



Intro to Assessment

Fall 2023

What is Assessment?

Assessment is the systematic collection, review, and use of information about academic programs and administrative and educational support services (AES units) undertaken for the purpose of improving student outcomes.

Source: *Assessment 101*. CUNY Assessment Council.

Assessment asks:



What are we trying to accomplish and why?

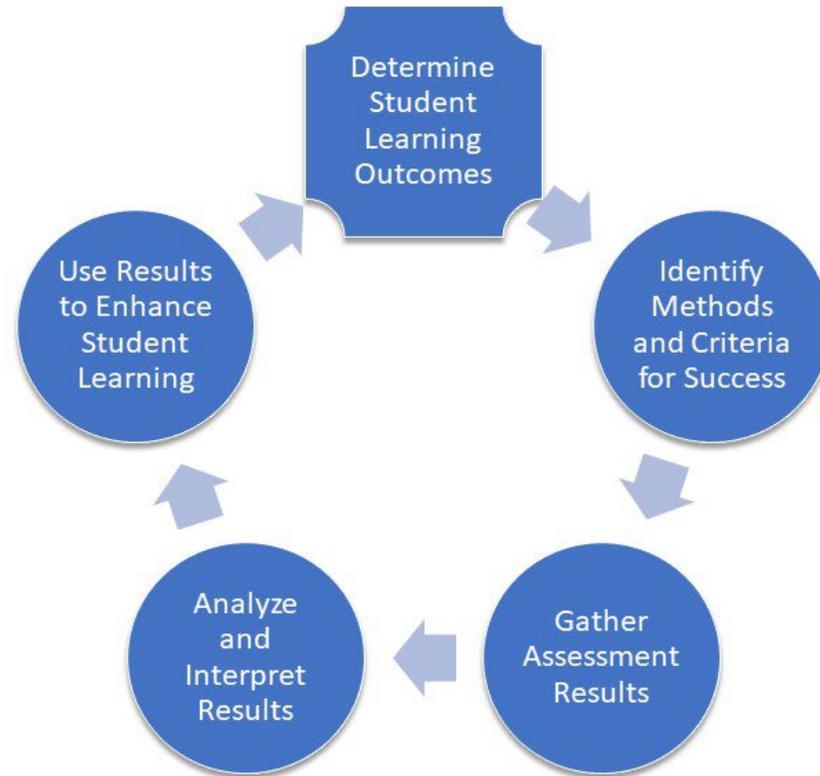


How well have we succeeded?



Where might improvements be made?

