



# ASSESSMENT IN 5 EASY STEPS

Spring 2020 Assessment Workshops  
*January 31, 2020*



# Outline

- ▶ Workshop Goals!
- ▶ Assessment is more than accreditation
- ▶ The Assessment Cycle & Vocabulary
- ▶ Assessment in 5 Steps
- ▶ The 5-year assessment plan
- ▶ Information and Data Gathering
- ▶ Next Steps



# Workshop Goals

- ▶ As a result of this workshop, you will be able to:
  - Describe the stages of the **assessment cycle**.
  - Review **ILOs** and the **5 Core Competencies** by WASC
  - Differentiate between **indirect and direct** assessment measures and learn other assessment vocabulary
  - Discuss the use of **rubrics**
  - Locate existing sources of **data** to inform program improvement.
  - Formulate a program/course **assessment plan**.



# Assessment is more than Accreditation

**ALL** instructors do some form of assessment!

What is needed is “*meaningful assessment*” (intentional & purposive)

May be achieved via support from peers, department, college and University—*Culture of Assessment*



# Assessment is more than Accreditation

*“Without data, you are just another person with an opinion”*

*- W. Edwards Deming*

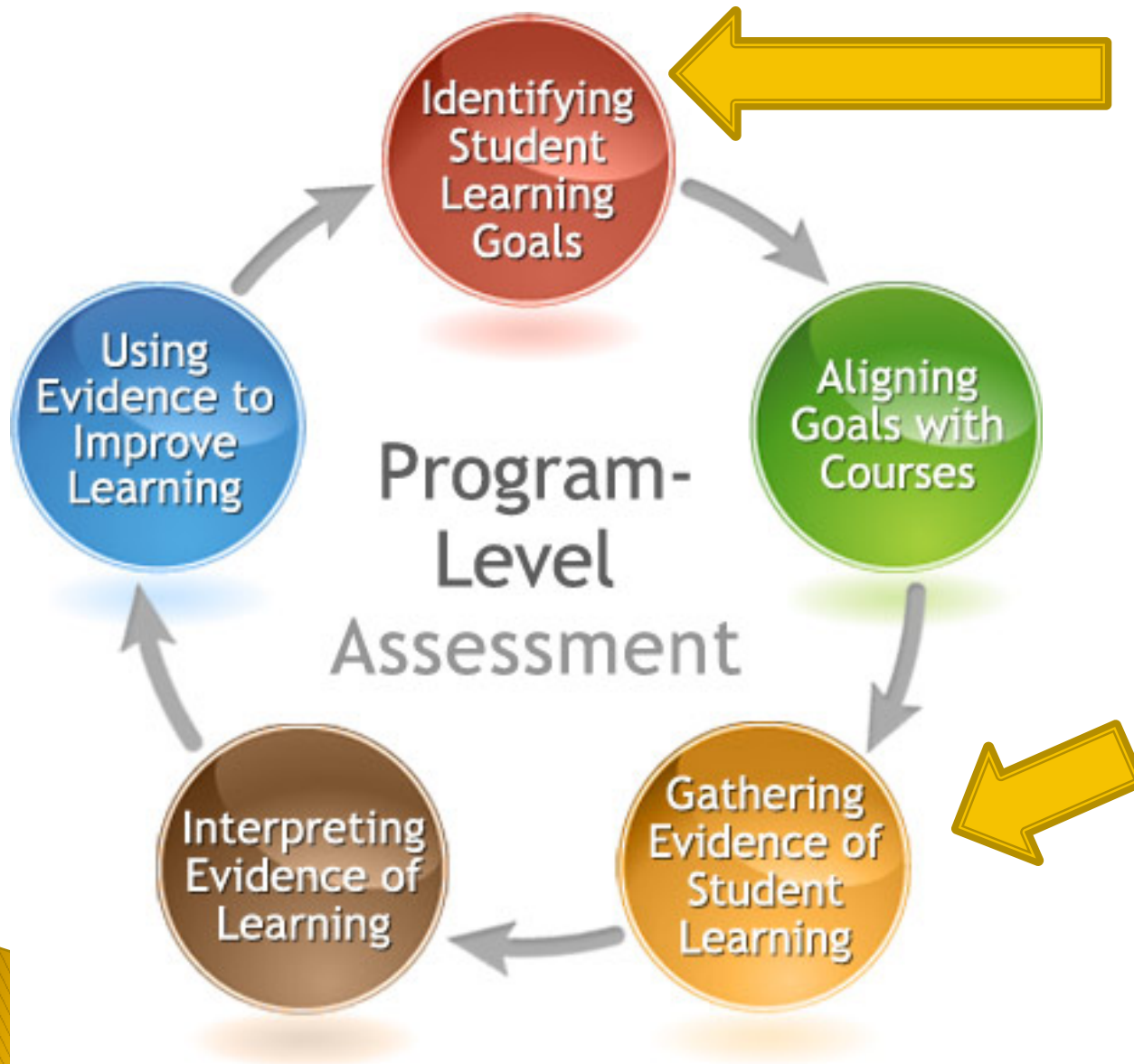
- ▶ **To confirm, diagnose, and IMPROVE**
- ▶ To inform decision-making
- ▶ To demonstrate effectiveness
- ▶ To support accountability/compliance requirements



# Assessment is more than Accreditation

- Improve student learning and success
  - Data-driven *culture of evidence* instead of anecdotes and opinions
- Inform curriculum revision
- Communicate the value of our program to our students and the public
- Program review and WASC Accreditation

