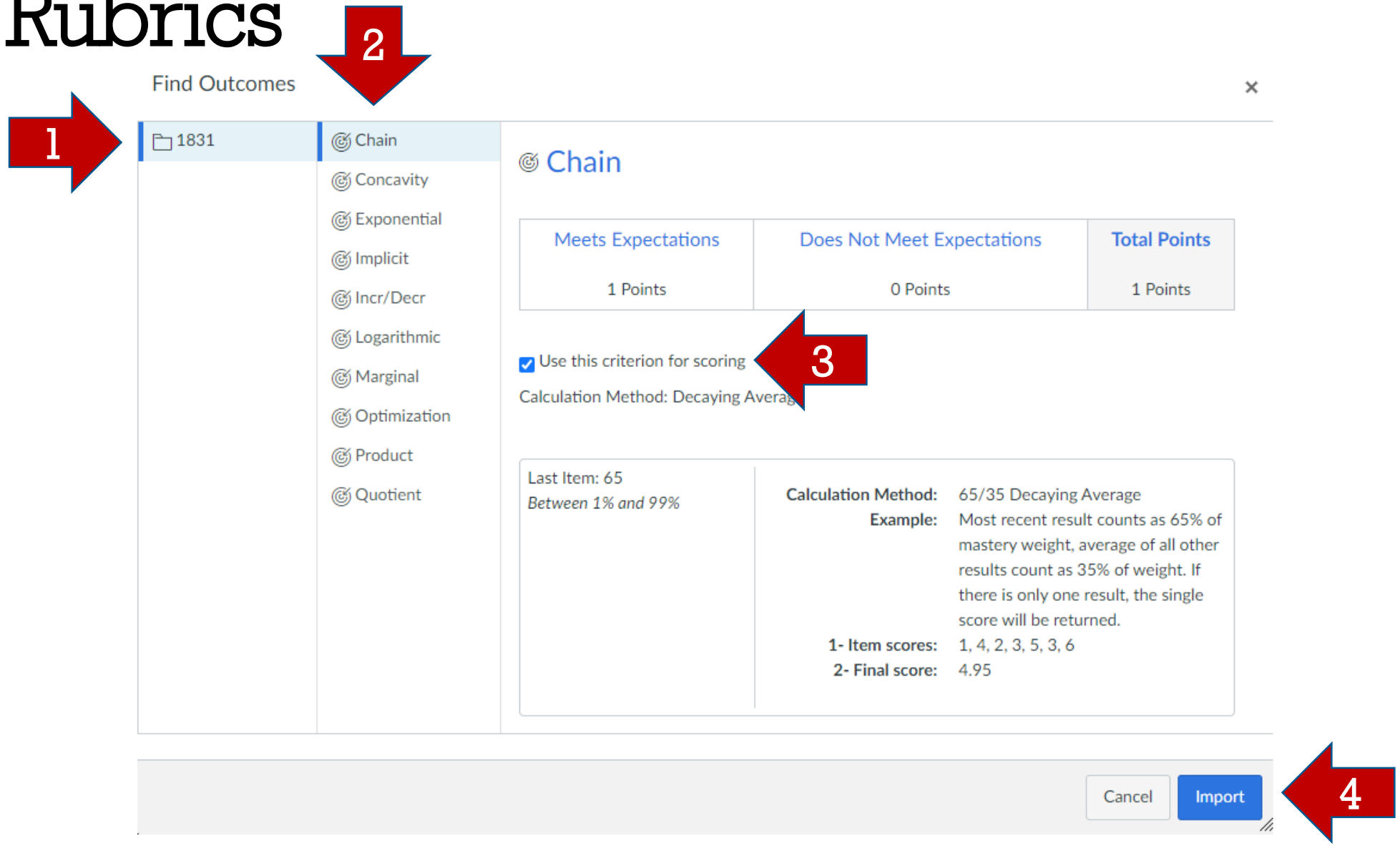
15 Outcomes Aligned

	1-CHI-C 1 Question 6 Mastery 1 Didn't Meet	1-CHI-TS 1 Question 4 Mastery 3 Didn't Meet	1-MEAN-C 1 Question 6 Mastery 1 Didn't Meet	1-MEAN-TS 1 Question 6 Mastery 1 Didn't Meet	2-MEAN-D-C 1 Question 7 Mastery 0 Didn't Meet
DD	★ 1/1 Mastery	★ 1/1 Mastery	0/1 Didn't Meet	★ 1/1 Mastery	★ 1/1 Mastery
GP	★ 1/1 Mastery	0/1 Didn't Meet	★ 1/1 Mastery	★ 1/1 Mastery	★ 1/1 Mastery
IA	0/1 Didn't Meet	0/1 Didn't Meet	★ 1/1 Mastery	★ 1/1 Mastery	★ 1/1 Mastery
IF	★ 1/1 Mastery	★ 1/1 Mastery	★ 1/1 Mastery	★ 1/1 Mastery	★ 1/1 Mastery
MT	★ 1/1 Mastery	★ 1/1 Mastery	★ 1/1 Mastery	★ 1/1 Mastery	★ 1/1 Mastery
NO	★ 1/1 Mastery	★ 1/1 Mastery	★ 1/1 Mastery	★ 1/1 Mastery	★ 1/1 Mastery
SE	★ 1/1 Mastery	0/1 Didn't Meet	★ 1/1 Mastery	0/1 Didn't Meet	★ 1/1 Mastery

Rubrics

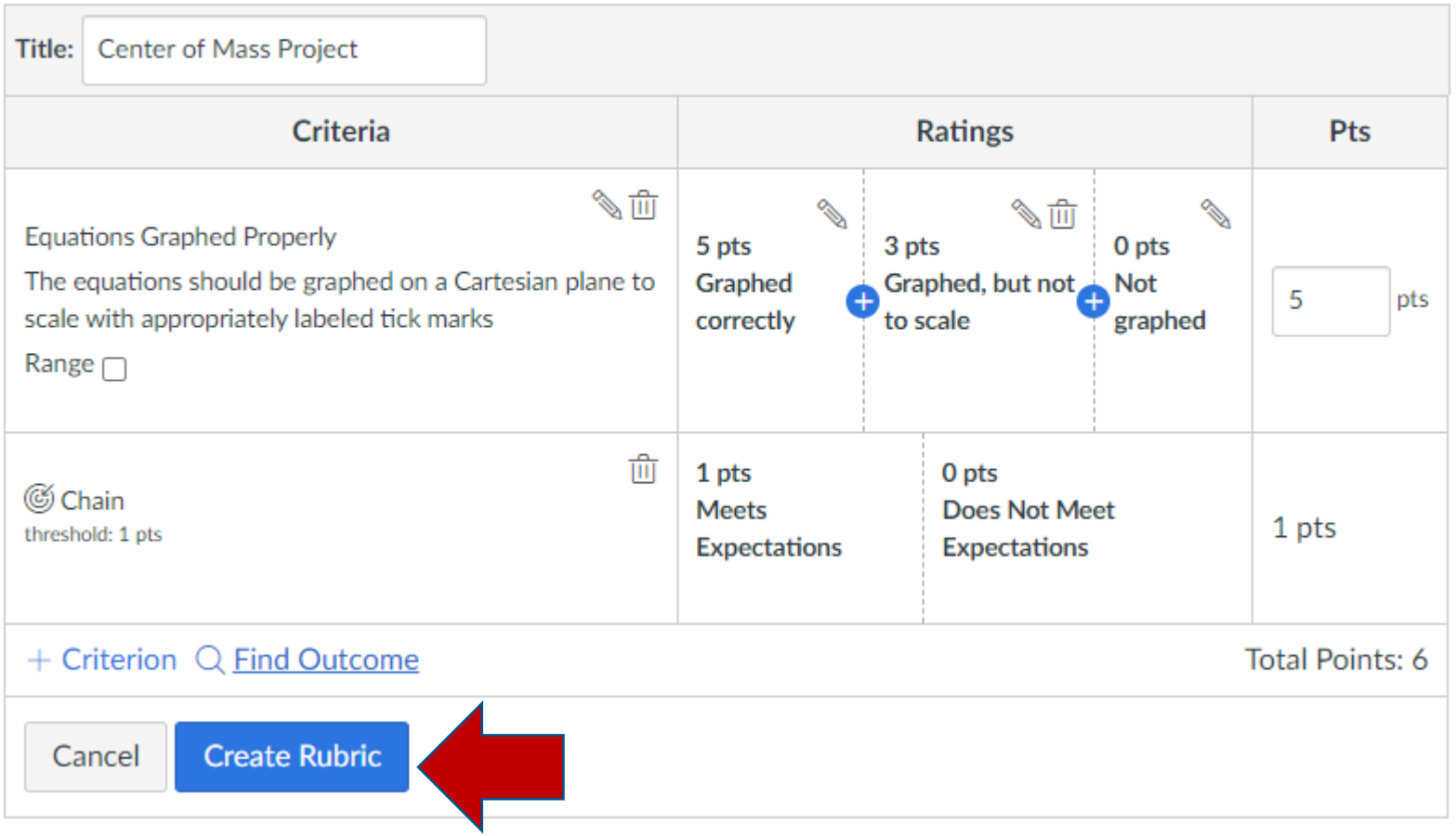

Home
Course Syllabus
Outline
Announcements
Grades
Quizzes
Modules
Attendance
Accessibility Report
Zoom
Rubrics
1
Course Rubrics
+ Add Rubric
2
3
4
Title: Center of Mass Project
Criteria
Ratings
Pts
Equations Graphed Properly
The equations should be graphed on a Cartesian plane to scale with appropriately labeled tick marks
Range
5 pts
Graphed correctly
3 pts
Graphed, but not to scale
0 pts
Not graphed
5
pts
+ Criterion
Find Outcome
5
Total Points: 5
Cancel
Create Rubric

