SUMMER SEMINAR SERIES

101: Intro to Assessment

Emily Langdon, PhD
DJ Hardwick and Marcos Navarro-Garcia

UNIVERSITY OF CALIFORNIA MERCED | DIVISION OF STUDENT AFFAIRS

June 15 & 16, 2022

Learning Outcomes

1. Participants will understand the difference between assessment, evaluation, and research
2. Participants will be able to craft a measurable learning outcome
3. Participants will be able to identify the steps of the assessment cycle

Agenda

1. Introduction to Assessment
2. Learning Outcomes
3. Assessment Planning Cycle
4. Principles of Good Practice
5. Q&A

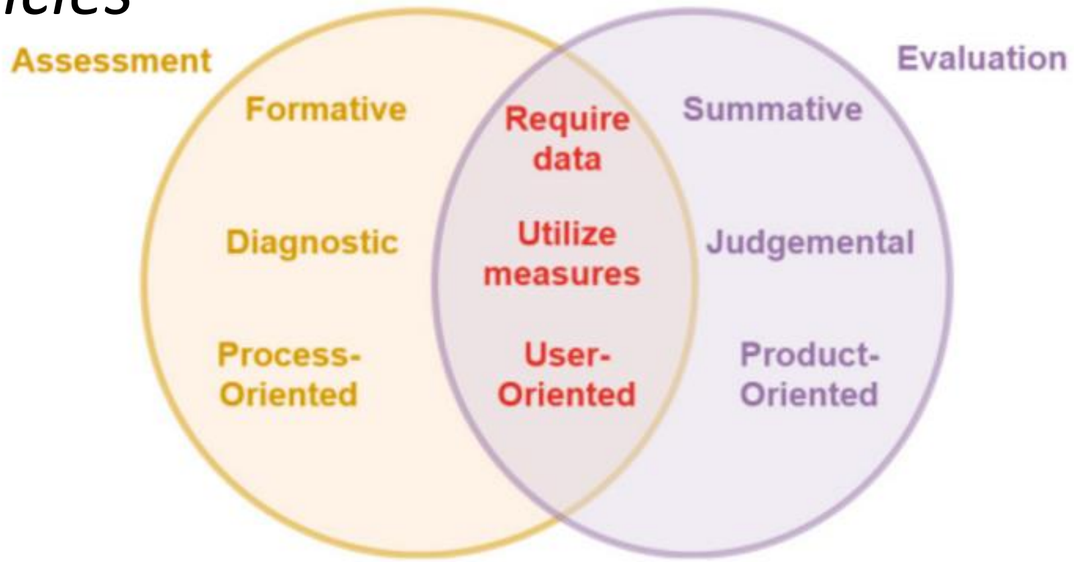
What is Assessment??

Assessment is: the systematic process of determining educational objectives, gathering, using, and analyzing information about student learning outcomes to make decisions about programs, individual student progress, or accountability. (JMU)
Ex. Survey, pretest, self-assessment

What is NOT Assessment??

Assessment is NOT for evaluation!
Evaluation is summative results for the purpose of grading, appraising, judging, etc.
Ex. Quizzes, exams, worksheets, performance evaluation

Assessment is NOT research!
Research is for the construction of knowledge and is held to a higher standard than assessment.
Ex. Medical research, published journal articles



Assessment Types

Formative: Monitor ongoing learning and gauge progress.

Summative: Evaluate learning at the end of a program against a benchmark.