Assessment of Student Learning



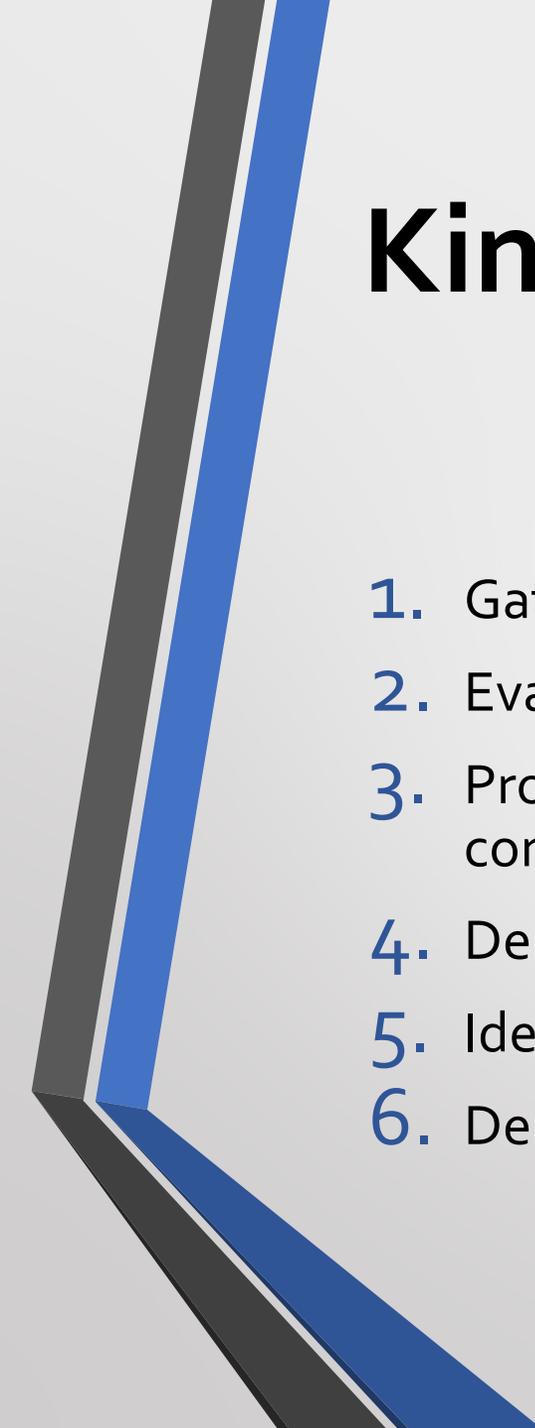
Student Learning Outcomes

- Student Learning Outcomes are *clear, measurable statements that describe what a student will know and be able to do as a result of participating in a course, program, or activity.*

(C.F. Learning Objectives, which are what students will do during a particular course, program, or activity. (e.g., “Students will read texts/engage in discussions/have the opportunity to learn.../view performances/perform a piece/create a portfolio...”))

Different levels of Learning Outcomes

| Type of Learning Outcome | Where do they come from? | How many are there? | Who Is Expected to Meet These LOs? | How are they assessed? |
|---|-------------------------------------|---------------------|--|--|
| Pathways LOs | CUNY | Lots | Every CUNY Student | Gen Ed Assessment |
| Kingsborough Institutional Learning Outcomes (ILOs) | Kingsborough's Assessment Council | 6 | Every Kingsborough Student | Gen Ed Assessment, Civic Engagement Assessment |
| Program Learning Outcomes (PLOs) | The Academic Programs | Ideally 3-7 | Every student graduating with a degree in that program | Course and Program Assessment/APRs |
| Course Learning Outcomes (CLOs) | The course designer/lead instructor | Ideally 3-7 | Every student taking that course | Course, Gen Ed, or Program assessment |



Kingsborough Institutional Learning Outcomes (ILOs)

1. Gather, interpret, and assess information from a variety of sources
2. Evaluate evidence and arguments critically and analytically
3. Produce well-reasoned written or oral arguments using evidence to support conclusions
4. Demonstrate quantitative reasoning skills
5. Identify and apply fundamental concepts and methods of a discipline
6. Demonstrate an understanding of Civic Engagement

An example of alignment:

Biology PLOs

- Identify and apply the methods and process of life science
- Demonstrate proficiency in quantitative reasoning as it relates to life science data
- Demonstrate an understanding of evolution
- Demonstrate an understanding of the relationship between structure and function
- Demonstrate an understanding of genetics
- Demonstrate an understanding of the pathways of energy and matter that maintain a particular environment
- Demonstrate an understanding of the levels of biological organization and the interactions among these levels

Gen Ed/ILOs

- Gather, interpret, and assess information from a variety of sources and points of view
- Evaluate evidence and arguments critically or analytically
- Produce well-reasoned written or oral arguments using evidence to support conclusions
- Apply quantitative reasoning skills to solve problems
- Identify and apply fundamental concepts and methods of a discipline
 - World Cultures and Global Issues
 - U.S. Experience in its Diversity
 - Creative Expression
 - Individual and Society
 - Scientific World
- Describe civic engagement and its importance in a global society

Another example of alignment:

| KCC LO | CUNY Pathways LO | BIO 11 Course LO(s) |
|--------|--|---|
| 1 | Identify and apply research ethics and unbiased assessment in gathering and reporting scientific data | ---- |
| 2/3 | Gather, analyze, and interpret data and present it in an effective written laboratory or fieldwork report. | Perform laboratory investigations, interpret and communicate analyzed data in formats commonly used in science. |
| 5 | Identify and apply the fundamental concepts of a life or physical science. | Apply scientific thinking in relation to human anatomy and physiology |
| | | Describe the use of feedback loops in maintaining homeostasis of human body systems |
| | | Describe the levels of organization in the human body |
| | | Explain the relationship between structure and function of the different components of the organ systems |
| 5 | Apply the Scientific method to explore natural phenomena... (etc.) | Perform laboratory investigations, interpret and communicate analyzed data in formats commonly used in science. |
| 5 | Use the tools of a scientific discipline to carry out collaborative laboratory investigations. | Perform laboratory investigations, interpret and communicate analyzed data in formats commonly used in science. |

