

Texas A&M University



Assessment Workshop

COALS

In Collaboration with COALS,
the Office of Institutional Assessment,
and the Center for Teaching Excellence

Friday, June 22, 2007



Agenda

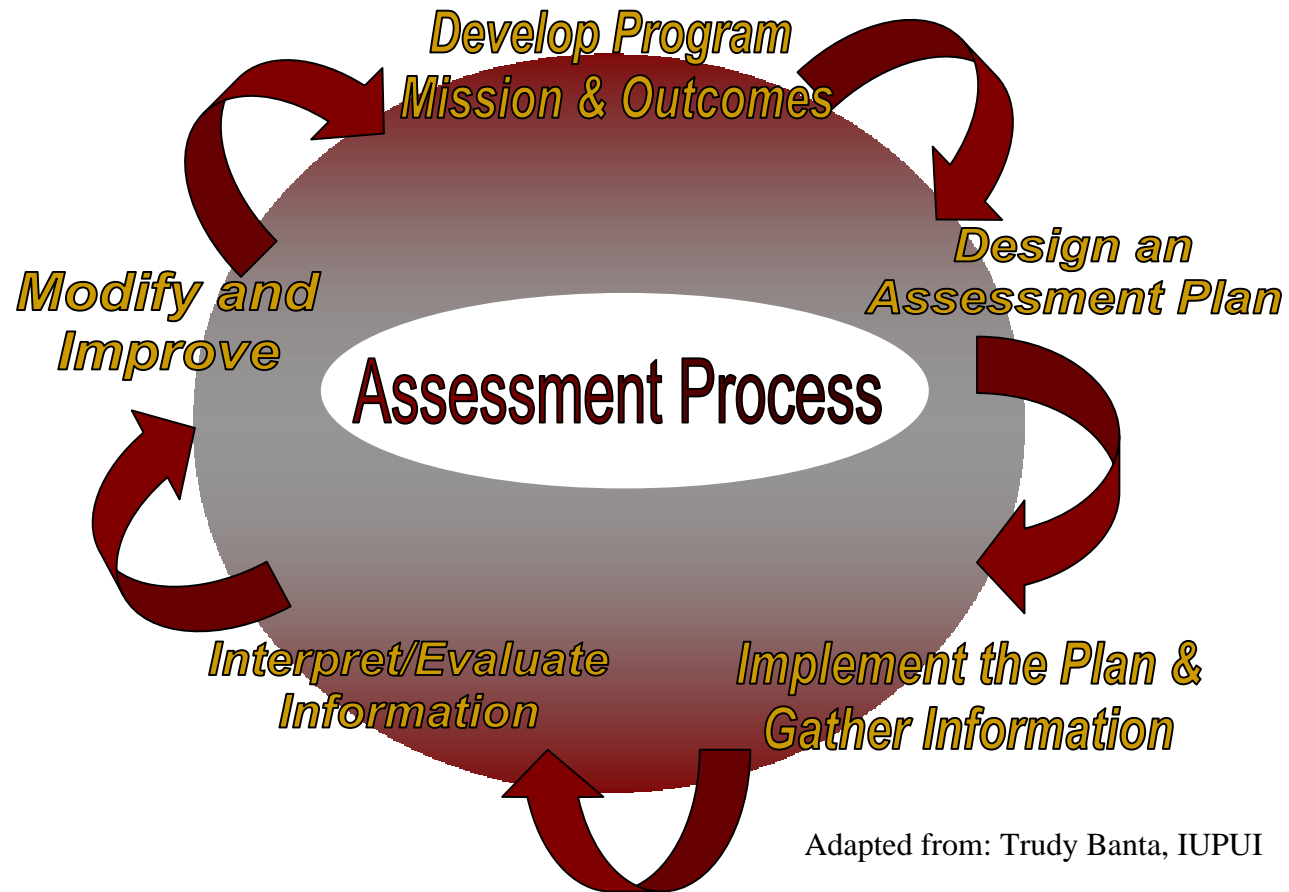
- ✦ Basic expectations
- ✦ Components of Assessment Plans
- ✦ Writing Program Learning Outcomes
- ✦ Assessment Methods
- ✦ Questions
- ✦ Lunch!



