

Pepperdine University

Assessment Basics

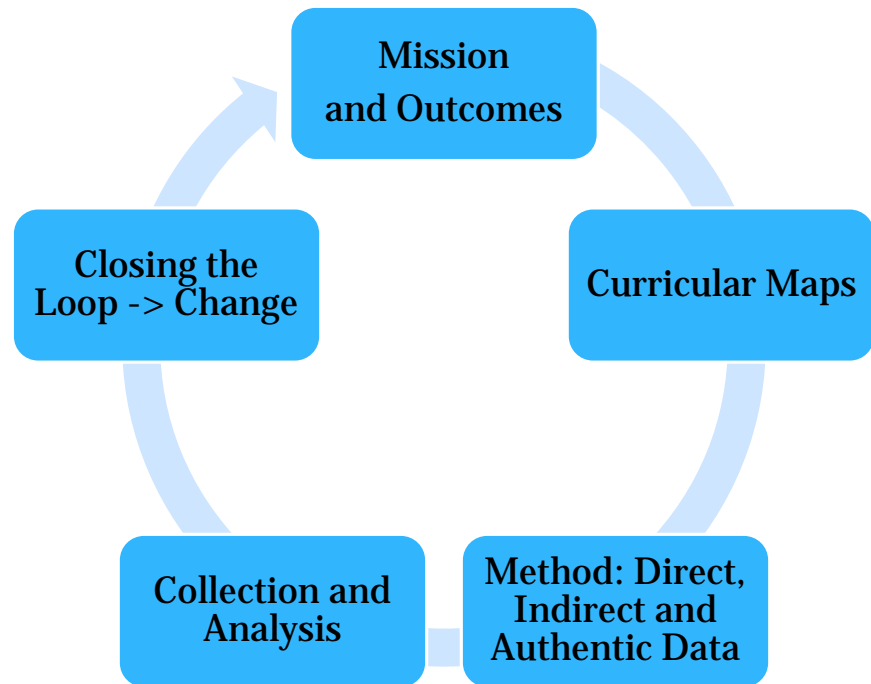


Building Assessment Methodologies

Office of Institutional Effectiveness

Assessment Method

- * Components of an assessment methodology for measuring student learning →



Institutional Learning Outcomes

* **Mission Statement:**

Pepperdine University is a Christian university committed to the highest standards of academic excellence and Christian values, where students are strengthened for lives of purpose, service, and leadership.

* **Formed by:**

* **Core commitments**

- * Knowledge and scholarship, faith and heritage, and community and global understanding

* **Institutional values**

- * Purpose, service, and leadership

INSTITUTIONAL LEARNING OUTCOMES

KNOWLEDGE & SCHOLARSHIP

FAITH & HERITAGE

COMMUNITY & GLOBAL
UNDERSTANDING

PURPOSE

SERVICE

LEADERSHIP

Learning Outcomes

- * Allows the institution to measure the impact of the educational curriculum.
- * Defines the learning
- * Defines rigor, quality and level of learning

INSTITUTIONAL LEARNING OUTCOMES: STUDENT LEARNING

KNOWLEDGE & SCHOLARSHIP	FAITH & HERITAGE	COMMUNITY & GLOBAL UNDERSTANDING
PURPOSE		
1 Demonstrate expertise in an academic or professional discipline, display proficiency in the discipline, and engage in the process of academic discovery	2 Appreciate the complex relationship between faith, learning, and practice	3 Understand and value diversity
SERVICE		
4 Apply knowledge to real-world challenges	5 Incorporate faith into service to others	6 Demonstrate commitment to service and civic engagement
LEADERSHIP		
7 Think critically and creatively, communicate clearly, and act with integrity	8 Demonstrate value centered leadership	9 Demonstrate global awareness

Mapping

ILO Map

Alignment of PLOs with Institutional Learning Outcomes				
Institutional Learning Outcomes	PLO #1	PLO #2	PLO #3	PLO #4
ILO#1 Demonstrate expertise in an academic or professional discipline, display proficiency in the discipline, and engage in the process of academic discovery.	X	X	X	
ILO#2 Appreciate the complex relationship between faith, learning, and practice.		X		X
ILO#3 Develop and enact a compelling personal and professional vision that values diversity.	X	X		X
ILO#4 Apply knowledge to real-world challenges.		X	X	
ILO#5 Respond to the call to serve others.			X	X
ILO#6 Demonstrate commitment to service and civic engagement.			X	X
ILO#7 Think critically and creatively, communicate clearly, and act with integrity.	X	X	X	X
ILO#8 Practice responsible conduct and allow decisions and directions to be informed by a value-centered life.		X	X	X
ILO#9 Use global and local leadership opportunities in pursuit of justice.				X