Curriculum Maps

- Show where in the program students have the opportunity to acquire each PLO
- (Curriculum Maps for your programs are in the Blackboard Assessment Resources shell)

Example: Business Administration

| Program Learning Outcomes: | ACC 1100 | ACC 1200 | BA 1100 | BA 1200 | BA 1400 | BA 3100 | BA 6000 | ECO 1200 | ECO 1300 |
|---|----------|----------|---------|---------|---------|---------|---------|----------|----------|
| 1. Explain the fundamental concepts and techniques to account for business transactions. | x | | | | | | | | |
| 2. Prepare and interpret financial statements. | | x | | | | | | | |
| 3. Identify the major economic systems and identify the ways to measure economic performance. | | | | | | | | x | |
| 4. Explain how civil law applies to two primary aspects of private enterprise: the laws of contracts and torts. | | | | x | | | | | |
| 5. Explain the interrelationship between productivity and organizational variables. | | | | | | x | | | |
| 6. Identify and apply the elements of the marketing mix and their relationship to environmental variables. | | | | | x | | | | |
| 7. Describe the differences in the major business ownership formats, including e-business. | | | x | | | | | | |
| 8. Create documents, spreadsheets and presentations using Microsoft Office. | | | | | | | x | | |

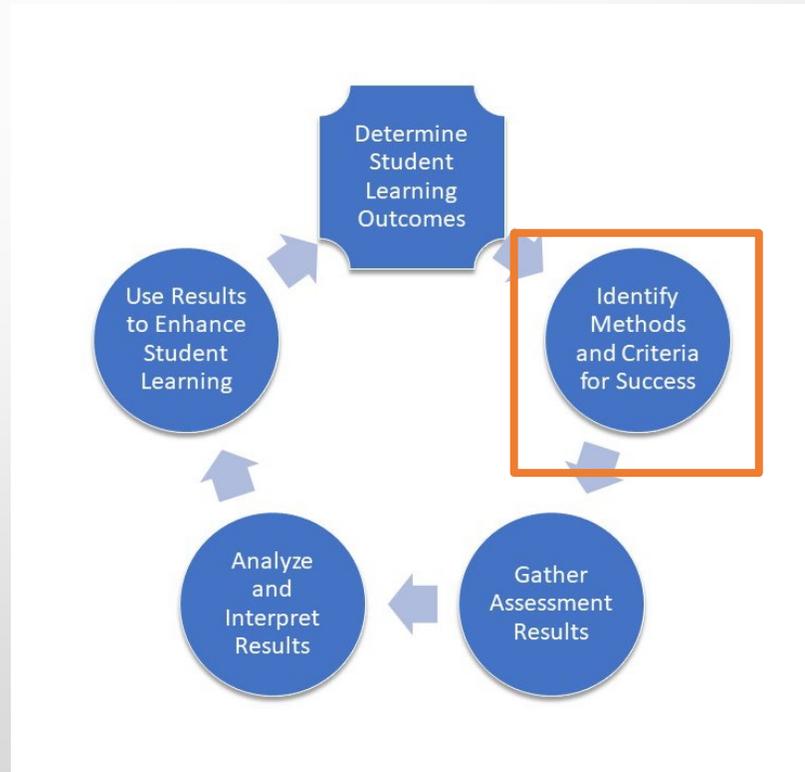
Assessment Plans

- Curriculum Maps can then be used to create multi-year assessment plans.
- Why Multi-year?
 - Coordinate assessment at different levels/types
 - Inform faculty in advance of the work they will be engaging in