Basic Expectations

- ✦ **Who:** Academic Degree Programs
- ✦ **What:** Assessment Plan (only)
- ✦ **Where:** E-mail to assessment@tamu.edu
- ✦ **When:** Due date to the Office of Institutional Assessment-
Friday, December 14, 2007
- ✦ **How:** Follow the basic form for an assessment plan
found at http://assessment.tamu.edu/asmt/plan_docs.html

Note: If you do not use the *Recommended Assessment Plan Optional Form*, please scan your assessment plan and send it to assessment@tamu.edu. All plans will be posted on the Assessment Web site.



Adapted from: Trudy Banta, IUPUI



What is “Good” Assessment?

USED

- Good assessments are USED to make informed decisions, especially those to improve curriculum and pedagogy, but also regarding planning, budgeting, and accountability.
- Assessments that are USED involve the active participation of those with a stake in decisions stemming from the results.
- Assessments that are USED are communicated widely and transparently (clearly and understandably).

(Suskie, 2006)



What is “Good” Assessment?

Cost Effective

- Cost effective assessments
 - start with what you have,
 - are simple,
 - and keep paperwork reasonable.

(Suskie, 2006)



What is “Good” Assessment?

Reasonably Accurate and Truthful Results

- ◆ Key goals are used
- ◆ Variety of approaches
- ◆ Use direct evidence of student learning
- ◆ Perpetual works in progress (Iterative)
- ◆ Systematic

(Suskie, 2006)



What is “Good” Assessment?

Has Clear and Important Goals

- ◆ Goals are meaningful to you
- ◆ Includes appropriate standards for student performance

(Suskie, 2006)

TAMU has a set of over-arching student learning outcomes that you might find helpful as a starting point.



From the President's Task Force for Enhancing the Undergraduate Experience

- ✦ Critically Analyze
- ✦ Possess Personal Integrity
- ✦ Contribute To Society
- ✦ Master the Depth of Knowledge Required of a Discipline
- ✦ Communicate Effectively in Writing and Speaking

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Common Language for Assessment

Amber Malinovsky

Assistant Director of Institutional Assessment



Typical Components

Assessment Plan

- ✦ Department/Program Name, Contact, Phone, E-mail
- ✦ Mission/Purpose
- ✦ Outcomes, to include student learning
- ✦ Assessment Methods, to include appropriate implementation

For form, see here:

http://assessment.tamu.edu/asmt/plan_docs.html

Assessment Report

- ✦ Department/Program Name, Contact, Phone, E-mail
- ✦ Mission/Purpose
- ✦ Outcomes, to include student learning
- ✦ Assessment Methods, to include appropriate implementation
- ✦ Summary of Results
- ✦ Decisions/Recommendation, to include appropriate implementation

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Writing Program Learning Outcomes

Debra Fowler and Nancy Simpson
Center for Teaching Excellence



Methods of Assessment

After you have articulated your outcomes...

- ✦ Make sure that your program delivers them.
- ✦ Consider a curriculum map or program alignment



Before Choosing an Assessment Method

- ✦ Think about what meeting the outcome looks like
 - ◇ Be sure to describe the end result of the outcome
 - ◆ This helps articulate the criteria for identifying when the outcome has been met
 - ◇ Describe how your program is delivering the outcome
 - ◆ There may be clues in the delivery of the outcome that help you to determine how to assess it



Assessment Methods

- ✦ Determine activities or projects that are useful and appropriate in achieving your outcome and where they are delivered
- ✦ Identify the naturally occurring assessment opportunity in your program
- ✦ Consider who will analyze the information and how easily it can fit into your regular responsibilities
- ✦ Consider your budget and timeline



Measurement Methods

(Palomba and Banta, 1999)

- ★ Evidence of learning—basically two types
 - ◇ Direct methods of collecting information that require students to display their knowledge and skills
 - ◇ Indirect methods that ask students to reflect on the student learning rather than demonstrate it

(View lists)



Take-Home Messages

- ✦ You do not have to assess *everything* every year
- ✦ Modify something already being done that is meaningful to the program
- ✦ Be flexible—this is an iterative process
- ✦ This is a faculty-driven process (The outcomes you choose should be important to you.)

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Resources

Ann Kenimer and Debra Fowler

Texas A&M University



QUESTIONS?

7/4/2007





One Minute Evaluation

- ✦ What was the most valuable thing you learned?
- ✦ What is one question that you still have?
- ✦ What do you think is the next step that your program needs to take in order to implement systematic program assessment?