Writing Learning Outcomes

Definition:

statements that specify what students will know or be able to do as a result of learning and completing a curriculum. They are expressed as knowledge, skills, attitudes, or values

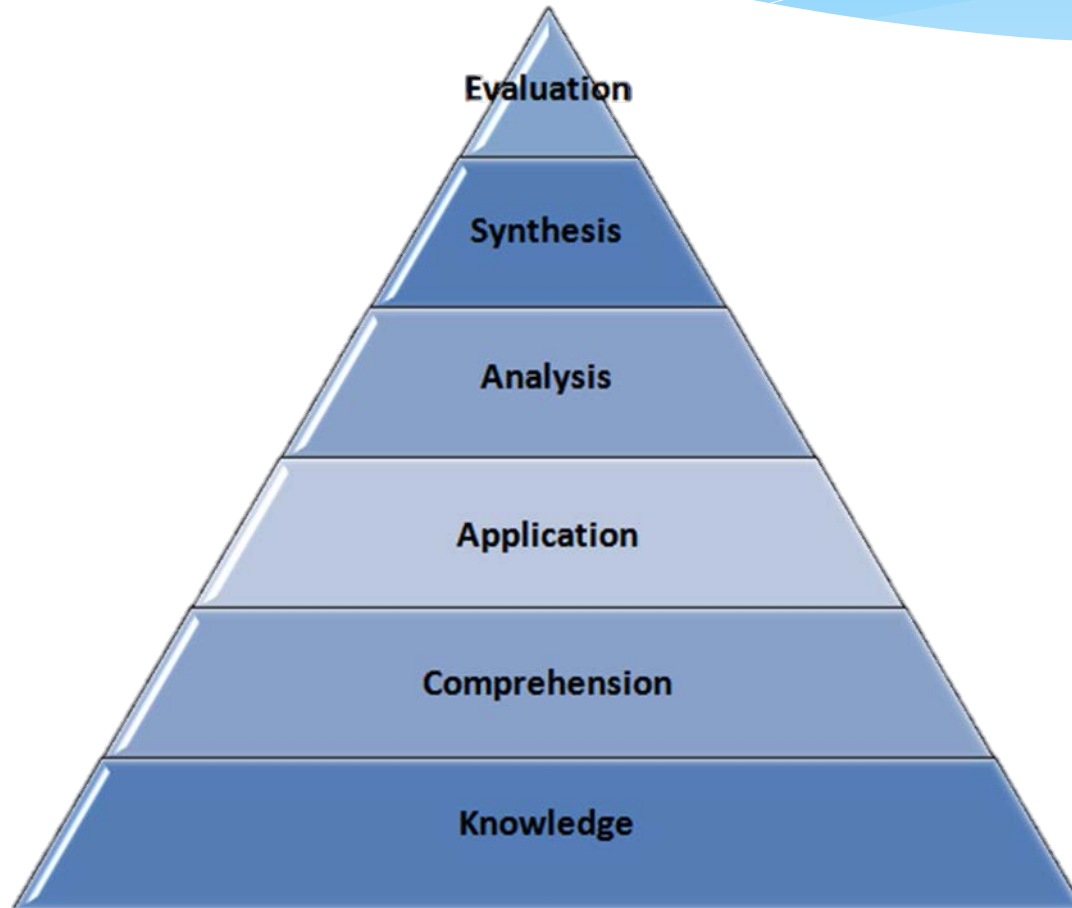
- * **Should be:**
 - * Observable
 - * Understood by faculty, students, staff, administrators, and parents
 - * Comprehensive, coherent, and contextualized for a specific discipline
 - * Include a VERB that represents level of learning expected
- * **Example:**
 - * Students will be able to < insert action verb > ... [describe knowledge, skills, attitudes, or values].
- * **Four Levels:** institution, school, program, course

Using Learning Outcomes

- * Guide evidence for course assessment and program assessments
- * Curriculum Map linking required courses and outcomes:

Curriculum Map						
Course Number	PLO #1	PLO #2	PLO #3	PLO #4	PLO #5	PLO #6
AC 224	I-D	I-D	I	I	I	
AC 310	D	D	D	D	D	
AC 311	D	D			D	
AC 312	M	D	D		D	
AC 313	D	D	D		D	
AC 314	M	D	D			
AC 422	M	D				
AC 425	M	D	D			
AC 429	M	M	D		D	
ECON 211	I					
MATH 140	I	I	D			
MATH 141	I	I				
BA 210	I					
BA 212	I	I				
BA 216	I	I				
BA 321	D-M	M	D		I	
BA 355	I-D	D	D	D-M	D	
BA 358	I-D	M	D	D	D	
BA 366	I-D	I	D	D-M	I-D	D
BA 497	M	M	M	D	M	D
BA 598	M	M	M	M	M	M

Bloom's Taxonomy



Aligning Outcomes with Assessment: Direct, Indirect Learning and Authentic Learning

Indirect Evidence Perceptions and Input (Data is a reflection of knowledge, behavior, or thought processes)	Direct Evidence Products of Student Learning (Data displays student knowledge, behavior, or thought processes)	Authentic Learning (Data represents student's real world application of theoretical knowledge)
<ul style="list-style-type: none">• Student Satisfaction Surveys• Student Exit Surveys• Alumni Surveys• Employers Surveys• Focus Groups• Exit Interview with Graduates	<ul style="list-style-type: none">• Student Work Samples• Portfolios• Capstone Projects• Assessment of Student Performance• Case Analysis• Observations of Student Behavior	<ul style="list-style-type: none">• Internships• Labs• Student Teaching• Research

Assessment Plan

Sport Administration Assessment Plan

PLO#	Program Learning Outcomes	Assessment Schedule	Direct Evidence	Indirect Evidence	Authentic Evidence
1	Demonstrate an understanding of, and the ability to apply, the fundamental concepts of sport administration, including marketing; financial assessment; media relations; regulatory affairs; personnel; community relations; facility and event management; and public safety and welfare.	May 2016	1. Comprehensive Exams 2. Capstone Project 3. Internship Supervisor assessment	1. Student Satisfaction Survey 2. Senior Exit Interview	1. Internship experience and Supervisor's Evaluation
2	Evaluate sports administration problems and formulate, communicate and defend recommendations based on the evaluation.	May 2016	1. Comprehensive Exams 2. Case Study Assessments	1. Student Satisfaction Survey 2. Senior Exit Interview	1. Internship experience and Supervisor's Evaluation
3	Produce clearly written, concise proposal for hosting a major sporting event and deliver well-organized and persuasive oral presentation.	May 2016	1. Class Project in preparation of proposal	1. Student Satisfaction Survey 2. Senior Exit Interview	1. Presentation of proposal to potential sponsoring agency
4	Explain how understanding and valuing individual and cultural diversity; maintaining one's moral integrity and personal values enhances the effectiveness and decision making process of the sport leader.	May 2016	1. Comprehensive Exams 2. Observation of student behavior	1. Student Satisfaction Survey 2. Internship evaluation 3. Senior Exit Interview	1. Internship experience and Supervisor's Evaluation

Assessment Cycle

- * **Developing SLOs**
- * **Gathering evidence**
- * **Analyzing the evidence**
- * **Making evidence-based decisions regarding course/program design and resource allocation**

Assessment Tools: Rubrics

Rubric:

An assessment tool used to measure students' work

- * Provides formative feedback
- * Scores based on full range of criteria rather than single numerical score