Rubrics

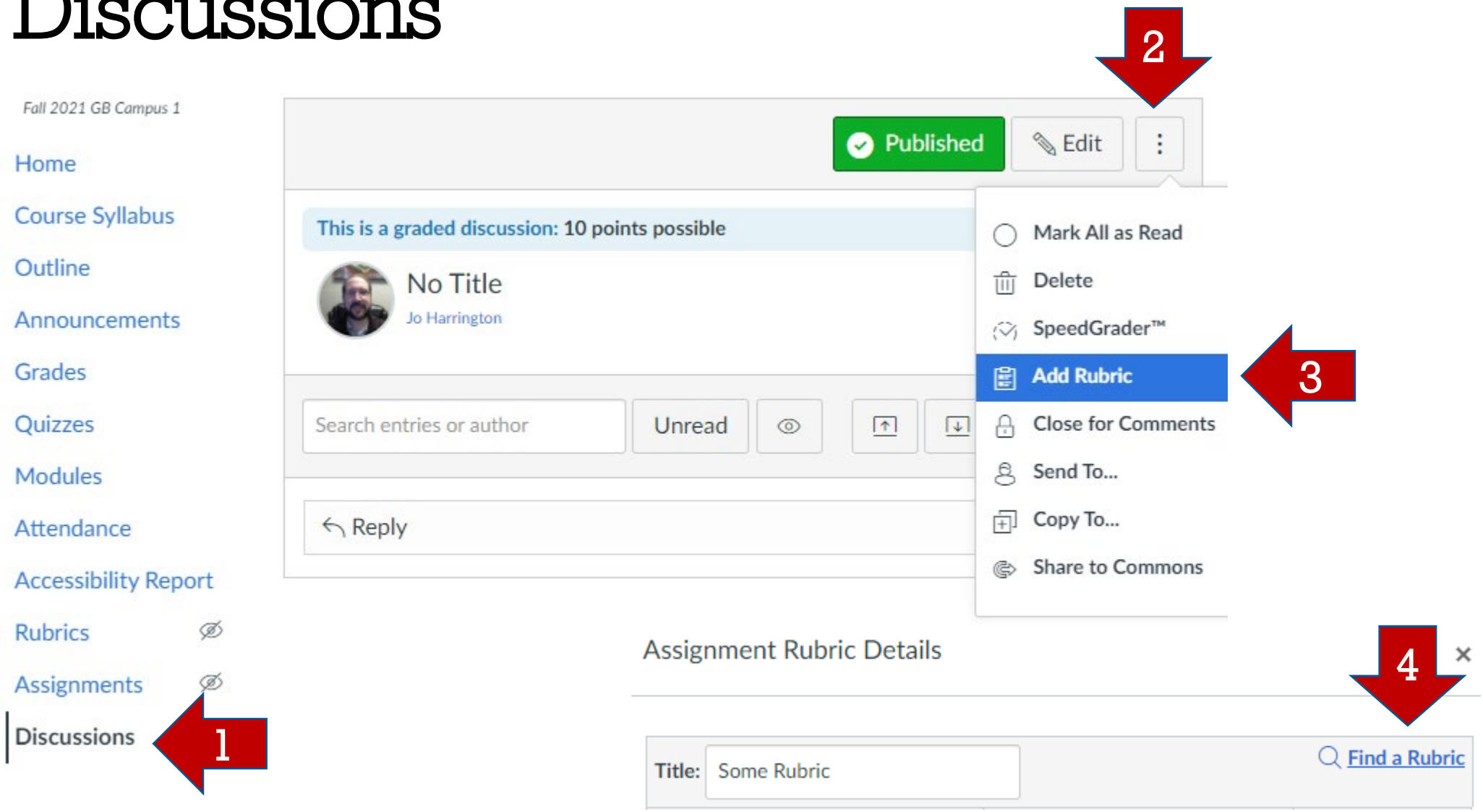

Find Outcomes
1
2
3
4
1831
Chain
Concavity
Exponential
Implicit
Incr/Decr
Logarithmic
Marginal
Optimization
Product
Quotient
Chain
Meets Expectations
1 Points
Does Not Meet Expectations
0 Points
Total Points
1 Points
Use this criterion for scoring
Calculation Method: Decaying Averag
Last Item: 65
Between 1% and 99%
Calculation Method: 65/35 Decaying Average
Example: Most recent result counts as 65% of mastery weight, average of all other results count as 35% of weight. If there is only one result, the single score will be returned.
1- Item scores: 1, 4, 2, 3, 5, 3, 6
2- Final score: 4.95
Cancel
Import

