Summer 2019 Assessment Resources Update

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Follow Up From Curriculum Mapping Workshop

On May 17, 2019, Deborah Moeckel (SUNY System Admin) presented a workshop on curriculum mapping.

- During her workshop, Deborah mentioned some types of assessment measures. See the following slides for definitions.
- She also shared that academic programs should be aligning their assessment to institutional learning outcomes. This alignment isn't built into Weave, yet, but review SUNY Cobleskill's Universal Learning Competencies and incorporate them into your assessment.
  - Institutional Learning Outcomes: https://www.cobleskill.edu/academics/assessment/universal-learning-competencies.aspx

Definition: Survey Fatigue

Survey Fatigue occurs when your population is surveyed too frequently and/or when they are asked to answer similar questions repeatedly.

This is why the Office of Institutional Effectiveness & Strategic Planning

- Tries to reduce the amount of surveys occurring at the same time to overlapping populations
- Tries to reduce the amount of repetitive questions asked of the campus population

Definition: Direct & Indirect Measures

Direct evidence

- Learning comes in the form of a student product or performance that can be evaluated
- Certification, standardized exams, local assignments, portfolios
- Student Learning Outcomes should be first addressed by direct measures; they provides strongest proof that students have achieved that outcome.

Indirect evidence

- The perception, opinion, or attitude of students or others
- Graduation rates, surveys
- Insufficient on their own, there must be a direct measure

Definitions: Summative & Formative Assessment

Summative assessment

- “Assessment for learning“, summarizing knowledge
- Tends to be used at the end of a unit, module, course, or program. This type of assessment is used to evaluate the ability to master.
- Can be used as a measure for goals and outcomes. Used to assign grades and final grades to course.

Formative assessment

- “Assessment of learning”, forming knowledge
- Occurs throughout a course
- Offer assessments throughout the semester or unit to understand student learning
- The results are used to adjust teaching methods and curriculum needs
- Formative assessment allows students to better understand their performance and make changes to improve their performance

Definitions: Summative & Formative Assessment (continued)

Both types of assessment results "measure not only the students' discipline content knowledge, but also their ability to make connections and transfer the basic information to apply to new situations.

Assessments provide greater impact when they give the opportunity for students to evaluate their own progress in the course."

- SUNY Center for Professional Development Assessment of Learning Outcomes Course 1.7: Assessment to Improve Teaching and Learning, Module 2

Assessment

What is it?

- Learning: what works and what doesn't

Why do we do it?

- To track our unit's priorities for fiscal and operational sustainability and effective resource management
- To fulfill the accreditation requirements of the Middle States of Commission of Higher Education https://www.msche.org/
- Accountability
- Continuous improvement & innovation
- Demonstration of student success

How do we do it?

- Simple to complicated

Assess Your Priorities

- Assessment is not about assessing your job description or your department's College Catalog description
- It is choosing what you want to focus on for a cycle (academic year) and what you want to do better
  - Some of those priorities may stay the same cycle to cycle because they remain important
  - It's okay to change your priorities over time because that is how your unit continuously improves
  - MSCHE is looking for at least 2 cycles of analysis of the same Outcome to prove a standard is being assessed *(from Deborah Moeckel, SUNY System Administration)*

The Assessment Cycle

Should be planned by the beginning of the assessment cycle

Completed at the end of cycle

Mission	Goals *Why*	Outcomes / Objectives *What*	Measurements *How*	Targets *How*	Findings *So What*	Action Plan *What Now*
Highest aims, intentions, & activities of an entity. The purpose of your program or office. You can explain your unit's relationship with the College's Mission and/or accrediting bodies.	Broad, overarching principles that guide decision making What you intend to accomplish with student learning & operational effectiveness	What students must learn or what the entity must achieve operationally to accomplish goals Use Bloom's Taxonomy Strategic Plan Alignment Action Plan listed in this section	How evidence will be gathered to track your outcome or objective	The specific achievement you are aiming for that you would use to gauge success	Recording if your target was met or not and analysis and explanations on what you learned from your measurement data; including reflection on resource use & demonstrated needs.	Review your Assessment Cycle (mission to findings). What are you going to do with this year's information for next year? Include planned changes with resources.

Writing Measurable Objectives / Outcomes with the ABCD Model

Audience: Who is involved? Be specific

Who does the outcome pertain to? The people whose behaviors, knowledge, and/or skills are to be changed because of the work of the assignment, course, division, area, or program.

First year students
Graduating seniors
Students

Behavior: What will they do? What are the desired outcomes?

