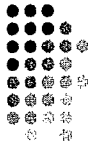


## Good-Enough Assessment

Bemidji State University  
August 2009

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## Best Practice in Assessment

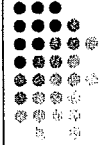
- ☑ All faculty are actively & enthusiastically engaged
- ☑ Multiple assessment methods
- ☑ Multiple raters, high inter-rater reliability
- ☑ Statistically significant results
- ☑ Data is routinely used in all levels of decision making



## Barriers to Best Practice



### 1. Lack of understanding about assessment



## Program Level Student Learning Outcomes

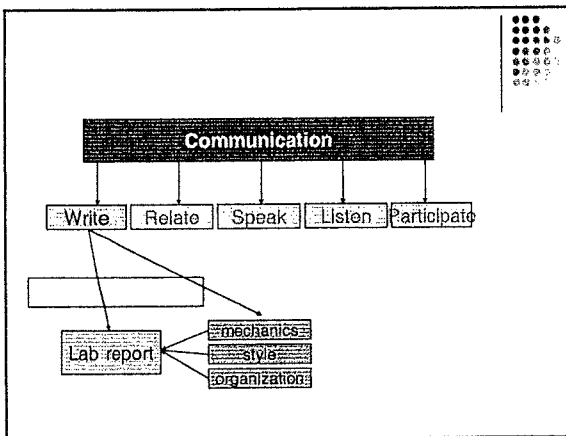
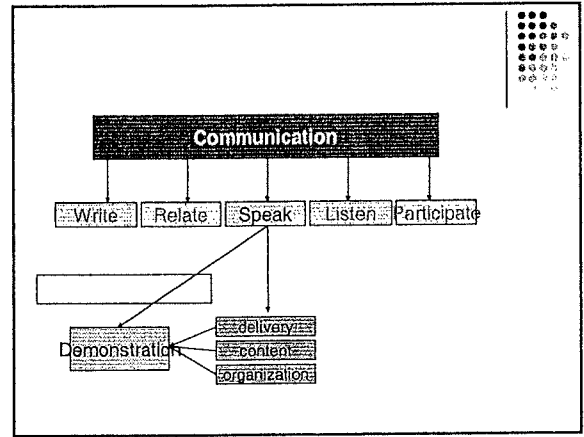
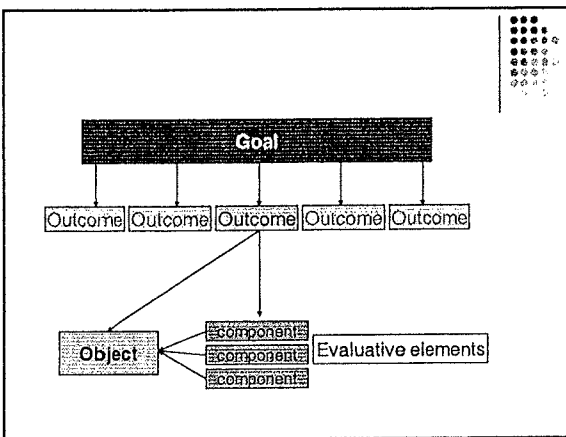
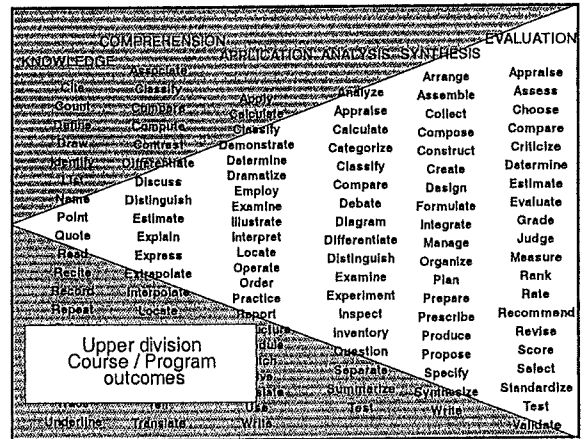
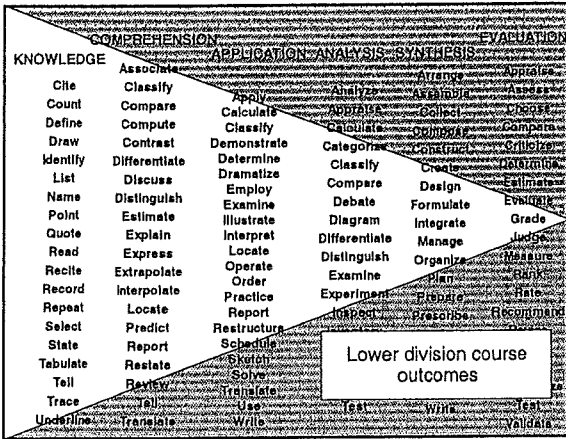
- Students should be able to <<action verb>> <<something>>



