Best Practices to Enhance Your Assessment Efforts

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Assessment

- Why Do We Do Assessment?

- Whose job is assessment on campus?

- How do we do assessment?

UMC's Assessment Plan

- Capitalize on the good work already being done by faculty in the classroom!
- Currently, assessment is documented through **Program** assessment.
  - Programs identified specific courses or assignments within specific courses already being assessed by faculty at the course level and report on satisfaction of program level outcomes on annual assessment reports.
- Liberal Education is now being assessed in a similar way.
  - Liberal Education Program Review Team has asked all faculty teaching courses approved for the MN Transfer Curriculum (MNTC) to identify a signature assignment, or collection of assignments, and submit data at the student level on satisfaction of the MNTC Learner outcomes that course is approved to cover.

Levels of Assessments

Core Competencies (Institutional Level)

Program Level

Liberal Education

Course Level
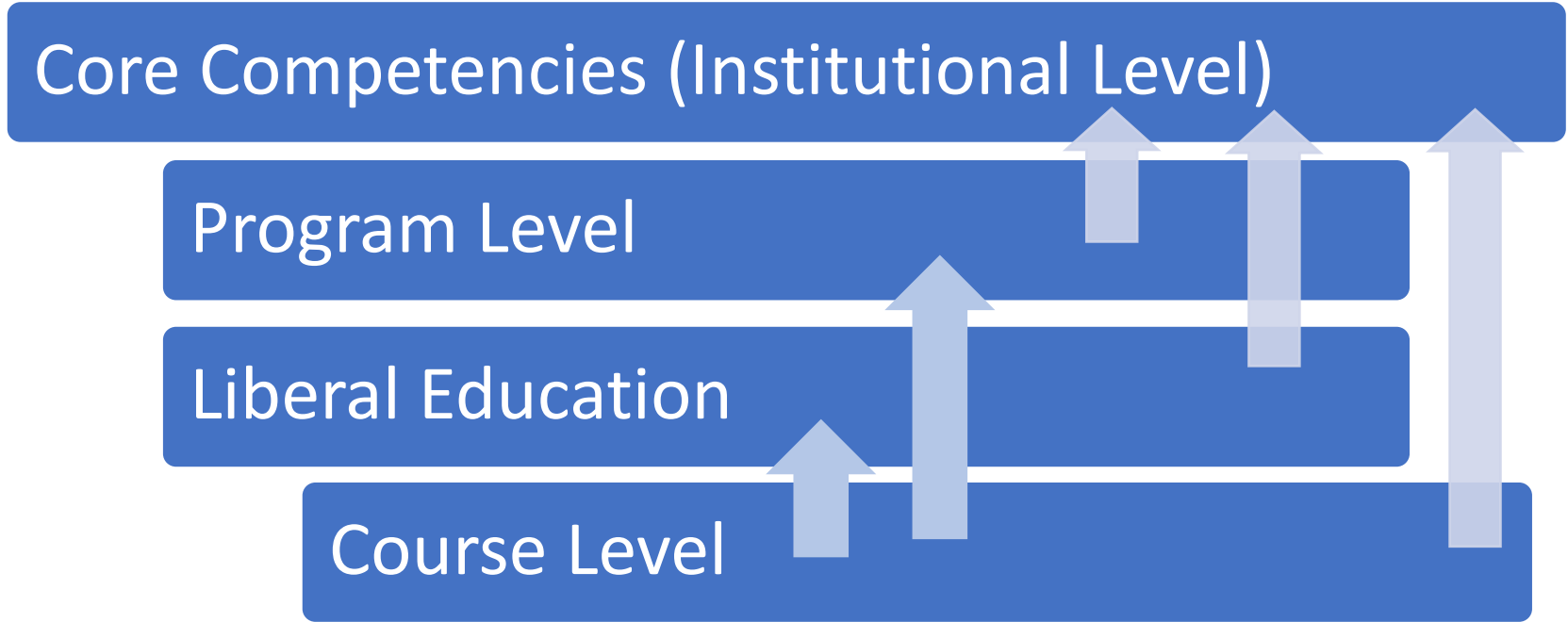
Course Assessment

- Faculty engage in course assessment regularly
  - Even if they don't realize it.
  - Ex: Grade assignments, provide feedback, submit course grades.

Formative

Help students to learn and practice

When — Throughout the course

Why — Identify gaps and improve learning

How — Via approaches that support specific student needs

Summative

Assess student performance

When — At the end of the instructional period

Why — Collect evidence of student knowledge, skill or proficiency

How — Via exit learning products or a cumulative assessment

Grades vs. Assessment

Unit of measurement – individuals (grading) v. cohorts (assessment)

- **ASSESSMENT** is based on <u>outcomes</u> – what student know, what they can do (skills), and habits of mind they develop (dispositions) as a result of the *course*, *program*, or *institution*.

- **GRADING** also addresses outcomes, but it may additionally reward activities and assignments believed to lead to learning, or it may address learning that extends beyond course, program, or institutional outcomes.

What about the Core Competencies?

- Can the CC assessment be documented in a similar way as well using the good work faculty are already doing?
  - YES! – Through Curriculum Mapping

- What needs to happen?
  - List them on the Syllabus: Drafting Your Syllabi
    - Every UMC course must connect to at least one core competency.
    - List it on the syllabus and describe how your course addresses it.
    - Recommendation: List no more then 3

- How does Curriculum Mapping help me know if my students are learning?
  - Once the mapping is in place, we can use course level data already collected to measure learning at program and institutional levels (core competencies).