# The Assessment Cycle



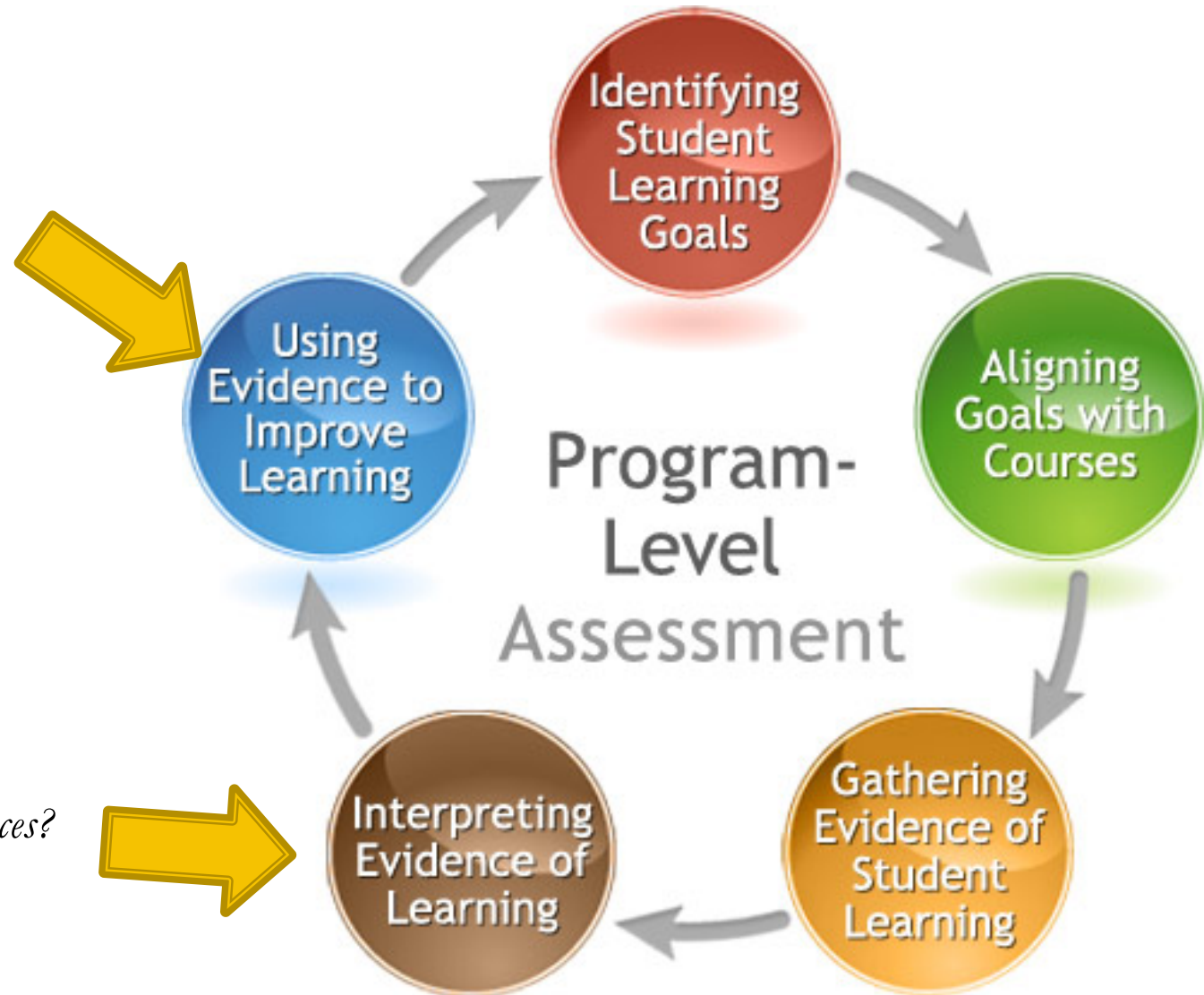
What do we want our students to learn and/or our units to accomplish?

How are we doing?  
How do we know?  
What evidence do we need to know to determine whether we are successful?

# The Assessment Cycle

What changes are we making?  
Are the changes working?  
**How are we documenting the assessment AND improvement activities/results?**

*How do we use data to confirm/improve our practices?*





# Assessment Vocabulary

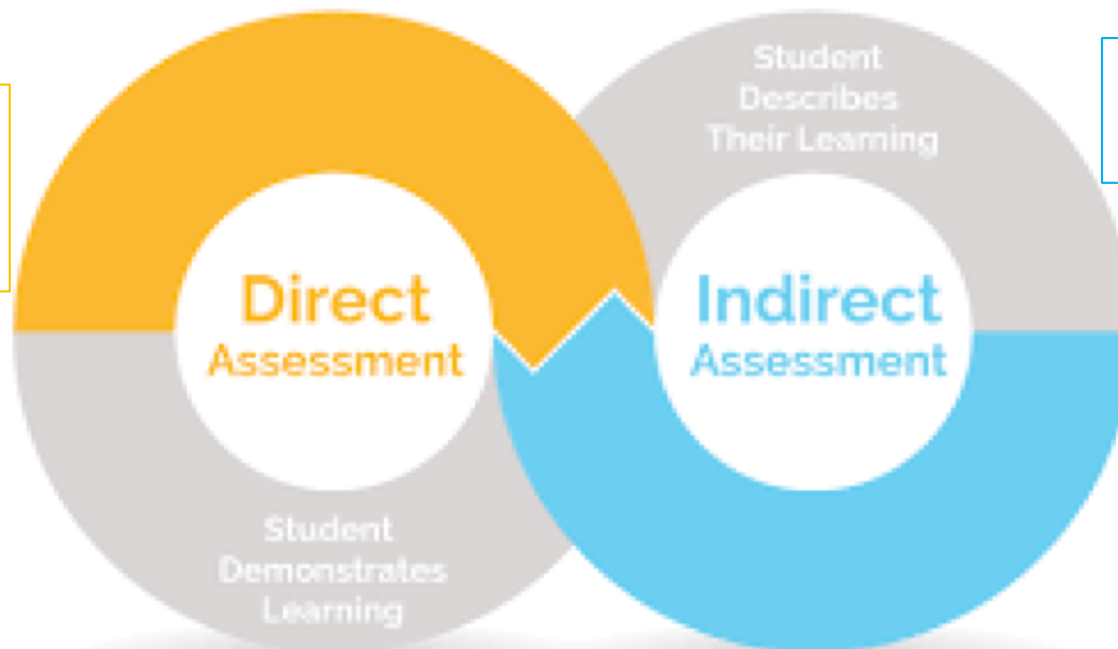
- ▶ Assessment (of student learning)
- ▶ Evaluation
- ▶ Learning outcome
- ▶ Evidence (Direct and Indirect)
- ▶ Authentic Assessment
- ▶ Triangulation
- ▶ Criteria
- ▶ Standards
- ▶ Rubric
- ▶ Alignment
- ▶ Benchmark
- ▶ “Closing the loop”

