



Next Steps in Assessment:

Transparency, reflection, and scholarship

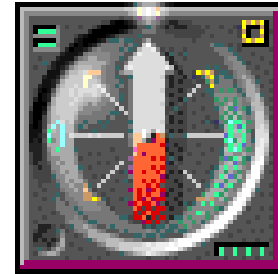
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Some Assessment Ways and Means

- **Assessment days or centers**
- **Case studies**
- **Classroom assessments**
- **Completion and retention studies**
- **Content analyses**
- **Debates**
- **Direct observations**
- **Focus groups**
- **Graduate success**
- **Internships and service learning**
- **Interviews (including videotapes)**
- **Exams for certification and licensure**
- **Matrices**
- **Performances**
- **Portfolios of several kinds**
- **Projects (Primary Trait Analysis)**
- **Questionnaires and surveys (Direct and telephone; employer, alumni, and student attitude and satisfaction)**
- **Reflective essays**
- **Study and activity logs**
- **Tests & embedded questions (Locally-developed and standardized)**
- **Transcript analyses**

Essence of Assessment



1. What are your students supposed to learn in your programs?
2. How do you know that they're doing it?
3. What are you going to do so they improve?

Summary

All structures have been
successful somewhere

All structures have failed
somewhere

There are no magic beans

Asteroid Impact Assessment Assumptions & Expectations?

Use research-based assessment approaches to...

- improve student learning
- ask meaningful questions about the learning environment
- produce information useful for [re-] accreditation

Achieve these ends while protecting the faculty workload and institutional budget.

Assessment and Evaluation of Papers

	Excellent	Very Good	Adequate	Weak	Poor
(2) Presents a manifest topic statement					
(3) Exercises good critical thinking					
(4) Expresses its purpose clearly					
(6) Provides adequate supporting arguments					
(10) Correctly documents and cites sources					
(11) Is free of mechanical errors					
(12) Displays originality and creativity					
Overall Evaluation	A	B	C	D	E

Assessment and Evaluation of Behavior

[Thanks to Prof. Kathleen Tunney, SIUE]

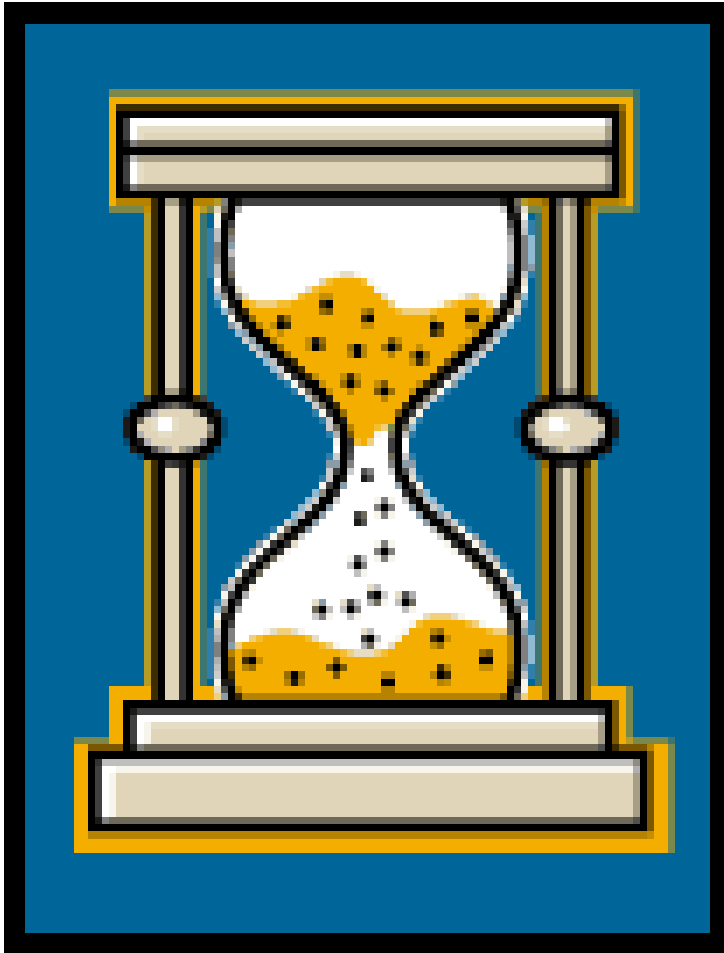
	Almost Always	Frequently	Occasionally	Seldom	Almost Never
Positive Attributes					
(1) Enters into class discussions					
(4) Visits during office hours to clarify ideas					
(6) Offers questions or comments via e-mail					
Negative Attributes					
(7) Skip class					
(9) Sleeps in class					
(10) Exhibits disruptive behavior					

Assessment makes learning **visible**



Assessment is the ongoing, systematic examination of student learning and the learning environment and the application of appropriate feedback.

AACSB Assessment History



- Year 1 (2003): Set Learning Goals
- Year 2 (2004): Curriculum Alignment, Measures
- Year 3-4 (2005&6): Collect data, analyze, curriculum changes
- By 2007, the full assessment cycle (including curriculum change) should be in place.

15. Management of Curricula

“The school uses well-documented, systematic processes to develop, monitor, evaluate and revise the substance and delivery of the curricula on learning.

“The standard requires use of a systematic process for curriculum management *but does not require any specific courses in the curriculum.*”

Normally...

