

ASSESSMENT: PLANNING AND STRATEGIES

CLAS Advisors
October 3 & 4 2023



TODAY'S AGENDA

Introductions – who's/what's new?

Goals – overall and today

Brief review of project timeline

New topic – Assessment strategies and planning

- Strategies
 - Connecting to your PLOs
 - Some examples to share
 - Feedback from participants
- Assessment planning
 - Guidance general
 - Template presentation
 - Work time
 - Debrief

Developing Assessment Leadership

- Survey results
- Discussion – how are we doing?

Reflections on Session

- What to add for UALs?



Coordinated Learning and Assessment Supports



PARTICIPANTS IN THIS WORKSHOP WILL:

- Reground ourselves into the CLAS project context and progress
- Reconnect with PLOs and curriculum maps developed last year
- Connect assessment strategies to PLOs
- Begin process of moving from identifying PLOs to address to developing plan to assess PLOs
- Discuss our progress in culture-building

Reminder: continuous improvement focuses on process, not product!

CLAS PROJECT GOALS



Coordinated Learning and Assessment Supports

The CLAS project aims to support members of academic units to...

- Identify and describe student learning related to knowledge and skills
- Measure this learning so that we know what they have learned and can do
- Use this information to improve student learning and experiences in academic programs

OUR FOCUS SO FAR...



Coordinated Learning and Assessment Supports

- Develop clear and measurable PLOs
- Map PLOs to your curriculum

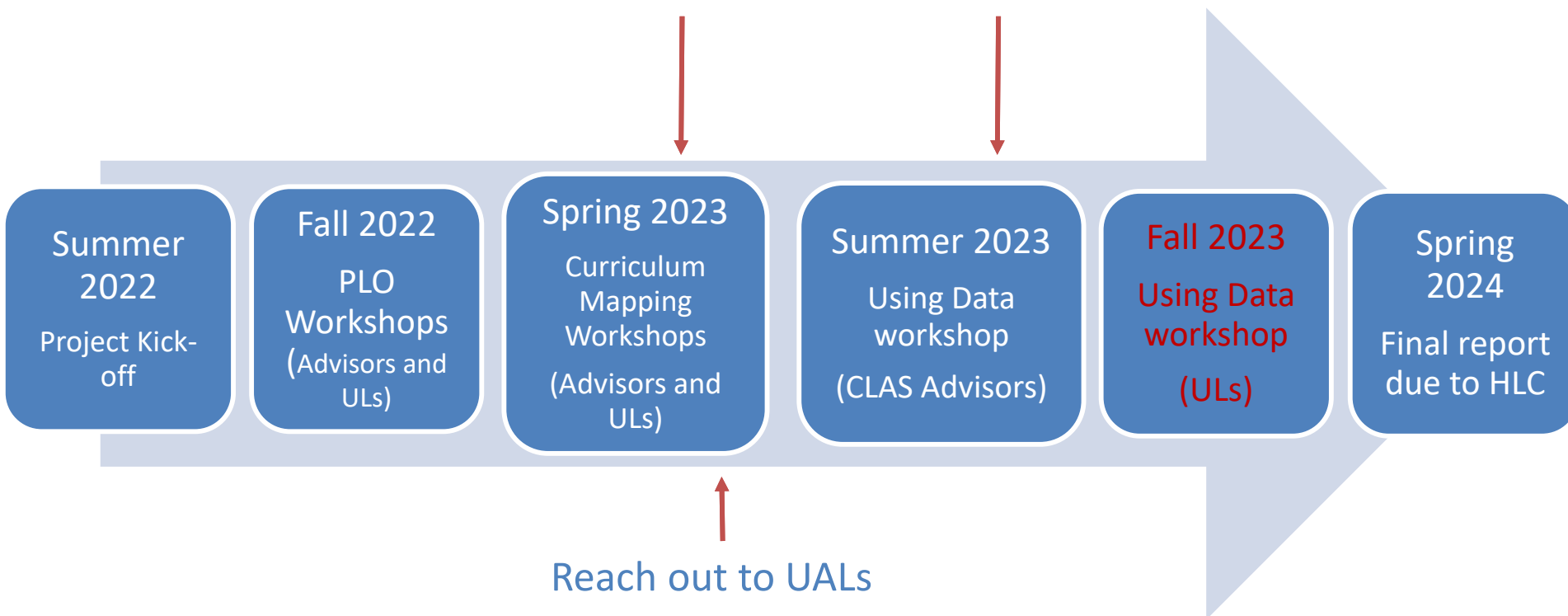
How does this work directly relate to implementation of assessment?