What do you expect the audience to know/be able to do? The intended behavior, knowledge, and/or skill changes that should result. Use Bloom's Taxonomy to describe student learning.

identify
list
describe
summarize
discuss
explain

Condition: How

Under what conditions or circumstances will the learning occur?

participate in
engage with
complete
activity
program
course
8 counseling sessions

Degree of Mastery: Target

How much will be accomplished, how well will the behavior need to be performed, and to what level? Identify the criteria for success. These may be required by external standards.

at least 3 out of 4
70% accuracy
more/fewer than
all

Measure: How will progress be measured?

What tool or device (surveys, tests, logs, other data, etc.) will be used to measure the expected changes? Remember you need to ensure that the College has the resources/capacity (time, staff, funding, etc.) to perform the measurement.

interview
observed behavior
blog
portfolio
post-survey

Timeframe: When the outcomes will occur

Identify the time frame for success.

The 3 M's: Is your outcome:

- Meaningful: How does the outcome support the departmental mission or goal?
- Manageable: What is needed to foster the achievement of the outcome? Is the outcome realistic?
- Measurable: How will you know if the outcome is achieved? What will be the assessment method?

1. Bahny, Rob (2018). Writing Meaningful and Measurable Student Learning Outcomes for Beginners. University at Albany: Student Affairs Assessment, Technology, and Communications Conference 10 Jan 2018.
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LOW LEVEL THINKING SKILLS ← → HIGH LEVEL THINKING SKILLS

Knowledge

Recall /regurgitate facts without understanding. Exhibits previously learned material by recalling facts, terms, basic concepts and answers.

Key words:

Choose, Copy, Define, Duplicate, Find, How, Identify, Label, List, Listen, Locate, Match, Memorise, Name, Observe, Omit, Quote, Read, Recall, Recite, Recognise, Record, Relate, Remember, Repeat, Reproduce, Retell, Select, Show, Spell, State, Tell, Trace, What, When, Where, Which, Who, Why, Write

Actions:

Describing, Finding, Identifying, Listing, Locating, Naming, Recognising, Retrieving

Outcomes:

Definition, Fact, Label, List, Quiz, Reproduction, Test, Workbook, Worksheet

Questions:

Can you list three ...?
Can you recall ...?
Can you select ...?
How did _____ happen?
How is ...?
How would you describe ...?
How would you explain ...?
How would you show ...?
What is ...?
When did ...?
When did _____ happen?
Where is . . . ?
Which one ...?
Who was ...?
Who were the main . . . ?
Why did ...?

Comprehension

To show understanding finding information from the text. Demonstrating basic understanding of facts and ideas.

Key words:

Ask, Cite, Classify, Compare, Contrast, Demonstrate, Discuss, Estimate, Explain, Express, Extend, Generalise, Give examples, Illustrate, illustrate, Indicate, Infer, Interpret, Match, Observe, Outline, Predict, Purpose, Relate, Rephrase, Report, Restate, Review, Show, Summarise, Translate

Actions:

Classifying, Comparing, Exemplifying, Explaining, Inferring, Interpreting, Paraphrasing, Summarising

Outcomes:

Collection, Examples, Explanation, Label, List, Outline, Quiz, Show and tell, Summary

Questions:

Can you explain what is happening . . . what is meant . . .?
How would you classify the type of ...?
How would you compare ...?contrast ...?
How would you rephrase the meaning ...?
How would you summarise ...?
What can you say about ...?
What facts or ideas show ...?
What is the main idea of ...?
Which is the best answer ...?
Which statements support ...?
Will you state or interpret in your own words ...?

Application

To use in a new situation. Solving problems by applying acquired knowledge, facts, techniques and rules in a different way.

Key words:

Act, Administer, Apply, Associate, Build, Calculate, Categorise, Choose, Classify, Connect, Construct, Correlation, Demonstrate, Develop, Dramatise, Employ, Experiment with, Group, Identify, Illustrate, Interpret, Interview, Link, Make use of, Manipulate, Model, Organise, Perform, Plan, Practice, Relate, Represent, Select, Show, Simulate, Solve, Summarise, Teach, Transfer, Translate, Use

Actions:

Carrying out, Executing, Implementing, Using

Outcomes:

Demonstration, Diary, Illustrations, Interview, Journal, Performance, Presentation, Sculpture, Simulation

Questions:

How would you use...?
What examples can you find to ...?
How would you solve _____ using what you have learned ...?
How would you organise _____ to show ...?
How would you show your understanding of ...?
What approach would you use to...?
How would you apply what you learned to develop ...?
What other way would you plan to ...?
What would result if ...?
Can you make use of the facts to ...?
What elements would you choose to change ...?
What facts would you select to show ...?
What questions would you ask in an interview with ...?