Management-specific topics typically included in a general management degree include:

Normally:

- Context of business
- Ethics & social responsibility
- Change management
- Group & individual dynamics
- Production
- Information use & reporting
- HRM
- Finance
- Strategic Management & decision-making

General Knowledge & Skills (UG)

Normally:

- Communication abilities
- Ethical understanding & reasoning
- Analytic skills
- Use of information technology
- Multicultural understanding
- Reflective thinking

General Knowledge & Skills (MBA)

Normally:

- Application of knowledge even in new & unfamiliar circumstances thru conceptual understanding of relevant disciplines.
- Change management

16. Knowledge & Skills

“(Driven by mission)...the school specifies learning goals and demonstrates achievement of learning goals for key general, management-specific, and/or appropriate discipline specific knowledge and skills that its students achieve in each undergraduate degree program.”

Old Days:

We taught it!



[--after Martell]



Now:

They learned it!

Direct vs. Indirect Assessment

- Direct assessment acquires evidence about student learning and the learning environment: Exams, projects, logs, portfolios, observations....
- Indirect assessment acquires evidence about how students *feel* about learning and their learning environment: Surveys, questionnaires, interviews, focus groups, reflective essays....

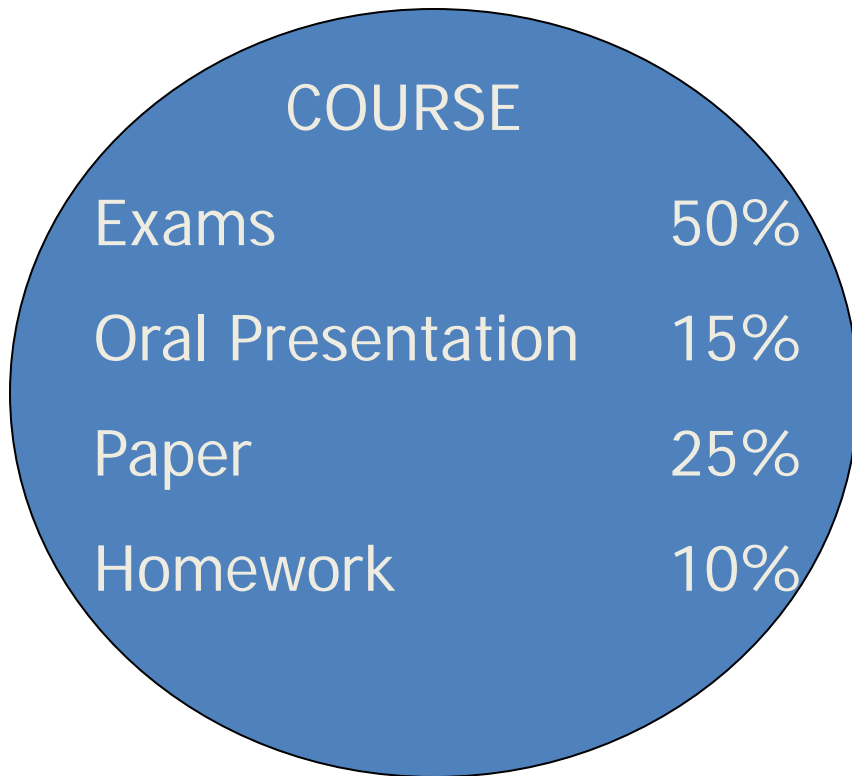
We Give Grades, Don't We?

Aren't grades
(by themselves)
enough?

NO!

Why grades (by themselves) aren't assessment....

[after Martell]



Exams	78
Presentation	86
Paper	85
Homework	93
Total	83

Exams	90
Presentation	69
Paper	78
Homework	82
Total	83

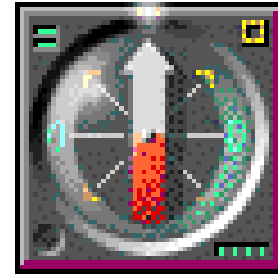
Assessment vs. Evaluation

- *Formative assessment* focuses on the student and the learning environment for the purpose of improvement.
- *Summative assessment* (evaluation?) focuses on the student and the learning environment for the purpose of making a judgment.
- *Evaluation* is also a process that focuses on the professor and teaching performance.

An Assessment Mantra

Assessment monitors
student learning;
It does not evaluate
faculty teaching.

Essence of Assessment



1. What are your students supposed to learn in your programs?
2. How do you know that they're doing it?
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Assessment Asks Questions

Bad questions take
just as much energy
to answer as good
questions do.

The Basic Assessment Question

What do we want to know
about ourselves?

The Basic Assessment Question Amplified

- Are we doing what we say we're doing?
- Are we doing what we ought to be doing?
* * * * *
- Just what do we think we're doing?

An Effective Consequence of the Basic Assessment Question

Assess the things that
matter within *your*
university culture.

--Pat Hutchings

Focus on the Students

It's not so much what the professors do that matters.

It's what the students do.

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So, how do we know what students do?

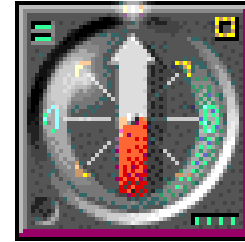
Good Assessment Asks Good Questions

- What is your job description for your first year students? For your second year students? How do they differ?
- What are student expectations for their *own* success? GPA of 3.2 and study <10 hrs/wk?
- How much and what kinds of writing do our students do? What kinds of math? Are these relevant to our curricular goals?

Six Principles of Scholarship



--Glassick et al.



1. Clear goals -- we identify the question
2. Adequate preparation -- we see the task
3. Appropriate methods -- we can do the task
4. Significant results -- we do care
5. Effective presentation -- we can escape
6. Reflective critique -- we can improve

The Main Thing is to keep the Main Thing



**the Main
Thing.**

Student learning...



...is a Main Thing

Memory Matrix

[--from Angelo and Cross]

	<i>Description</i>	<i>Example</i>	<i>Application</i>
AACSB Standards			
Direct & Indirect Assessment			
Formative & Summative Assessment			
Assessment & Evaluation			
Assessment as Grading? Questioning?			
Six Principles of Scholarship			