

# ASSESSMENT



Assessments and What  
to Do with the Results  
Revealed!

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# Workshop Objectives

- Explain what are assessments and why they are important
- Define learning outcomes
- Differentiate between course and program outcomes
- Explain the components of an assessment plan
- Create an assessment plan

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# What is Assessment?

Activities undertaken by teachers – and by their students in assessing themselves— that provide information to be used as feedback to modify the teaching and learning activities in which they are engaged.

Black, P.J. & Wiliam, D. (1998) Inside the Black Box: Raising standards through classroom assessment. King's College, London.



# Why Assess?

USE the results to  
IMPROVE student  
learning and program  
outcomes

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# Why Does ABFSE Require Assessments?

- To measure quality and effectiveness of programs
- Accountability movement in higher education (US DOE)
- Federal mandates to regional accrediting institutions

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# **VALUE** (Valid Assessment of Learning in Undergraduate Education) assumes that:

- To achieve a high-quality education for all students, valid assessment data are needed to guide planning, teaching, and improvement;
- Colleges and universities seek to foster and assess numerous essential learning outcomes;
- Good practice in assessment requires multiple assessments, over time;
- The collection of data from multiple assessments across a broad range of learning outcomes while guiding student learning and building self-assessment capabilities;
- Assessment data can inform programs and institutions on progress in achieving expected goals.

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# What Are Learning Outcomes?

- Specific, measurable statements of what graduating/exiting students *should know, be able to do, believe, or value* after completing the program
- Focused on the results of student learning, not on the learning process or on teaching
- Derived from the program's mission statement

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# Levels of Outcomes

- Outcomes can be identified at many organizational levels:
  - Institutional
  - College/School/Division
  - Department
  - Program
  - Course
  - Class session/Lesson
- *Program outcomes* are the focus for program assessment





# An Analogy: Salads and Outcomes

These two pictures have similar ingredients. Why is only one a salad?



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The difference in ingredients' degree of preparation and integration makes only one image a salad.



*The ingredients contribute to the salad, but a salad is more than the sum of its parts.*

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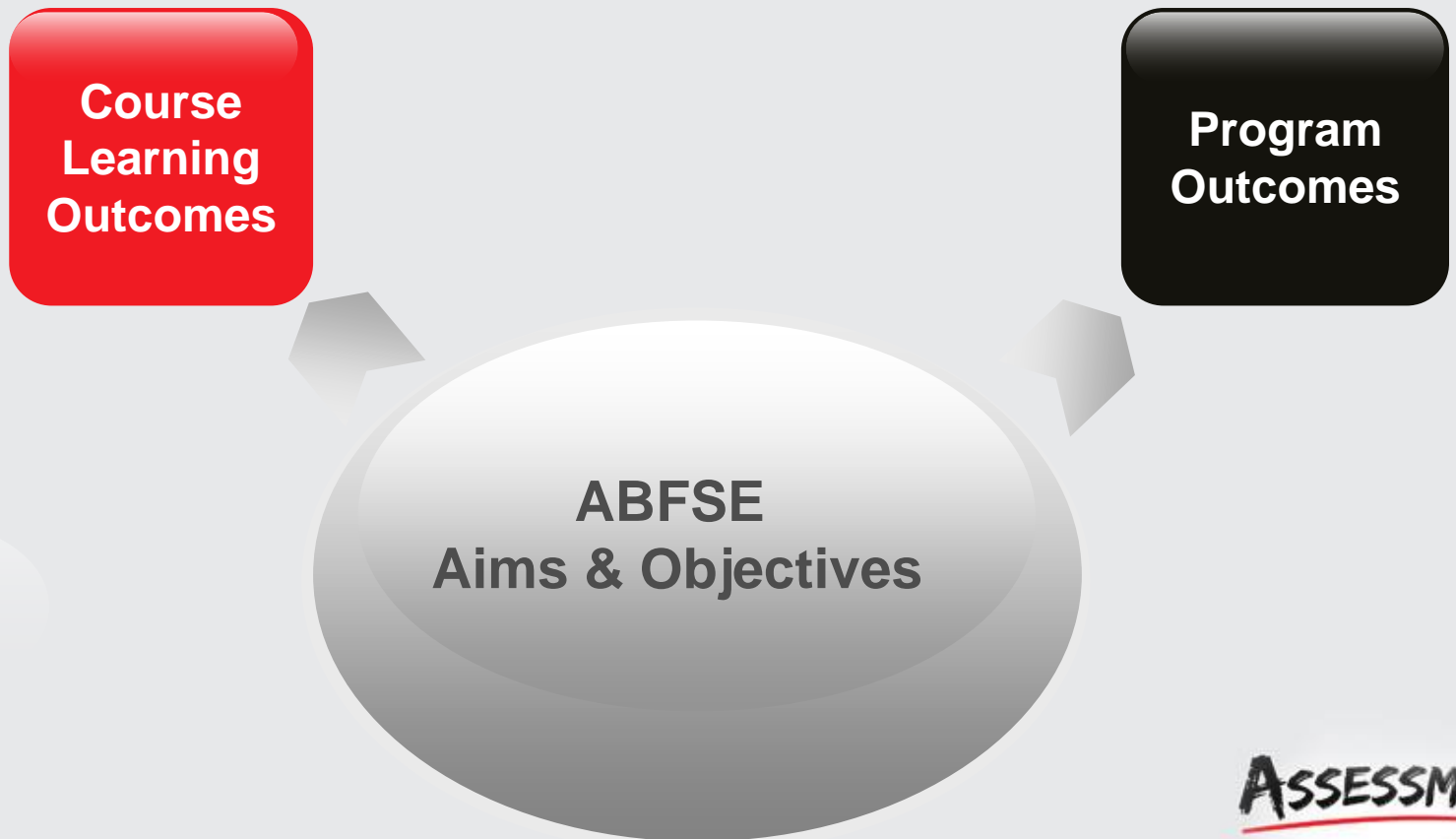
# From Salads to Outcomes