Formative

- DURING
- Pre-test
- On-the-spot evaluations
- Observations

Summative

- AFTER
- Test or quiz
- Summative reflection
- Portfolio

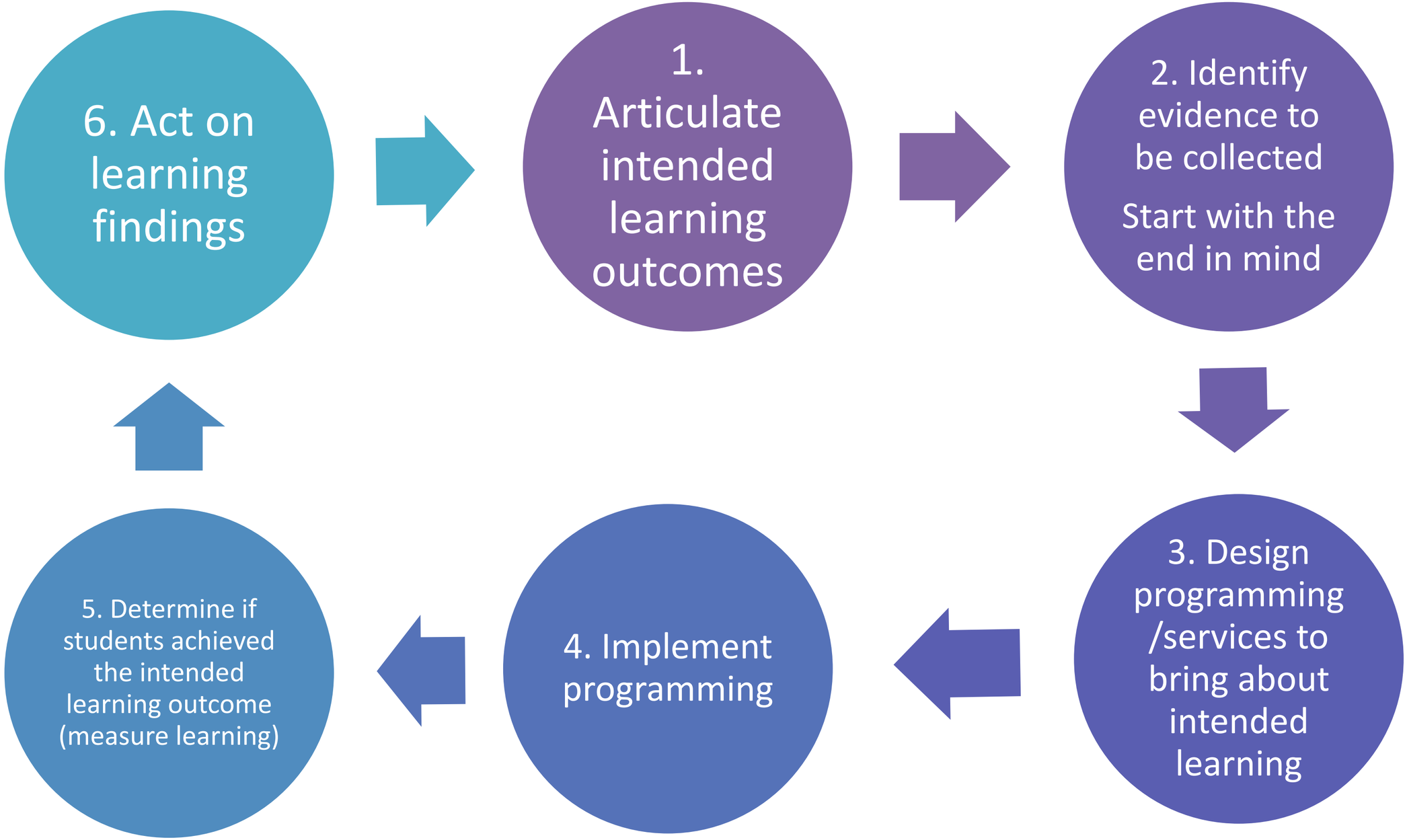
Why is Assessment Important?

"Assessment offers a means for enhancing teaching and learning, a series of activities that will help us **do better the things we believe are important**. (We do believe that, don't we?) In this view, assessment is not so much a problem as an opportunity" (Terenzini, 1993).

Where do I begin? Learning Outcomes!

A Learning Outcome is a change in attitude, aptitude, or behavior that a student can describe or demonstrate after participating in a program or using a service. (CSU Sacramento)

Each program or service should have intended learning outcomes identified.


1. Articulate intended learning outcomes
2. Identify evidence to be collected
Start with the end in mind
3. Design programming /services to bring about intended learning
4. Implement programming
5. Determine if students achieved the intended learning outcome (measure learning)
6. Act on learning findings

What makes a good learning outcome?

1. Written from perspective “Students will be able to…”
2. Includes an action verb describing specifically what students will be able to do if they have learned
3. Describes how students will demonstrate their learning (is measurable)
4. Yield information that can be used to refine programming (actionable information)
5. Is understandable to students
6. Share! Learning outcomes shouldn’t be hidden

Learning Evidence

Direct Evidence: Evidence of learning that is tangible and visible.

Indirect Evidence: Proxy signs that students are learning.