## 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?

**Goals**  
What do we value?  
*theories, theorists, research methods, ethics, professionalism, skills, professionalism, communication, diversity, community*

**Program Effectiveness Outcomes:**  
*Graduation, retention, resources, FTE ratios*

- 
- 
- 

**Program Learning Outcomes**  
Students will be able to <<action verb>><<something>>

- 
- 
- 

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

**Components**

- 
- 
- 
- 

**Learning Object**  
Project, paper, presentation assignment, exhibition,

**Performance Characteristics**  
Number or % Correct  
Compare to National Norms  
Analytical Rubric  
Holistic Rubric

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

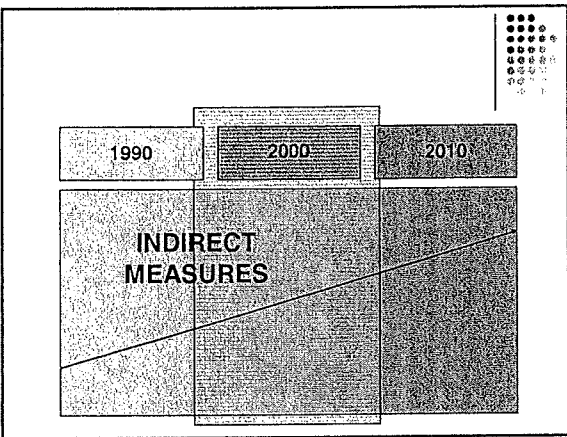
**Components**


1. What we looked at	<<object>>
2. How we assess it	<<performance criteria>>
3. What we found	<<results>>
4. What it means	<<interpretation>>
5. What we're going to do about it	<<action>>
6. What happened	<<feedback>>

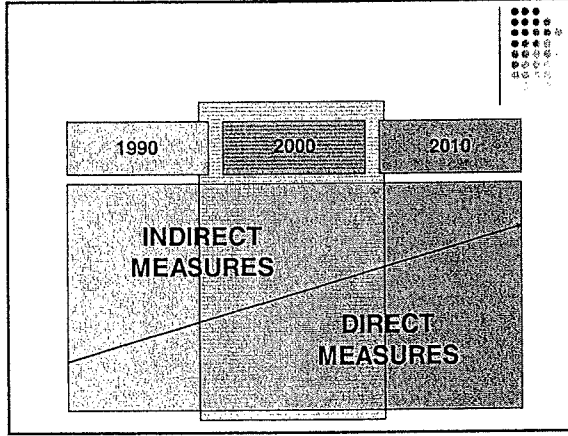
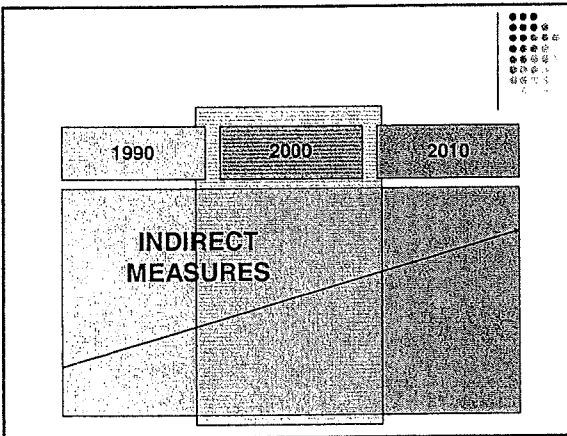
1. End of the Semester	
2. Over the summer	
3. Next Fall	
4. By the end of 2009	
5. Next Spring	
6. After that	