- **Course outcomes** identify “the ingredients” that make up the program
  - Incremental knowledge and skills that students develop bit by bit throughout the program
  - Aligned with – but typically narrower than – program outcomes
- **Program outcomes** characterize “the salad” – what individual ingredients make once they are prepared and integrated
  - Students’ **cumulative learning across courses** at the end of the program

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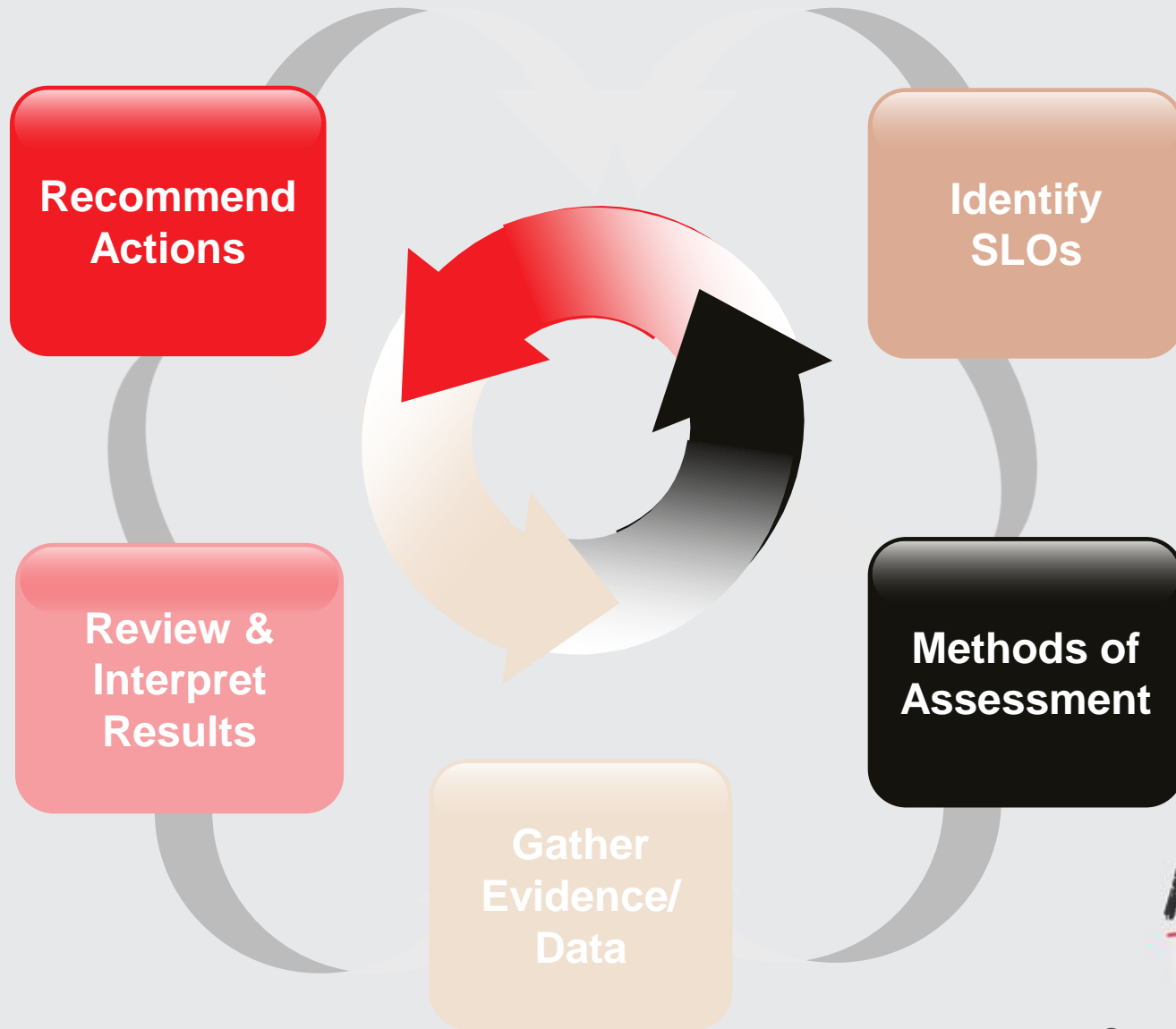
# Alignment