Rubrics

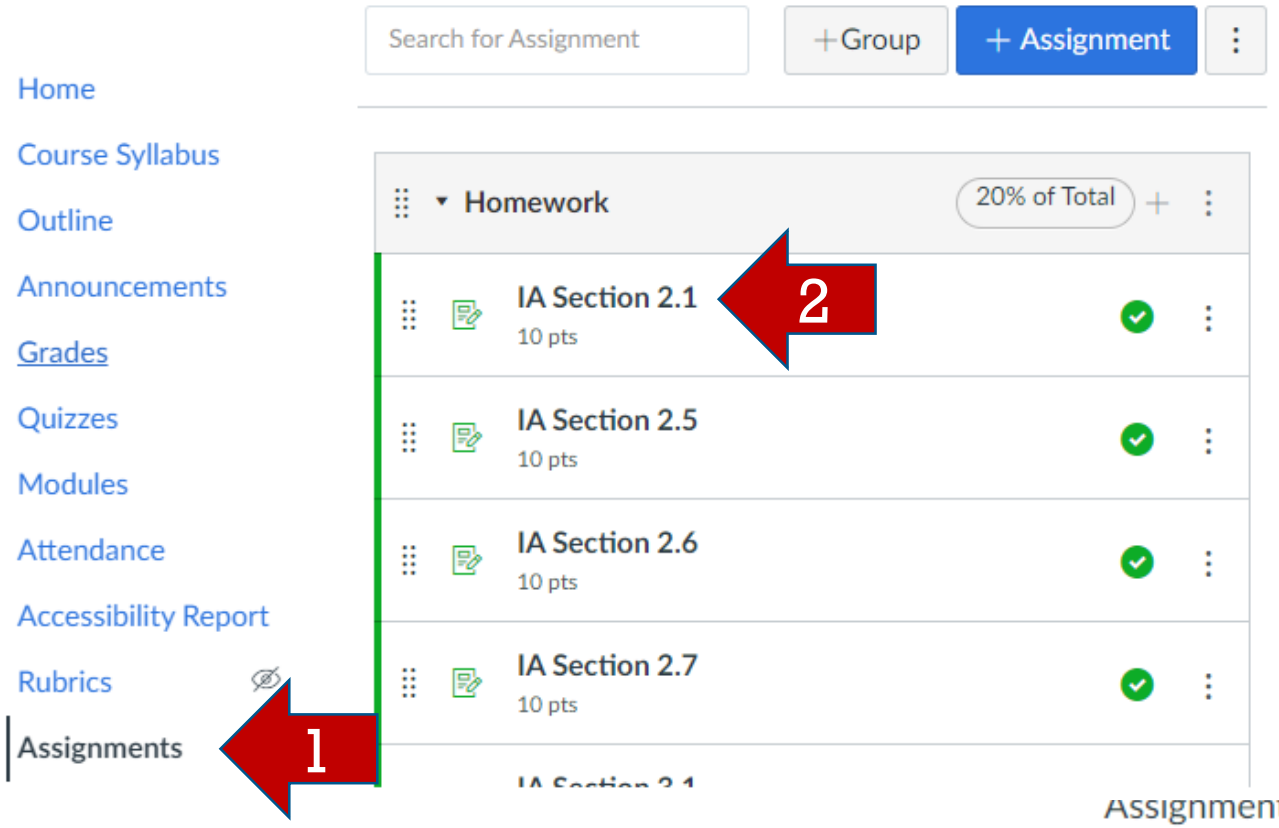
Course Rubrics

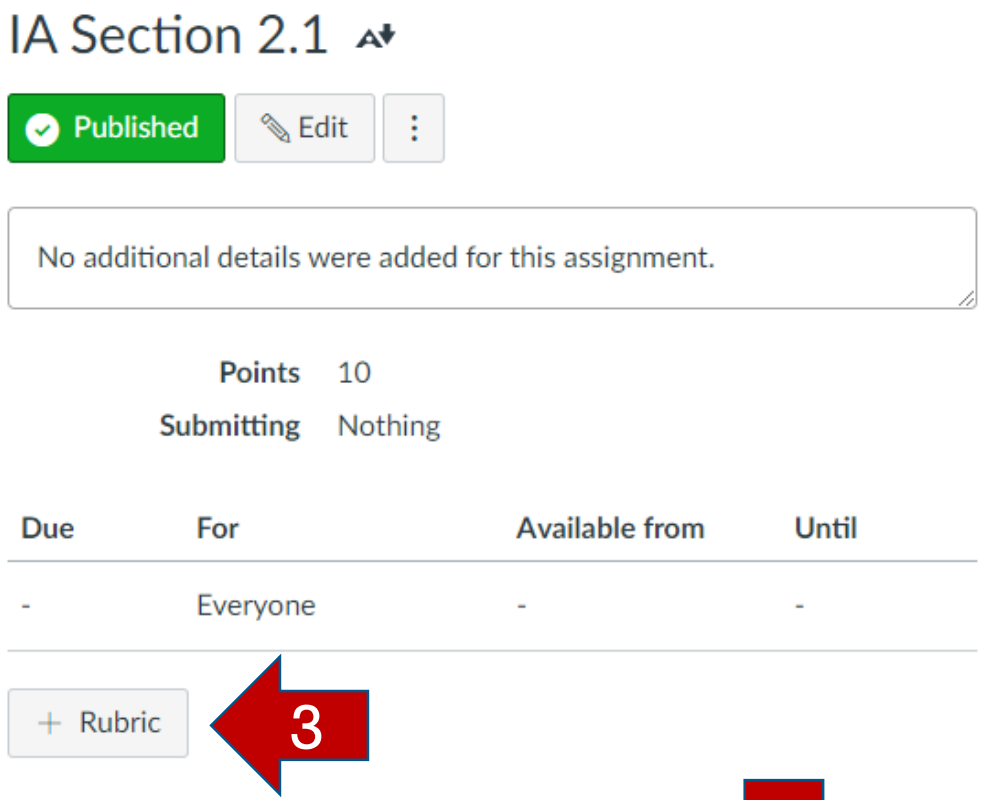


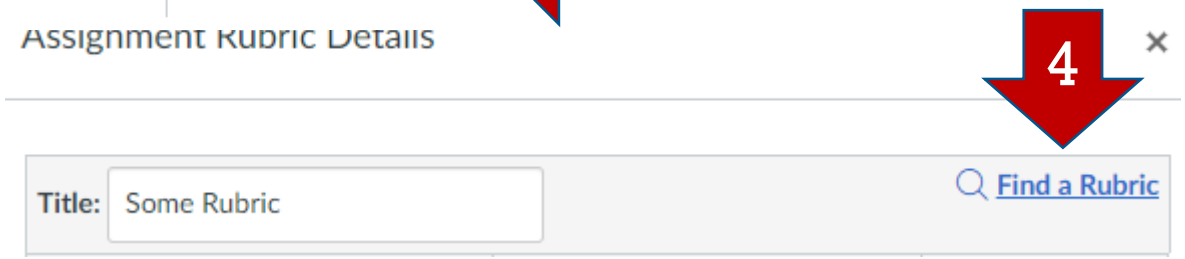
Discussions



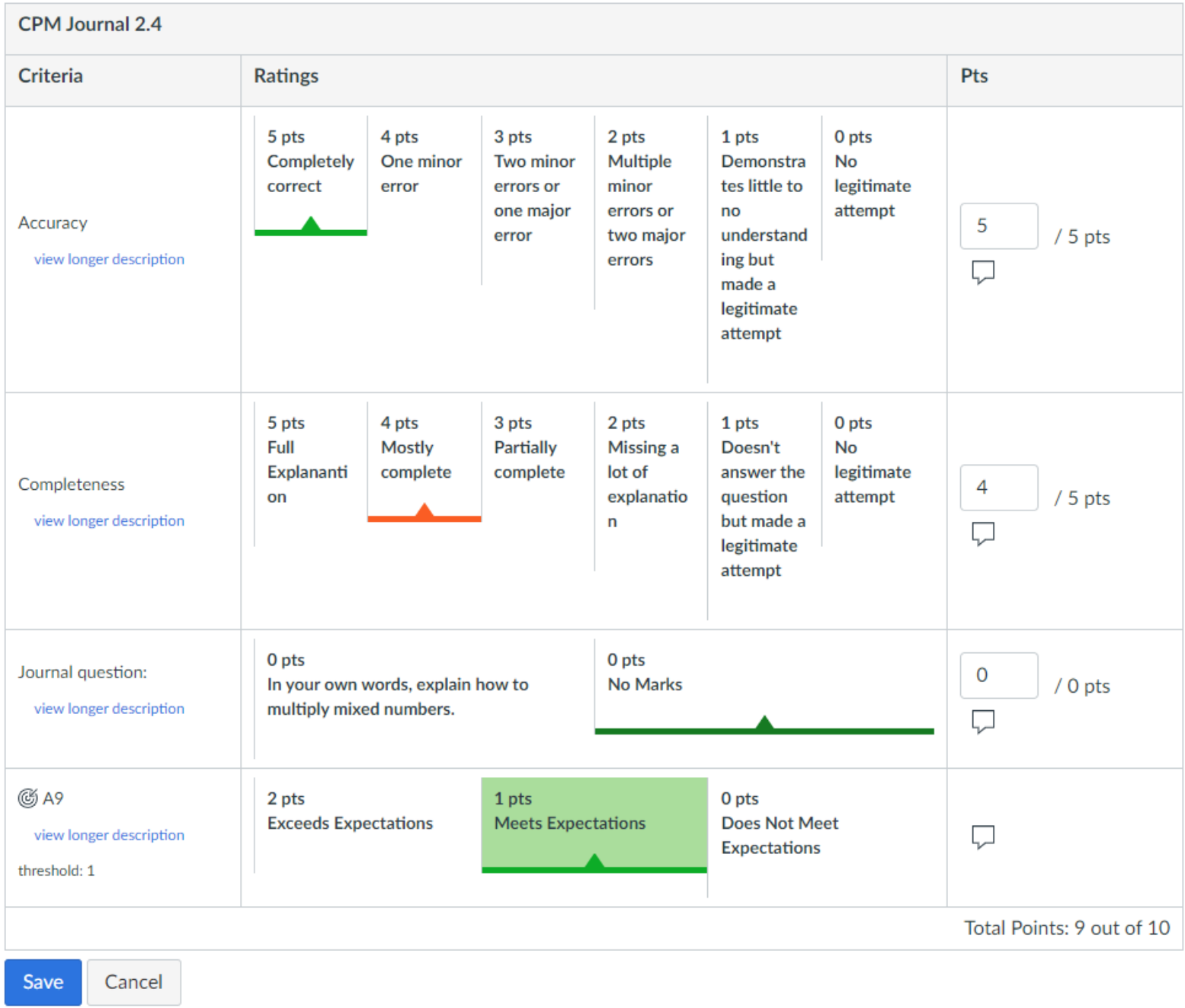
Assignments







SpeedGrader



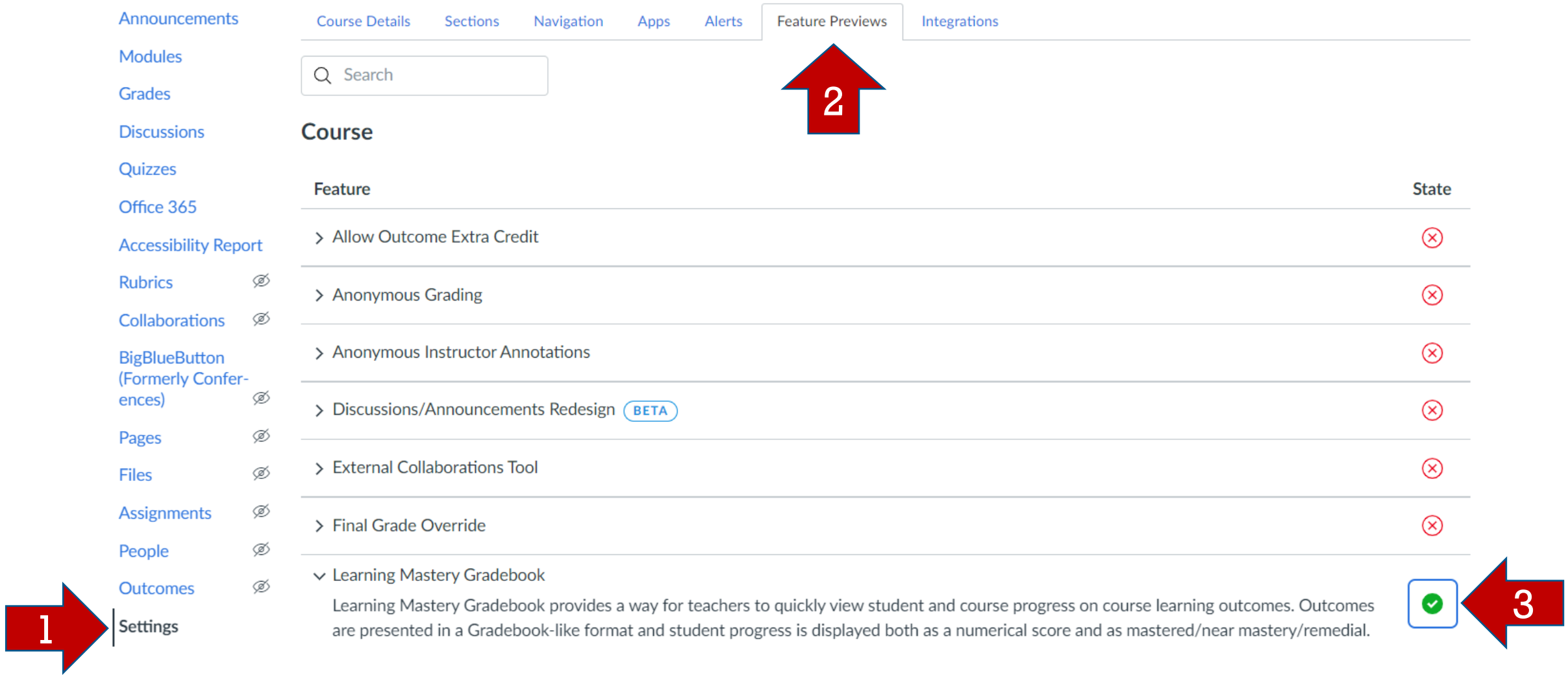
CPM Journal 2.4

Criteria	Ratings						Pts
Accuracy view longer description	5 pts Completely correct	4 pts One minor error	3 pts Two minor errors or one major error	2 pts Multiple minor errors or two major errors	1 pts Demonstrates little to no understanding but made a legitimate attempt	0 pts No legitimate attempt	5 / 5 pts
Completeness view longer description	5 pts Full Explanantion	4 pts Mostly complete	3 pts Partially complete	2 pts Missing a lot of explanation	1 pts Doesn't answer the question but made a legitimate attempt	0 pts No legitimate attempt	4 / 5 pts
Journal question: view longer description	0 pts In your own words, explain how to multiply mixed numbers.			0 pts No Marks			0 / 0 pts
A9 view longer description threshold: 1	2 pts Exceeds Expectations	1 pts Meets Expectations		0 pts Does Not Meet Expectations			

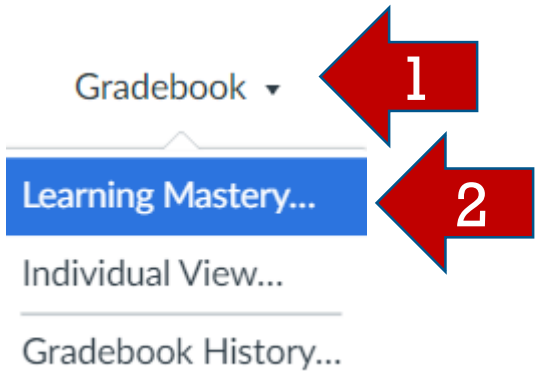
Total Points: 9 out of 10

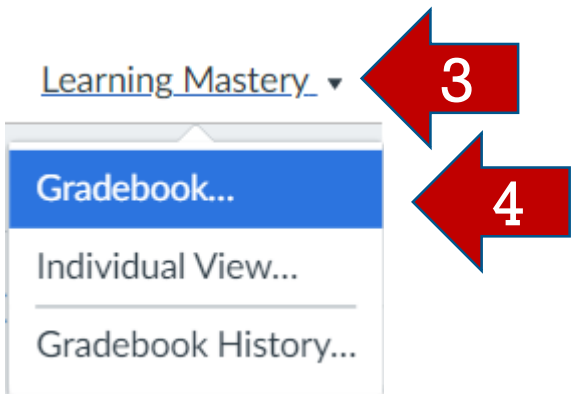
Save Cancel

Learning Mastery Gradebook



Learning Mastery Gradebook





Course average	0.29 /1	0.79 /1	0.79 /1	0.93 /1
Students	198	201	203	199
	1 /1	1 /1	0 /1	1 /1
	1 /1	1 /1	1 /1	1 /1
	0 /1	0 /1	1 /1	0 /1
	1 /1	0 /1	1 /1	1 /1
	0 /1	1 /1	1 /1	1 /1
	0 /1	1 /1	1 /1	1 /1
	0 /1	1 /1	0 /1	1 /1
	0 /1	0 /1	1 /1	1 /1
	1 /1	1 /1	1 /1	1 /1
	0 /1	1 /1	1 /1	1 /1
	0 /1	1 /1	1 /1	1 /1
	0 /1	1 /1	1 /1	1 /1
	0 /1	1 /1	0 /1	1 /1
	0 /1	1 /1	1 /1	1 /1

Assignments

- Read: Building a Pervasive, Enduring Culture of Evidence and Betterment (Part 3, Chapters 9 – 14)
- Evaluate your program/instructional area using the rubric on pg. 134 (Exhibit 10.1)
- Either in one of your courses or in the Assessment Institute Canvas Shell:
  - Establish one competency/outcome within Canvas
  - Develop a rubric (and/or "New Quiz") in Canvas and align it the competency/outcome
- If you haven't already:
  - Watch the Assessment Spotlight Video on Course Assessment: https://www.screencast.com/t/WEUgMPtaR
  - Watch the Cougar Tales Video on Outcomes, Rubrics, & Quizzes in Canvas: https://docs.bartonccc.edu/pd/Training%20Opportunities/CougarTALEs/Fall2021/CanvasTutorial.mp4
- **Be prepared to document a course assessment this Fall term**
  - Overall due date: December

Assignment Review

Either in one of your courses or in the Assessment Institute Canvas Shell:

- Establish one competency/outcome within Canvas
- Develop a rubric (and/or "New Quiz") in Canvas and align it to the competency/outcome

- Questions? / How did it go?

Evaluate your program/instructional area using the rubric on pg. 134 (Exhibit 10.1)

- Next Slide…

Evaluating Program Assessment Processes (Needs Attention, Meets Standard, Best Practice)

	Standard	Best Practice
Roles and Responsibilities	There is a go-to person(s) for the given program who coordinates, initiates conversations, etc.	Substantial participation by faculty, including adjuncts on assessing and reflecting on assessment (**Evidence and Betterment**)
Key Learning Goals	Program learning outcomes describe what students will be able to do upon completion of the program	Program learning outcomes are clearly communicated to students and faculty in the program
Curriculum Design	Students have sufficient opportunity to achieve each program learning outcome	Faculty collaborate to ensure sufficient curricular alignment (**Curriculum Mapping**) of the program learning outcomes
Assessment Methods	Each program learning outcome is assessed	Faculty have discussed and agreed upon appropriate assessments (within reason) for the corresponding program learning outcome
Use of Results	Assessment results are shared with faculty and used to modify learning goals, teaching methods, and/or curriculum as appropriate	Assessment results are shared with other audiences and are used to support planning and resource decisions

Suskie, Linda A. *Assessing Student Learning: A Common Sense Guide*. 3rd ed., Jossey-Bass, 2018.