CLAS PROJECT TIMELINE

PLOs for
Catalog
(Mar 1)

Assessment
report due
(Aug 1)





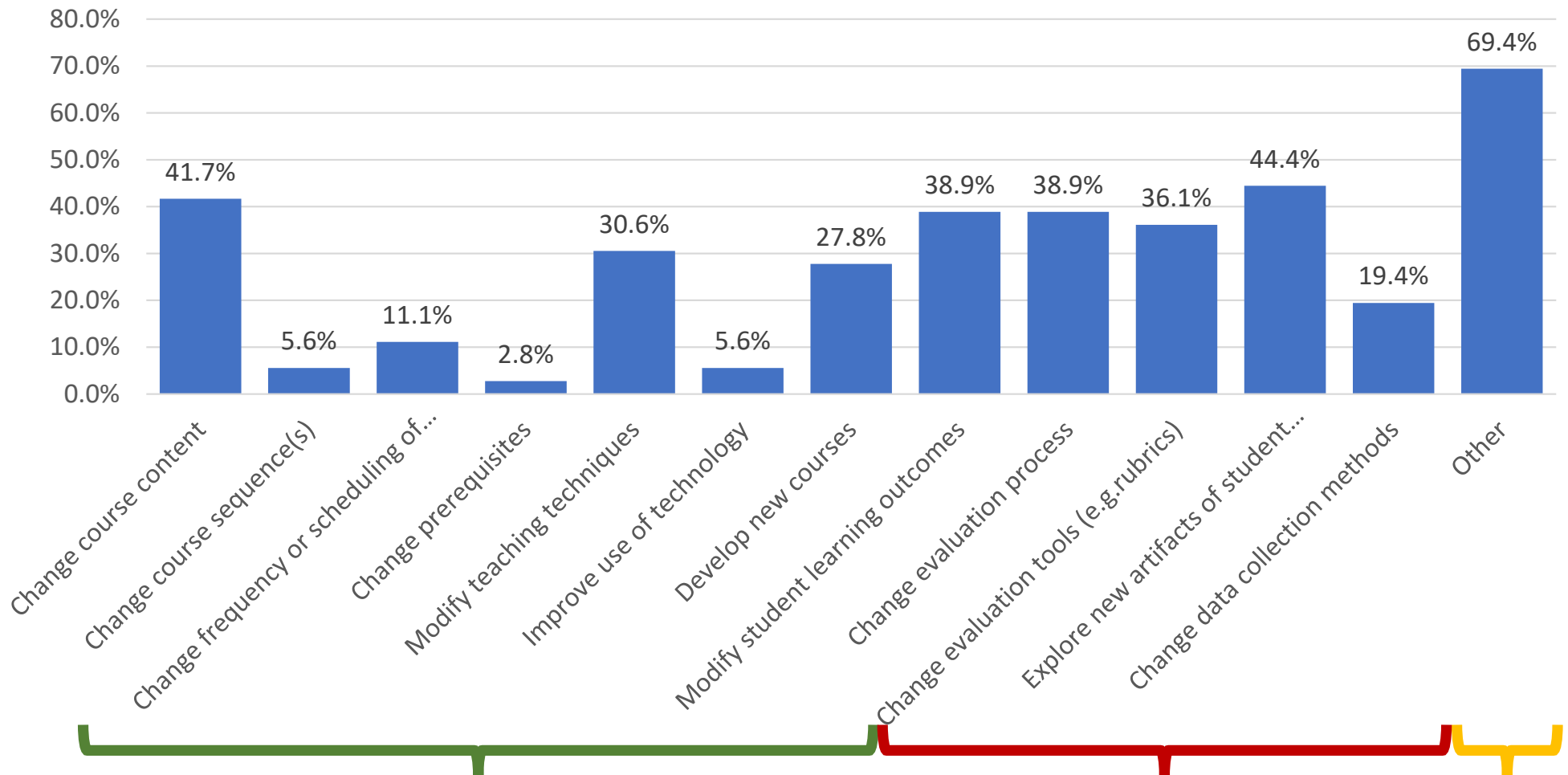
SLIGHT CHANGE IN TIMELINE

Break "Module 3" into 2 parts:

- Fall 2023
 - Assessment planning and strategies
- Spring 2024
 - Using Assessment data to improve programs;
 - use own 2023 AAAR as a basis for discussion
 - How will we use the information we gather to change, add to, or restructure our program or major so that students know, value and do what we find important and appropriate?
- The Future... (Hint: it's never going to end)

Apropos Use of Assessment Data

Percent of academic programs making specific assessment informed changes -- as reported in AAA23 Reports





Coordinated Learning and Assessment Supports

PROGRAM ASSESSMENT: STRATEGIES AND PLANS

ASSESSMENT MYTHS

Assessment is often construed as...

- ✓ ... something to finish just before the final deadline.
- ✓ ... that person's job.
- ✓ ... not important.
- ✓ ... imposed by accrediting agencies.
- ✓ ... additional work.
- ✓ ... not a rational investment towards tenure and promotion.

BUT WE CAN FULLY REALIZE IT AS

- ✓ ... something to finish just before the final deadline.
 - ... an ongoing inquiry-driven process that is shared regularly with various stakeholders so decisions to improve student success can be made.
- ✓ ... that person's job.
 - a process involving all faculty through a collaborative, productive, and intentional commitment to improving student learning and degree integrity.
- ✓ ... not important.
 - ... vital for programs to provide evidence of needed improvement and to demonstrate educational responsibilities by being responsive to student, work-force, and broader societal needs.
- ✓ ... imposed by accrediting agencies.
 - ... an evidence-based means to demonstrate degree value
- ✓ ... additional work.
 - ... a core component of good pedagogy, a natural by-product of innate intellectual curiosity, and reflective of a growth mindset.
- ✓ ... not a rational investment towards tenure and promotion.
 - ... a powerful means to demonstrate a commitment to teaching effectiveness with a focus on evidence of student learning versus offering simple declarations of intent or assertions of success. In addition, the scholarship of teaching and learning (SoTL) is increasingly recognized as a disciplinary endeavor with external funding and peer-reviewed publications that may be as readily aligned with professional development as with teaching effectiveness.

ASSESSMENT EXPECTATIONS

- We worked on these together, now at <https://www.luc.edu/clas/aboutclas/assessmentexpectations/>
- Each unit should report on 1-2 programs, 1-2 outcomes in these programs, annually
- All program PLOs are continually assessed
- All program PLOs should be reported on within 5 years

RESOURCES ARE AVAILABLE



Coordinated Learning and Assessment Supports

Friendly reminder—there are many resources available on the CLAS website!

<https://www.luc.edu/clas/projectsupports/resources/>

ASSESSMENT PLANS



A program assessment plan should provide answers to these three questions:

Learning goals and objectives

What should the students completing our program or major know, value and do?

Methods of assessment

How can we determine if our students know, value and do what we intend?

Timeline

When are we going to assess each PLO within a 5-year time frame?

ASSESSMENT PLANS



Coordinated Learning and Assessment Supports

An assessment plan establishes processes and procedures for assessment

- What to assess
- When to assess
- How to assess
- Timeline

ASSESSMENT PLANS



Coordinated Learning and Assessment Supports

- What are you going to assess?
 - Use your PLOs and curriculum maps!
- How are you going to assess?
 - What is the best assessment strategy for your goals?
- How are you going to collect data?

