

Assessment Academy: Assessment Planning



You don't
fatten
pigs
by
weighing
them!



“Students can, with difficulty, escape from the effects of poor teaching, they cannot (by definition if they want to graduate) escape the effects of poor assessment.”
David Boud



What's
the
plan?

“An assessment plan captures agreement about what matters, gives direction for actions, and provides a means to determine if progress is being made.”

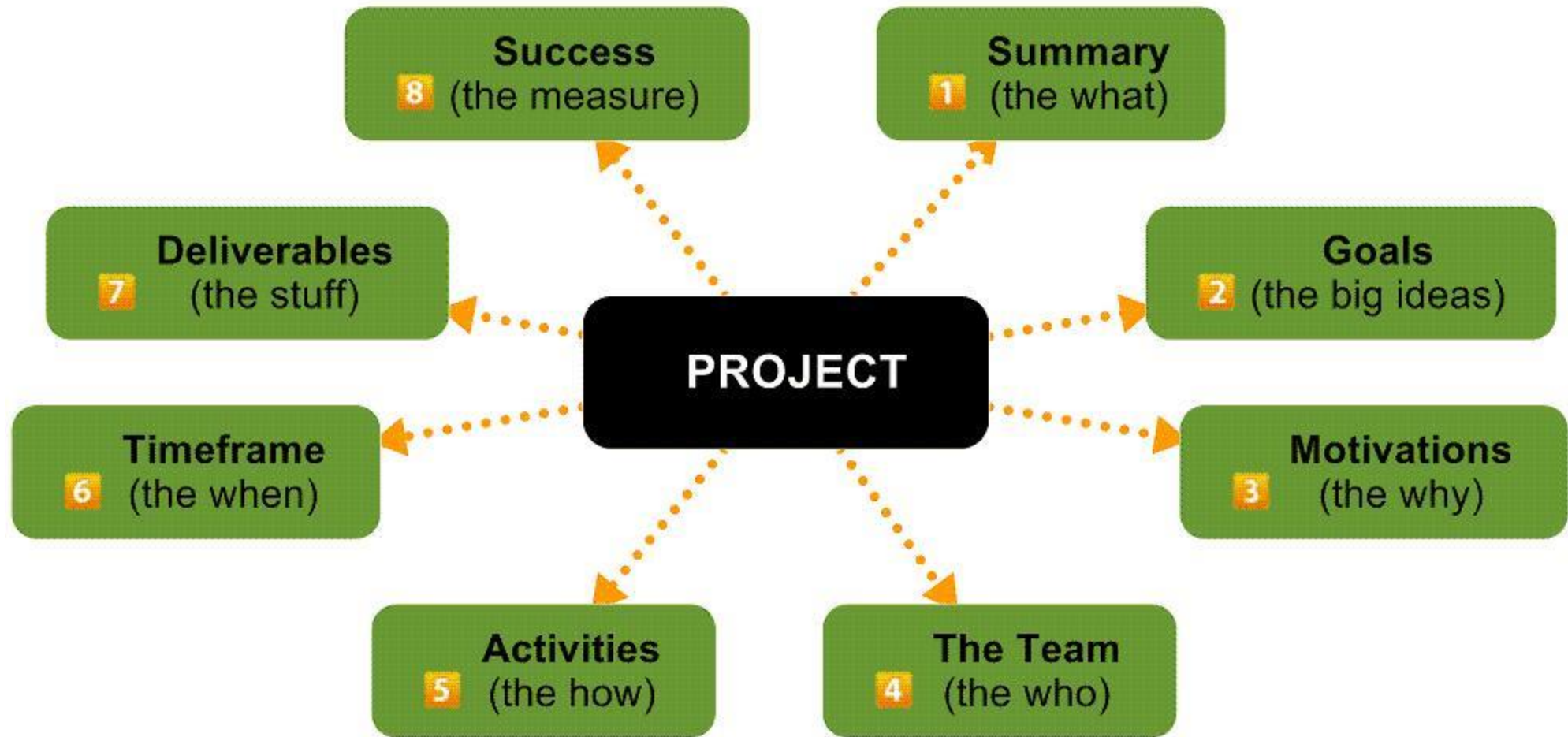
Banta, T.W., & Palomba, C.A. (2015). *Assessment essentials: Planning, implementing, and improving assessment in higher education*. San Francisco, CA: Jossey-Bass.

Assess What Matters

- “Assessment design can have as big an influence on what your students learn as your teaching.” – David Boud

Essential Questions: The 4 Ws and an H

- Why am I assessing?
- What exactly am I trying to assess?
- How am I assessing my students?
- Who is best placed to do the assessing?
- When should I assess my students?





Starting in Reverse (Start with the End in Mind)

What do you want to know about what the students are learning?

What will you use to determine their learning?

Who are your students?

What do you want to learn about your students?

