The UD Assessment Program and the Office of Educational Assessment: Assessment Fellows Working Luncheon Nov. 15, 2007
Agenda

- Provide an overview of assessment at UD
- Provide an overview of the assessment cycle
- Point you in the direction of resources (including OEA)
- Invite you to the Winter Faculty Institute January 7, 2008
  - Make Sure you sign up ASAP for the Winter Faculty Institute sessions and the special lunch for Fellows in Perkins Student Center Rodney Room
  - [www.present.udel.edu/calendar/detail.php?classid=1210](http://www.present.udel.edu/calendar/detail.php?classid=1210)
What’s Assessment of Student Learning?

http://lazowska.cs.washington.edu/scienceforum/tsld085.htm
What’s Assessment of Student Learning?

- Deciding what we want our students to learn
- Finding out if they did learn what we wanted them to learn
- Documenting the process and using the evidence
Why Assess?
Standard 14—Middle States Review

Assessment of student learning demonstrates that the institution’s students have the:

- knowledge, skills and competencies consistent with institutional goals and that
- students at graduation have achieved appropriate higher education goals.
Why Assess?
Genuine Engagement of the UD Community in Regular Reflection

- Create a UD culture of continuous academic improvement which is based upon accountability and learning
- Why do we do what we do the way we do?
- How do we use what we learn to make better decisions about policy, curriculum, out-of-class experiences, resource allocations?
UD Assessment Principles

- Full faculty and departmental engagement in the conversation, design, and practice of student learning outcomes assessment
- Faculty determine the desired learning outcomes
- Faculty devise/implement assessment methodologies appropriate for their outcomes
- Academic units are best suited to determine how the results are used for internal programmatic improvements
UD Assessment Principles

- The assessment process is iterative within units, is manageable within the existing resource base, is objective, is meaningful to faculty and students.
- Assessment is not an exercise; faculty engage in the process to gather and use information that they’ve determined to be integral to future decision-making and programmatic quality and capacities.
The Teaching-Learning-Assessment Cycle

1. Learning Goals
GOOD LEARNING GOALS:

- **Outcomes** – what graduates should be able to **DO** or **KNOW**
  - This takes A LOT of conversation
- **Observable/measurable** – action words
Engaging Critical Thinking (Bloom’s Revised Taxonomy)

Creating
Generating new ideas, products, or ways of viewing things
Designing, constructing, planning, producing, inventing.

Evaluating
Justifying a decision or course of action
Checking, hypothesising, critiquing, experimenting, judging

Analysing
Breaking information into parts to explore understandings and relationships
Comparing, organising, deconstructing, interrogating, finding

Applying
Using information in another familiar situation
Implementing, carrying out, using, executing

Understanding
Explaining ideas or concepts
Interpreting, summarising, paraphrasing, classifying, explaining

Remembering
Recalling information
Recognising, listing, describing, retrieving, naming, finding
Characteristics of Effective Learning Goals

- **Clear** – no fuzzy terms
  - *Demonstrate (how?), critical thinking (evidenced by?), communication skills (type? delivery?)*

- **Important to You!**
  - not just easily measurable
  - goals should provide directions for the future.
Well Written Learning Goals

- Art Conservation students will prepare written and photographic documentation of conservation work.
- Theater students will discriminate between ethical and unethical behavior in case studies of the theater industry.
- Anthropology students will demonstrate an understanding of the concept of culture through written comparisons of the target culture(s) and their own.
Problematic Learning Goals

- Students will study the theories of Jung and Freud.
  - *They may read the text, attend classes, but how would you know that they can do anything with the knowledge they “studied”?*

- Students will appreciate the work of leading artists of the 20th century.
  - *What does it mean to “appreciate” something; what will they demonstrate to you?*

- Students will behave ethically.
  - *Can you follow them around 24/7? Behavioral change is highly desired, but most difficult to assess.*

- Students will complete 100 hours of internships to develop professional perspectives.
  - *The purpose of the internship is to learn something, but how will you know that the internship itself has resulted in assessable skills? Just spending hours in an activity, isn’t enough to demonstrate learning and ability.*
Home Work: Create a Learning Goal
send to: klp@udel.edu

- Keeping in mind, at the end of your program what should your students be able to do. Create a learning goal.

- You may wish to ask yourself, “If I can change one thing about my students what would that be?”

- Select one of the following action verbs to help you out:

  - Students will **create**- design, construct, plan, produce, invent, devise, make a (film, story, project, plan, new game, song, media project, etc.) or

  - Students will **evaluate**- Check, hypothesize, critique, experiment, judge, test, detect, monitor a (debate, panel, report, evaluate, investigate, verdict, conclusion, persuasive speech)

  - Students will **analyze**- Compare/contrast, organize, deconstruct, attribute, outline, structure, integrate (survey, database, abstract, report, graph, spreadsheet, checklist, chart, outline

- Apply, Understand, Remember- ALL LOWER LEVEL not for the end of a program.
The Teaching-Learning-Assessment Cycle

1. Learning Goals

2. Learning Opportunities
LEARNING OPPORTUNITIES

- Will every degree student, regardless of course choices, have ample opportunity to achieve each goal?