Bloom's Taxonomy verbs imply assessment activities

	Remember	Understand	Apply	Analyze	Evaluate	Create
Learning Activities	<ul style="list-style-type: none"> Flashcards Highlight key words List Memory activities Reading materials Watching presentations and videos 	<ul style="list-style-type: none"> Case studies Concept map Demonstrations Diagrams Flowcharts Group discussions Mind map Matrix activity Play/sketches Summarize Think-pair-share 	<ul style="list-style-type: none"> Calculate Case studies Concept map Creating examples Demonstrations Flipped classroom Gallery walk Gamification Group work Lab experiments Map Problem-solving tasks Short answers Role play 	<ul style="list-style-type: none"> Case studies Compare and contrast (with charts, tables, Venn diagrams) Concept map Debates Discussions Flowchart Graph Group investigation Mind map Questionnaires Report/survey Think-pair-share 	<ul style="list-style-type: none"> Debates Compare and contrast (with charts, tables, Venn diagrams) Concept map Journal Pros and cons list Mind map Review paper 	<ul style="list-style-type: none"> Brainstorm Decision-making tasks Develop and describe new solutions or plans Design project Performances Presentations Research projects Written assignment
	<ul style="list-style-type: none"> Clicker questions Fill in the blanks Label Match Multiple choice Quizzes True and false questions 	<ul style="list-style-type: none"> Concept map Create a summary Essay Diagrams Infographics Matrix activity One-minute paper Presentation Provide examples Quizzes Short answers 	<ul style="list-style-type: none"> Discussion board post E-portfolio Lab reports One-minute paper Presentation Problem-solving tasks Short answers 	<ul style="list-style-type: none"> Analysis paper Case study Evaluation criteria Critique hypothesis, procedures etc. Muddiest point One-minute paper Research paper Review paper 	<ul style="list-style-type: none"> Argumentative or persuasive essay Debates Discussions Presentation Provide alternative solutions Report 	<ul style="list-style-type: none"> Develop criteria to evaluate product or solution Grant proposal Outline alternative solutions Research proposal

Developed by the Centre for Teaching Excellence, University of Waterloo

References: Anderson, L., & Krathwohl, D. A. (2001). *Taxonomy for learning, teaching and assessing: A revision of Bloom's Taxonomy of Educational Objectives*. New York: Longman.

IUPUI Center of Teaching and Learning. (2006). Bloom's Taxonomy "Revised" Key Words, Model Questions, & Instructional Strategies. Retrieved from: www.center.iupui.edu/ctl/idd/docs/Bloom_revised021.doc



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ASSESSMENT STRATEGIES



Coordinated Learning and Assessment Supports

- How are you going to assess?
 - How do you tie back to PLOs? (condition, audience, behavior, achievement)
 - Behavior is a helpful guide; recall Bloom's categories

ASSESSMENT STRATEGIES



Coordinated Learning and Assessment Supports

- What are you going to collect?
 - How do you tie back to PLOs? (condition, audience, behavior, achievement)
 - Behavior is a helpful guide; recall Bloom's categories

Some additional examples:

[Louisville](#)

[NIU](#)

ASSESSMENT STRATEGIES



Coordinated Learning and Assessment Supports

Portfolios as a tool for assessment

- A portfolio is a systematic collection of student work that represents student activities, accomplishments, and achievements over a specific period of time in one or more areas of the curriculum. Examples:
 - First year review
 - Internship conclusion portfolio
 - Program completion portfolio
- Students can write reflective essays or introductory memos to explain the work and reflect on how the collection demonstrates their accomplishments, explains why they selected the particular examples, and/or describes changes in their knowledge/ability/attitude.
- Programs can build PLOs into portfolio requirements.

<https://manoa.hawaii.edu/assessment/resources/using-portfolios-in-program-assessment/>

ASSESSMENT STRATEGIES

Portfolios as a tool for assessment



Coordinated Learning and Assessment Supports

- by establishing a set of criteria of evidence each student is required to submit, evaluators can measure what concepts students have mastered and where they are falling short.
- can be used as formative assessments (throughout students' course of study) or as summative evaluations (at the end of the standard degree program).
- advantages: students often can select what they feel is their best representative work and can include multiple formats, including multimedia.

<https://www.luc.edu/celts/programs/learningportfolio/>

ASSESSMENT PLANS



Coordinated Learning and Assessment Supports

- What are you going to assess?
- How are you going to assess?
- How are you going to collect data?
 - Who are you going to assess?
 - When are you going to assess?
 - Where do you get the data?

ASSESSMENT PLANS



Coordinated Learning and Assessment Supports

- How are you going to collect data?
 - Who are you going to assess?
 - Generally **NOT**
 - every student
 - every course
 - every outcome
 - every semester
 - When are you going to assess?
 - Where do you get the data?

ASSESSMENT PLANS



Coordinated Learning and Assessment Supports

➤ How are you going to collect data?

➤ Who are you going to assess?

➤ When are you going to assess?