Example:

- Math 1150 Intro Stats -> Critical Thinking
  - At the course level, I as the instructor am concerned that my students understand, descriptive statistics, probability, and inferential statistics.
    - Making change to improve student learning here involves only me.
  - The institution is concerned if my students can think critically. Even though this involves more than just my course, I am impacting my student's ability to improve their critical thinking skills.
    - Making a change here involves, communication and collaboration across many disciplines and would need to be coordinated across several courses. Difficult but not impossible.
    - Knowing the curriculum map help me as the instructor collaborate with other faculty to improve student learning.

UMC Core Competencies

Communication:

Reading, Writing, Speaking, Listening, Using Technology

Critical Thinking:

Problem Solving, Applied Learning

Working with Others:

Teamwork, Diversity

"Closing the Loop"

Who Can Say No?

- I am a good teacher.
- I am concerned with my students':
  - Learning
  - Well-being
  - Success
- I measure my student's learning.
- I change my pedagogy when I believe my students are not learning.
- I measure my student's learning again.
- I compare my measurements of student learning to see if my change in pedagogy had any affect.
- I pat myself on the back or tell others about how well my students are learning.
  - If you don't do this one, you really should!

Simple Model for Student Learning Improvement

Ultimate goal of assessment is to improve student learning!

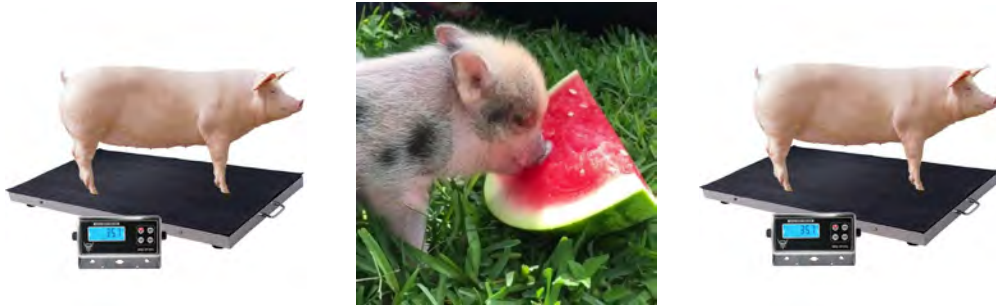**Assess** → **Intervene** → **Reassess**

Weigh the Pig   Feed the Pig   Weigh the Pig Again

"A pig never fattened up only because it was weighed."

Fulcher, K. H., Good, M. R., Coleman, C. M., & Smith, K. L. (2014). A Simple Model for Learning Improvement: Weigh Pig, Feed Pig, Weigh Pig. Occasional Paper #23. In *National Institute for Learning Outcomes Assessment*. National Institute for Learning Outcomes Assessment. https://eric.ed.gov/?id=ED555526

Then What?!

What do these efforts tell us about student learning?

Did the Pig Grow?

Assess → Intervene → Reassess

Did Student Learning Improve?

A < B

Reflect Connect Share

Without reflection and connection, the simple model might seem like busy work.

Story Elements

1. **Setting and characters:**
2. **Conflict:**
3. **Plot**:
4. **Plot twist:**
5. **Resolution:**
6. **Moral:**

Story Elements

1.**Setting and characters:** time, place, and people

2.**Conflict:** Baseline assessment data

3.**Plot**: Intervention (Collaborative changes made for learning improvement)

4.**Plot twist:** Barriers overcome, evolution

5.**Resolution:** Results from reassessment, faculty reaction

6.**Moral:**

- Biggest lesson(s) learned
- How others will replicate the story

Learning Improvement Stories

Stories can be whimsical/legendary:

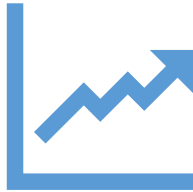"Once upon a time…"

"Situated in the valley of the Red River…"

Or factual:

"The University of Minnesota Crookston…"

Examples:

https://www.learning-improvement.org/read-stories

Best Practices

Turn in Assessment Each Year

Assess ⅓ of outcomes each year

Making sure we are including results based off prior assessment

Closing the loop

Program Learning Outcome	Assessment Method	Results	Planned Improvements Based on Results	Intervention	Re-Assessment of Results
Outcome 1.3 Demonstrated research skills required in gathering and interpreting key business internal and external environmental data. Assessment is direct, formative, summative and internal	80% of students in MGMT 4800 (all sections) will receive a "C" or better on the second case study (that included a SWOT) in MGMT 4800 in spring semester	On-campus: 84.61% of students received a "C" or better on the second case study in the course. One student received a "D" and 3 students received an "F" because they did not submit the assignment. Online: 71% of students received a "C" or better and 21% of students received a "D" or "F." Of those that received a "D" or "F", 4/7 did not turn in the assignment.	The on-campus students over-exceeded the goal of 70% achieving a "C" or better. The online students just met this goal. In future online courses, additional resources, tutorial, etc. will be provided to the online students to assist with this assignment and to have a better understanding of internal and external factors affecting a business. Additionally, there were many students, both online and on-campus, did not turn in the assignment. Additional reminders and announcements need to be provided to ensure that students are turning in their assignments.	The instructor of this course provided video tutorials to students to provide further clarification and understanding of the topic. In addition, more announcements and reminders were used to remind students of upcoming due dates.	Of students that submitted this case study, the average scores was 92%, or an A-. The min and max was 29/40points and 40/40 points, respectively. In addition, the completion rate on this assignment increased with 19 out of 20 students completing the assignment.

- How could you improve your program assessment plan to better close the loop?