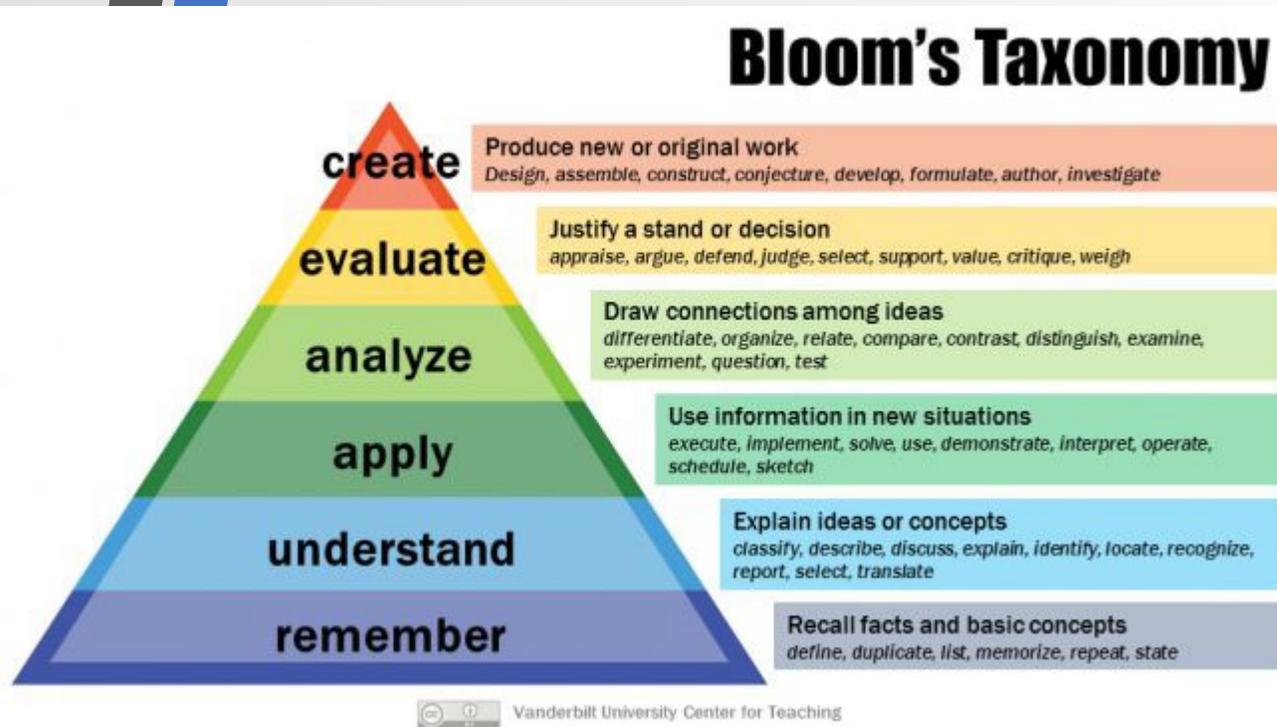
Can find multi-year assessment plans in Blackboard shell (if we have them)

Assessing Student Work

- Develop/identify your *artifact*
- **Artifact:** A sample of student work that is evaluated using a rubric or other evaluation technique (e.g., an exam map)
 - Exams, research papers, lab reports, class discussions, performances



Criteria for selecting your artifact



- Does it allow the student to demonstrate their learning of the specific LO you are assessing?
- Is it at the appropriate level for the LO you are assessing?
 - MCQ's are good for remember/understand; essays or papers better for apply/analyze/evaluate



Rubrics

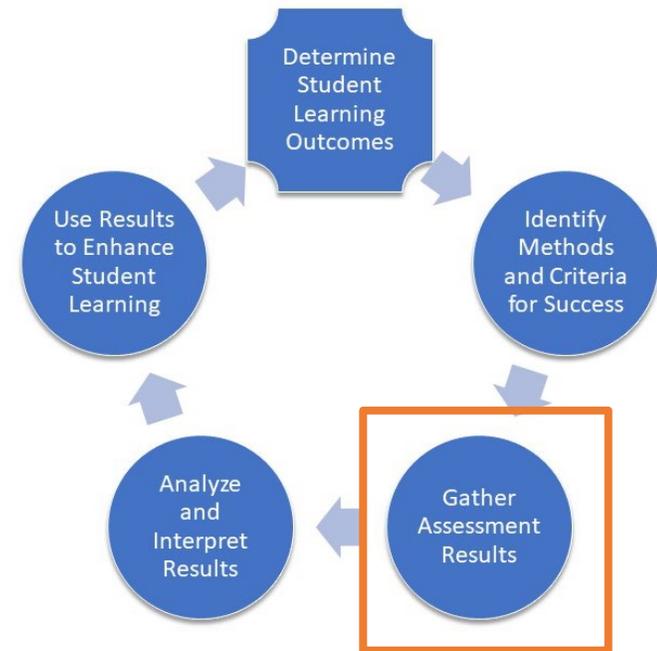
- Rubrics lay out the criteria for evaluation of student performance on the Learning Outcome.
- They reflect the shared values of faculty and the major themes to see in student work
- They can be done as a part of the grading process, or completed alongside grading
- They can be shared with students, or not

Why not just use grades?