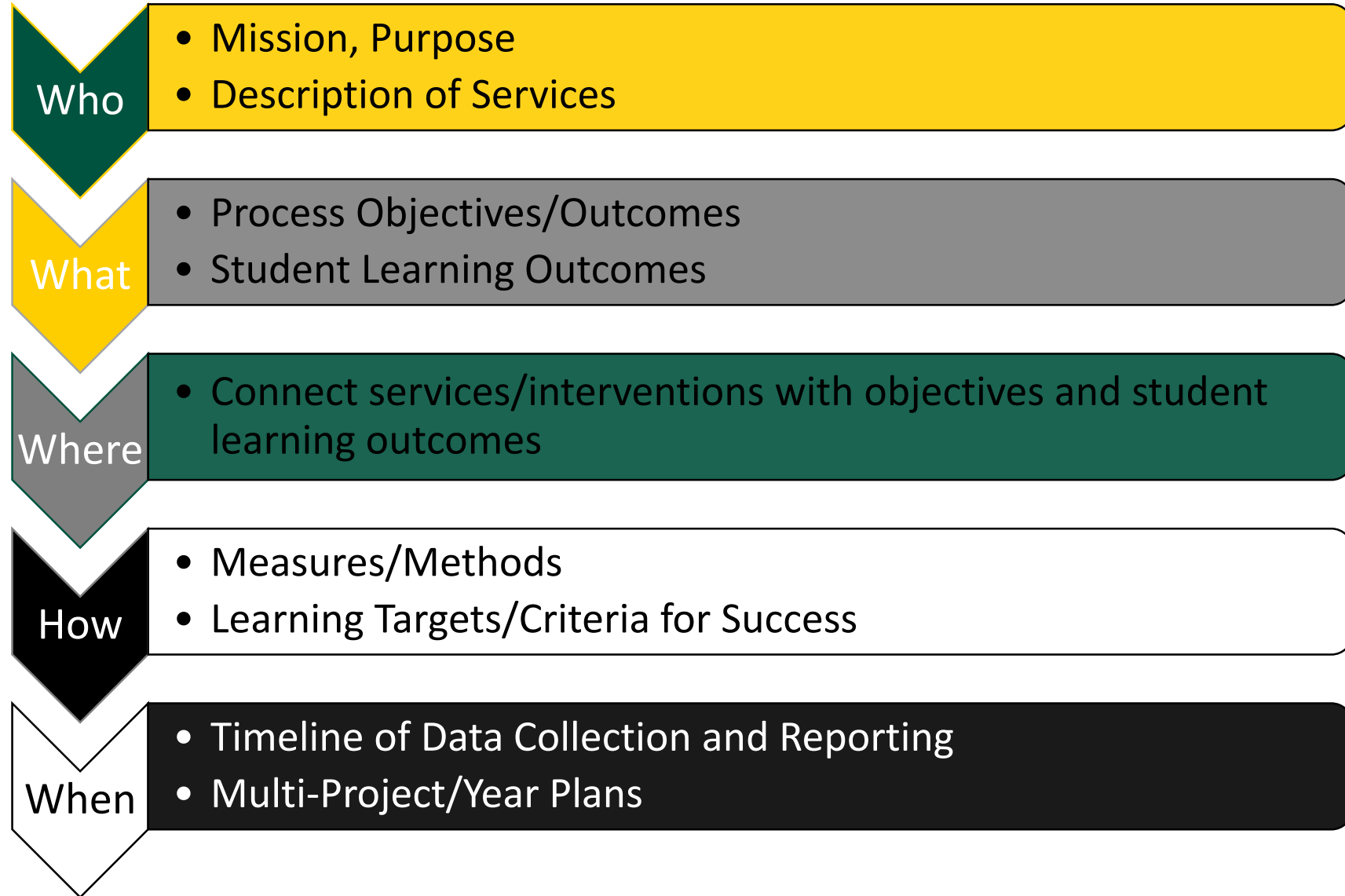
When do you want to learn it?

What do we want to assess?

Who do we want to assess?

How do we want to assess?

When do we want to assess?



Identify Where Expected Outcomes Are Addressed

- Courses
- Programs
- Services
- Internships
- Community Service Projects
- Work Experiences
- Independent Study

Determine Methods and Measurements to Assess Outcomes

- Test
- In-class Writing Sample
- In-class Analysis of a Problem
- In-class Collaborative Problem Solving Project
- Portfolio
- Performance
- Simulation
- Focus Group

State Level of Expected Performance/ Criteria for Success

- Numerical Score on an Exam
- Numerical Score on a National/Licensure Exam
- Score on Ability to Solve a Mathematical Problem
- Score on a Cumulative Project
- Score on Writing Sample

Determine Who You Will Assess

- All Students
- Student Cohorts:
 - At-Risk Students
 - Historically Underrepresented Students
 - Traditional-Aged Students
 - International Students
 - First-Generation Students
 - Military Students
- Faculty and/or Staff

Establish a Schedule for Assessment

- Upon Graduation
- At the End of a Semester
- After Completing Certain Required Courses
- Upon Completion of a Certain Number of Credit Hours
- Upon Program Completion
- Upon Employment
- X Number of Years After Graduation
- After Attending an Event/Training

Valuable Ideas

- Do not collect any assessment without clearly understanding:
 - Why you are doing it.
 - What you are hoping to learn from it.
 - Who you will share the results with.
 - What decisions will the results have an impact on.