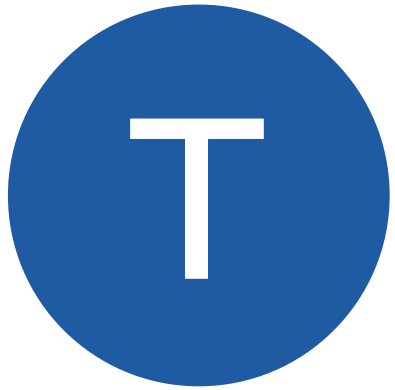
Program Assessment

BARTON
ASSESSMENT
INSTITUTE

THE THREE T'S of COMPETENCIES

TODAY

TOMORROW



TOGETHER

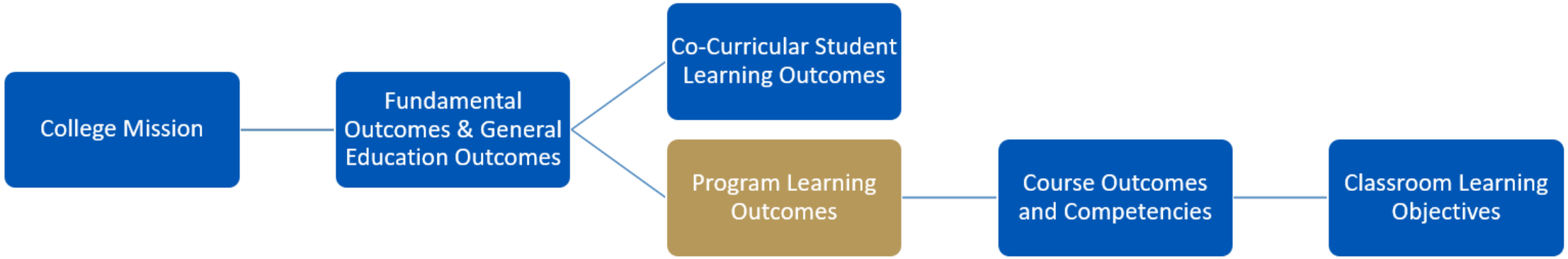
THE THREE T'S of COMPETENCIES

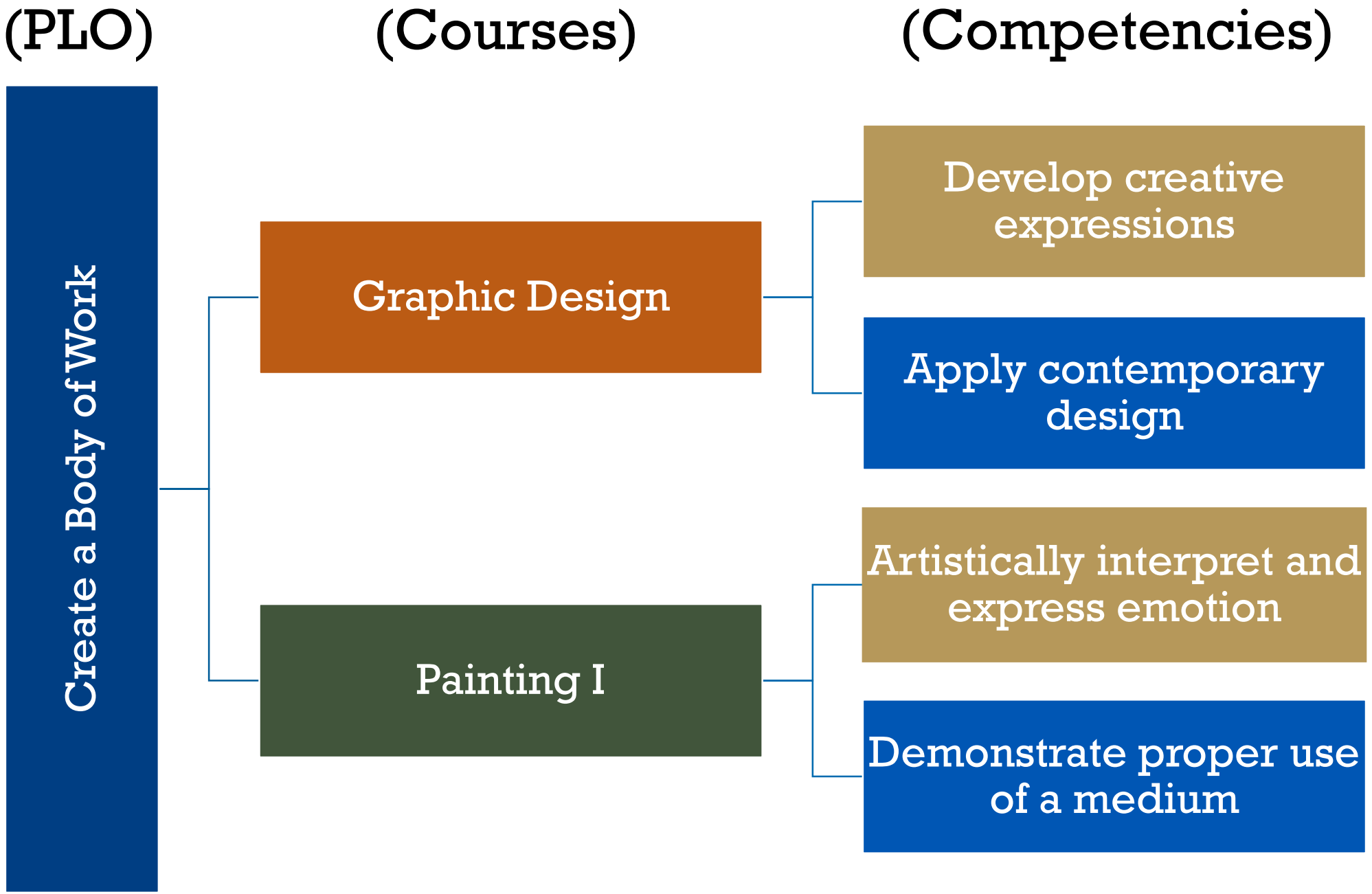
TOGETHER

Program Level Assessment

Barton faculty and staff will make **holistic curricular-adjustments** to improve student learning based on the assessment of **Program Learning Outcomes (PLOs)**, the knowledge, skills, or abilities students will have upon completion of **a given program**.

Strategies to improve student learning will be established with **specific goals sustained by budgetary requests**, as needed, within the respective **Instructional Reviews** in support of Barton's Strategic Planning Framework.




(PLO)
(Courses)
(Competencies)
Create a Body of Work
Graphic Design
Painting I
Develop creative expressions
Apply contemporary design
Artistically interpret and express emotion
Demonstrate proper use of a medium

INSTRUCTIONAL REVIEW

Section: Assessment of Student Learning

Considering your area's Student Learning Outcomes (SLOs) and associated data at the classroom, course and/or program assessment level, respond to the following questions.

- What trends have you identified and what actions have occurred and/or are planned to respond to the results.
- What curricular changes have occurred (or are planned) since the last review to ensure student learning outcomes are achieved?
- What strategies do you utilize to achieve instructional quality and student engagement?

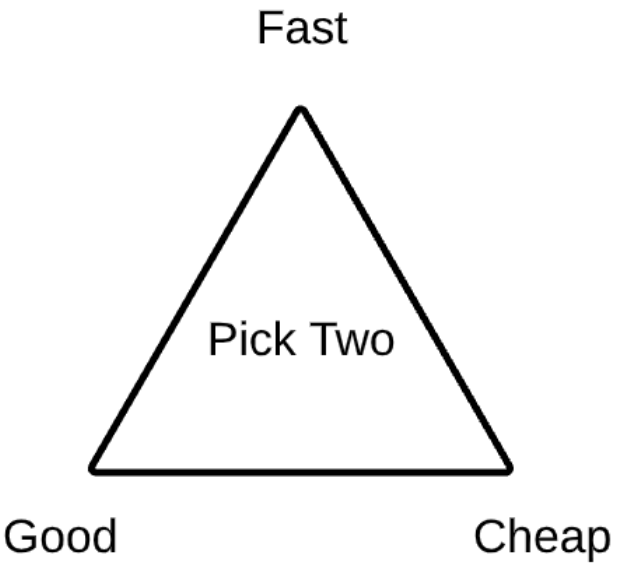
Section: Goal Setting

A minimum of one goal needs to support student learning

- What resources and/or support are needed to accomplish the goals?

Time to think, discuss, and practice

- What are some example of resources and/or support that you (could, might, should) have requested to support student learning (either directly or indirectly)?



Assessment Efforts
(Chapter 9)

Assessment activities bring neglected issues to the forefront

Launching an assessment effort often requires addressing issues that should have been tackled long ago

Some issues have been swept under the carpet far too long:

Outdated outcomes, syllabi, pedagogies, teaching strategies

Suskie, Linda A. *Assessing Student Learning: A Common Sense Guide*. 3rd ed., Jossey-Bass, 2018.

Culture

The phrase, **Culture of Assessment**, suggests a focus on **doing** assessment rather than **using** assessment

Instead develop a **Culture of Evidence and Betterment**

The purpose of assessment is not only improvement, because it can suggest only enhancing what we are already doing, when rather rethinking what we are doing and perhaps doing something quite different is exactly what is needed

Suskie, Linda A. *Assessing Student Learning: A Common Sense Guide*. 3rd ed., Jossey-Bass, 2018.

Time to think, discuss, and practice

- What is Barton's culture regarding assessment?

"Action expresses priorities" – Gandhi

"Culture eats strategy for breakfast" – Ford

"Give me six hours to chop down a tree
and I will spend the first four sharpening the axe"
– Lincoln

Suskie, Linda A. *Assessing Student Learning: A Common Sense Guide*. 3rd ed., Jossey-Bass, 2018.

Learning about Assessment

(Chapter 10)

BARTON ASSESSMENT INSTITUTE

Resources

Additional texts from leading authors on the cutting edge of the Assessment of Student Learning have been added to the large collection of books available at our library. For staff and instructors without direct access to the main campus, contact the Library for more information and assistance with an inter-library loan so that these can be made available to you.

https://docs.bartonccc.edu/about/mission-vision/assessment/lrc-assessment-resource-list.pdf

Suskie, Linda A. *Assessing Student Learning: A Common Sense Guide*. 3rd ed., Jossey-Bass, 2018.

Supporting Assessment
(Chapter 11)

BARTON
ASSESSMENT
INSTITUTE

Make technologies an optional tool, not a mandate

Keep in mind that the fundamental purpose of assessment is to give your students the best possible education and your technologies should support that fundamental purpose

You do not want faculty to view the need to learn how to use the technology as another assessment burden

Suskie, Linda A. *Assessing Student Learning: A Common Sense Guide*. 3rd ed., Jossey-Bass, 2018.

Cost-Effective
(Chapter 12)

BARTON
ASSESSMENT
INSTITUTE

Aim for just enough good evidence

It is impossible to rigorously assess everything that we want students to learn, do not even try

Rather think in terms of a jigsaw puzzle, even before it is complete we can still get a reasonably good sense of what the completed picture would look like

So do not expect perfection, **perfect is the enemy of good**, rather your goal should be evidence that is **good enough to use**

Suskie, Linda A. *Assessing Student Learning: A Common Sense Guide*. 3rd ed., Jossey-Bass, 2018.

Pareto Principle (80 – 20 rule)

80% of students enroll in just 20% of the courses offered

Example: No matter how many general education courses your college offers, the vast majority of students take only about 20% of them complete their general education requirements

Start there and your resulting evidence will have a broad impact on a great majority of your students

Suskie, Linda A. *Assessing Student Learning: A Common Sense Guide*. 3rd ed., Jossey-Bass, 2018.

Collaborating
(Chapter 13)

BARTON
ASSESSMENT
INSTITUTE

Reaching consensus

Remember we have faculty all over the place in multiplele venues and locations, be sure to include them in your discussions

What if faculty, staff, and others try to collaborate but simply cannot come to agreement?

Don’t expect to get everyone on board

CAVEs (**C**olleagues **A**gainst **V**irtually **E**verything)

Suggestion: Vote, let the majority rule, and move on

Suskie, Linda A. *Assessing Student Learning: A Common Sense Guide*. 3rd ed., Jossey-Bass, 2018.

Academic freedom

"Teachers are entitled to freedom in the classroom in discussing their subject"

This does not give faculty autonomy in choosing their subject or deciding how to assess student learning;

but that does not mean that all faculty must teach identical curricula and use identical pedagogies or identical assessments

"**Excellence in student learning can be demanded** without telling a faculty member how to achieve or how to evaluate it, such a demand is not a violation of academic freedom"

Suskie, Linda A. *Assessing Student Learning: A Common Sense Guide*. 3rd ed., Jossey-Bass, 2018.

Time to think, discuss, and practice

- Any additional thoughts on academic freedom?

Valuing People
(Chapter 14)

BARTON
ASSESSMENT
INSTITUTE

Common Root Causes of Foot-Dragging (pg. 177)

Time, Pointlessness, Understanding, Lack of Support, Past Experiences, Fear, Reluctance to Change, Effort not Valued, Pockets of Mediocrity

Are we talking about faculty, staff, or students?

Suskie, Linda A. *Assessing Student Learning: A Common Sense Guide*. 3rd ed., Jossey-Bass, 2018.

Recognition

Assessment is fundamentally a tool to bring about better learning

Valuing great teaching and learning requires deliberate, purposeful strategies to counter these external forces

Suskie, Linda A. *Assessing Student Learning: A Common Sense Guide*. 3rd ed., Jossey-Bass, 2018.

Time to think, discuss, and practice

- Thoughts on a realistic way in which assessment efforts could be recognized, rewarded, celebrated, etc.?

Assignments

Read: The Assessment Toolbox (Part 4, Chapters 15 – 21)

Be prepared to discuss and share your thoughts on the following resources:

- Rubrics:
  - https://www.cultofpedagogy.com/holistic-analytic-single-point-rubrics/
- Teaching Techniques:
  - https://kpcrossacademy.org/about/
  - https://teachingnaked.com/rethinking-testing-assessment/
- LATs:
  - https://www.ift.org/-/media/community/pdfs/educators-herb/learningassessmenttechniqueslat_ift_herb.pdf
- Excellence in Assessment Award Faculty Showcase videos:
  - https://assessment.charlotte.edu/leadership-assessment-and-improvement
  - https://assessment.charlotte.edu/faculty-staff-assessment-activities/faculty-showcase
- Actually their entire website is worth exploring:
  - https://teaching.charlotte.edu/
  - https://assessment.charlotte.edu/
- NILOA Publications and Assignment Library (CC BY 4.0):
  - https://www.learningoutcomesassessment.org/publications/
  - https://www.learningoutcomesassessment.org/ourwork/assignment-library/

Assignment Review

Life-long learning starts with us!

