Summer 2019 Assessment Resources Update

BY ABBEY PERKINS, ASSESSMENT COORDINATOR
LAST UPDATED JUNE 14, 2019
Follow up from the Curriculum Mapping Workshop on May 17, 2019 presented by Deborah Moeckel

- Institutional Learning Outcomes
- Definitions of:
  - Survey fatigue
  - Direct and indirect measures
  - Summative and formative assessment

Brief refresher of assessment

- Updated diagram as of 6/11/19

Writing measureable objectives / outcomes – new diagram as of 6/11/19

Bloom’s Taxonomy resources

Assessment Resources & Contact Information
Follow Up From Curriculum Mapping Workshop

On May 17, 2019, Deborah Moeckel (SUNY System Admin) presented a workshop on curriculum mapping.

- During her workshop, Deborah mentioned some types of assessment measures. See the following slides for definitions.
- She also shared that academic programs should be aligning their assessment to institutional learning outcomes. This alignment isn’t built into Weave, yet, but review SUNY Cobleskill’s Universal Learning Competencies and incorporate them into your assessment.

Definition: Survey Fatigue

Survey Fatigue occurs when your population is surveyed too frequently and/or when they are asked to answer similar questions repeatedly.

This is why the Office of Institutional Effectiveness & Strategic Planning
  - Tries to reduce the amount of surveys occurring at the same time to overlapping populations
  - Tries to reduce the amount of repetitive questions asked of the campus population
Definition: Direct & Indirect Measures

Direct evidence
- Learning comes in the form of a student product or performance that can be evaluated
- Certification, standardized exams, local assignments, portfolios
- Student Learning Outcomes should be first addressed by direct measures; they provide the strongest proof that students have achieved that outcome.

Indirect evidence
- The perception, opinion, or attitude of students or others
- Graduation rates, surveys
- Insufficient on their own, there must be a direct measure
Definitions: Summative & Formative Assessment

Summative assessment
- “Assessment for learning”, summarizing knowledge
- Tends to be used at the end of a unit, module, course, or program. This type of assessment is used to evaluate the ability to master.
- Can be used as a measure for goals and outcomes. Used to assign grades and final grades to course.

Formative assessment
- “Assessment of learning”, forming knowledge
- Occurs throughout a course
- Offer assessments throughout the semester or unit to understand student learning
- The results are used to adjust teaching methods and curriculum needs
- Formative assessment allows students to better understand their performance and make changes to improve their performance
Definitions: Summative & Formative Assessment (continued)

Both types of assessment results "measure not only the students' discipline content knowledge, but also their ability to make connections and transfer the basic information to apply to new situations.

Assessments provide greater impact when they give the opportunity for students to evaluate their own progress in the course."

- SUNY Center for Professional Development Assessment of Learning Outcomes Course 1.7: Assessment to Improve Teaching and Learning, Module 2
Assessment

What is it?
◦ Learning: what works and what doesn’t

Why do we do it?
◦ To track our unit’s priorities for fiscal and operational sustainability and effective resource management
◦ To fulfill the accreditation requirements of the Middle States of Commission of Higher Education [https://www.msche.org/](https://www.msche.org/)
◦ Accountability
◦ Continuous improvement & innovation
◦ Demonstration of student success

How do we do it?
◦ Simple to complicated
Assess Your Priorities

- Assessment is not about assessing your job description or your department’s College Catalog description.
- It is choosing what you want to focus on for a cycle (academic year) and what you want to do better.
  - Some of those priorities may stay the same cycle to cycle because they remain important.
  - It’s okay to change your priorities over time because that is how your unit continuously improves.
- MSCHE is looking for at least 2 cycles of analysis of the same Outcome to prove a standard is being assessed. *(from Deborah Moeckel, SUNY System Administration)*
Highest aims, intentions, & activities of an entity. The purpose of your program or office. You can explain your unit’s relationship with the College’s Mission and/or accrediting bodies.

Mission

Goals

Why

Outcomes / Objectives

What

What you intend to accomplish with student learning & operational effectiveness

Bloom’s Taxonomy

Use Strategic Plan Alignment

Action Plan listed in this section

Measurements

How

How evidence will be gathered to track your outcome or objective

Targets

How

The specific achievement you are aiming for that you would use to gauge success

Findings

So What

The specific achievement you are aiming for that you would use to gauge success

Targets

How

Recording if your target was met or not and analysis and explanations on what you learned from your measurement data; including reflection on resource use & demonstrated needs.

Findings

So What

The specific achievement you are aiming for that you would use to gauge success

Targets

How

Review your Assessment Cycle (mission to findings). What are you going to do with this year's information for next year? Include planned changes with resources.

