

Assessment Resource Packet

[Just to Get Things Started]

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2008 Annual Conference on First-year Assessment
National Resource Center for the First-year Experience and Students in Transition
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[A compilation of a few resources on assessing student learning and development. Contributors include Randy Swing, Susan Campbell, Linda Suskie, and others as noted]

“Primer on First-year Assessment”

**2008 Annual Conference on First-year Assessment
San Antonio, TX
October 12-14, 2008**

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Agenda

TOPICS	TIME
I. Welcome, introductions, overview, and explorations A. Overview of assessment; assessment in academic affairs and student affairs; national scene B. Review and analyze department/unit goals and learning outcomes (group work) C. General discussion about assumptions, current “culture of evidence”	9:00 – 9:45 am
II. Writing solid intended learning and developmental outcomes A. Overview and description of intended outcomes as related to goals and objectives B. Explore issues of “effectiveness, efficiency, and impact” C. Work session #1 - preliminary action plan	9:45 – 10:30 am
III. Strategies and methodologies for assessing impact A. Definitions and applications B. <i>How will you design your assessment plan?</i> C. Strategies, questions, methods, and evidence D. Work session #2 – continue action plan	10:30 – 11:00 am
IV. Discussion and wrap-up	11:00 – 11:30 am

Just a few resources on Learning Objectives, Action Research, and Assessment in academic affairs and student affairs:

- Angelo, Thomas. & Cross, K. Patricia. (1993). *Classroom Assessment Techniques*, 2nd ed. San Francisco: Jossey-Bass.
- Bresciani, Marilee J., Zelna, Carrie L., & Anderson, James A. (2004). *Assessing student learning and development: A handbook for practitioners*. NASPA.
- Huba, Mary E., & Freed, Jann E. (2000). *Learner-centered assessment on college campuses: Shifting the focus from teaching to learning*. Boston: Allyn & Bacon.
- Johnson, A. (2002). *A short guide to action research*. Boston: Allyn and Bacon.
- Learning Reconsidered: A Campus-wide Focus on the Student Experience* (2004). NASPA
- Mentkowski, Marcia, & Associates. (2000). *Learning that lasts: Integrating learning, development, and performance in college and beyond*. San Francisco: Jossey-Bass.
- Suskie, L. (2004). *Assessing student learning: A common sense guide*. Bolton, MA: Anker.

Lots more . . .

**“Assessing the Impact of Curricular and Co-curricular Programs”
Discussion Prompts and Action Plan (Troxe)**

NAME: _____

- 1. What place do you think assessment has in your role as a faculty or staff member? In your department/unit? At your institution? What issues do you think are at stake? What expectations do you have for this workshop? Spend a few minutes writing about these questions. We will use this information to frame our discussions and inform our action plans.**

- 2. List one major goal for this individual data-gathering “assessment project”. Why is it important for your department/unit?**

- 3. What specifically are you hoping to *know* more about?**

6. What “data” might you need, or be able to use, for this assessment activity?

Data Source	What it tells me -	Where I can find it -	ACTION STEP

Notes to self:

Planning for Learning and Assessment

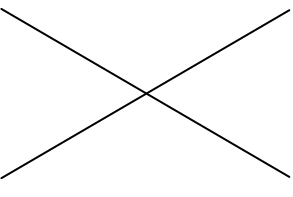
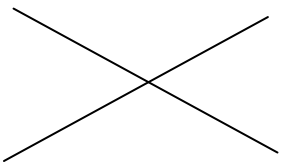
<p>1. What general outcomes are you seeking?</p> <p>- core competencies</p>	<p>2. How would you know it (the outcome) if you saw it? (What will the student know or be able to do?)</p> <p>- operationalize the competencies into learning objectives/intended outcomes</p>	<p>3. How will you help students learn it? (In class or out of class)</p> <p>- instructional strategies: specific activities, assignments, projects, etc.</p>	<p>4. How could you measure each of the desired behaviors listed in #2?</p> <p>- assessment strategies, both formative (feedback mechanisms for improvement) and summative (including criterion levels of performance)</p>	<p>5. What are the assessment findings?</p> <p>- aggregate data and descriptive results about the <u>actual</u> outcomes</p>	<p>6. What future changes/improvements might be made based on assessment findings?</p> <p>- how are you feeding the results back into the planning and delivery process: (instructional strategies, pedagogy, training, collaboration and integration, curriculum)</p>