Share what you found useful/interesting from the following resources:

- Rubrics:
  - https://www.cultofpedagogy.com/holistic-analytic-single-point-rubrics/
- Teaching Techniques:
  - https://kpcrossacademy.org/about/
  - https://teachingnaked.com/rethinking-testing-assessment/
- LATs:
  - https://www.ift.org/-/media/community/pdfs/educators-herb/learningassessmenttechniqueslat_ift_herb.pdf
- Excellence in Assessment Award Faculty Showcase videos:
  - https://assessment.charlotte.edu/leadership-assessment-and-improvement
  - https://assessment.charlotte.edu/faculty-staff-assessment-activities/faculty-showcase
- Actually their entire website is worth exploring:
  - https://teaching.charlotte.edu/
  - https://assessment.charlotte.edu/
- NILOA Publications and Assignment Library (CC BY 4.0):
  - https://www.learningoutcomesassessment.org/publications/
  - https://www.learningoutcomesassessment.org/ourwork/assignment-library/

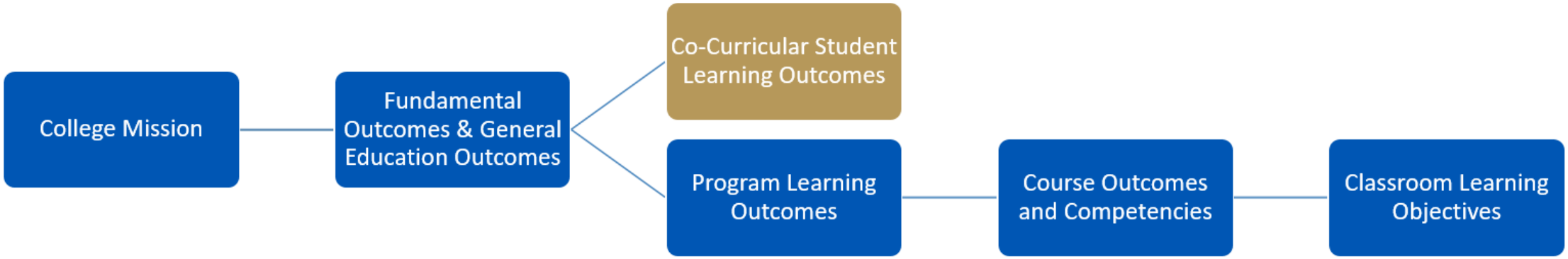
Co-Curricular Assessment

BARTON
ASSESSMENT
INSTITUTE

Co-Curricular Level Assessment

Barton faculty and staff will make adjustments to improve student learning based on the assessment of **Student Learning Outcomes**, the knowledge, skills, or abilities students will develop **within a given co-curricular area**.

The Student Learning Outcomes compliment Barton's Curricular Programs and support the Fundamental Learning Outcomes.



HLC Definition:

Co-Curricular

Learning activities, programs and experiences that reinforce the institution's mission and values and complement the formal curriculum.

Institutions determine for themselves, based on their Mission, **what they deem to be co-curricular**, as an essential part of, or partner to, their curricular activities (**as opposed to "extra-"curricular**).

HLC's Board of Trustees has identified a need for certain clarifications to be made, namely that

(1) the institution is **only obligated to assess the Learning Outcomes it claims for co-curricular offerings;** and

(2) to emphasize the **engagement** of faculty, instructional and other relevant staff members in assessment processes **as the major element of good practice** that HLC will evaluate.

https://www.hlcommission.org/Policies/core-component-4-b-what-does-hlc-mean-by-cocurricular.html

Barton's Co-Curricular Subcommittee has determined **Co-Curricular activities** to be student organizations or clubs specifically designed to **support curricular outcomes and objectives**,

and **not** activities solely for social engagement or entertainment (**extra-curricular**), performance groups developed through credit-bearing courses, student services activities such as tutoring, advisement, or career services

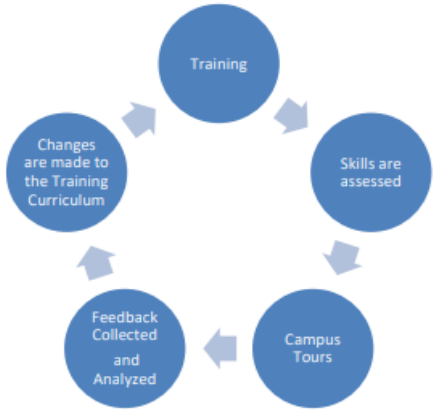
Co-Curricular Assessment :

Student Ambassadors
AY 2020-2021

The Student Ambassadors serve as representatives of the college by conducting and scheduling campus tours and participating in recruitment activities. Ambassadors are selected from both the freshman and sophomore classes through an application and interview process.

Expected Outcomes:

1. Develop and demonstrate effective communication [CORE 1; END 2]
2. Develop and demonstrate leadership skills [CORE 1; END 2]



Student ambassadors are given thorough training to prepare them to be Barton representatives. After which they are quizzed on their comprehension and understanding of their duties and responsibilities. Additional training is given as necessary followed by mock campus tours. Following this the student ambassadors are heavily involved in scheduling and conducting campus tours. Feedback is collected from the perspective students which is summarized below:

Interest level in attending Barton	2016	2017	2018	2019	2020
Definitely Attending	38%	100%	56%	40%	71%
More Likely to attend	50%	0%	28%	20%	29%
Still exploring/Undecided	13%	0%	17%	33%	0%
Not Attending	0%	0%	0%	0%	0%

Student Learning Goals (1-Low, 5-High)	2016	2017	2018	2019	2020
Was your meeting with the faculty member helpful and informative?	5.00	5.00	5.00	4.80	4.90
Did you feel welcome?	5.00	5.00	5.00	5.00	5.00

Based on this data, curricular changes are made to the training that is given to further enhance the entire process. For instance, the feedback indicated a lack of knowledge of some of the specifics within given areas. As such, since 2014 during the mock campus tours building experts such as faculty and deans have been used to give an overview and to advise the ambassadors on specifics to mention during the tours. This has further enhanced their ability to effectively communicate about Barton and enhanced their recruitment capabilities.

Time to think, discuss, and practice

- How can co-curricular groups be better utilized to come alongside curricular areas to meet common goals and (student learning) outcomes?

Rubrics
(Chapter 15)

BARTON
ASSESSMENT
INSTITUTE

Write your rubric before you write the assignment it will assess

A rubric is a written guide for assessing student work and at a minimum it is a checklist of traits that should be present in student work

A scoring guide is recommended to provide a short narrative describing the characteristics of work at each scoring level (Likert, Boolean, etc.)

Benefits of a Rubric

Rubrics can help clarify vague goals, and help students understand your expectations and self-improve through feedback

Suskie, Linda A. *Assessing Student Learning: A Common Sense Guide*. 3rd ed., Jossey-Bass, 2018.

Breakfast in Bed: Holistic Rubric

Score	Description
4	All food is perfectly cooked, presentation surpasses expectations, and recipient is kept exceptionally comfortable throughout the meal.
3	Food is cooked correctly, the meal is presented in a clean and well-organized manner, and the recipient is kept comfortable throughout the meal.
2	Some food is cooked poorly, some aspects of presentation are sloppy or unclean, or the recipient is uncomfortable at times.
1	Most of the food is cooked poorly, the presentation is sloppy or unclean, and the recipient is uncomfortable most of the time.

"Know Your Terms: Holistic, Analytic, and Single-Point Rubrics." *Cult of Pedagogy*, 19 Aug. 2021, https://www.cultofpedagogy.com/holistic-analytic-single-point-rubrics/.

Breakfast in Bed: Analytic Rubric

	Beginning 1	Developing 2	Accomplished 3	Exemplary 4	Score
Food	Most food is colder or warmer than it should be, is under- or over-seasoned, or is under- or overcooked.	Some food is colder or warmer than it should be, is under- or over-seasoned, or is under- or overcooked.	All food is at the correct temperature, adequately seasoned, and cooked to the eater's preference.	All food is perfectly cooked and seasoned to the eater's preference. Additional condiments are offered.	
Presentation	More than one item (tray, napkin, or silverware) are dirty or missing.	Tray, napkin or silverware may be dirty or missing.	Food is served on a clean tray, with napkin and silverware. Some decorative additions may be present.	Food is served on a clean tray, with napkin and silverware. Several decorative touches are added.	
Comfort	Wake-up is abrupt, little to no help with seating, and the recipient is rushed and crowded during the meal.	Wake-up is somewhat abrupt, recipient may struggle with seat adjustment, or there may be some rushing or crowding during eating.	Recipient is woken gently, assisted in seat adjustment, and given reasonable time and space to eat.	Recipient is woken gently and lovingly, assisted until seating is just right, and given abundant time and space to eat.	

"Know Your Terms: Holistic, Analytic, and Single-Point Rubrics." *Cult of Pedagogy*, 19 Aug. 2021, https://www.cultofpedagogy.com/holistic-analytic-single-point-rubrics/.

Breakfast in Bed: Single-Point Rubric

Concerns *Areas that Need Work*	**Criteria** *Standards for This Performance*	**Advanced** *Evidence of Exceeding Standards*
	Food: All food is at the correct temperature, adequately seasoned, and cooked to the eater's preference.	
	Presentation: Food is served on a clean tray, with napkin and silverware. Some decorative additions may be present.	
	Comfort: Recipient is woken gently, assisted in seat adjustment, and given reasonable time and space to eat.	

"Know Your Terms: Holistic, Analytic, and Single-Point Rubrics." *Cult of Pedagogy*, 19 Aug. 2021, https://www.cultofpedagogy.com/holistic-analytic-single-point-rubrics/.

Time to think, discuss, and practice

- What criteria would you use to evaluate chocolate chip cookies using a rubric?

Suskie, Linda A. *Assessing Student Learning: A Common Sense Guide*. 3rd ed., Jossey-Bass, 2018.

Effective Assignments
(Chapter 16)

BARTON
ASSESSMENT
INSTITUTE

Great assignments are learning opportunities

The time spent completing great assignments is time spent in active learning, but ensure that the time spent yields an appropriate payoff in terms of learning

Will students learn significantly more from a 30-page assignment than a five-page assignment to justify the time allotted?

Examples of assignments beyond the norm (and other Learning Assessment Techniques, LATs) can be found on pg. 208

Suskie, Linda A. *Assessing Student Learning: A Common Sense Guide*. 3rd ed., Jossey-Bass, 2018.

Questions to Address in a Prompt for an Assignment (pg. 212)

- Why are you giving students this assignment?
- What outcome(s) is this assignment assessing?
- What should the completed assignment look like?
- What constraints are placed on the assignment?
- What assistance will be provided?
- How will you score/grade the assignment?

Suskie, Linda A. *Assessing Student Learning: A Common Sense Guide*. 3rd ed., Jossey-Bass, 2018.

Time to think, discuss, and practice

- Have you ever been given (or given) an assignment/task that was overly vague and/or with a poorly written prompt?

Barton Goals and Key Performance Indicators (KPIs)

METRICS	Responsibility		Current Number
KPI 2.1: Student Learning Outcomes	Jo	OAC	
KPI 2.2: Ratio of Faculty to Students	IPEDS	IR	
KPI 2.3: Ratio of Staff to Students	IPEDS	IR	
KPI 2.4: Ratio of Full-time to Part-time Faculty	IPEDS	IR	

Suskie, Linda A. *Assessing Student Learning: A Common Sense Guide*. 3rd ed., Jossey-Bass, 2018.

Exams
(Chapter 17)

BARTON
ASSESSMENT
INSTITUTE

Make technologies an optional tool, not a mandate

Test blueprints, lists of the learning goals covered are vital to planning effective exams

Well-designed multiple choice questions give useful diagnostic information on where the student's thinking went wrong

What is 3 x 2?

A. 5
B. 9
C. 32
D. 6

Suskie, Linda A. *Assessing Student Learning: A Common Sense Guide*. 3rd ed., Jossey-Bass, 2018.