Direct

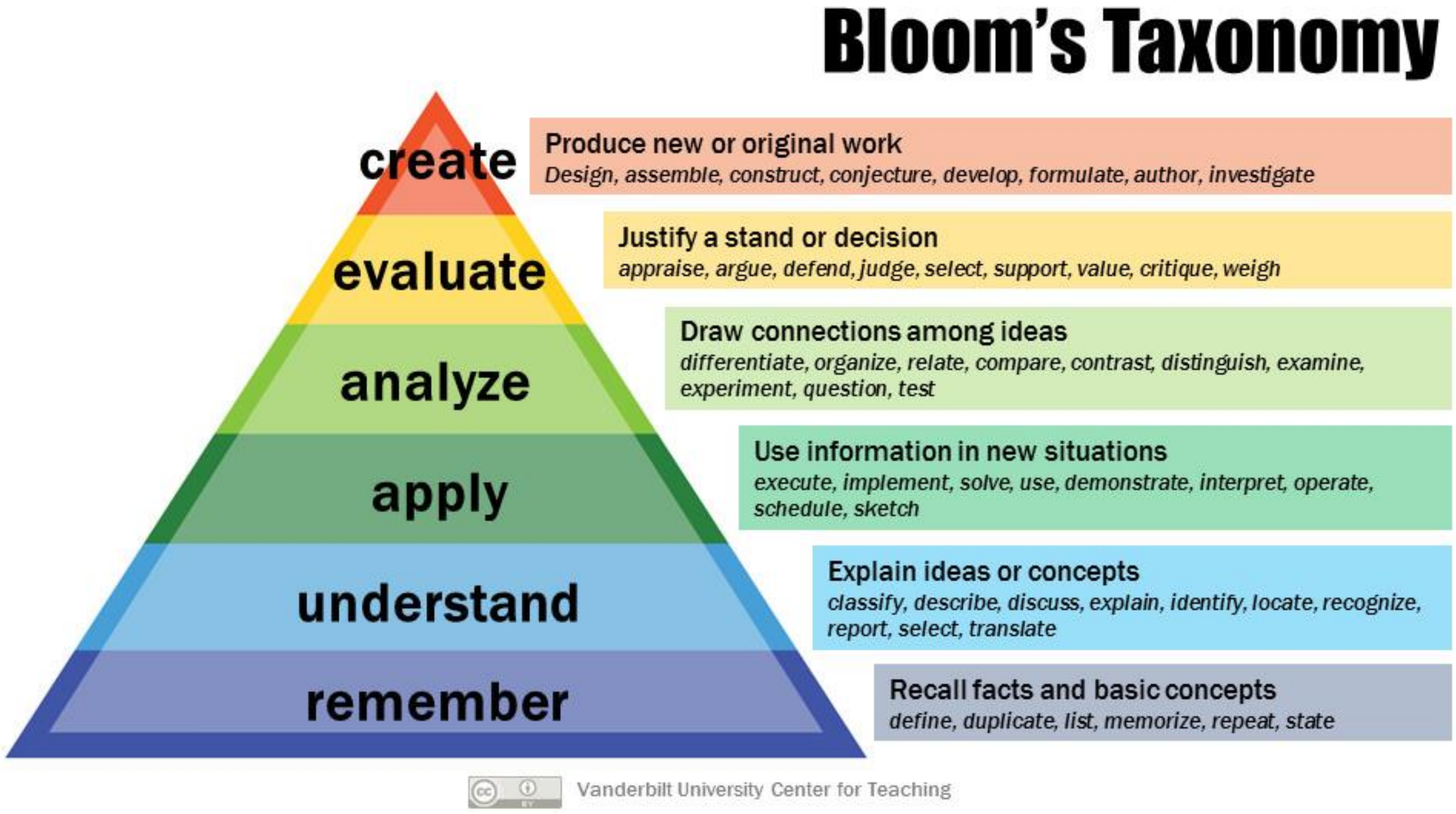
- Written or oral explanations, descriptions, identifications, etc.
- Role plays
- Project products

