

ASSESSMENT: PLANNING AND STRATEGIES

*CLAS Unit-Level Assessment Leads
November 15 & 16, 2023*





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!

TODAY'S AGENDA



Coordinated Learning and Assessment Supports

Introductions – who's/what's new?

Goals – overall and today

Brief review of project timeline

New topic – Assessment strategies and planning

- Assessment Strategies
 - Adding to your toolbox - examples
 - What works for you? -discussion
- Assessment planning
 - Essential components
 - Using your map to get started
 - Planning template - worktime

Continuing support

- Tell us what you need

CLAS PROJECT GOALS



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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...



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

How does this work directly relate to implementation of assessment?



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AND NOW...

Slight change in timeline based on perceived needs:

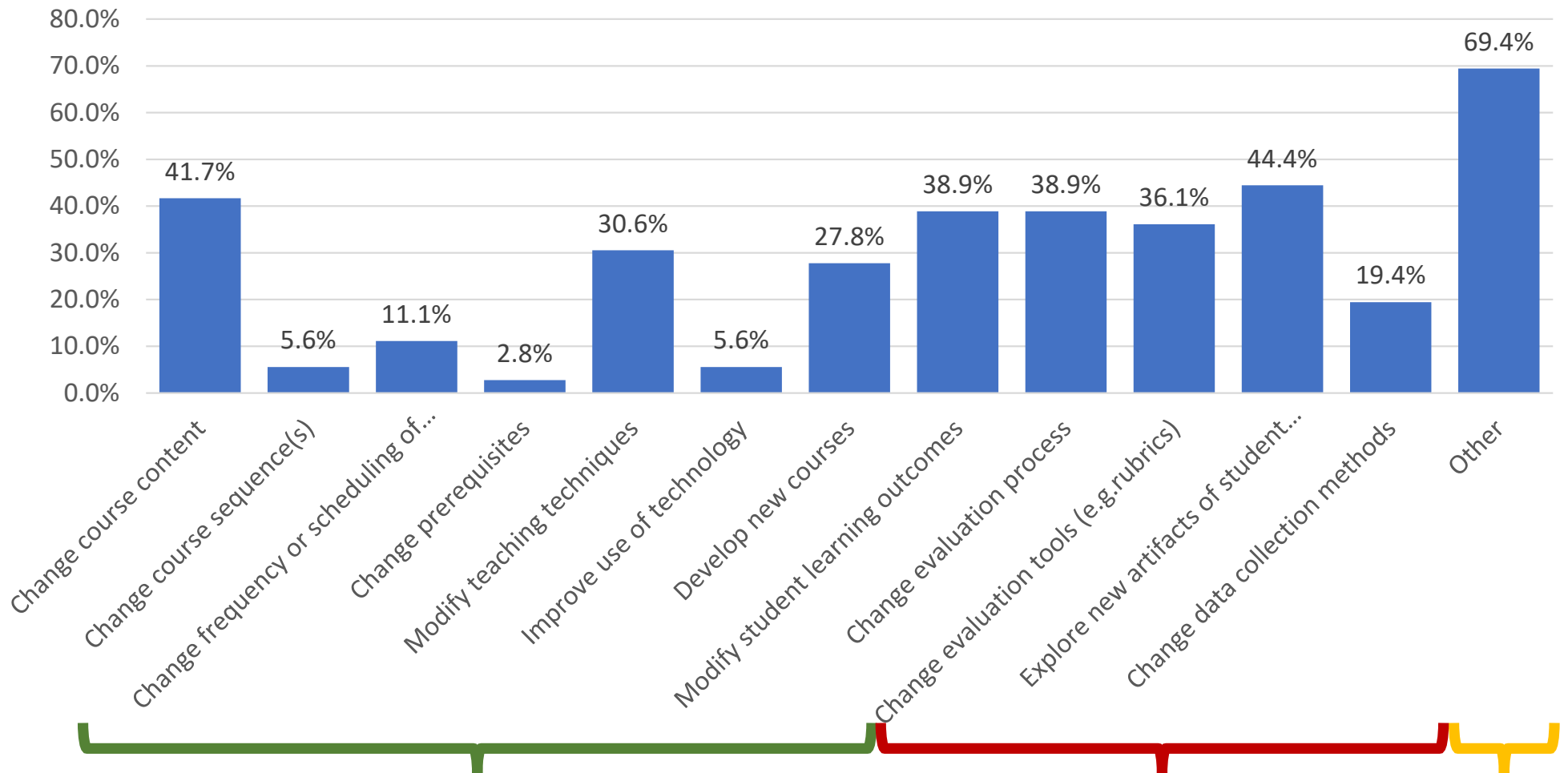
- Fall 2023
 - Assessment planning and strategies
- Spring 2024
 - Using Assessment data to improve programs
 - Use own 2023 AAAR as a basis for discussion
 - How will we use the information we gather to change, add to, or restructure our program or major so that students know, value and do what we find important and appropriate?
- The Future... (Hint: putting the continuous in continuous improvement)