*Please refer to handout 1*



# Methods of Assessment

**Student demonstrates their learning**



**Student describes their learning**

- **Indirect** assessment measures of student learning
  - Student opinion or alumni surveys
- **Direct** assessment of student learning
  - Classroom-based assessments and assignments
  - Rubrics

# More Vocabulary: Some Assessment Choices

## Value-added vs. Absolute Learning Outcomes

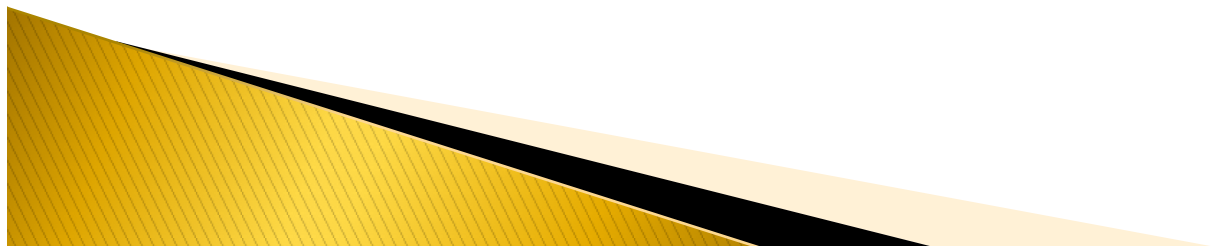
- ▶ Value-added outcomes propose to **measure growth** in student learning
  - *E.g. Student composition skills will improve as a result of Writing 1.*
- ▶ Absolute learning outcomes **establish an expectation** for student performance at the completion of a course or degree program
  - *E.g. Students will use composition skills to communicate with varied audiences*

*Please refer to handout 1*

# More Vocabulary: Some Assessment Choices

## Diagnostic Assessment

- ▶ **Diagnostic assessment** is a form of pre-assessment that allows a teacher to determine students' individual strengths, weaknesses, knowledge, and skills prior to instruction. It is primarily used to diagnose student difficulties and to guide lesson and curriculum planning.



# More Vocabulary: Some Assessment Choices

## Summative vs. Formative Assessment

- ▶ ***Formative assessment*** occurs during the learning experience, providing feedback to students and the teacher about student learning progress in relation to intended learning. It contributes to the “formation” of student learning along a learning path
- ▶ ***Summative assessment*** occurs at the conclusion of the learning experience (e.g. course/program), summarizing student knowledge and abilities to that point. It provides information to affirm student achievement and/or to inform subsequent offerings of that course/program

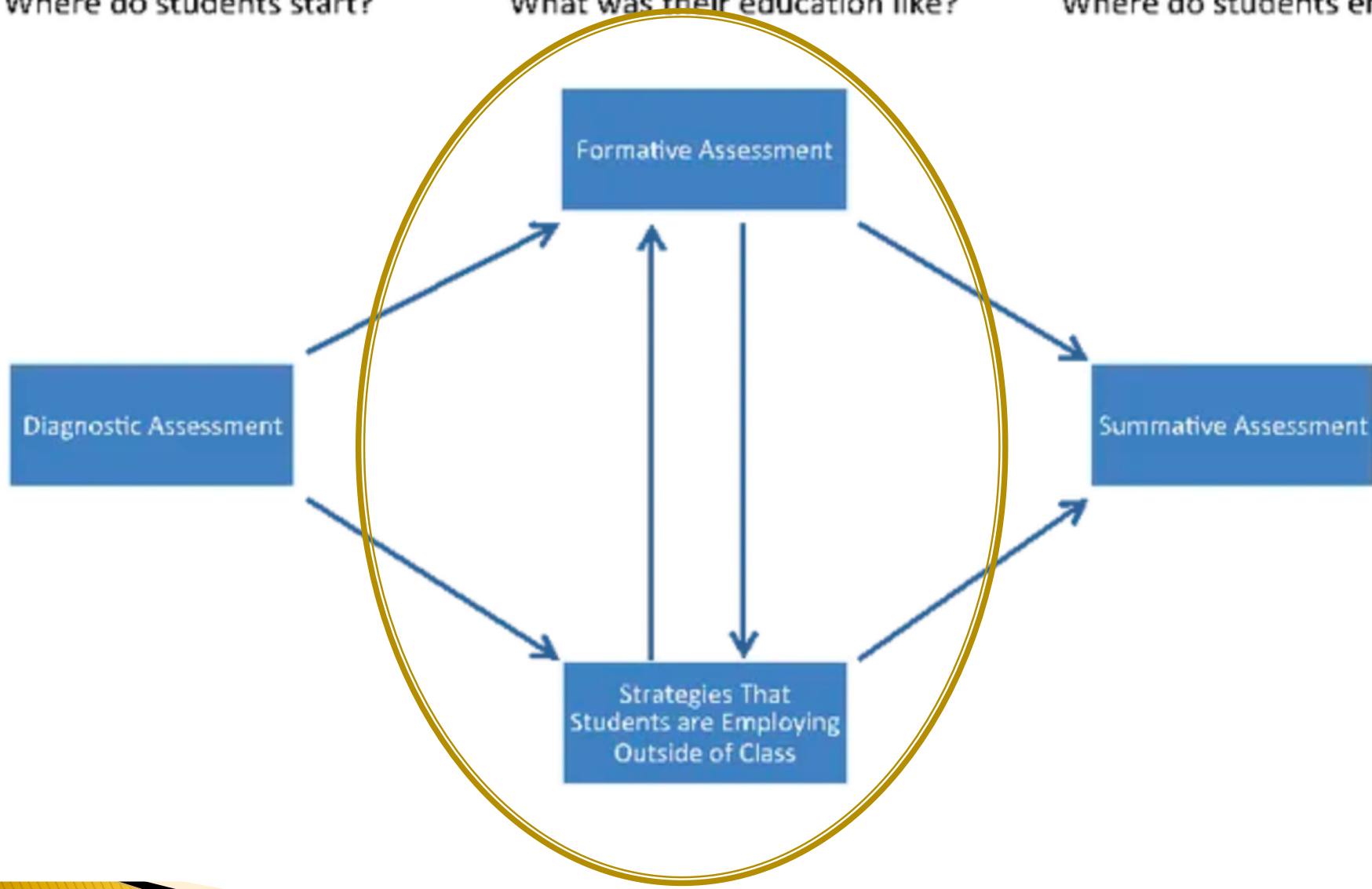
*Please refer to handout 1*

# More Vocabulary: Some Assessment Choices

Where do students start?