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# Assessment Cycle



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# Assessing Program Outcomes

- should provide an objective means of supporting the outcomes, quality, efficiency or productivity of programs, operations, activities or services
- should indicate how you will assess each of your outcomes
- should indicate when you will assess each outcome
- provide at least two ways to assess each outcome

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# Measurement Toolbox

- Measurements/Methods
  - Course exams
  - NBE
  - Presentations
  - Research papers
  - Lab practical
  - Case studies
  - Portfolio
  - Capstone projects
- Tools
  - Embedded test questions
  - Rubrics



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# **THE ASSESSMENT PLAN**



# Components of An Assessment Plan



- Student Learning Outcomes
- Method of Assessment
  - What method from the measurement toolbox will you use?
  - What tool will you use to evaluate student learning outcomes?
- Performance Targets
  - What is your criteria for success when using the tool (i.e. 90% of students will score 80 or better on the established rubric)
- Assessment Results
  - Results of the method of assessment you used (i.e. 10 students out of 5 (50%) scored 80 or better on the established rubric)
- Findings
  - Was the outcomes mastered or achieved?
- Use of Assessment Results
  - How your results can change/improve the program?
  - What is your action plan?



# Steps to Assess Program Learning Outcomes

1. Identify student learning outcomes for your program
2. Align SLOs & ABFSE Aims and Objectives.
3. Determine methods of assessment
4. Collect and analyze assessment data.
5. “Close the Loop”
  - ✓ Review and interpret results
  - ✓ Recommend actions
  - ✓ Make changes

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# Review Assessment Findings

- Data Analysis
  - What do the results say?
  - What will you do?
  - Any surprises?
- Questions to consider about data meaning
  - What is the data telling you about what and how well students are achieving the learning outcomes for the program?
  - Do the findings make sense?
  - What additional information is needed?
  - In what areas do students often have difficulty in the program or course?
  - How consistent is student learning across multiple sections of the same course?

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# Creation an Action Plan

- Questions to consider
  - What additional information or evidence is needed to understand how well students are achieving program goals?
  - How will you use the information to improve student learning?
  - How can the program improve learning more effectively in a time of tight or limited resources?
- Take Action
- Implement

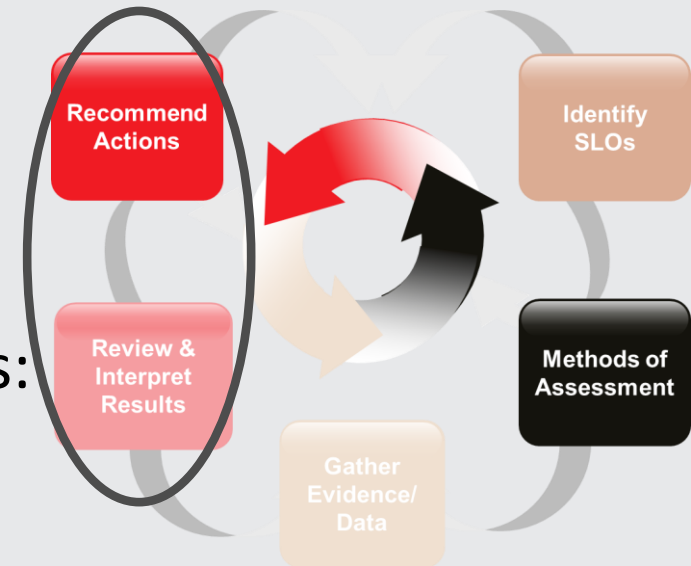
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# What to do with the Data?

## Steps to “Closing the Loop”

- Consider the outcome addressed
- How? What practices/techniques are used?
- Where are the gaps?
- What can be changed?
  - Short-term? Long-term?
- Possible types of recommendations:
  - Changes to pedagogy
  - Changes to curriculum/program
  - Resources/materials used
- Keep in mind that you can't fix everything at once – so start small



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# Assessment Matrix

ABFSE Aims & Objectives	Your Program Student Learning Outcome	Course Outcomes is Assessed	Measure/ Assessment Method	Performance Indicator %	Frequency/ Timeline	Findings	Action Plan
Importance of funeral service personnel as: members of a human services profession							
Importance of funeral service personnel as: members of the community in which they serve							
To emphasize high standards of ethical conduct							
To enlarge the background and knowledge of students about the funeral service profession							



- Re-visit your assessment plan to ensure it is still valuable
- If your outcomes are mastered, raise the bar, do something different

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**EXERCISE**



- Select one of your program outcomes and align it to a ABFSE Aim & Objective
- What course will you measure the outcome?
- How are you going to measure the outcome?
- What will be your performance indicator?
- When will you assess? (i.e. semester, 3<sup>rd</sup> quarter, annually)
- What are your findings?
- How will you use the data to improve student/program outcomes?

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A hand is visible at the bottom right, holding a red marker and having just finished underlining the word "ASSESSMENT".

# Contact

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Thank You!