Analysis

To examine in detail. Examining and breaking information into parts by identifying motives or causes; making inferences and finding evidence to support generalisations.

Key words:

Analyse, Appraise, Arrange, Assumption, Breakdown, Categorise, Cause and effect, Choose, Classify, Differences, Discover, Discriminate, Dissect, Distinction, Distinguish, Divide, Establish, Examine, Find, Focus, Function, Group, Highlight, In-depth discussion, Inference, Inspect, Investigate, Isolate, List, Motive, Omit, Order, Organise, Point out, Prioritize, Question, Rank, Reason, Relationships, Reorganise, Research, See, Select, Separate, Similar to, Simplify, Survey, Take part in, Test for, Theme, Comparing

Actions:

Attributing, Deconstructing, Integrating, Organising, Outlining, Structuring

Outcomes:

Abstract, Chart, Checklist, Database, Graph, Mobile, Report, Spread sheet, Survey

Questions:

What are the parts or features of ...?
How is _____ related to ...?
Why do you think ...?
What is the theme ...?
What motive is there ...?
Can you list the parts ...?
What inference can you make ...?
What conclusions can you draw ...?
How would you classify ...?
How would you categorise ...?
Can you identify the difference parts ...?
What evidence can you find ...?
What is the relationship between ...?
Can you make a distinction between ...?
What is the function of ...?
What ideas justify ...?

Synthesis

To change or create into something new. Compiling information together in a different way by combining elements in a new pattern or proposing alternative solutions.

Key words:

Adapt, Add to, Build, Change, Choose, Combine, Compile, Compose, Construct, Convert, Create, Delete, Design, Develop, Devise, Discover, Discuss, Elaborate, Estimate, Experiment, Extend, Formulate, Happen, Hypothesise, Imagine, Improve, Innovate, Integrate, Invent, Make up, Maximise, Minimise, Model, Modify, Original, Originate, Plan, Predict, Produce, Propose, Reframe, Revise, Rewrite, Simplify, Solve, Speculate, Substitute, Suppose, Tabulate, Test, Theorise, Think, Transform, Visualise

Actions:

Constructing, Designing, Devising, Inventing, Making, Planning, Producing

Outcomes:

Advertisement, Film, Media product, New game, Painting, Plan, Project, Song, Story

Questions:

What changes would you make to solve...?
How would you improve ...?
What would happen if...?
Can you elaborate on the reason...?
Can you propose an alternative...?
Can you invent...?
How would you adapt _____ to create a different...?
How could you change (modify) the plot (plan)...?
What could be done to minimise (maximise)...?
What way would you design...?
Suppose you could _____ what would you do...?
How would you test...?
Can you formulate a theory for...?
Can you predict the outcome if...?
How would you estimate the results for...?
What facts can you compile...?
Can you construct a model that would change...?
Can you think of an original way for the ...?

Evaluation

To justify. Presenting and defending opinions by making judgements about information, validity of ideas or quality of work based on a set of criteria.

Key words:

Agree, Appraise, Argue, Assess, Award, Bad, Choose, Compare, Conclude, Consider, Convince, Criteria, Criticise, Debate, Decide, Deduct, Defend, Determine, Disprove, Dispute, Effective, Estimate, Evaluate, Explain, Give reasons, Good, Grade, How do we know?, Importance, Infer, Influence, Interpret, Judge, Justify, Mark, Measure, Opinion, Perceive, Persuade, Prioritise, Prove, Rate, Recommend, Rule on, Select, Support, Test, Useful, Validate, Value, Why

Actions:

Attributing, Checking, Deconstructing, Integrating, Organising, Outlining, Structuring

Outcomes:

Abstract, Chart, Checklist, Database, Graph, Mobile, Report, Spread sheet, Survey