## 4. Inconsistent Reviews & Mixed Messages

## 5. Yearning for the Good Old Days

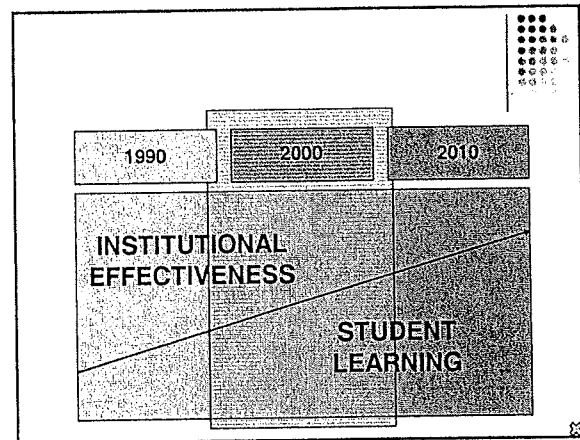
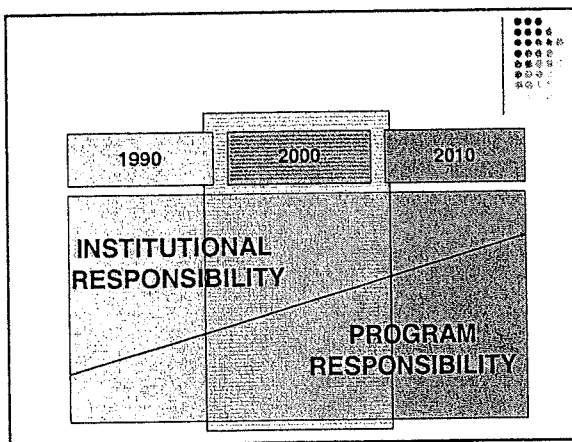
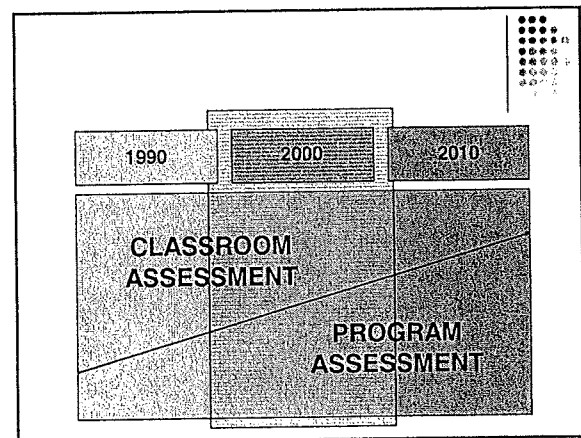
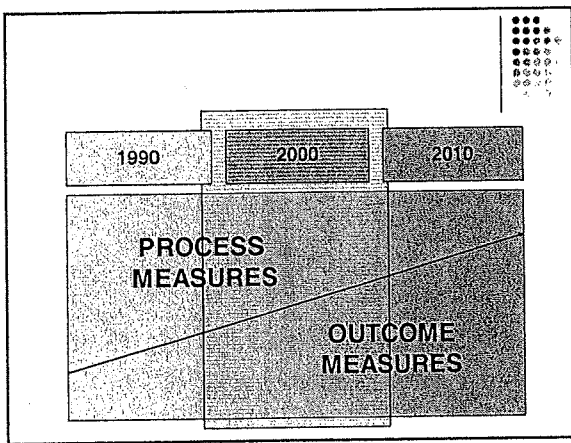
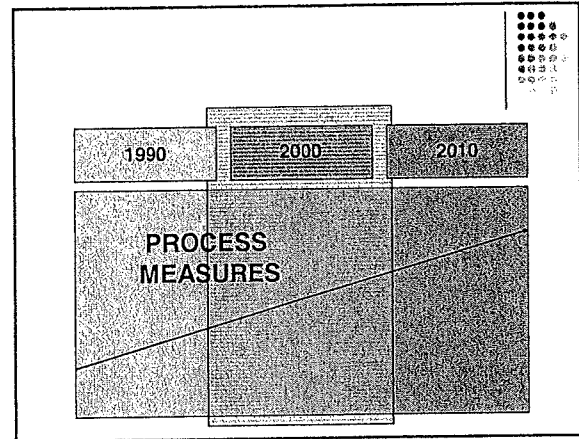