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

Apropos Use of Assessment Data

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



RESOURCES ARE AVAILABLE



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

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

ASSESSMENT MYTHS

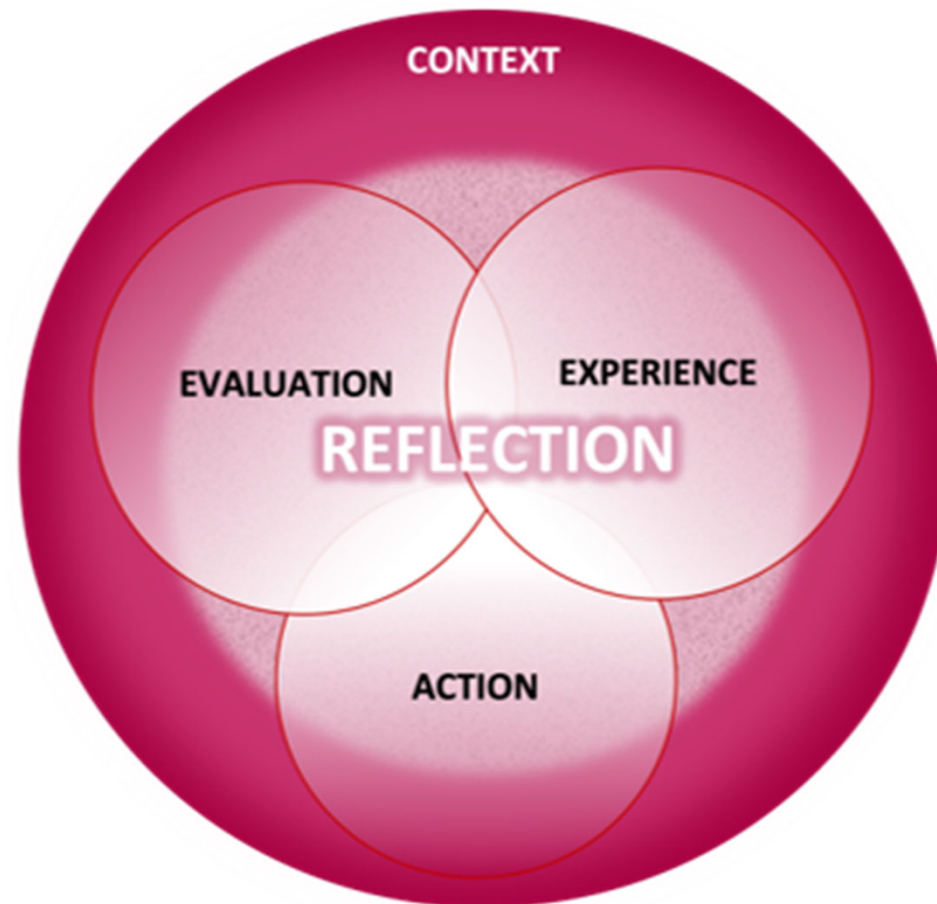
Assessment is often construed as...

- ✓ ... 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 process that is shared regularly so decisions to improve student learning and success can be made
- ✓ ... *that person's* job.
 - ... a process involving all faculty through a collaborative commitment to improving student learning and degree integrity
- ✓ ... not important.
 - ... vital for programs to provide evidence of needed improvement and to demonstrate educational responsibilities
- ✓ ... imposed by accrediting agencies.
 - ... an evidence-based means to demonstrate degree value
- ✓ ... additional work.
 - ... a core component of good pedagogy
- ✓ ... not a rational investment towards tenure and promotion.
 - ... demonstrates commitment to teaching effectiveness through evidence; part of the scholarship of teaching and learning (SoTL)

THIS IS WHO WE ARE!