	Capstone 4	Milestones		Benchmark 1
		3	2	
Determine the Extent of Information Needed	Effectively defines the scope of the research question or thesis. Effectively determines key concepts. Types of information (sources) selected directly relate to concepts or answer research question.	Defines the scope of the research question or thesis completely. Can determine key concepts. Types of information (sources) selected relate to concepts or answer research question.	Defines the scope of the research question or thesis incompletely (parts are missing, remains too broad or too narrow, etc.). Can determine key concepts. Types of information (sources) selected partially relate to concepts or answer research question.	Has difficulty defining the scope of the research question or thesis. Has difficulty determining key concepts. Types of information (sources) selected do not relate to concepts or answer research question.
Access the Needed Information	Accesses information using effective, well-designed search strategies and most appropriate information sources.	Accesses information using variety of search strategies and some relevant information sources. Demonstrates ability to refine search.	Accesses information using simple search strategies, retrieves information from limited and similar sources.	Accesses information randomly, retrieves information that lacks relevance and quality.
Evaluate Information and its Sources Critically*	Chooses a variety of information sources appropriate to the scope and discipline of the research question. Selects sources after considering the importance (to the researched topic) of the multiple criteria used (such as relevance to the research question, currency, authority, audience, and bias or point of view).	Chooses a variety of information sources appropriate to the scope and discipline of the research question. Selects sources using multiple criteria (such as relevance to the research question, currency, and authority).	Chooses a variety of information sources. Selects sources using basic criteria (such as relevance to the research question and currency).	Chooses a few information sources. Selects sources using limited criteria (such as relevance to the research question).
Use Information Effectively to Accomplish a Specific Purpose	Communicates, organizes and synthesizes information from sources to fully achieve a specific purpose, with clarity and depth	Communicates, organizes and synthesizes information from sources. Intended purpose is achieved.	Communicates and organizes information from sources. The information is not yet synthesized, so the intended purpose is not fully achieved.	Communicates information from sources. The information is fragmented and/or used inappropriately (misquoted, taken out of context, or incorrectly paraphrased, etc.), so the intended purpose is not achieved.
Access and Use Information Ethically and Legally	Students use correctly all of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrate a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.	Students use correctly three of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.	Students use correctly two of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.	Students use correctly one of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.

Assessment Tools: Rubrics

Strengths:

- * Complex products or behaviors can be examined efficiently
- * Developed rubrics help to precisely define expectations
- * Rubrics are based on criteria (as opposed to norms/comparisons to the larger group)
- * Ratings can be done by students to assess their own work, or they can be done by others (peers, fieldwork supervisors, or faculty)
- * Rubrics are most useful for assessing learning outcomes

Rubrics: Assessment and Grading

- * **Rubrics:**
 - * Provide routine, formative feedback to students
 - * Clarify expectations so that students can display what you want them to demonstrate
 - * Improve the reliability and validity of assessments and grades
 - * Save time – though grading and assessment usually use different rubrics, you can score them both at the same time, meaning you only have to read the assignment once!

Using Assessments



Assessment Methodology

Components of an assessment methodology:

1. Learning Outcome
2. Student Sample : preferably where students master the outcome (size of the sample, gender, ethnicity)
3. Student Learning Artifact to be measured
 1. Direct Learning: capstone project, paper, thesis - measured with a rubric
 2. Indirect Learning: survey, focus group
 3. Authentic learning: form of direct learning assessment; lab, research, internships
4. Data Results and Analysis : Faculty and student team should examine and analyze the data results. It is an excellent way to get student input and participation
5. Closing The Loop: How to use the results for change

Data and Analysis

- * **Keep a detailed record of the results**
 - * You will use the information as a basis for change
 - * If you use LiveText the data will be in the system – and organized for you!
- * **Plan to share it with the larger community (department, students etc.)**

Data and Analysis

- * **Discuss the results in a systematic way**
 - * Have you established benchmarks?
 - * Are your outcomes being met?
 - * What are the strengths and the weaknesses of your students?
- * **Meet with the faculty in your department**
- * **Ask students to help with interpreting the data**

Indicate that your program assessment has been a collaborative process by listing the faculty members who have been involved in the assessment process. Be specific in stating the role which each has taken. Who actually wrote the Annual Report? Did you involve students in the process? List the names of the students and specific the role each played in the assessment process.

Data and Analysis

Interpret and use the evidence collected to guide instruction:

- * **Are you satisfied with the learning achieved? If not, what changes are needed? This could be in the classroom or the curriculum itself.**
- * **What resources are required and available to implement proposed changes?**
- * **What obstacles to change exist and how can they be overcome?**

Closing the Loop

- * Sometimes the report supports the status quo
- * Sometimes the report suggests change:
 - * Pedagogy: course assignments, active learning
 - * Curriculum: new course
 - * Student Support: tutoring, library
 - * Faculty Support: workshops, conferences

Benchmarking: how you know if your results are good!

- * Longitudinal: over time
- * Use national standards if at all possible. It serves as a benchmark
- * Work on projects with peer institutions