- ### Indirect Measures of Learning
- Alumni, employer, and student surveys (including satisfaction surveys)
  - Exit interviews of graduates and focus groups
  - graduate follow up studies
  - Retention and transfer studies
  - Length of time to degree
  - ACT scores
  - Graduation and transfer rates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

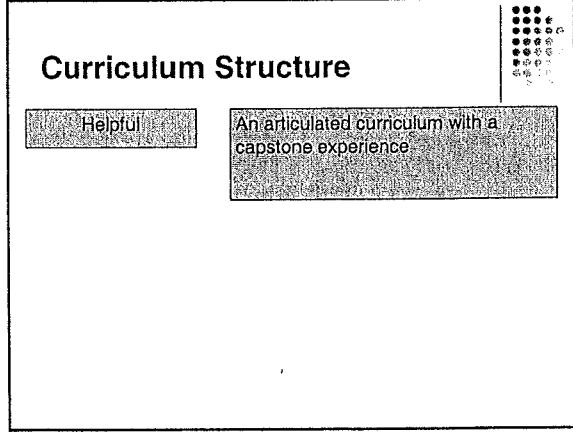
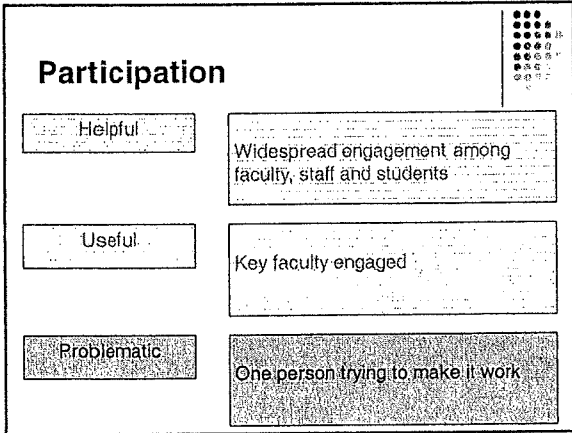
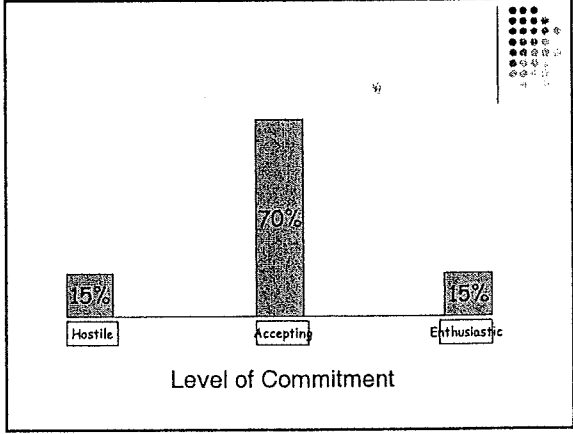
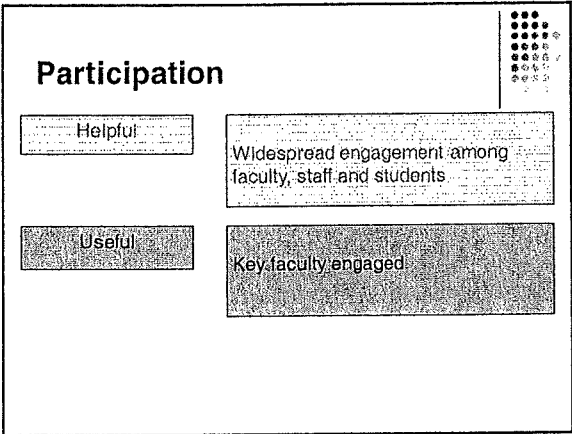
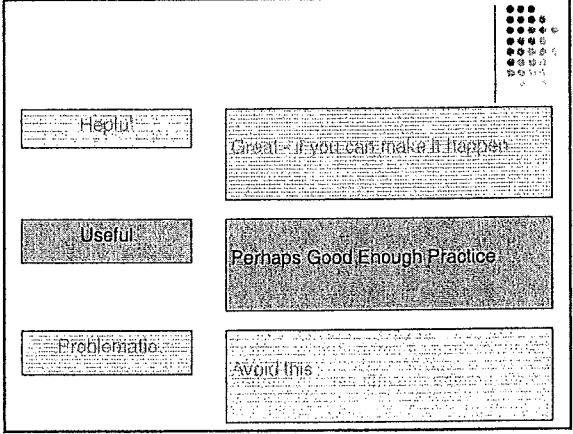