Planning for Learning and Assessment: An Example – Program Level

1. What general outcomes are you seeking? - core competencies	2. How would you know it (the outcome) if you saw it? (What will the student know or be able to do?) - operationalize the competencies into learning objectives/intended outcomes	3. How will you help students learn it? (In class or out of class) - instructional strategies: specific activities, assignments, projects, etc.	4. How could you measure each of the desired behaviors listed in #2? - assessment strategies, both formative (feedback mechanisms for improvement) and summative (including criterion levels of performance)	5. What are the assessment findings? - aggregate data and descriptive results about the <u>actual</u> outcomes	6. What future changes/improvements might be made based on assessment findings? - how are you feeding the results back into the planning and delivery process: (instructional strategies, pedagogy, training, collaboration and integration, curriculum)
Access and evaluate information.	Students can write or present summaries and analyses of well-researched information, using a variety of scholarly sources.	Required units on “Using Information Effectively” are part of the curriculum (IDS 100, COM 110, ENG 101).	Assess research skills shown in reports & presentations using a rubric. (Keep it succinct)	Students did well on their summaries, but continue to struggle with analyzing scholarly sources.	During Fall 2006 will add another session on academic databases; add an assignment on popular vs. scholarly.
Communicate effectively in writing	Students can communicate effectively in writing, including the use of evidence for presenting arguments.	Required course on “Writing for a Liberal Education” is part of the curriculum.	Assess writing skills shown in the research reports described above using a rubric.	Most students summarized well, but lack polish in writing effective arguments.	Will further review identification & use of evidence, including logic, premise, & fallacy checks
FYE: Organize one’s educational program to include a broad array of experiences.	Online Student Involvement Records will show a broad array of activities.	Students complete interest inventories & write goals and plans for their remaining college years.	Assess Student Involvement Records for depth and breadth of activities. Conduct survey of awareness.	Most first year students are still not aware of the many activities available to them.	Revise institutional web site to include a link specifically for first-year students with programs and rationales.
Identify one’s preferred approaches to learning.	Students can explain and justify their approaches to learning.	Students complete several learning style inventories and write reflectively.	Assess reflective writing using a rubric.	(Assessment to be undertaken in Spring 2006)	

Planning for Learning and Assessment: An Example – Course Level

Troxel’s EAF 415 (Spring 2005) – Qualitative Methods in Educational Settings

<p>1. What general outcomes are you seeking?</p> <p>- core competencies; goal statements; course topics, etc.</p>	<p>2. How would you know it (the outcome) if you saw it? (What will the student know or be able to do?)</p> <p>- operationalize the competencies into learning objectives/intended outcomes</p>	<p>3. How will you help students learn it? (In class or out of class)</p> <p>- instructional strategies: specific activities, assignments, projects, etc.</p>	<p>4. How could you measure each of the desired behaviors listed in #2?</p> <p>- assessment strategies, both formative (feedback mechanisms for improvement) and summative (including criterion levels of performance)</p>	<p>5. What are the assessment findings?</p> <p>- aggregate data and descriptive results about the <u>actual</u> outcomes</p>	<p>6. What future changes/improvements might be made based on assessment findings?</p> <p>- how are you feeding the results back into the planning and delivery process: (instr. strategies, pedagogy, training, collab. and integration, curriculum)</p>
<p>Methods of inquiry and analysis in: in-depth interviewing</p>	<p>Students will be able to plan and conduct a series of interviews with participants appropriate to a research topic related to education</p>	<ul style="list-style-type: none"> - class 1: introductions thru “on the spot” interviews - selected articles & chapters - class 4: mock interview activity & transcript - project proposal & IRB 	<ul style="list-style-type: none"> - class 1: discussion - mock interview: discussion & reflective observation #2 - project proposal: formative feedback initially, then graded final using rubric 	<ul style="list-style-type: none"> - class 1: Students were engaged immediately, could discuss points well - mock interview: students were more focused, but some still didn’t plan well - project: excellent 	<p>Continue to both clarify and demonstrate skills and expectations. Design handout for the mock interview (planning wkst) that can also be used for final project</p>
	<p>Students will demonstrate proper analytical skills using the tools of qualitative design and inquiry.</p>	<ul style="list-style-type: none"> - Analyze results from mock interview activity - Coding activity & assign. - analyze the transcripts of 4 interviews for final project 	<ul style="list-style-type: none"> - mock interview: interview transcript and coding exercise - final project: chapter 4 using evaluation rubric - course exam questions 	<p>These students better at coding as a result of the revisions from fall; topic didn’t come up this term as an area of confusion on minute paper</p>	<p>Continue emphasis on coding and memoing, including in-class examples, done through group interaction & analysis</p>
	<p>Students will draw conclusions based on the results of raw data as collected through in-depth interviewing.</p>	<ul style="list-style-type: none"> - Class 1 intro activity - Mock interview results and peer feedback - Synthesize results of final project 	<ul style="list-style-type: none"> - Class 1: discussion - Mock interview – RO #2 - Final project – chapter 5 write-up, graded using rubric 	<p>Better results on both mock interview and project (all but 2 at “mastery” level on rubric; 2 at “proficient” level)</p>	<p>Provide and discuss more examples of exemplary work; analyze differences in format and pres. choices</p>