Students spend their time and energy learning what they are graded on

So if your exams focus on memorized knowledge…

Exams (quizzes) give you an opportunity to direct students, focusing them on the learning goals that are most vital (assess early and often to set the stage)

Suskie, Linda A. *Assessing Student Learning: A Common Sense Guide*. 3rd ed., Jossey-Bass, 2018.

Remove all barriers that will keep knowledgeable students from answering correctly

Students who have learned the concept or skill should give the correct answer

Likewise, remove all clues that will help a less-than-knowledgeable student give the correct answer (bold, italics, underline, hints, etc.)

Students who have not learned the concept or skill should give the incorrect answer

Suskie, Linda A. *Assessing Student Learning: A Common Sense Guide*. 3rd ed., Jossey-Bass, 2018.

Writing Good Options

- Line up options vertically (ease of reading)
- Order options logically (alphabetical, numerical, ordinal)
- Four options are sufficient
- Do not force additional options beyond those plausible (increase, decrease, unchanged, true/false)

If your assessments are put together poorly, your students may be unable to demonstrate to you their comprehension of the material (shame)

Suskie, Linda A. *Assessing Student Learning: A Common Sense Guide*. 3rd ed., Jossey-Bass, 2018.

Time to think, discuss, and practice

An assignment can be difficult for no real reason other than I wrote it that way, the difficulty itself serves no real purpose (especially when you look at the Blooms level of the given competency/outcomes)

- How do you balance appropriate academic rigor by not making an assignment too easy/obvious but at the same time not overly difficult?

Suskie, Linda A. *Assessing Student Learning: A Common Sense Guide*. 3rd ed., Jossey-Bass, 2018.

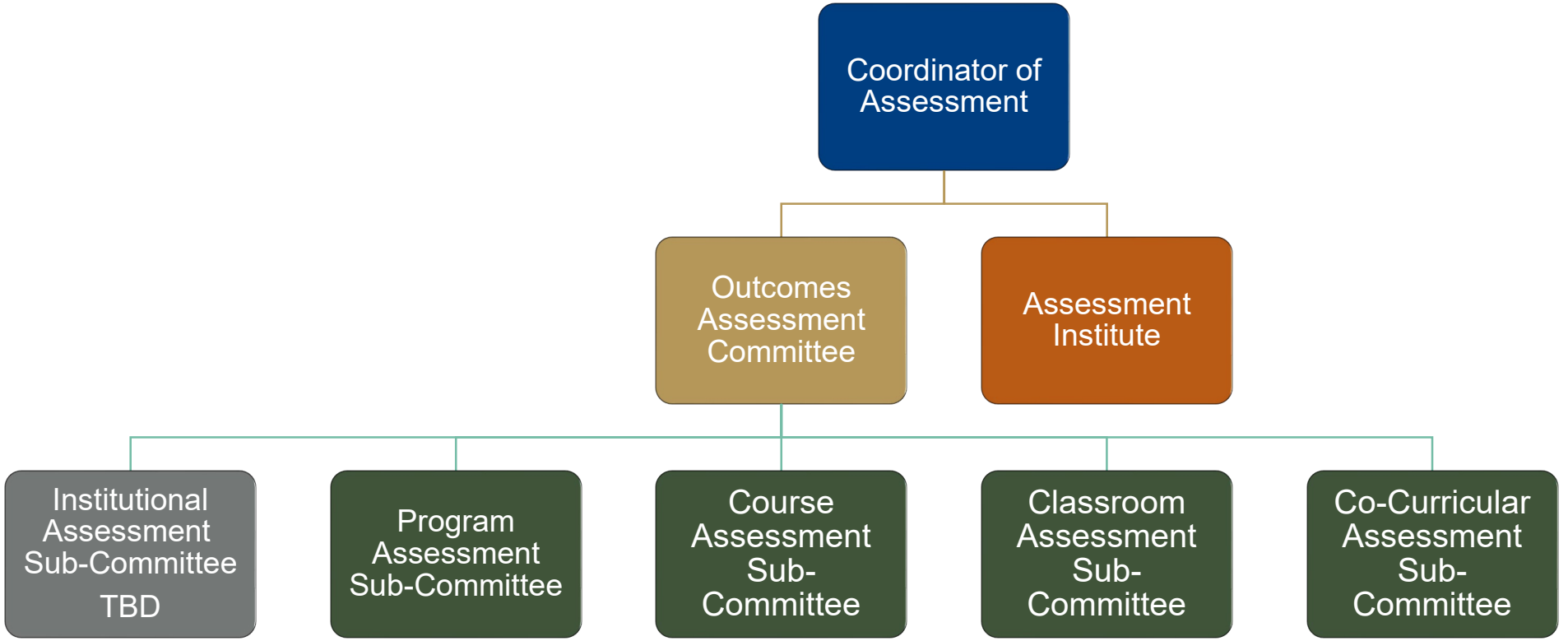
Assignments

Read: The Assessment Toolbox (Part 5, Chapters 22 – 26)

Review the Summary Report Documents located at:

- https://www.bartonccc.edu/assessments/student-learning/evidence

Consider which Assessment **Sub-Committee** you would be interested in serving on next year



Benchmarking
(Chapter 22)

BARTON
ASSESSMENT
INSTITUTE

Establishing a Benchmark

Begin defining success by determining a standard that is good enough and then by determining an appropriately rigorous target for achieving that standard

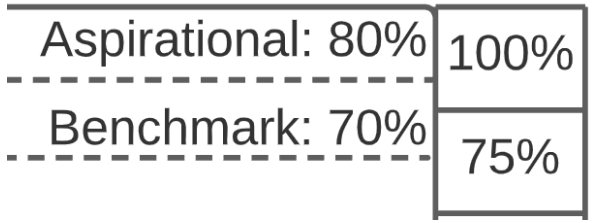
Set a standard for adequate performance by thinking about what would not embarrass you

Potential Sources: Peers, Advisory Boards, Industry Standards, Average/Pool Prior Year(s)

Suskie, Linda A. *Assessing Student Learning: A Common Sense Guide*. 3rd ed., Jossey-Bass, 2018.

Student Learning Outcomes are compared to a benchmark, or minimum level of performance as determined by the respective faculty, staff, or other party, which must be met for the outcome to be considered reached or attained.

At Barton, **a benchmark of 70%** is used for Student Learning Outcome Assessment with a stretch goal or **aspirational benchmark of 80%**.



Time to think, discuss, and practice

- What is the risk/benefit of setting a benchmark too high or too low?

- What benchmark do you use to determine success?

Suskie, Linda A. *Assessing Student Learning: A Common Sense Guide*. 3rd ed., Jossey-Bass, 2018.

Documentation
(Chapter 23 – 26)

BARTON
ASSESSMENT
INSTITUTE

Assessment addresses the following questions:

- What are the most important things we want our students to learn and why? (**Establish Student Learning Outcomes, SLOs**)
- What evidence do we have that students are learning those things and would the evidence convince a skeptic? (**Collect Data**)
- Are we satisfied with student achievement of our learning goals and if not what are we going to do about it? (**Close the Loop – Document Use**)

Suskie, Linda A. *Assessing Student Learning: A Common Sense Guide*. 3rd ed., Jossey-Bass, 2018.

Documentation

- Assessment of student learning is about using assessment data to improve student learning
- Tell your story
- Data without a narrative tells a incomplete story
- A narrative provides the reader context

Suskie, Linda A. *Assessing Student Learning: A Common Sense Guide*. 3rd ed., Jossey-Bass, 2018.

Reports

- Share student learning evidence in ways that will lead to discussion
- The briefer your summary/narrative, the more likely people will absorb/read it
- Identify your audience prior to writing your report/summary
- Share disappointing outcomes honestly and with context and see them as an opportunity to improve by identifying next steps (gives a "problem-solved" spin)

Suskie, Linda A. *Assessing Student Learning: A Common Sense Guide*. 3rd ed., Jossey-Bass, 2018.

Time to think, discuss, and practice

Cornerstone: Assessment results will not be used to evaluate/penalize individual faculty

- Why is this Cornerstone important?

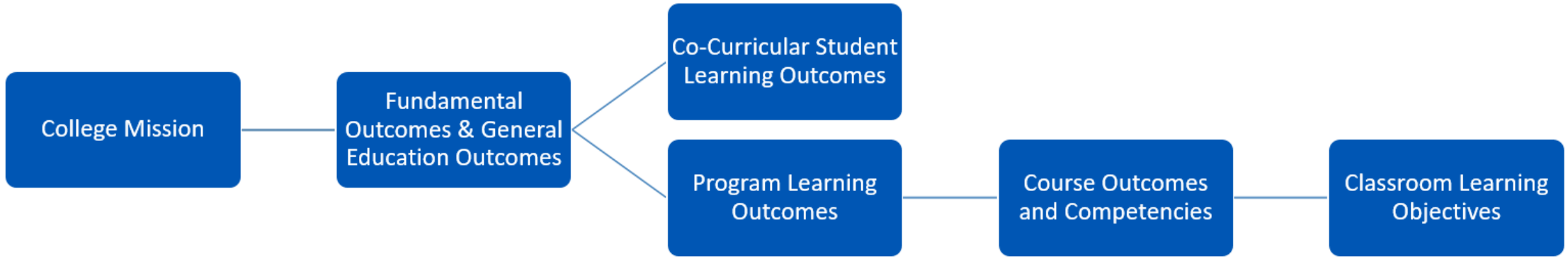
Barton Summary Report

BARTON
ASSESSMENT
INSTITUTE

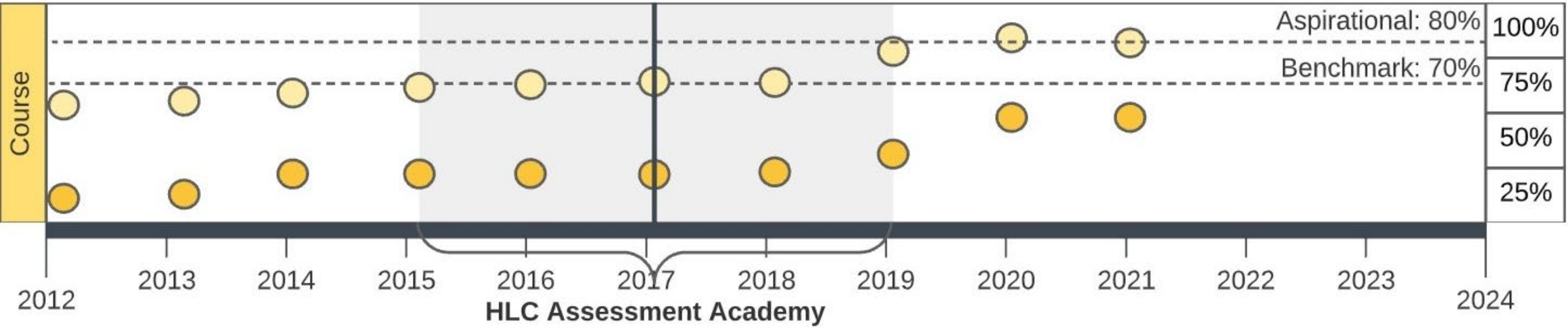
GOAL: Make Decisions to Improve Student Learning Outcomes Based on Useful Data

Measure(s):

- Percentage of classroom assessments with a quality rank of excellent
- Percentage of faculty documenting formative classroom assessments