➤ options:

➤ at specific credit thresholds

➤ in specific courses/ experiences

➤ at an assessment event

➤ upon graduation

➤ Where do you get the data?

➤ Who gathers the data?

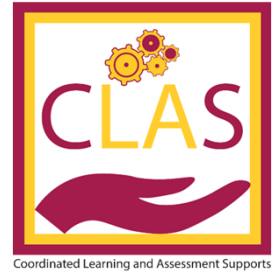
faculty, administrator(s), committee, unit chair



Coordinated Learning and Assessment Supports

TRANSITIONING

Moving from Curriculum Mapping to Assessment Planning



PLO: ADDRESS TO ASSESS

Questions to transition from Curriculum Map to Assessment Plan:

(Hint: start with one PLO to practice)

1. What are is the evidence/outcome being measured?
2. How can it be measured?
3. When can data be collected on it? Is this a developmental PLO – will data be collected on this more than once?
4. Is this evidence for another PLO? If so, HOW do I plan assessment for this PLO?

EXAMPLE PLO 1 & PLO 3

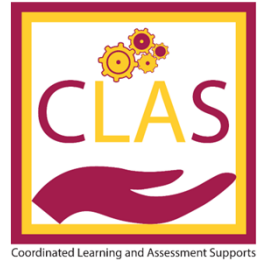


1. What are the evidence/outcome being measured? **Capstone development through 18 courses evidenced by different assignments**
2. How can it be measured? **Grade/rubric from assignments in courses**
3. When can data be collected on it? Is this a developmental PLO – will data be collected on this more than once? **in courses outlined below – yes, developmental**
4. Is this evidence for another PLO? Is this evidence for another PLO? If so, HOW do I plan assessment for this PLO?
Synthesis of literature and writing also addressed in developing level courses (as PLO 3) in courses 7, 11, 17 -> PLAN: develop rubric to assess PLO 1 and 3 for single assignment in 3 courses

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
PLO 1	I			I	I		I		D		D	D				M	M	M
PLO 2	I																	
PLO 3			I		I		I			D	D			D		D	M	
PLO 4	I			I			D	D		D		D			D		M	
PLO 5		I															M	
PLO 6	I			I			D			D						M		M
PLO 7			I			I		D			D						M	M

I = Introductory
 D = Developing
 M = Mastery

PLO: ADDRESS TO ASSESS – YOUR TURN



Use the questions below to start your transition from Curriculum Map to Assessment Plan:

(Hint: start with one PLO to practice)

1. What are is the evidence/outcome being measured?
 2. How can it be measured?
 3. When can data be collected on it? Is this a developmental PLO – will data be collected on this more than once?
 4. Is this evidence for another PLO? Is this evidence for another PLO? If so, HOW do I plan assessment for this PLO?
 - Factors:
 - Are there other PLOs to address in the course?
 - How many PLOs can a given assessment "cover" within that course?
- Note: once you create a rubric to address a PLO, it can be modified for different assignments/assessments in different courses

LET'S TRY IT!

[Program Assessment Planning Template](#)

FROM PROGRAM PLAN TO UNIT PLAN

Academic units vary in size/# of programs

- How to help AUs get a big picture of all the assessment work they do?

FROM PROGRAM PLAN TO UNIT PLAN

Academic Program X

PLO #	Will be assessed when	Committee will review when	Will report in Semester/Year

Academic Program Y

Would this be a useful tool? Or something different?