What was their education like?

Where do students end up?



# Activity 1: Practice Questions

## (Refer Handout 1)

A faculty member includes the following description in her syllabus: *At the conclusion of this semester, students will be able to use core principles in marketing and advertising to develop realistic marketing plans for new products.*

**What is this statement called?**

A faculty member reviews draft marketing plans, provides feedback on the work, and reviews with the class the marketing principles that a number of groups misapplied.

**What is this faculty member doing?**

A faculty member asks students to describe their contributions to the development of the marketing plan in relation to the teamwork learning outcome. **What kind of evidence is this?**

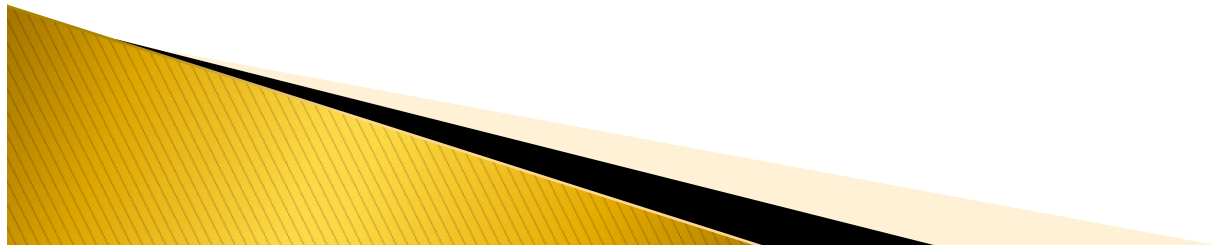


# Assessment in 5 Easy Steps

1. Pick a PLO (Program Learning Outcome) that is a priority.
2. Examine existing data.
  - Data from Institutional Research
  - University assessment results (info literacy, oral communication...)
3. Formulate a plan to collect more useful data.
  - Capitalize on assessments faculty already use
4. Collect and analyze data.
5. Discuss and close the loop.



Step 1:  
Choosing a Priority  
Learning Outcome





# What is meaningful assessment?

- ▶ Should be **intentional** and **purposive**
- ▶ **Backward design** means beginning with the end in mind, anticipating the use of evidence
- ▶ Articulate **questions** important for the program:
  - Are there *disparities in academic performance* among various ethnicities in our program?
  - Are students able to *transfer knowledge between* our courses?
  - Do students improve their *cultural competence* skills as a result of our program?



# How should we decide what is meaningful?

- ▶ Consider **strategic planning priorities**
- ▶ **Collect data** to address salient issues faculty have observed
- ▶ To following best practices- **assess each PLO on a 5-year cycle**



# Three Aspects of Effective Assessment

## Useful

- ▶ Assessment that is well done is useful. It should **energize the instructor's work** by providing information the instructor can use to improve efforts to help students. It is an **intellectually engaging and challenging inquiry into how students learn in real world situations.**

## Targeted

- ▶ Assessment that is well done should also be targeted. Assess only one or two learning outcomes at a time. **Identify a small number of learning outcomes that are the most important outcomes** for your program or ensemble.

## Sustainable

- ▶ Assessment should be sustainable. It should **become part of your normal routine** and not be an add-on, so work on something important. Assessment should **occur regularly** as part of the ongoing activities of your classes.



# Institutional Learning Outcomes at Cal State LA

- ▶ ***Knowledge: Mastery of content and processes of inquiry***
  - CSULA graduates have a strong knowledge base in their academic major and can use powerful processes of inquiry in a range of disciplines. They engage contemporary and enduring questions with an understanding of the complexities of human cultures and the physical and natural world and are ready to put their knowledge into action to address contemporary issues.
- ▶ ***Proficiency: Intellectual skills***
  - CSULA graduates are equipped to actively participate in democratic society. They are **critical thinkers** who make use of **quantitative and qualitative reasoning**. They have the ability to **find, use, evaluate and process information** in order to engage in complex decision-making. They read critically, **speak and write** clearly and thoughtfully and communicate effectively.
- ▶ ***Place and Community: Urban and global mission***
  - CSULA graduates are engaged individuals who have contributed to the multi-lingual and multiethnic communities that constitute Los Angeles and the world of the future. They are aware of how their actions impact society and the environment, and they strive to make socially responsible decisions. They are community builders sensitive to the needs of diverse individuals and groups and committed to renewing the communities in which they live.
- ▶ ***Transformation: Integrative learning***
  - CSULA graduates integrate academic learning with life. They engage in community, professional, creative, research and scholarly projects that lead to changes in their sense of self and understanding of their worlds. Graduates integrate their knowledge, skills and experience to address complex and contemporary issues and act ethically as leaders for the 21st century.



# The Big Five Core Competencies as Defined by WASC

## ▶ **Critical thinking**

- the ability to think in a way that is clear, reasoned, reflective, informed by evidence, and aimed at deciding what to believe or do. Dispositions supporting critical thinking include open-mindedness and motivation to seek the truth.

## ▶ **Quantitative Reasoning**

- the ability to apply mathematical concepts to the interpretation and analysis of quantitative information in order to solve a wide range of problems, from those arising in pure and applied research to everyday issues and questions. It may include such dimensions as ability to apply math skills, judge reasonableness, communicate quantitative information, and recognize the limits of mathematical or statistical methods.