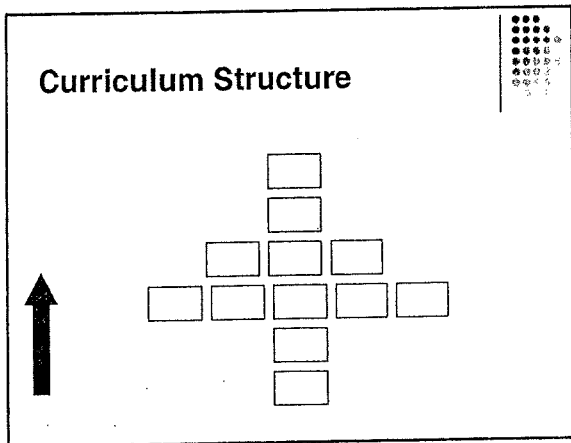
## Direct Measures of Learning

- Capstone experience
- Standardized tests
- Performance on national licensure certification or professional exams
- Locally developed tests
- Essay questions blind scored by faculty
- Juried review of senior projects
- Externally reviewed exhibitions performances
- Evaluation of internships based upon program learning outcomes



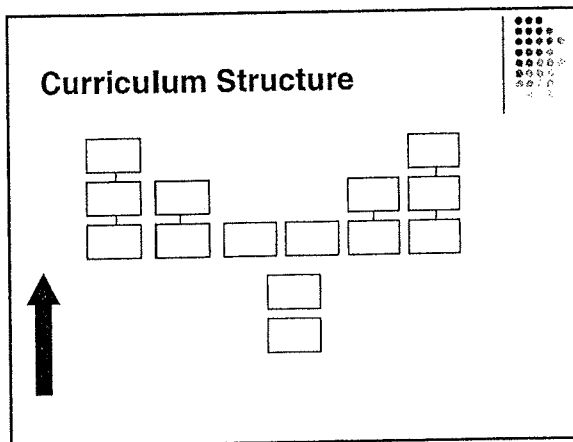
# The Challenge: Balancing good practice in assessment with reality





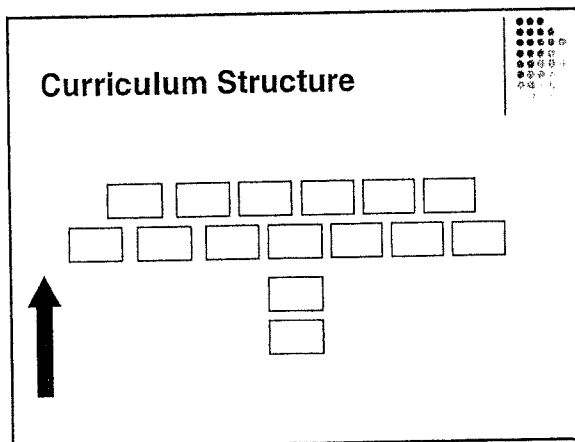
### Curriculum Structure

Helpful	An articulated curriculum with a capstone experience
Useful	A curriculum with some articulation and prerequisite structure