Aspiration: ALL PROGRAMS IN ALL UNITS HAVE ASSESSMENT PLANS BY 2027

TAKE HOME MESSAGE

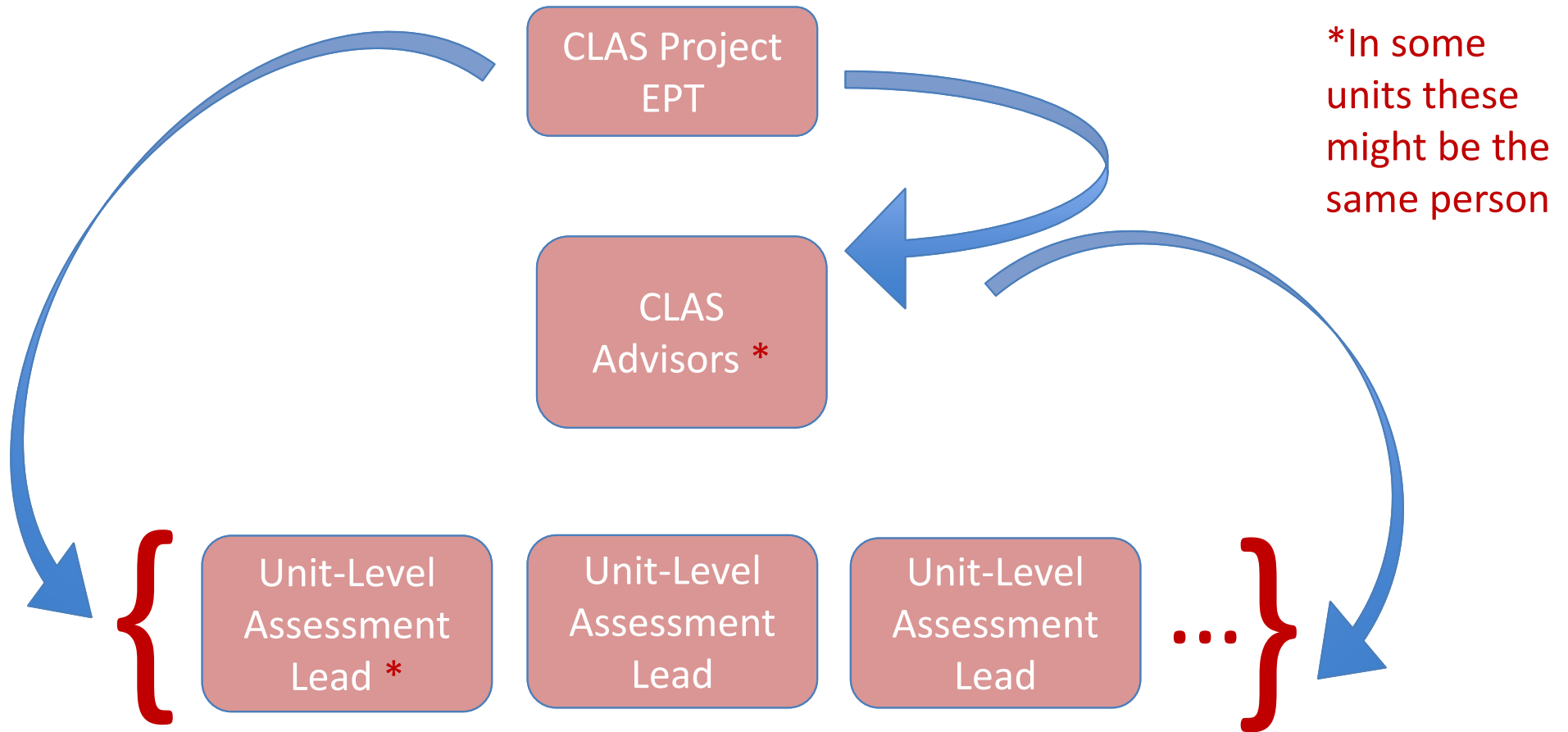
Assessment plans will be a required component of 2024 AAAR

- How did we do?
- Is the template tool helpful?
- Did we provide enough scaffolding to help you get through the template?
- Moving forward, we will ask for an assessment plan for the program you reported on in 2023 AND an assessment plan for a new program you will be focussing your report on in 2024. Is this a reasonable approach?
 - What concerns to you anticipate, how can we better support?