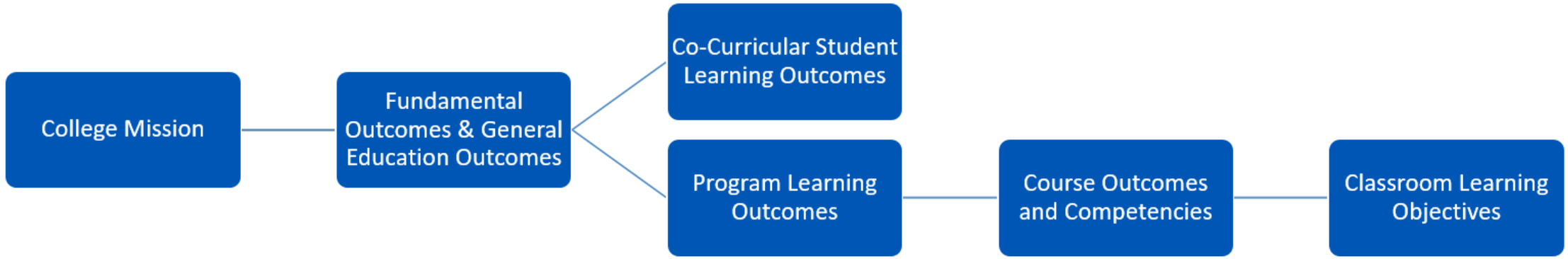


GOAL: Make Decisions to Improve Student Learning Outcomes Based on Useful Data

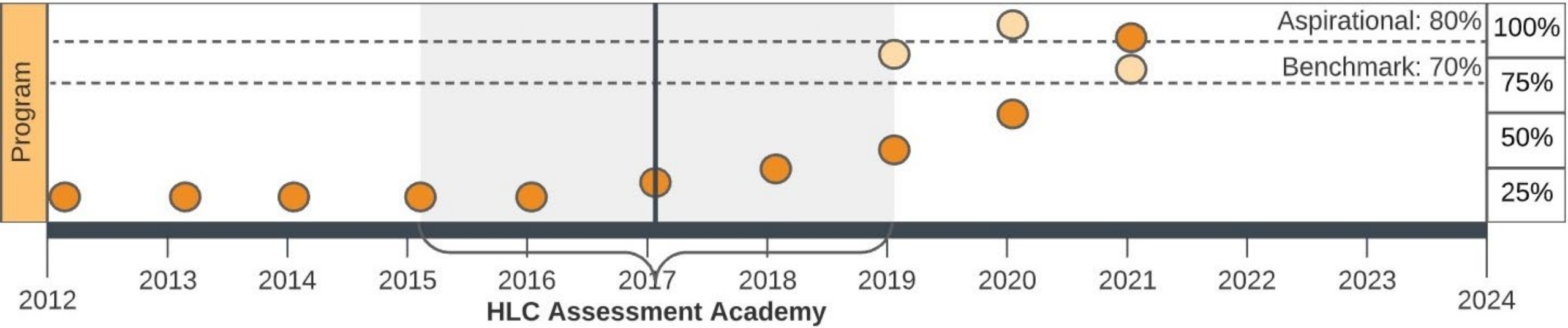


Measure(s):

- Percentage of courses documenting summative course assessments
- Percentage of competencies being met at or above the 70% benchmark

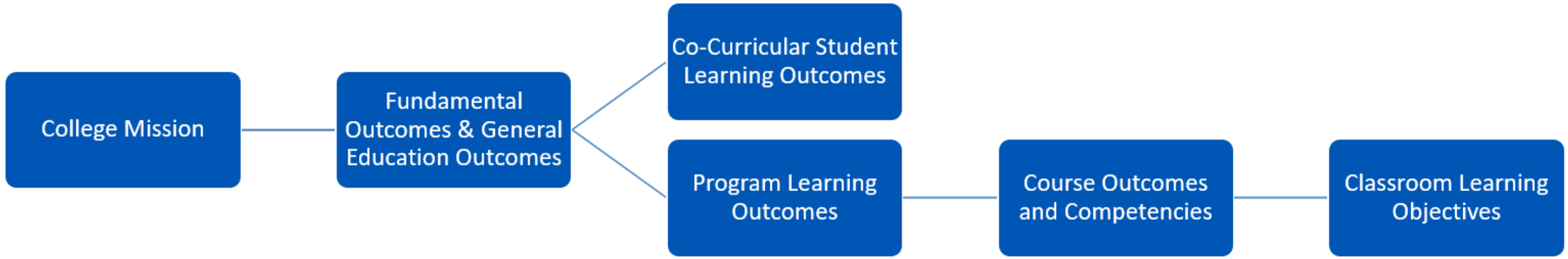


GOAL: Make Decisions to Improve Student Learning Outcomes Based on Useful Data



Measure(s):

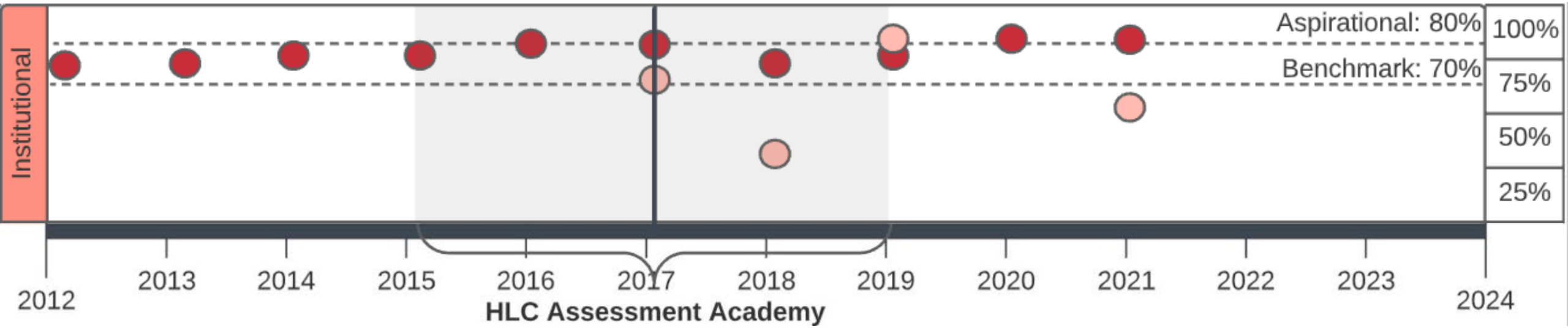
- Percentage of programs with program learning outcomes
- Percentage of program learning outcomes being met at or above the 80% aspirational benchmark



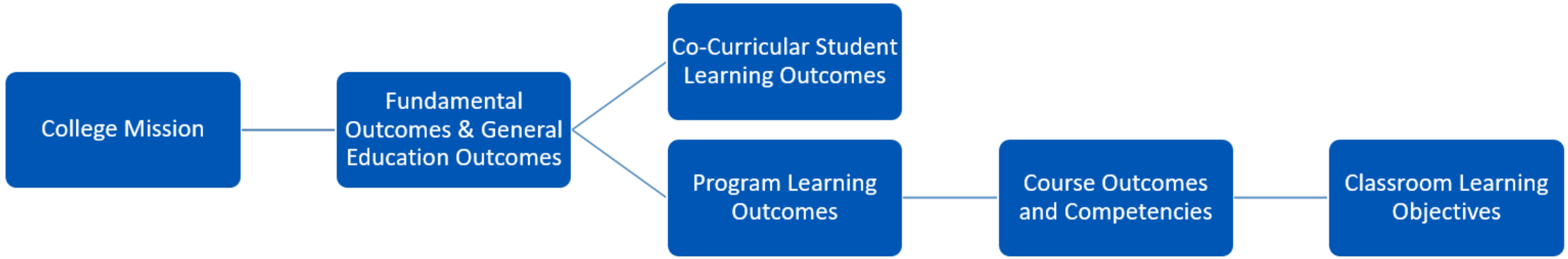
Fundamental Learning Outcomes

Critical Thinking	Study a given subject critically, including processes to analyze and synthesize important parts of the subject, to ask appropriate and useful questions about the study of this subject, and to solve problems within the subject area.
Life-Long Learning	Relate the relevance of a given subject to the individual student's life, to develop habits that encourage life-long, responsible, and independent learning, and to apply appropriate and useful knowledge of the values, conventions, and institutions within an academic discipline.
Historical Perspective	Describe how history works, including how historical perspective can strengthen understanding of a given academic subject, and how the history of human endeavor has helped develop that subject.
Technological Perspective	Explain how technologies affect important parts of human life and how information technologies shape the study of a given subject.
Cultural Perspective	Explain how culture develops through various aspects of human endeavor, how culture develops understanding of a given subject, and how a given subject develops within different cultures.

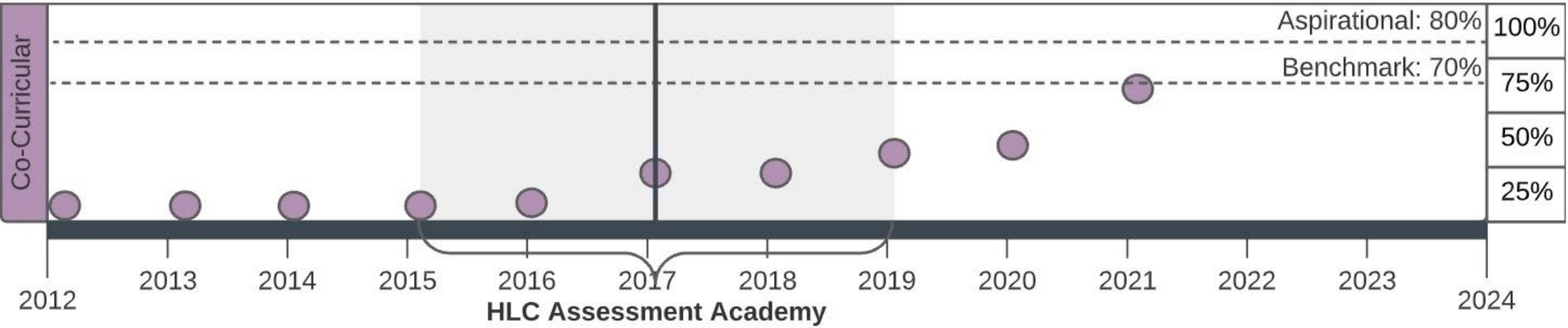
GOAL: Make Decisions to Improve Student Learning Outcomes Based on Useful Data



- Percentage of correct student responses on institutional assessments
- Percentage funds allocated to strategic plan initiatives for academics and student services