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PROGRAM ASSESSMENT STRATEGIES

MANY STRATEGIES TO CHOOSE FROM

We will walk through a few:

- Let the (Bloom's) verbs in your PLOs guide you
- Program lens and course lens (rubric examples)
- Using Portfolios
- And more

ASSESSMENT STRATEGIES



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- How are you going to assess?
 - Tie back to PLOs (condition, audience, behavior, achievement)
 - Behavior is a helpful guide; recall Bloom's categories
 - Verb + statement of what student will be able to know/value/do
 - Remember
 - Understand
 - Apply
 - Analyze
 - Evaluate
 - Create

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: EXAMPLES



Know: "Recognize and articulate the foundational assumptions, central ideas, and dominant criticisms of the psychoanalytic, behaviorist, humanistic, and cognitive approaches to psychology."



Value: "Identify and explain fundamental ethical concerns in computing (e.g., privacy, security, fairness, transparency, accountability, safety, control, manipulation/deception, trust, etc.)."



Do: "Propose original research: Outlining a plan, assembling the necessary protocol, and performing the original research."

EXAMPLE: SCHOOL OF EDUCATION

Program: BSED in Special Education

PLO: Based on Council for Exceptional Children (CEC) standards.

CEC 2: Learning Environments

Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.

Course: TLSC 340 Teaching and Learning in Area of Specialization

Data collected during this course – offered once during candidate's program.

Assignment: Inclusion Observation Project

Outcome being measured within this assignment; includes written work, reflections, presentation

Rubric (partial – next slide)

Work measured by rubric completed by faculty

PLO also covers course objectives, which are also aligned with CEC program standards

RUBRIC FOR PLO & COURSE (S) & ASSIGNMENT (S)

PLO/CEC 2: Learning Environments

Beginning special education professionals create **safe, inclusive, culturally responsive learning environments** so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.

	Exceeds Standard	Meets Standard	Partially Meets Standard	Does Not Meet Standard
<p>Reflection and personal philosophy of inclusive education</p> <p>PLO</p>	<p>In depth description of personal philosophy of inclusive education, incorporating explicit examples of how the analyses completed in this project confirmed and/or challenged previous conceptions. Includes insightful comments on the implications of effective inclusion for the future of the field of education.</p>	<p>Clear, detailed description of personal philosophy of inclusive education, incorporating some examples of how the analyses completed in this project confirmed and/or challenged previous conceptions. Includes preliminary insight on the implications of effective inclusion for diverse learners.</p>	<p>General description of personal philosophy of inclusive education, including limited examples of how the analyses completed in this project confirmed and/or challenged previous conceptions.</p>	<p>Inconsistent, vague or missing description of personal philosophy of inclusive education, few generic examples of how the analyses completed in this project confirmed and/or challenged previous conceptions.</p>
<p>Candidates critically evaluate current bodies of knowledge in their field - CFS 1</p> <p>course</p>	<p>Provides critical description that compares and contrasts inclusion as a theory and best practice with what is seen on site. Included citations to research and/or text.</p>	<p>Provides description that compares and contrasts inclusion as a theory and best practice with what is seen on site. Included citations to research and/or text.</p>	<p>Provides description that compares and contrasts inclusion as a theory and best practice with what is seen on site. Does not include citations to research and/or text.</p>	<p>Does not provide description that compares and does not contrast inclusion as a theory and best practice with what is seen on site. Does not include citations to research and/or text.</p>

[Rubric resource: rationale, developing, using](#)

MANY USES FOR RUBRICS!

An example from Health Sciences

PLO: Cultivate an inclusive and culturally competent learning environment, thereby allowing all to live out LUC's commitment to social justice, as evidenced by receiving a passing score on discussion posts and replies within each course.