STEPPING BACK

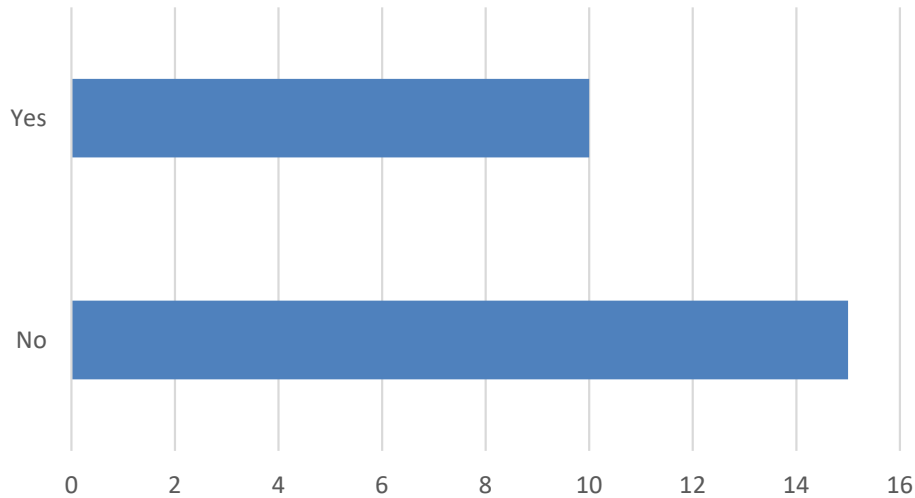
Let's reflect on our overall process

INFORMATION FLOW IN CLAS PROJECT



ADVISOR: ADVISOR

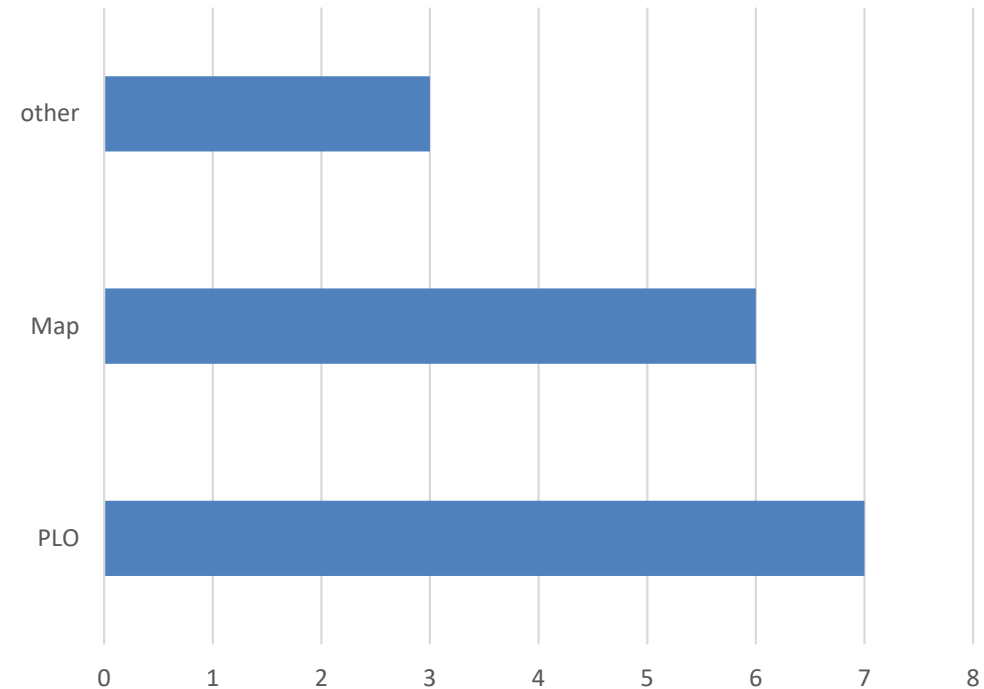
Over the past year have you discussed assessment topics outside of a CLAS workshop with other CLAS Advisors?



Other:

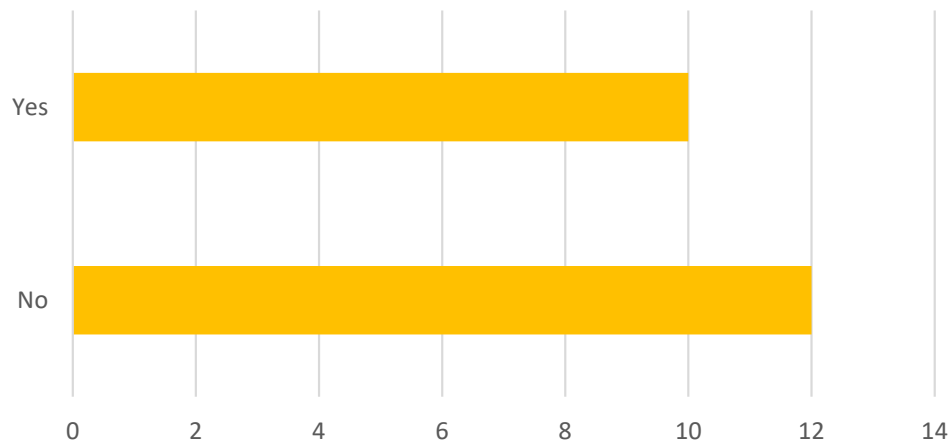
- differentiating graduate from undergraduate PLOs
- types of evaluation tools for assessment (student grades, instructors using a rubric, etc.)