# The Big Five Core Competencies as Defined by WASC

## ▶ Oral Communication

- communication by means of spoken language for informational, persuasive, and expressive purposes. In addition to speech, oral communication may employ visual aids, body language, intonation, and other non-verbal elements to support the conveyance of meaning and connection with the audience. Oral communication may include speeches, presentations, discussions, dialogue, and other forms of interpersonal communication, either delivered face to face or mediated technologically.

## ▶ Written Communication

- Communication by means of written language for informational, persuasive, and expressive purposes. Written communication may appear in many forms or genres. Successful written communication depends of mastery of conventions, faculty with culturally accepted structures for presentation and argument, awareness of audience and other situation-specific factors.



# The Big Five Core Competencies as Defined by WASC

## ► Information Literacy

- according the Association of College and Research Libraries, the ability to “recognize when information is needed and have the ability to locate, evaluate, and use the needed information” for a wide range of purposes. An information-literate individual is able to determine the extent of information needed, access it, evaluate it and its sources, use the information effectively, and do so ethically and legally.



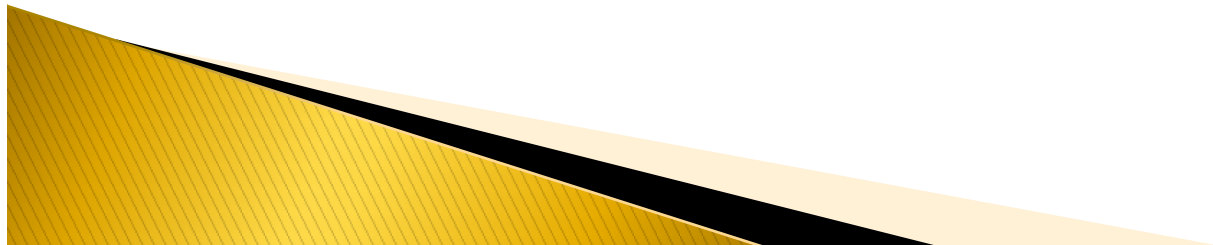


# Activity #2: Pick a Priority

<http://www.calstatela.edu/apra/learning-outcomes>

- ▶ Which PLOs are your department's strengths?
- ▶ Which are your weaknesses?
- ▶ What is one question you would most like to answer with regard to your PLOs?

Step 2:  
Examine Existing Data  
Sources





# Indirect Methods of Assessment

- ▶ Graduation or Completion Rates
- ▶ Placement Rates
- ▶ Student Survey
- ▶ Student Interviews or Focus Groups
- ▶ Alumni Survey
- ▶ Employer Survey
- ▶ Faculty Survey
- ▶ Exit (end of program) Survey or Interviews
- ▶ Reflection Essays
- ▶ Diaries or Journals
- ▶ Data from Institutional Surveys (NSSE)
- ▶ Curriculum/Syllabus Analysis
- ▶ Checklists



# Existing Data Sources from Institutional Effectiveness (IE)

- ▶ Interactive reports of enrollment trends and graduation rates by gender and ethnicity
- ▶ Admission and course data, including bottleneck course analysis
- ▶ And a lot more...



# Surveys Regularly Administered by IE

- ▶ **Entering Freshman and Entering Transfer Survey**
  - Collected every year on admissions process, high school experiences, view of self, finances, expectations of time at Cal State LA, degree attainment goals
  
- ▶ **Senior Survey**
  - Collected in 2013 and 2015 on time-to-degree, perceptions of faculty, campus community, skill development, time allocation, plans after graduation, different areas of satisfaction
  
- ▶ **Baccalaureate Alumni Survey**
  - Conducted since 2015 targeting recent graduates, early career, and mid-career, regarding undergraduate education experience, current activity/employment, career, pursuit of additional education, education-related debt
  
- ▶ **National Survey of Student Engagement (NSSE)**
  - Administered in 2014, 2017... with freshmen and graduating seniors focused on student engagement (academic challenge, learning with peers, experiences with faculty, campus environment) and advisement



# IE Website

<http://www.calstatela.edu/InstitutionalEffectiveness>



## Institutional Effectiveness

[IE HOME](#) | [DASHBOARDS](#) | [QUICK FACTS](#) | [REPORTS](#) | [SURVEYS](#) | [ALUMNI OUTCOMES](#) | [PRESENTATIONS](#) | [RESOURCES](#) | [CONTACT US](#)

The Office of Institutional Effectiveness (IE) provides high-quality data, analytical tools, strategic analysis, and partnership-based education and collaboration to foster a University culture of data-informed decision making.

[IE STRATEGIC PLAN](#)

### IE DASHBOARDS

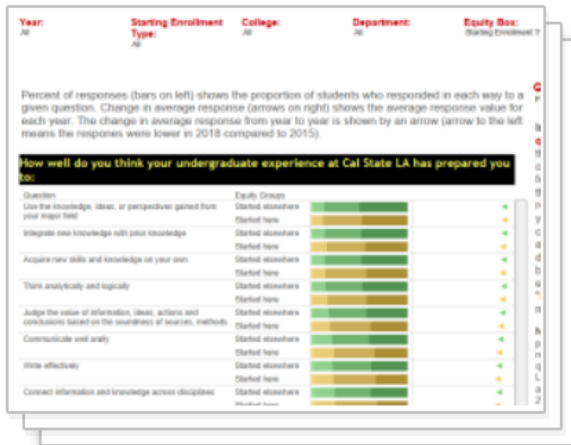


<a href="#">Admission</a>	<a href="#">Retention &amp; Graduation Initiative 2025</a>	<a href="#">Course Enrollment Comparison</a>
<a href="#">Student Enrollment</a>	<a href="#">Degrees Awarded</a>	<a href="#">Daily Enrollment</a>
<a href="#">Average Unit Load</a>	<a href="#">Dashboards with ID Login</a>	<a href="#">Alumni Outcomes</a>



