Using Assessment for Improvement

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What is Outcomes Assessment (OA)?

• What do we expect students to be able to know and do (outcomes)?
• How do we know if students have met our expectations (assessment)?
• How can we use the result from our assessment to improve learning (closing the loop)?
Why Assess?

• To help improve instruction
• To be accountable to stakeholders
• To attract future students
Why not use grades?

• Grade is often a function of individual instructor
• Grades do not provide information about students performance on discrete tasks
Benefits for Faculty

• Helps identify what’s working/not working
• Facilitate interdisciplinary and intercampus discussion
• Provide concrete evidence to justify request for resources
• Provide assurance that students are experiencing the same core content
Common Concerns of Faculty

• Will OA encroach on academic freedom?
• Will OA lead to increase in workload?
• Will OA be used to evaluate faculty?
• Is this not leading to standardized testing?
• Is this a new fad that will go away when I wake up tomorrow?
Assessment at DCCC

• Evaluation at 3-levels
  – Course Assessment
  – Program Assessment
  – Program Review
Course Assessment

• Determine if students developed mastery of course learning competencies.
• Conducted, each time a course is taught, by an individual instructor or a group of instructors.
• Provides immediate feedback.
• Feedback must be used for course improvement (closing the loop).
How do I assess my course?

• Summative Assessment-make decision about mastery or lack thereof (at end of course).
  – Course-embedded Assessment
  – Difference between grading and assessment

• Formative Assessment-gather information to improve teaching and learning.
  – Classroom Assessment Techniques (Cross)
Course-embedded Assessment

- Questions embedded in the final exam/major tests
- Specific assignments that provide feedback about course competencies
- Common questions in test/exam across course sections
Course-embedded Assessment

• Rubrics used to grade writing /project /presentation
• Pre/post tests
• Samples of student work
Classroom Assessment Techniques

• Provide you with information about the effectiveness of your teaching methods
• Provide day-to-day feedback that can be applied immediately
• Provide useful information about what students have learned

Classroom Assessment Techniques

• One-Minute Paper
  – “Most important thing I learned today and what I understood least.” Review before next class meeting and use to clarify.

• Muddiest Point
  – Ask students to describe what they didn't understand and what they think might help.
Classroom Assessment Techniques

• Chain notes
  – Pass around an envelope with a question, each student write short response.

• Application article
  – Ask students to describe how major point applies to real-world situation.
Classroom Assessment Techniques

• Student-generated test questions
  – Divide class into groups and have each group generate questions for test. Use as many /similar questions as possible.

• Suggestion box
  – Put a box near the classroom door and ask students to leave notes about any class issue.
Classroom Assessment Techniques

• What strategies do you use in your class to determine whether students are learning the course material?

• Which of the techniques you learned today would you choose to pilot in your class?