- Graded assignments often incorporate more than one Learning Outcome, and we can't tell how much of the grade comes from the LO we are assessing
- Grades often come from *more* than just student learning (e.g., timeliness, completeness, etc.)
- Grades don't tell us *why* the student received that grade
- Different faculty have different grading styles and methods; assessment requires consistency

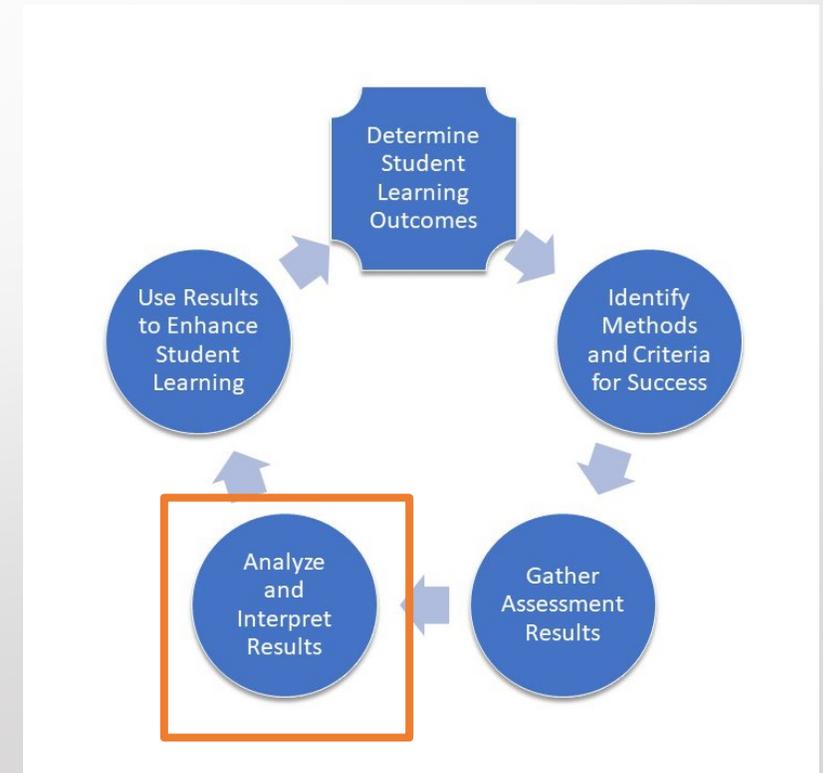
Gathering Assessment Results

- This will depend on the project, but some thoughts include:
 - Are you taking a sample of students? Or all students?
 - Who is doing the assessment? Are you collecting student work, or just results?
 - What additional questions do you want faculty to answer?



Reporting Your Results

1. How many students that were assessed fell into each of these performance categories:
 - Exceeded Expectations
 - Met Expectations
 - Partially Met Expectations
 - Did Not Meet Expectations
2. Additional analyses may include:
 1. Breaking your results down by criterion
 2. Gathering qualitative data on specific strengths and weaknesses of students in the work



Writing A Report: The Goals

1. Helping *the program/institution* better understand whether and where students are meeting the Learning Outcomes
 1. What percentage of your students are meeting the LO you are investigating?
 2. How do you know?
2. Helping *instructors* determine how they/their course can best support students and help them develop their knowledge and skills to achieve these Learning Outcomes
 1. What opportunities does your class provide for students to achieve this LO?
 2. What do your students still need in order to achieve this LO?

Using the Results to Enhance Student Learning

Review the results with your faculty! Do these results align with their experiences with students? Why or why not?

- If **no**, you'll want your action plan to focus on changing up your assessment. Why isn't your assessment capturing the reality of student learning? How might you change it?
- If **yes**, then you can start talking about the students. Are you happy with where students are at? Are there things you want to do to help support student learning more? Are there resources you need?