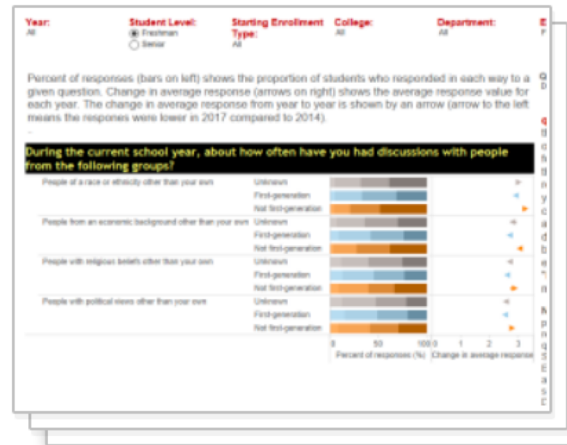
# IE Dashboard

<http://www.calstatela.edu/InstitutionalEffectiveness>



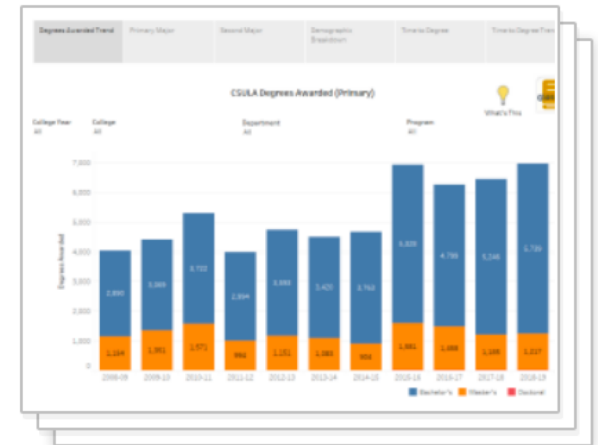
## Senior Survey

63 views  0



## NSSE Survey

38 views  0



## Degrees Awarded

35 views  0

... and other data; you can also **email** them for additional information. If you are going through **Program Review**, they have created a customized webpage!

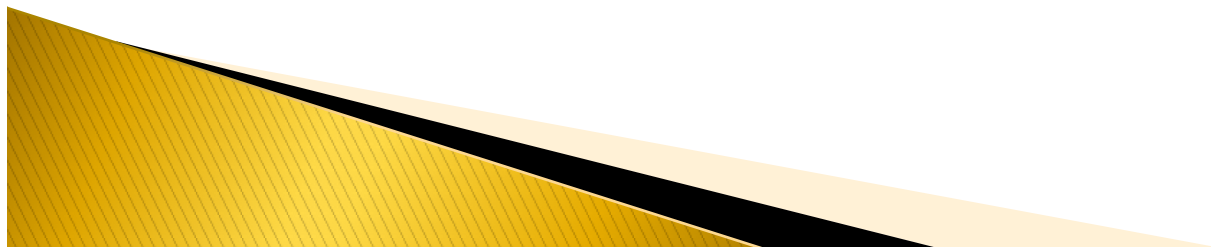


# Activity : Existing Data

- ▶ What data source (s) could inform your program?
- ▶ What question (s) could these sources help answer?



**Step 3:**  
**Formulate a Plan to Collect**  
**More Useful Data**





## Capitalize on Existing Assessments Used within the Program

- ▶ **Re-examine** assessments used in the past.
- ▶ Find out what **course-based assessments** are used by faculty.
- ▶ Are any faculty **willing to share results** from their course-based assessments?
  - *Faculty who have participated in CETL course redesigns have results assessing the effectiveness of their practices.*
- ▶ Brainstorm how these can be **expanded** to inform about the effectiveness of the program as a whole.



# Direct Methods of Assessment

- ▶ Capstone Products, Theses, Dissertations
- ▶ Comprehensive Exams
- ▶ Pass Rates on Certification or Licensure Exams
- ▶ Published (Standardized) test (e.g., Major Field Test)
- ▶ Term Papers or Projects
- ▶ Class Oral or Poster Presentations
- ▶ Off-campus Presentations (for clients, agencies, etc.)
- ▶ Case Studies
- ▶ Portfolios
- ▶ Artistic Performances, Recitals, & Products
- ▶ Oral Exams or Competency Interviews
- ▶ Simulations
- ▶ Embedded Questions in Course Exams



# Indirect Methods of Assessment

- ▶ Graduation or Completion Rates
- ▶ Placement Rates
- ▶ Student Survey
- ▶ Student Interviews or Focus Groups
- ▶ Alumni Survey
- ▶ Employer Survey
- ▶ Faculty Survey
- ▶ Exit (end of program) Survey or Interviews
- ▶ Reflection Essays
- ▶ Diaries or Journals
- ▶ Data from Institutional Surveys (NSSE)
- ▶ Curriculum/Syllabus Analysis



# Example Strategies of Department-Wide or Program-Level Assessment

- Administering **standardized tests** to a sample of students
- **Embedding** a set of items measuring the PLO into **final exams** of several class sections
- Collecting products (such as papers, posters, etc.) from several classes and scoring them with a **common rubric**
- Creating a **common assignment** for a set of classes and collecting the scores (graded with a common rubric) from instructors
- Asking students to **self-reflect** on their achievement of the learning outcome
- Conducting **focus groups** with students



# Why rubrics?

- ▶ Chance for faculty to **explicitly articulate and specify criteria** for evaluating student learning
- ▶ Student work can be scored to **examine** for which skills are they meeting **expectations** and which need **improvement**



# Creating a Rubric

## Scale

	1 - Does not meet expectations	2 - Meets expectations	3 - Exceeds expectations	Comments
<b>D</b> <b>i</b> <b>m</b> <b>e</b> <b>n</b> <b>s</b> <b>i</b> <b>o</b> <b>n</b> <b>s</b>	<b>Listens effectively</b> <input type="checkbox"/> What does this look like?	What does this look like?	What does this look like?	<b>D</b> <b>e</b> <b>s</b> <b>c</b> <b>r</b> <b>i</b> <b>p</b> <b>t</b> <b>i</b> <b>o</b> <b>n</b> <b>s</b>
	<b>Writes in a professional manner</b> <input type="checkbox"/> What does this look like?	What does this look like?	What does this look like?	
	<b>Speaks clearly and concisely</b> <input type="checkbox"/> What does this look like?	What does this look like?	What does this look like?	
<b>Total:</b>				