RUBRIC FOR DISCUSSION POSTS AND VOICETHREAD POSTS:

	Analytical Thinking	Posting reflected that the student read and understood the assigned material, referring specifically to assigned reading or related research.	Post does not fully demonstrate engagement with the readings. It's possible that this post could have been created without having had the opportunity to read or research the topic thoroughly.	The posting has no apparent purpose other than meeting the assignment requirement. It does not move the conversation forward or offer a reasoned opposing opinion.	/6
	Participation as a Member of the Learning Community	Replies are substantive and reflect that the student read and thought about the assigned reading. They move the conversation forward. The language of the reply is inclusive and culturally sensitive.	Replies are simple and may include affirming statements but lack substantial depth and reflection.	Replies lack substance and do not reflect any reading or thought about the reading. The reply does not move the conversation forward.	/6
	Readability	Correct grammar, sentence structure, and paraphrasing; succinct writing with good "flow".	Reads well; rare occurrences of grammatical, sentence structure, paraphrasing and succinctness errors.	Frequent errors in grammar, etc.; appears post was not proofread.	/3

ASSESSMENT STRATEGIES



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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



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- 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 STRATEGIES



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Direct Evidence of Student Learning

- Observation artifacts: performances, presentations, debates, group discussions
- Work product artifacts: portfolios, research papers, exams/tests/quizzes, standardized tests of knowledge, reflection papers, lab reports, discussion board threads, art projects, conference posters

<https://www.slu.edu/provost/educational-program-development-review/assessment-student-learning/assessment-methods.php>

STRATEGIES – YOUR THOUGHTS

- What strategies have worked for you?
- Where in the process are you "stuck"?
- How did you develop strategies that worked for you?
- What new strategies might you try?

PLANNING FOR ASSESSMENT

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/or be able to do?

Methods of assessment

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

Timeline

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

Reminder: NOT every student, every course, every outcome, every semester



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PLOS: MOVING FROM ADDRESS TO ASSESS

Questions to transition from Curriculum Map to Assessment Plan:

1. What is the outcome being measured?
 2. When in the curriculum is it addressed?
 3. Is this a developmental PLO – could data be collected on this more than once?
 4. Which courses provide "optimal" opportunities to illustrate the different developmental levels of the PLO?
 5. What kind of data could you collect?
 6. When can data be collected?
 7. How to plan for this collection?
- } Requires a group /team effort to accomplish

Let's practice with PLO 4 on the example map!

PLOS AND THE CURRICULUM



Your map guides your assessment plan

Program
level student
outcomes



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

I = Introductory

D = Developing

P = Proficiency

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 academic units 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

- 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 focusing your report on in 2024. Is this a reasonable approach?
 - What concerns do you anticipate, how can we better support?

LEVELS OF SUPPORT -REMINDER

CLAS ADVISORS	Unit Leads
Lee Schmidt, Kathy Bobay	NURS Jorgia Connor & Susan Buechele, PARK,
Mitch Denning, Greg Gruener	Matt Anderson and Jenny O'Rourke SSOM, FRSC Jim Defrancesco
Eva Mika Megan Kelly	SCPS, IPS Timone Davis ARRUPE
John Gurnak Karen Shaw Tim Classen	SOSW Priscila Freire , SOC Lee Hood LAW , SOE Mitch Hendrickson QUIN Faruk Guder, Tom Zeller
Linda Kurtos	SES Linda Kurtos
Michael Burns, Catherine Putonti	BIOL Emma Feeney, Stefan Kanzok
Amy Nelson-Christensen Jackie Long	WST Betsy Hemenway, AfST Brian Endless CLST Jenn Finn, ENGL Joe Janangelo
Alex Grigorescu April Browning	PLSC, HIST Brad Hunt DFPA Mark Lococo, MLL David Posner
Julie Jacobi	MATH Mike Perry, DSCI Mike Perry, CMSC William Honig
Gail Baura	ENGR, CHEM Sandy Helquist, PHYS Bob McNees
Hong Ma	PSYC Robert Morrison, NEUR Eric Gobel
Dana Garbarski	SOC Judson Everitt, CJC Will Watkins, ANTH Ben Penglase
Hannah Lee Otto	GIST Tracy Pintchman , HUM Ser Layla Suleiman Gonzalez
Susan Grossman	PHIL Richard Kim, THEO Devorah Schoenfeld

SPEAKING OF SUPPORT

We would like to know what would be the most helpful way to support you with ongoing assessment work. Please use the form below to let us know what would work best for you. If you do not need help now, keep it handy and we will keep monitoring it.

[Link to Qualtrics form](#)

NEXT STEPS

- What else can we do to support you?
 - Qualtrics form
- 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?

Thank you!!

Please complete this workshop evaluation
by scanning this code