### Curriculum Structure

Helpful	An articulated curriculum with a capstone experience
Useful	A curriculum with some articulation and prerequisite structure
Problematic	A curriculum based upon # of credits



### Outcomes

Helpful	Five to seven outcomes that everyone cares about
---------	--------------------------------------------------

### 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

### Students will be able to

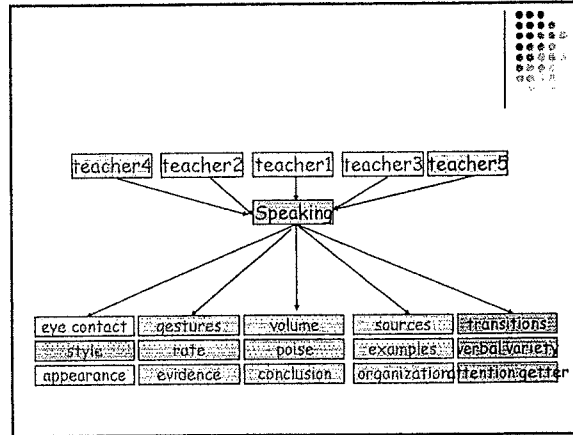
- Produce diagnostic quality radiographic images
- Adjust techniques to non-routine radiographic situations
- Explain exam procedures to patients
- Respond to patient needs
- Practice ALARA techniques

### 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



Can our students deliver an effective Public Speech?

eye contact	gestures	volume	sources	transitions
style	rate	poise	examples	verbal variety
appearance	evidence	conclusion	organization	attention getter

### Rubrics

Helpful

A program-wide rubric for assessing outcomes

Outcome:

Components


### Rubrics

Helpful

A program-wide rubric for assessing outcomes

Useful

A few components on which everyone can agree

Outcome:

Components


### Rubrics

Helpful

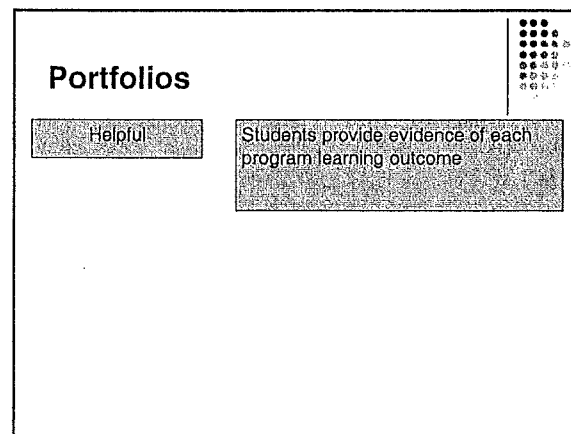
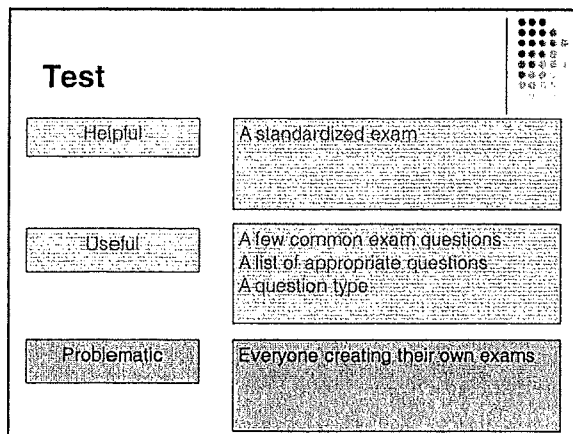
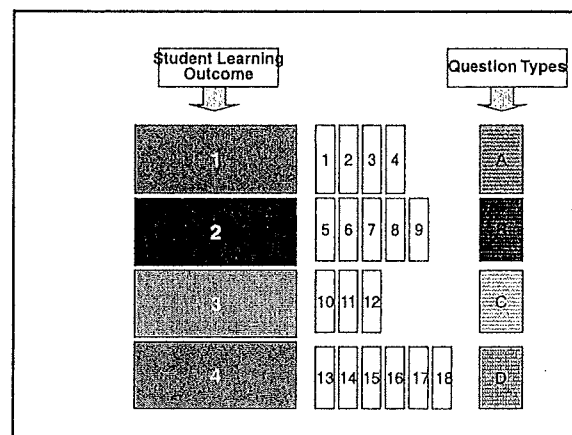
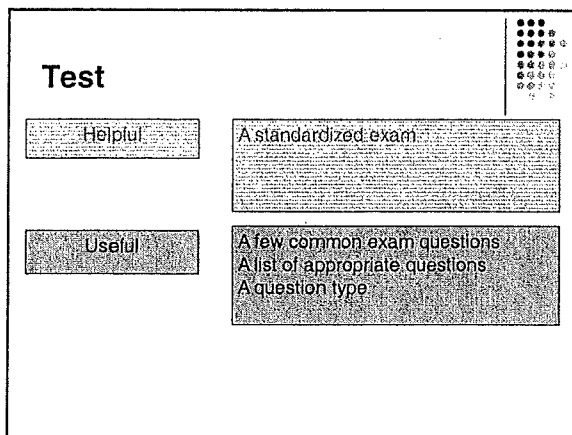
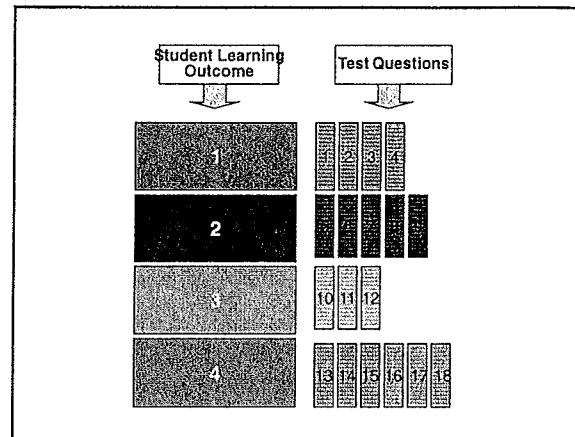
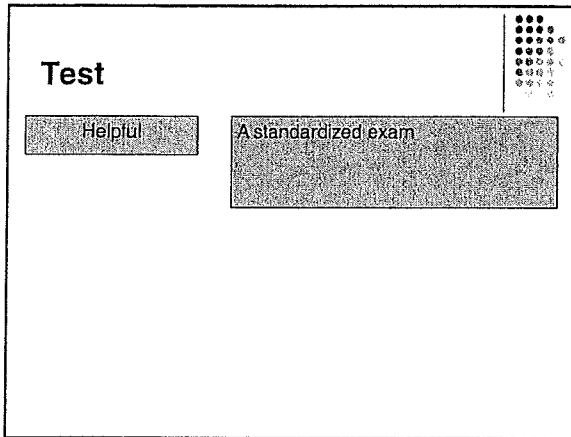
A program-wide rubric for assessing outcomes

Useful

A few components on which everyone can agree

Problematic

Everyone assessing the outcome their own way



## Program Portfolio

- Introduction
- Outcome
  - Evidence
  - Reflection
- 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

## Program Portfolio

- Introduction
- Outcome
  - Evidence
  - Reflection
- 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

- Stuff
- Stuff
- More Stuff
- Other Stuff
- Stuff to take up space
- And still more Stuff
- Stuff I'm not sure why I'm including
- Stuff 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

## Reporting Structure

Helpful	Assessment, program review, and regional accreditation reporting focused and integrated
Useful	Procedures are separate but structured and overlapping
Problematic	Completely separate and inconsistent reporting structures and sent into a black hole

## Reward

Helpful	Recognizing and rewarding scholarship of assessment
Useful	University wide or college wide recognition of assessment achievements
Problematic	Grants & Publications are the only activities that are acknowledged

## Leadership

Helpful	Ongoing discussion and support for assessment at all levels on the organization
Useful	Administrative representation on the Assessment Committee
Problematic	Mention of assessment happens only in the 6 months before a site visit

## Infrastructure

Helpful	Guidelines Templates Forms
Useful	Samples and examples Resources Committees
Problematic	No leadership, committees, reporting structure, formatting guidelines

## Good-Enough Assessment

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