# Fac/Ops Reservations Office: SELO II Intellectual & Practical Skills - Collaborative Work

Subject: \_\_\_\_\_

Evaluator Name: \_\_\_\_\_



	1 - Beginner	2 - Developing	3 - Accomplished	Comments
<b>Interacting with Colleagues</b> <input type="checkbox"/>	<ul style="list-style-type: none"> <li>• Alienates colleagues and co-workers or does not interact with others.</li> </ul>	<ul style="list-style-type: none"> <li>• Acknowledges colleagues and co-workers.</li> </ul>	<ul style="list-style-type: none"> <li>• Is friendly to colleagues and co-workers and encourages and/or motivates others.</li> </ul>	
<b>Listening to Others</b> <input type="checkbox"/>	<ul style="list-style-type: none"> <li>• Listens to colleagues inattentively or does not show signs of active listening.</li> </ul>	<ul style="list-style-type: none"> <li>• Listens attentively to colleagues.</li> </ul>	<ul style="list-style-type: none"> <li>• Listens attentively to colleagues, and takes initiative to provide input and/or recommendations.</li> </ul>	
<b>Respect for Difference</b> <input type="checkbox"/>	<ul style="list-style-type: none"> <li>• Shows lack of respect for those whose perspectives or backgrounds may be different from their own.</li> </ul>	<ul style="list-style-type: none"> <li>• Occasionally shows lack of respect, but corrects behavior after reminders of how to show respect for those whose perspectives or backgrounds may be different from their own.</li> </ul>	<ul style="list-style-type: none"> <li>• Always displays respect for those whose perspectives or backgrounds may be different from their own in all aspects of their work and encourages others to do the same.</li> </ul>	
<b>Adapting to Change</b> <input type="checkbox"/>	<ul style="list-style-type: none"> <li>• Has difficulty with unexpected situations and change, expresses a negative reaction or high anxiety.</li> </ul>	<ul style="list-style-type: none"> <li>• Responds to unexpected situations and change expressing some anxiety.</li> </ul>	<ul style="list-style-type: none"> <li>• Adjusts quickly in difficult and unexpected situation.</li> </ul>	





## Comm Effectiveness Rubric for a Poster

		Exceeds Competency (3 points)	Meets Competency (2 points)	Does Not Meet Competency (1 pt.)
Content	Introduction	Concisely described background information is logically related to hypotheses	Information is relevant but may be too wordy	Information is confusing or not clearly related to hypotheses
	Method and Results	Easy to understand method and results	Describes method and results, but clarity could be improved	Difficult to understand methods and/or results
	Discussion	Connects findings to other research, thoughtful description of implications or future research	Describes conclusions and future research, but may not connect to other research	Description of conclusions is confusing and implications are unclear
Style and Format	APA Format Citations	An occasional error, but demonstrates knowledge of rules	Minor errors in format, but cites appropriately	Major errors and/or missing citations
	Syntax and Use of Language	An occasional error	Some errors (can be repeated) but not distracting	Errors make it difficult to understand
	Style	Visually engaging, professional, neat, and organized	Info. is organized, but may be visually boring or crowded with too small font	Components are difficult to follow or hard to read, may look messy

**Total Scores**  
**15-18 Exceeds Competency**  
**12-14 Meets Competency**  
**8-11 Approaching Competency**  
**3-7 Does Not Meet**



# Assessment Resources

Association of American Colleges and Universities (AAC&U)  
VALUE rubrics

- ***Intellectual and Practical Skills, including***
  - Inquiry and analysis
  - Critical and creative thinking
  - Written and oral communication
  - Quantitative literacy
  - Information literacy
  - Teamwork and problem solving
- ***Personal and Social Responsibility, including***
  - Civic knowledge and engagement—local and global
  - Intercultural knowledge and competence
  - Ethical reasoning and action
  - Foundations and skills for lifelong learning



# Assessment Resources

[http://www.calstatela.edu/  
apra/assessment-  
resources](http://www.calstatela.edu/apra/assessment-resources)

<http://degreeprofile.org/>

# DQP

DEGREE QUALIFICATIONS PROFILE

## ABOUT US

### NATIONAL INSTITUTE FOR LEARNING OUTCOMES ASSESSMENT (NILOA)

Established in 2008, the National Institute for Learning Outcomes Assessment (NILOA) assists institutions and others in discovering and adopting promising practices in the assessment of college student learning outcomes. NILOA's primary objective is to discover and disseminate ways that academic programs and institutions can productively use assessment data internally to inform and strengthen undergraduate education, and externally to communicate with policy makers, families and other stakeholders.

### INSTITUTE FOR EVIDENCE-BASED CHANGE (IEBC)

The nonprofit Institute for Evidence-Based Change (IEBC) is focused on improving educational practice by helping education stakeholders use data and information to make informed decisions and increase student success. IEBC's commitment to evidence-based change reflects its extensive and successful experience with a collaborative, action research-based model that links data across educational segments. For a list of the Tuning Advisory Board members, please click [here](#).

### LUMINA FOUNDATION

Lumina Foundation is the nation's largest private foundation focused solely on increasing Americans' success in higher education. Lumina Foundation strives to help people achieve their potential by expanding access to and success in education beyond high school and is committed to increasing the proportion of Americans with high-quality degrees, certificates and other credentials to 60 percent by 2025.

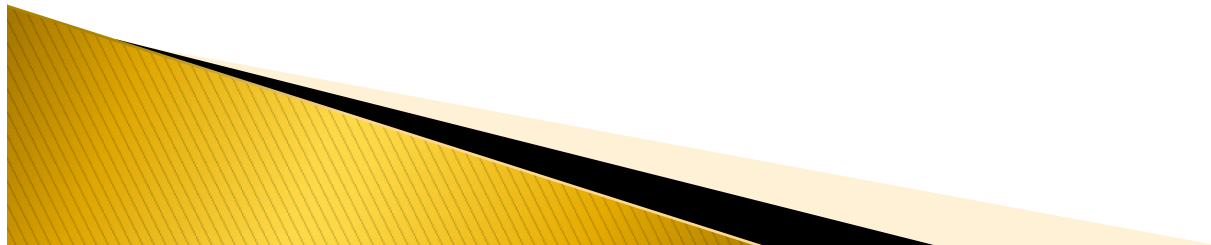


# Activity # 3: Assessment Plan

Check Handout 2

- **Pick 1 PLO and brainstorm a plan:**
  - What assignment or activity will you use?
  - How will you score student achievement?
  - What classes would you target for sampling and when?
  - Which faculty will be responsible for coordinating data collection?  
Data analysis?
  - How will you analyze the results? Will you disaggregate results in some way?
  - How will results be shared, discussed, and used to make changes?
  - When will the PLO be assessed again?