  - Linda Suskie
### SAMPLE CURRICULUM MAP – LEADERSHIP LEARNING OUTCOMES (including embedded and non-embedded measures)

<table>
<thead>
<tr>
<th>Embedded measures collected from</th>
<th>LEARNING OUTCOME</th>
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<td>LEAD 101</td>
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<td>Portfolio</td>
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<td>Writing Exam</td>
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<td>Internship</td>
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<td>Assessment Key:</td>
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<td>P=Paper</td>
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<td>E=Exam</td>
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<td>0=Oral Presentation</td>
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The Teaching-Learning-Assessment Cycle

1. Learning Goals

2. Learning Opportunities

3. Measurement and Analysis
Assessment = Measures of Student Learning

Look for material you already have
- Papers, projects, performances, portfolios
- Capstone courses
- Field experience supervisors’ evaluations
- Local surveys & self-ratings/exit interviews

Create or use new measures-make it easy
- Reflective Writing
- Normed tests and surveys
- Rubrics
The Teaching-Learning-Assessment Cycle

1. Learning Goals

2. Learning Opportunities

3. Measurement and Analysis

4. Using Results
The purpose of assessment is NOT TO EVALUATE a program, but to insure a cycle of continuous programmatic improvement.
Using Results: What it Does for an Academic Department or Program

- Strengthens our ability to say that students, upon graduation, really do leave with the knowledge and skills that you expect from graduates of your program.
- Insures that we are putting our time and energy into activities that result in the outcomes we value.
- Provides a documented rationale for programmatic changes and improvements and/or budget planning.
- Gathers and organizes data that allows us to make strong arguments-based on evidence-for resources.
DO WE HAVE TO?
(Provost’s short answer: yes)

- All undergraduate and graduate units will complete and document at least one assessment cycle of 3-5 learning goals over the next few years and before Fall 2010. (see timeline provided in handout)
- Units will submit assessment plans and annual reports to us and we will load them onto a web-based template on the OEA website
- This is a continuing and continuous process
- Programs will use the results of their assessments for decision-making that improves instruction, strengthens the curriculum, and forms the basis for policy development and resource allocations
### TIMELINE

<table>
<thead>
<tr>
<th>Spring 2008</th>
<th>Fall 2008</th>
<th>Spring 2009</th>
<th>Fall 2009</th>
<th>Spring 2010</th>
<th>Fall 2010</th>
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<tr>
<td>Determine 3 measurable learning goals. Ask faculty &quot;If you could improve 1 thing about students what would it be?&quot;</td>
<td>Develop and start to implement metrics. OEA can help you here.</td>
<td>Actively collect data./ OEA can help you here.</td>
<td>Finish data collection and start to analyze results. OEA will help analyze data but makes no recommendations.</td>
<td>Faculty should make plans for curricular changes and or resource allocation based upon your results.</td>
<td>Report your plan and determine next 3 learning goals. (Normally, examine to see if your changes worked)</td>
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<td>Get Faculty to reach consensus on what are the 3 most important goals to address. The, conduct a curriculum mapping of the 3 learning goals to see where they are assessed.</td>
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Strategic Initiatives to Engage the Academic Community

- Institutionalize university-wide supports and practices that demonstrate the university’s commitment to assessment of student learning
  - The University [Educational Assessment Council](#)
  - The Center for Teaching Effectiveness
  - The Faculty Senate
  - The Office of Educational Assessment (OEA)
OEA Strategic Initiatives to Engage the Academic Community

- Develop and expand university-wide faculty leadership
  - The Assessment **Faculty Fellows** Program coordinated by OEA
    - Fellows responsible for coordinating, supporting, and maintaining student learning outcomes assessment processes in their units
    - Monthly professional development sessions with OEA
    - 39 Fellows total – 17 New
OEA Strategic Initiatives to Engage the Academic Community

- Communication, Consultation, and Technical Assistance
  - University-wide forums (Faculty Senate, Dept. Chairs Workshop, etc)
  - Individual faculty/department chair consultations
  - College/Department/Program presentations, consultations, and retreats
  - Identify existing resources so that units don’t have to reinvent the wheel
  - OEA Website for Technical Assistance
OEA Strategic Initiatives to Engage the Academic Community

- Faculty Development, Education and Training
  - “How-To” Workshops/general sessions for faculty and administrators
    - 2008 Winter Institute
    - Pilot project experiences
    - Faculty Assessment Fellows monthly meetings
    - Individual/group consultations with academic units
OEA Principles for Working with the Academic Community

- OEA will help units clarify (and write useful) learning goals, but will not judge the goals as acceptable or unacceptable
- OEA will help units decide upon appropriate assessment methods, but the ultimate choice of methodology belongs to the unit
- OEA will not intervene or participate in departmental discussions without a specific request to do so
- OEA will provide feedback as requested
OEA Principles for Working with the Academic Community

- OEA will maintain web-based planning and reporting forms completed by the departments, so faculty always have ready access to the results of their assessment processes.

- OEA and the Assessment Council will provide constructive feedback on unit assessment plans and reports.
Take-Home Messages
Or Stop Worrying about Assessment
and Keep Your Sanity
Take-Home Messages

- Not everything that is important to you can be assessed, nor can you assess everything.
- Good assessments are cost effective; not dissertation-quality research.
- Departments and Programs own their assessment plans, but plans are shared with the university community.
- Assessment expertise is available to help—not to evaluate your program.
- Examples abound—use the work at other institutions to adopt or modify as appropriate.
- You don’t have to do everything at once—start with 3-5 learning goals.
Take-Home Messages: There is Help

- [http://assessment.udel.edu](http://assessment.udel.edu)
- [ud-outcomes@udel.edu](mailto:ud-outcomes@udel.edu)
- Karen Stein-[kstein@udel.edu](mailto:kstein@udel.edu)
- Kathy Pusecker-[klp@udel.edu](mailto:klp@udel.edu)
- Gordana Copic-[gcopic@udel.edu](mailto:gcopic@udel.edu)