Assessment 102

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Agenda

- Review from Assessment 101
  - Basic Assessment Questions
  - Elements of Assessment Planning
  - Writing Learning Outcomes

Real Practice Writing Learning Outcomes
Basic Outcome Assessment Questions

1. What are we doing and why are we doing it?
2. What do we expect a student to know, to think, or to do as a result of our program?
3. How well are we doing it?
4. How do we know?
5. How do we use the information to improve?
6. Does that work? (Bresciani, 2002)
Assessment Planning

Successful assessment finds that a written assessment plan is essential.

- To think through assessment needs and capture agreement about what matters.
- To give direction for action--To know who, when, where, what.
- To provide a means to determine if progress is being made.

Sanderson, 2007
Elements of Assessment Planning

- Department or Program Mission
- Goals
- Intended Student Outcomes
- Methodology
- Implementation
- Results
- Decisions/Recommendations
Assessment Planning

Mission

- Describes the purpose of the organization and the constituents served
- Should be able to state the mission in less than 25 words
Assessment Planning

Goals

- Broad general statements of what a program wants its constituents to know or to do. Goals generally describe what the program is trying to accomplish.
- It is not a “to do” list.
- Is aligned with university goals and the departmental mission
- Provides departmental focus
Assessment Planning

Learning Outcomes

- Detailed and specific statements derived from the goals. They are specifically about the intended end results of your program efforts and typically use active verbs such as: arrange, define, explain, demonstrate, etc.

- Levels of learning or mastery—Bloom.
Assessment Planning

Methods

- The criteria, process, and tools used to collect evidence and to determine the degree to which the intended outcomes were reached.

Assessment methods include:

- the target audience,
- the methods and tools for data collection,
- criteria or targets that tell you when the outcome has been met, and
- how the data will be analyzed.
Writing Learning Outcomes

- Target group.
- Targeted Learning.
- Level of Mastery (Bloom’s Taxonomy).

Learning Outcome:
- (Target group) will be able to (Bloom’s Taxonomy word) (Targeted Learning).

Sanderson, 2007
Writing Learning Outcomes
Examples

- As a result of participating in Disability Services students with disabilities will be able to do the following commensurate with their individual abilities:
  - Identify the educational limitations that result from their disabilities and the accommodations they need for equal access.

Bresciani, 2007
Refining Outcomes

- Students will learn to prepare for an interview and practice with mock interviews.

Refined Outcome

- Students will be able to identify components of effective interviews and demonstrate those components during mocks interviews.

Bresciani, 2007
Refining Outcomes

- Students will understand services available and how to complete a scholarship application.

Refined Outcome

- Students will identify financial aid services available and articulate the steps and corresponding deadlines for completing a scholarship application.

Bresciani, 2007
Refining Outcomes

- Through the various programs (social, academic, and cultural) students will gain a greater level of understanding and appreciation of cultural differences as well as their own culture.

Refined Outcome

- At least 2 options:
Refining Outcomes

- Through the various programs (social, academic, and cultural) students will articulate the social and economical advantages of being able to work effectively among cultural differences.

- Students will be able to identify their cultural heritage and explain the contributions of their culture to their program of study.
Refining Outcomes

Students will interact with the campus community to ensure that OSU is a welcoming and inclusive environment.

Refined Outcome
Refining Outcomes

- Students will be able to identify characteristics of a welcoming and inclusive environment and,

- Students will be able to explain how improvements can be made within OSU when these characteristics are absent.

Bresciani, 2007
Practice Writing Learning Outcomes for Your Unit

- Target group.
- Targeted Learning.
- Level of Mastery (*Bloom’s Taxonomy*).

Learning Outcome:

- *(Target group)* will be able to *(Bloom’s Taxonomy word)* *(Targeted Learning)*.
Questions/ Comments

Assessment Plan

Mission
Goals
Outcomes
Learning Outcomes
What’s Next?

Sanderson, 2007