Action Plan

What Now
**Writing Measurable Objectives / Outcomes with the ABCD Model**

<table>
<thead>
<tr>
<th>Audience: Who is involved? Be specific</th>
<th>Behavior: What will they do? What are the desired outcomes?</th>
<th>Condition: How</th>
<th>Degree of Mastery: Target</th>
<th>Measure: How will progress be measured?</th>
<th>Timeframe: When the outcomes will occur</th>
<th>The 3 M’s: Is your outcome:</th>
</tr>
</thead>
</table>
| Who does the outcome pertain to? The people whose behaviors, knowledge, and/or skills are to be changed because of the work of the assignment, course, division, area, or program. | What do you expect the audience to know/be able to do? The intended behavior, knowledge, and/or skill changes that should result. Use Bloom’s Taxonomy to describe student learning. | Under what conditions or circumstances will the learning occur? | How much will be accomplished, how well will the behavior need to be performed, and to what level? Identify the criteria for success. These may be required by external standards. | What tool or device (surveys, tests, logs, other data, etc.) will be used to measure the expected changes? Remember you need to ensure that the College has the resources/capacity (time, staff, funding, etc.) to perform the measurement. | Identify the time frame for success. | • Meaningful: How does the outcome support the departmental mission or goal?  
• Manageable: What is needed to foster the achievement of the outcome? Is the outcome realistic?  
• Measurable: How will you know if the outcome is achieved? What will be the assessment method? |
| First year students  
Graduating seniors  
Students | identify  
list  
describe | participate in  
engage with  
complete  
activity  
program  
course | at least 3 out of 4  
70% accuracy  
more/fewer than all | interview  
observed behavior  
portfolio  
post-survey  
blog | | |

<table>
<thead>
<tr>
<th>Bloom's Taxonomy: Teacher Planning Kit</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Knowledge</strong></td>
</tr>
<tr>
<td>To show understanding in new situation</td>
</tr>
<tr>
<td>Comprehension</td>
</tr>
<tr>
<td>To show understanding in new situation</td>
</tr>
<tr>
<td>Application</td>
</tr>
<tr>
<td>To use in a new situation. Solving problems by applying acquired knowledge, facts, techniques and rules in a different way.</td>
</tr>
<tr>
<td>Analysis</td>
</tr>
<tr>
<td>To examine in detail. Examining connections into parts by identifying motives or causes; making inferences and finding evidence to support generalisations.</td>
</tr>
<tr>
<td>Synthesis</td>
</tr>
<tr>
<td>To change or create in some thing new: Comprehension is brought together in a different way by combining elements in a new pattern or proposing alternative solutions.</td>
</tr>
<tr>
<td>Evaluation</td>
</tr>
<tr>
<td>To justify. Presenting and defending understanding by making inferences about information, validity of ideas or quality of work based on a set of criteria.</td>
</tr>
</tbody>
</table>

**Questions:**

- Can you list three...?
- Can you select...
- How would you explain...
- What would you say about...
- What is the main idea...
- Which is the best answer...
- Which statement support...
- Will you state or interpret in your own words...

**Outcomes:**

- Outlining
- Demonstrating
- Explaining
- Evaluating
- Implementing
- Using

**Actions:**

- Defining
- Selecting
- Explaining
- Using
- Classifying
- Evaluating

**Knowledge**

- Analyze
- Evaluate
- Define
- Summarize
- Synthesize
- Use

**Application**

- Analyze
- Evaluate
- Define
- Summarize
- Synthesize
- Use

**Synthesis**

- Analyze
- Evaluate
- Define
- Summarize
- Synthesize
- Use

**Evaluation**

- Analyze
- Evaluate
- Define
- Summarize
- Synthesize
- Use

**Comprehension**

- Analyze
- Evaluate
- Define
- Summarize
- Synthesize
- Use

**Knowledge**

- Analyze
- Evaluate
- Define
- Summarize
- Synthesize
- Use

**Application**

- Analyze
- Evaluate
- Define
- Summarize
- Synthesize
- Use

**Synthesis**

- Analyze
- Evaluate
- Define
- Summarize
- Synthesize
- Use

**Evaluation**

- Analyze
- Evaluate
- Define
- Summarize
- Synthesize
- Use

**Key words:**

- Analyze
- Evaluate
- Define
- Summarize
- Synthesize
- Use

**Questions:**

- Can you explain what is happening... what is happening...
- How would you classify the type of...
- How would you compare...
- How would you summarize...
- How would you use...
- What is the question about...
- What is the main idea...
- Which is the best answer...

**Outcomes:**

- Outlining
- Classifying
- Evaluating
- Using
- Synthesizing
- Using

**Actions:**

- Defining
- Selecting
- Explaining
- Using

**Knowledge**

- Analyzing
- Evaluating
- Defining
- Summarizing
- Synthesizing
- Using

**Application**

- Analyzing
- Evaluating
- Defining
- Summarizing
- Synthesizing
- Using

**Synthesis**

- Analyzing
- Evaluating
- Defining
- Summarizing
- Synthesizing
- Using

**Evaluation**

- Analyzing
- Evaluating
- Defining
- Summarizing
- Synthesizing
- Using
More Bloom’s Taxonomy Resources

Bloom’s Thinking and Learning.
https://www.virtuallibrary.info/blooms-taxonomy.html
Assessment Resources

https://www.cobleskill.edu/academics/assessment/Assessment-Resources.aspx

- Assessment Schedule 2018-2020
- Workshop Schedule
- Assessment & Weave Guide
- Assessment & Weave Presentation
Contact Information
Abbey Perkins, Assessment Coordinator
Office of Institutional Effectiveness
perkinal@cobleskill.edu
255-5635
Knapp Hall 144
References


11. Weave Assessment Project: AGNR ANPS Landscape Contracting BT 2017-2018