Indirect

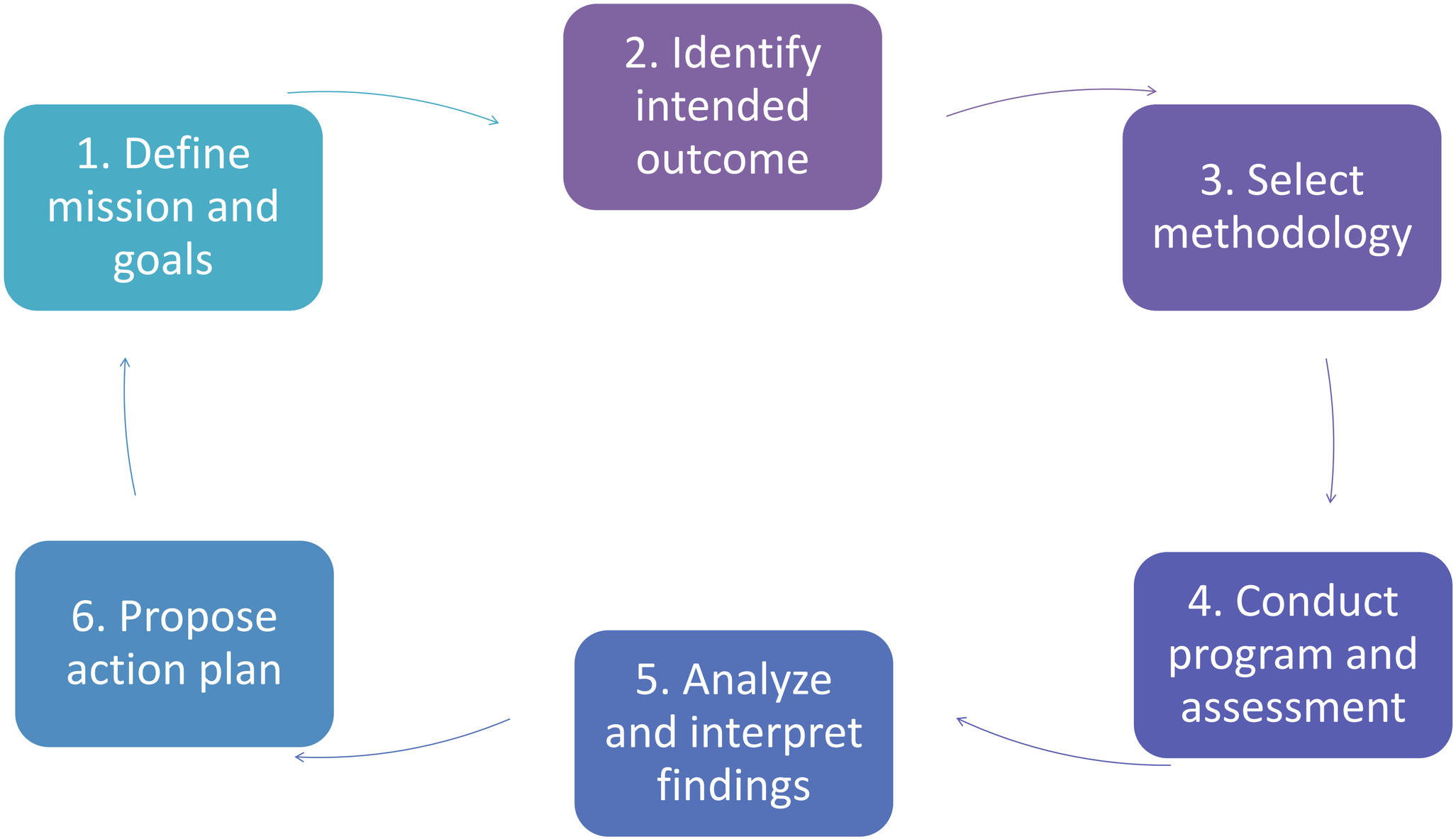
- Students rating themselves
- Satisfaction questions
- Students rating gains in abilities

Bloom's Taxonomy

Used for classification of educational learning objectives into levels of complexity and specificity. (measurable verbs)



Assessment Planning Cycle



Assessment Cycle Questions

1. What are we trying to do and why?
2. What is my program supposed to accomplish?
3. How well are we doing it?
4. How do we know?
5. How do we use the information to improve or celebrate successes?
6. Do the improvements we make work?

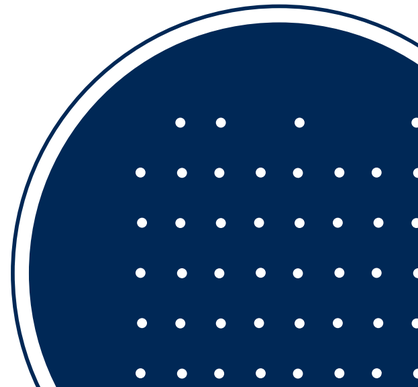
(Bresciani, 2002)

Principles of Good Practice

- Assessment is most effective when it reflects an understanding of learning as multidimensional, integrated, and revealed in performance over time.
- Assessment works best when the programs it seeks to improve have clear, explicitly stated purposes.
- Assessment works best when it is ongoing not episodic.
- Assessment is most likely to lead to improvement when it is part of a larger set of conditions that promote change.

UC Merced Principles of Assessment (link on Slido)

American Association for Higher Education, 1996



Thank You!

Contact:

Emily Langdon, PhD

elangdon@ucmerced.edu

studentaffairs.ucmerced.edu

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References

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