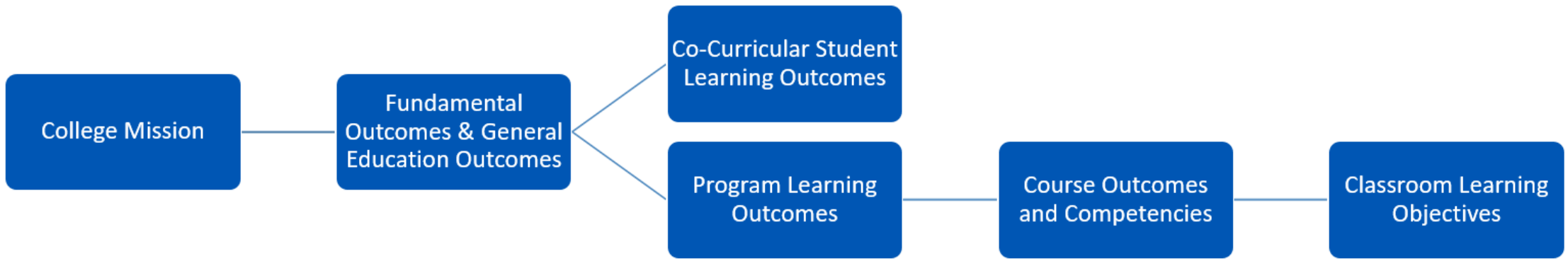


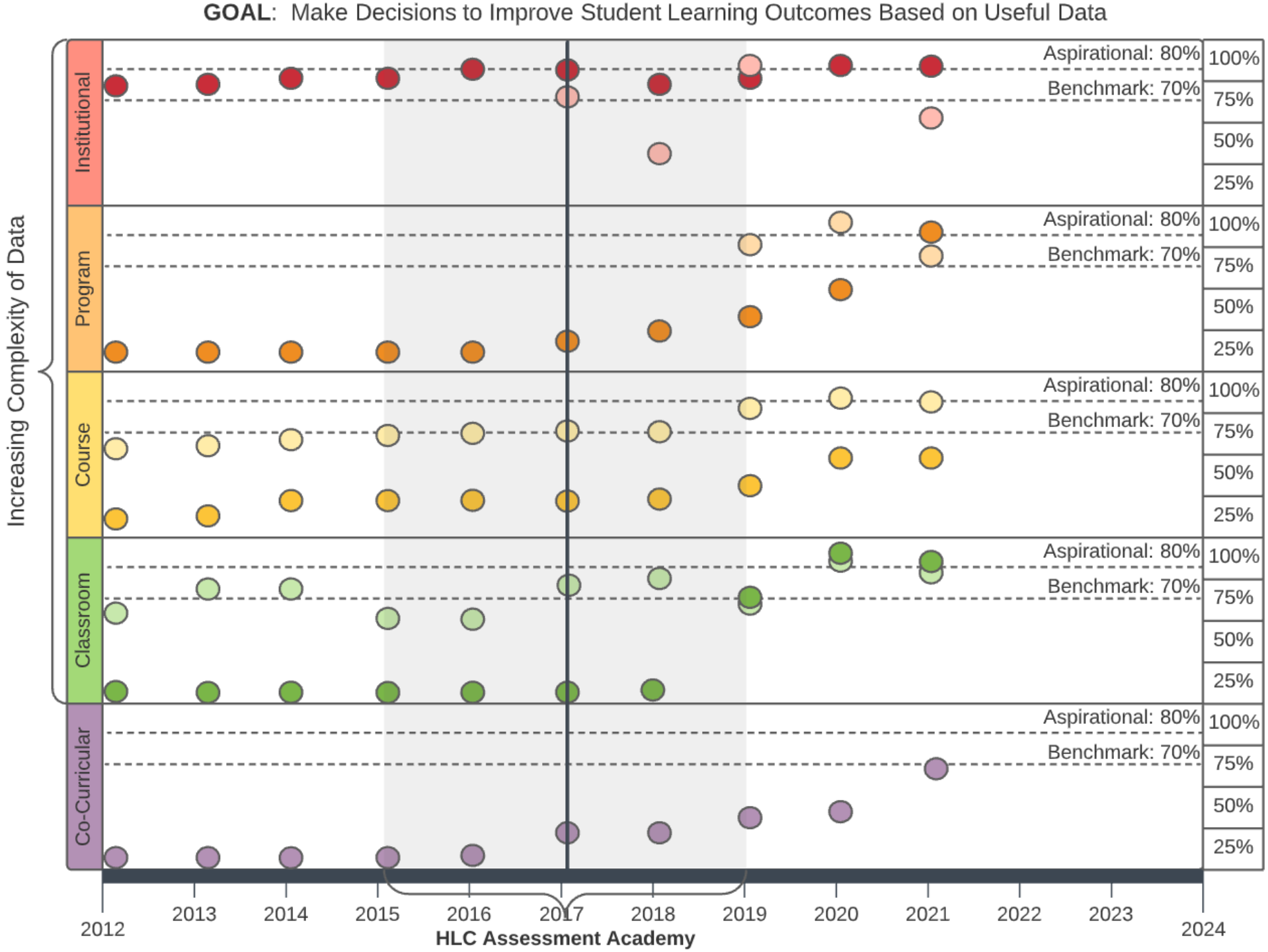
GOAL: Make Decisions to Improve Student Learning Outcomes Based on Useful Data



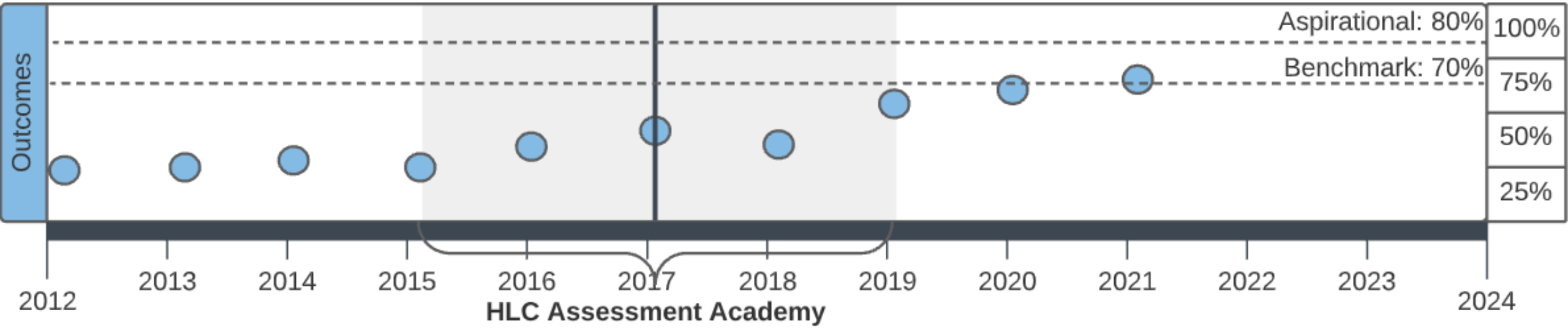
Measure(s):

- Percentage of co-curricular areas assessing learning outcomes




GOAL: Make Decisions to Improve Student Learning Outcomes Based on Useful Data
Increasing Complexity of Data
Institutional
Program
Course
Classroom
Co-Curricular
Aspirational: 80%
Benchmark: 70%
100%
75%
50%
25%
2012
2013
2014
2015
2016
2017
2018
2019
2020
2021
2022
2023
2024
HLC Assessment Academy

GOAL: Make Decisions to Improve Student Learning Outcomes Based on Useful Data



Measure(s):

- Aggregated score from all layers of assessment

Accreditation

BARTON
ASSESSMENT
INSTITUTE

HLC Criteria for Accreditation:

4.B.

- The institution engages in **ongoing** assessment of student learning as part of its commitment to the educational outcomes of its students.
- The institution has **effective processes** for assessment of student learning and for achievement of learning goals in academic and co-curricular offerings.
- The institution **uses the information** gained **from assessment to improve student learning**.
- The institution's processes and methodologies to assess student learning **reflect good practice**, including the **substantial participation** of faculty, instructional and other relevant staff members.

https://www.hlcommission.org/Policies/criteria-and-core-components.html

AQIP System Appraisal 2012

The following are summary comments on…the AQIP Categories crafted by the Appraisal Team…to highlight Barton Community College's achievements and identify challenges yet to be met:

Strengths (S)

- Vision - Complete Assessment Model
- Embedded Assessment

Opportunities (O)

- Lack substantial faculty participation in Classroom Assessment (and other layers)
- Program-level outcomes lacking
- Co-curricular goals and outcomes lacking
- Processes not well defined
- Analysis/narrative of results are missing

Open Pathways Assurance Argument Review 2017

Criterion: 2.A., 3.B, 3.E., 4.A., 4.B., 5.C., 5.D.

- Assessment permeates Barton through a well-established platform of accountability, connection and competency
- Ownership of effective student learning assessment is apparent throughout Barton…these processes prove to be successful in sharing learning outcomes throughout the college thus promoting course and curricular improvement…the faculty-driven processes are designed to improve instruction and student learning continuously
- As with (classroom) course and program level assessment, Barton has demonstrated a commitment to assessing and strengthening cocurricular programs…**Barton uses information** to improve co-curricular programs
- Barton Community college also has clearly stated goals for student learning and well-developed processes and practices of student learning and achievement of learning goals…the process exhibits an alignment from course competencies to the institutional Fundamental Outcomes…learning and a true commitment to student academic success is articulated and sustained through **an effective, efficient assessment process**
- Currently the program review documents and process **do not appear to be assessing student learning**

Open Pathways 4.B. Comments

HLC's "Suggested" Sources of Evidence:

- General education and course, program and institutional level learning goals and outcomes
- Curriculum maps
- Assessment processes
- Faculty expectations and evaluation processes
- Assessment committee(s) minutes
- Documentation of cocurricular assessment and improvements based on data
- Documents and reports using direct measures for assessment of student learning
- Annual reports
- Evidence demonstrating use of assessment data with evidence of action taken based on review and analysis of data

https://www.hlcommission.org/Policies/criteria-and-core-components.html

HLC Criteria for Accreditation:

4.B.

Time to think, discuss, and practice

- How does Barton measure up, are we ready?

- The institution engages in **ongoing** assessment of student learning as part of its commitment to the educational outcomes of its students.
- The institution has **effective processes** for assessment of student learning and for achievement of learning goals in academic and co-curricular offerings.
- The institution **uses the information** gained **from assessment to improve student learning**.
- The institution's processes and methodologies to assess student learning **reflect good practice**, including the **substantial participation** of faculty, instructional and other relevant staff members.

https://www.hlcommission.org/Policies/criteria-and-core-components.html

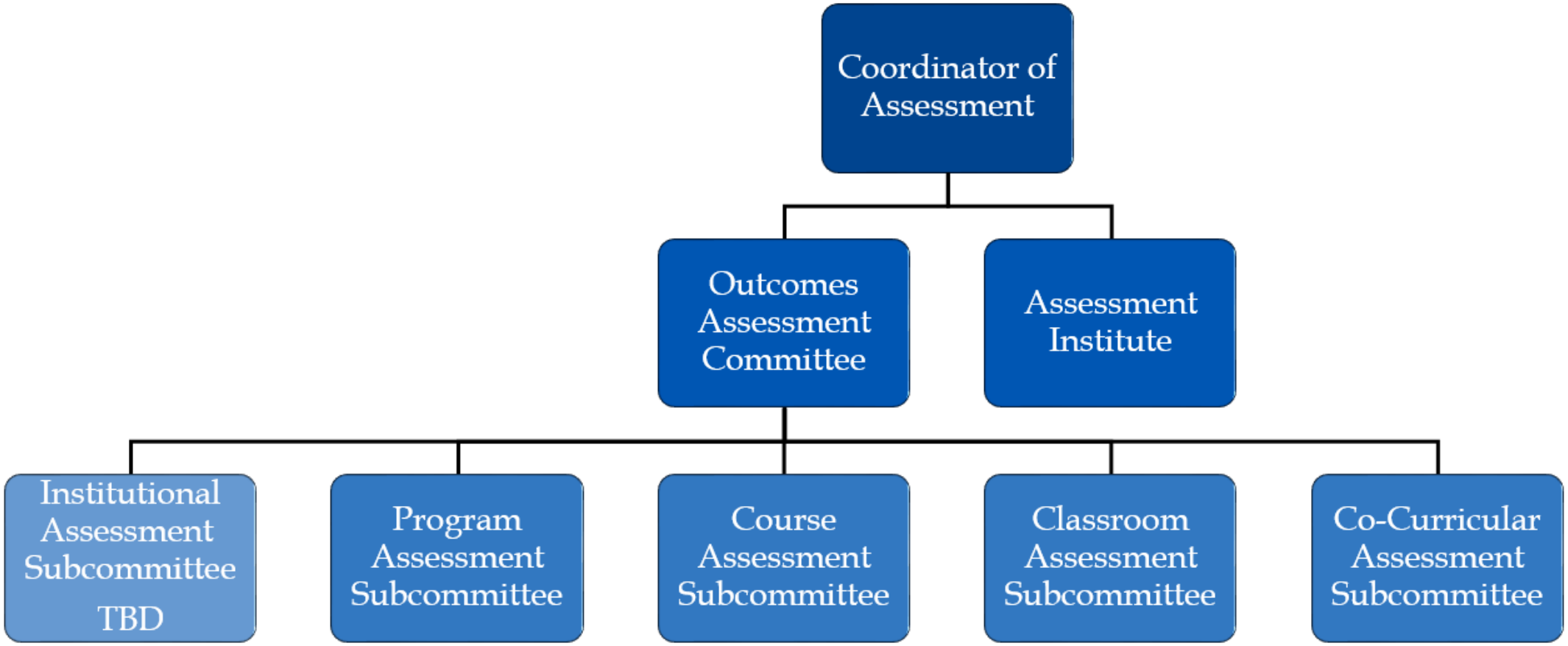
POST TEST

- What are the Layers of Assessment?
- How is Classroom Assessment different from Course Assessment?
- How is Course Assessment different from Program Assessment?
- What is a Program Learning Outcome?
- What is the difference between Formative and Summative Assessment?
- What is a Rubric?
- What are Barton's Fundamental Outcomes?
- How do we document improvements in Student Learning at each Layer of Assessment?
- Who is responsible for Student Learning at Barton?

BARTON
ASSESSMENT
INSTITUTE

Assignment Review

Which Assessment Subcommittee are you willing to serve on next year?



Congrats!

BARTON
ASSESSMENT
INSTITUTE