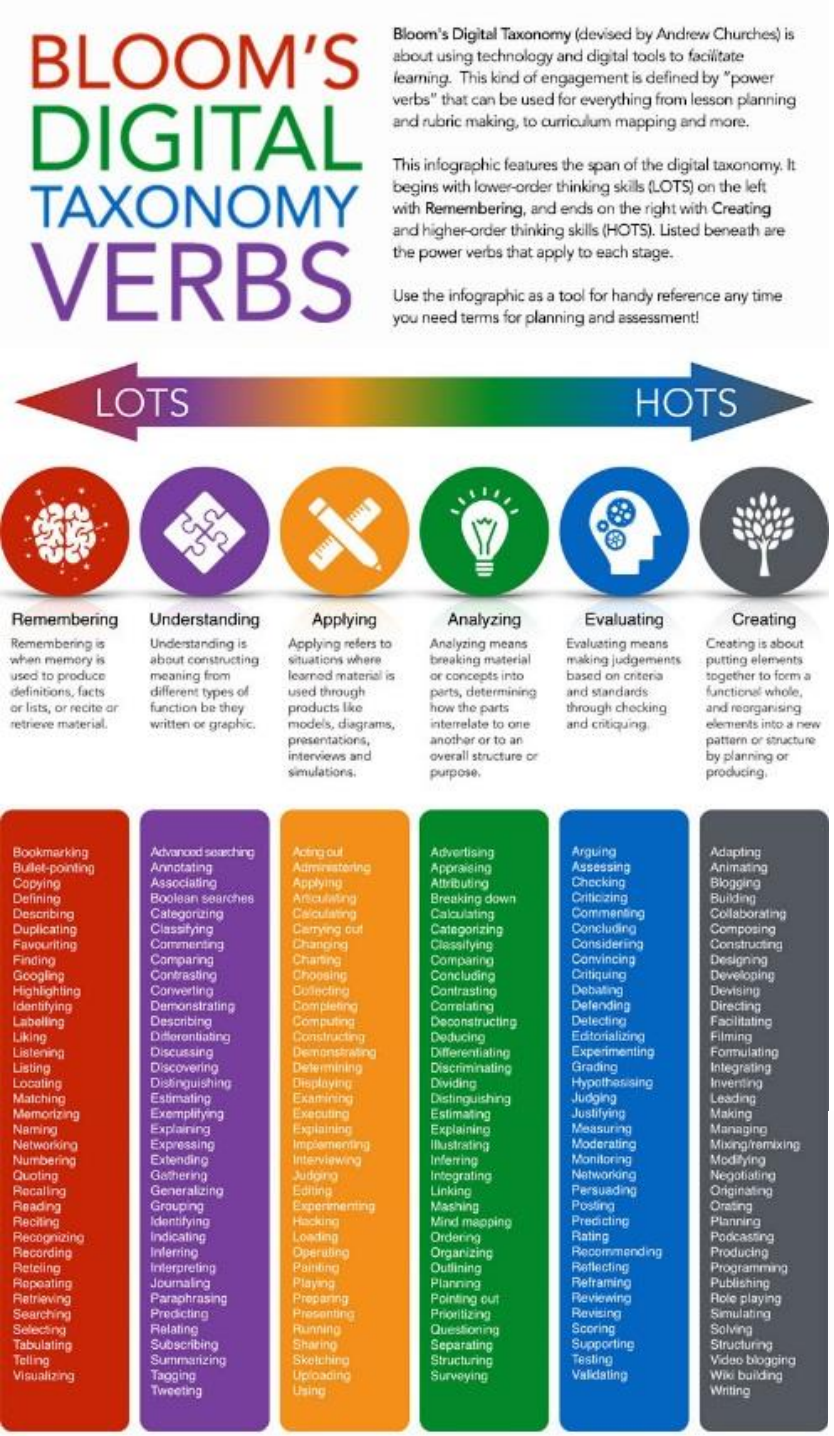
Questions:

Do you agree with the actions/outcomes...?
What is your opinion of...?
How would you prove/disprove...?
Can you assess the value/importance of...?
Would it be better if...?
Why did they (the character) choose...?
What would you recommend...?
How would you rate the...?
What would you cite to defend the actions...?
How would you evaluate ...?
How could you determine...?
What choice would you have made...?
What would you select...?
How would you prioritise...?
What judgement would you make about...?
Based on what you know, how would you explain...?
What information would you use to support the view...?
How would you justify...?
What data was used to make the conclusion...?

Bloom's Taxonomy: Teacher Planning Kit

Link to PDF version:

https://www.cebm.net/wp-content/uploads/2016/09/Blooms-Taxonomy-Teacher-Planning-Kit.pdf



More Bloom's Taxonomy Resources

Bloom's Thinking and Learning.
https://www.virtuallibrary.info/blooms-taxonomy.html

Assessment Resources

https://www.cobleskill.edu/academics/assessment/Assessment-Resources.aspx

- Assessment Schedule 2018-2020
- Workshop Schedule
- Assessment & Weave Guide
- Assessment & Weave Presentation

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10. University of Wisconsin – Madison: https://provost.wisc.edu/assessment/assessment-basics.htm
11. Weave Assessment Project: AGNR ANPS Landscape Contracting BT 2017-2018