Which topics have you discussed?

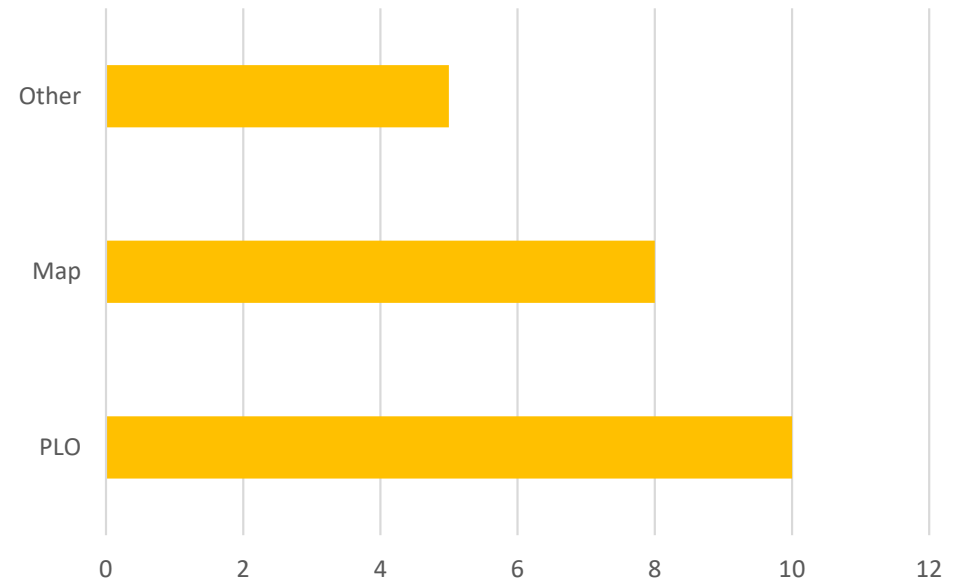


ADVISOR: UAL

Over the past year have you discussed assessment topics outside of a CLAS workshop with other CLAS Unit Assessment Leads?



Which topics have you discussed?



Other:

- Faculty engagement
- how to use assessment for continuous improvement
- We discuss results at the end of Fall and Spring semesters
- types of evaluation tools (rubrics, grades, etc.)
- Assessment Tools and aligning assessment and advising. Strategic curricular planning.

ADVISOR SURVEY, CONT

How did you collaborate?

- 10 in person; 6 zoom; 6 email; 1 other In the context of faculty and committee meetings.

What were the outputs of the collaboration?

- 7 document sharing, 7 meetings, 7 revising outcomes, assessment, curriculum maps, rubrics; 3 developing new working relationships

PLANS FOR FUTURE COLLABORATION

- Possibly facilitating workshops
- Our ABET Student Outcome meetings are always set for the week after Fall and Spring finals week.
- Collaborations are occurring across programs in the school of nursing; nothing outside the school as of yet
- To be honest, it has been hard getting the ball rolling on this. Would love suggestions for engaging unit leads.
- Honestly my hands have been full with my internal APR
- No one has reached out to me for advice, etc. I don't have any collaboration plans with anyone outside of the CLAS EPC.
- I would like to connect with other CLAS advisors, our docket this past year was very full.
- I would love to get in touch with other units and engage with potential collaborations
- As part of the Health Sciences Campus I see future collaboration opportunities a distinct opportunity
- None planned
- none now

HOW CAN WE MAKE IMPROVEMENTS IN OUR COLLABORATION AND LEADERSHIP?



What do these results tell us?

How can we address some of the issues?

NEXT STEPS

- Ask for some CLAS Advisors to come to a UAL workshop
- In your academic unit, think about how you will get ready to provide an assessment plan by August 1, 2024
 - People in place?
 - Time to work on this scheduled?
- Provide feedback on 2023 AAAR reports?
- Please complete this workshop evaluation by scanning this code:

Thank you!!