Step 4:  
Collecting and Analyze Data



# Dos and Don'ts of Data Collection and Analysis

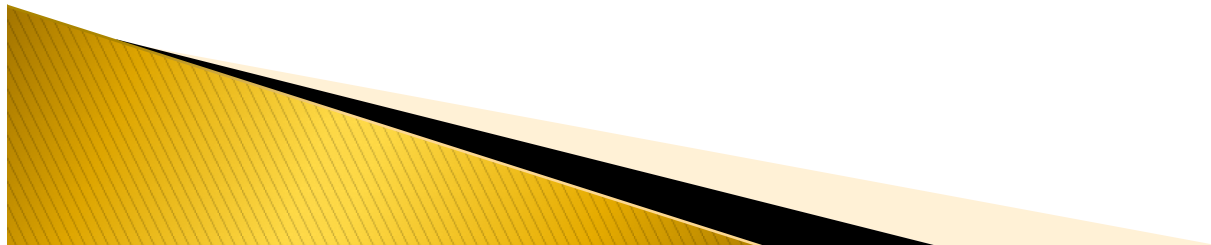
## DO

- ▶ Form a **department assessment committee** charged with regularly collecting and disseminating data
- ▶ Ask for **faculty volunteers**
- ▶ Give faculty **early notice** regarding assessment plans
- ▶ **Disaggregate results** across time, populations, and outcomes
- ▶ Protect the **confidentiality and anonymity of students and faculty** by examining results at the group level
- ▶ Use results to inform **changes**

## DON'T

- ▶ Ask for help at the **last minute**
- ▶ **Pressure faculty** to comply with assessment activities
- ▶ Use assessment results to **call attention to individual faculty or students**
- ▶ Use assessment results to **judge or punish faculty**
- ▶ Expect **perfection**
- ▶ Collect more data than you can use

**Step 5:**  
**Discuss Results and**  
**Close the Loop**





# Closing the Loop: Strategies for Effective Use of Assessment Results

- ▶ **Present results** at department meetings or retreats **to stimulating faculty discussion** on student learning and pedagogy
- ▶ You might also:
  - Present results to student groups or within key classes to engage students in their own learning
  - Report results on the website to demonstrate student achievement or raise awareness of learning goals
  - Seek input from alumni or employers to improve practices





# Using Results to Create A Culture of Evidence

- ▶ Use results:
  - To **examine skill development** across the curriculum
  - To examine curriculum content coverage and areas for **program modification**
  - To improve instruction and introduce **new pedagogies**
    - Contact CETL for resources and support
  - To improve and refine your assessment process/methods
  - To create an **ongoing assessment plan to ensure sustainability!!**



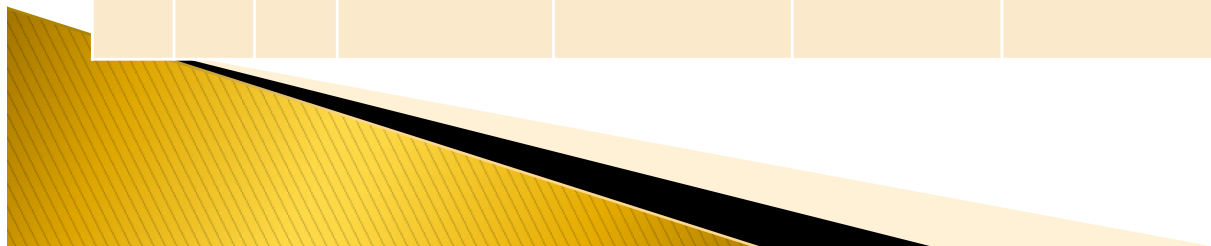
# The 5-Year Assessment Plan

	20-21	21-22	22-23	23-24	24-25
PLO1	Action plan and timeline				
PLO2		Action plan and timeline			
PLO3			Action plan and timeline		
PLO4				Action plan and timeline	
PLO5					Action plan and timeline



# Comprehensive 5-Year Assessment Plan

I L O	P L O	S L O	Course where each SLO is assessed	Assessment activity/ assignment used to measure each SLO	Assessment tool used to measure outcome success	Assessment schedule – how often SLOs will be assessed	How data/ findings will be quantitatively or qualitatively reported	Designated personnel to collect, analyze, and interpret student learning outcome data	Program data/ findings disseminatio n schedule
				Specify the embedded assignment such as oral pres., written exam, essay, etc.		Collect for each class & analyze every other year, etc.			



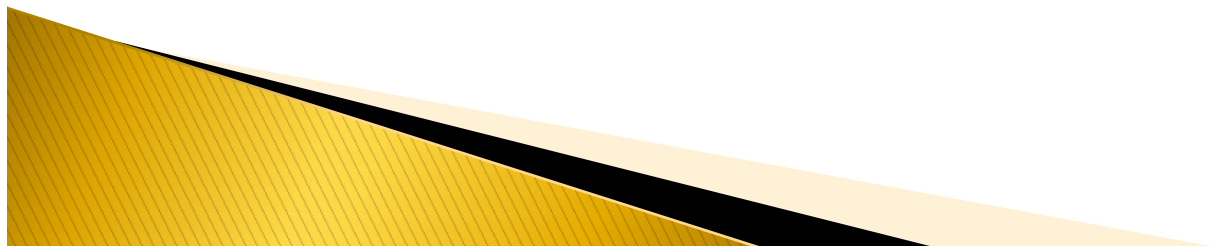


# Next Steps

- ▶ What have you learned today that you want to share with others in your department?
- ▶ Write down 1-3 you can do **this semester** to keep your assessment momentum going?



# Questions?





Thank You!

