Good-Enough Assessment

Bemidji State University
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Best Practice in Assessment

- All faculty are actively & enthusiastically engaged
- Multiple assessment methods
- Multiple raters, high inter-rater reliability
- Statistically significant results
- Data is routinely used in all levels of decision making

Barriers to Best Practice

1. Lack of understanding about assessment

Program Level
Student Learning Outcomes

- Students should be able to
<action verb> <something>

Program Level
Student Learning Outcomes

- Learner Centered
- Specific
- Action oriented
- Cognitively appropriate for the program level
2. Uneven Administrative Support for Assessment
3. Few models or examples

**Mission:** What do we do?

<table>
<thead>
<tr>
<th>Goals</th>
<th>Program Effectiveness Outcomes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>What do we value?</td>
<td>Student, selection, retention, FTE action</td>
</tr>
<tr>
<td>1</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
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<tr>
<td>3</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Program Learning Outcomes</th>
<th>Students will be able to</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
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<td>2</td>
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<td>3</td>
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</tbody>
</table>

**Learning Outcome:** Students will be able to <<action verb>> <<something>>

<table>
<thead>
<tr>
<th>Components</th>
<th>Performance Characteristics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project, paper, presentation</td>
<td>Number or % Correct</td>
</tr>
<tr>
<td>assignment, exhibition</td>
<td>Compare to National Norms</td>
</tr>
<tr>
<td></td>
<td>Analytical Rubric</td>
</tr>
<tr>
<td></td>
<td>Holistic Rubric</td>
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</tbody>
</table>

1. What we looked at
2. How we assess it
3. What we found
4. What it means
5. What we're going to do about it
6. What happened
4. Inconsistent Reviews & Mixed Messages

5. Yearning for the Good Old Days

Indirect Measures of Learning
- Alumni, employer, and student surveys (including satisfaction surveys)
- Exit interviews of graduates and focus groups
- Graduate follow-up studies
- Retention and transfer studies
- Length of time to degree
- ACT scores
- Graduation and transfer rates
- Job placement rates
Direct Measures of Learning

- Capstone experience
- Standardized tests
- Performance on national licensure certification or professional exams
- Locally developed tests
- Essay questionsblind scored by faculty
- Juried review of senior projects
- Externally reviewed exhibitions performances
- Evaluation of internships based upon program learning outcomes
The Challenge: Balancing good practice in assessment with reality

Participation

Helpful: Widespread engagement among faculty, staff and students

Useful: Key faculty engaged

Problematic: One person trying to make it work

Curriculum Structure

Helpful: An articulated curriculum with a capstone experience

Useful: Perhaps good enough practice

Problematic: Awful this
Students will be able to...

- Produce diagnostic quality radiographic images
- Adjust techniques to non-routine radiographic situations
- Explain exam procedures to patients
- Respond to patient needs
- Practice ALARA techniques

Outcomes

Helpful: Five to seven outcomes that everyone cares about.

Useful: One or two outcomes that everyone can agree on.

Problematic: A collection of all of the course level learning outcomes in one list.

Components

Helpful: Clear definition of each of the learning outcomes (primary traits or components).

Useful: A few common traits or components that people can agree upon.

Problematic: No common definition of the outcomes.

Diagram:

- Speaking
- Teacher A, Teacher B, Teacher C, Teacher D, Teacher E
- Volume, Source, Information, Style, Note, Pose, Examples, Visuals, Organization, Appearance, Evidence, Conclusion, Organization, Feedback
Can our students deliver an effective Public Speech?

Rubrics
- Helpful: A program-wide rubric for assessing outcomes
- Useful: A few components on which everyone can agree
- Problematic: Everyone assessing the outcome their own way

Outcome:
- Components
  - Helpful
  - Useful
  - Problematic
Program Portfolio

Introduction
Outcome
Evidence
Reflection
Outcome
Evidence
Reflection
Closing Statement

Portfolios

Helpful: Students provide evidence of each program learning outcome.

Useful: Students select outcomes for which they provide evidence.

Problematic: Every student includes whatever they want.

Program Portfolio

Stuf
Stuf
More Stuf
Other Stuf
Stuf to take up spae
And still more Stuf
Stuf I'm not sure why I'm including
Stuf that I probably shouldn't include

Syllabi

Helpful: Including relevant program level outcomes and course outcomes.

Useful: Course outcomes on all syllabi.

Problematic: Course outcomes not identified.
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