Developing Implementation Plans for Meaningful Assessment: Connecting Theory to Practice

• • •

Joe Levy, PhD & Natasha Jankowski, PhD
October 2024

A bit about Natasha
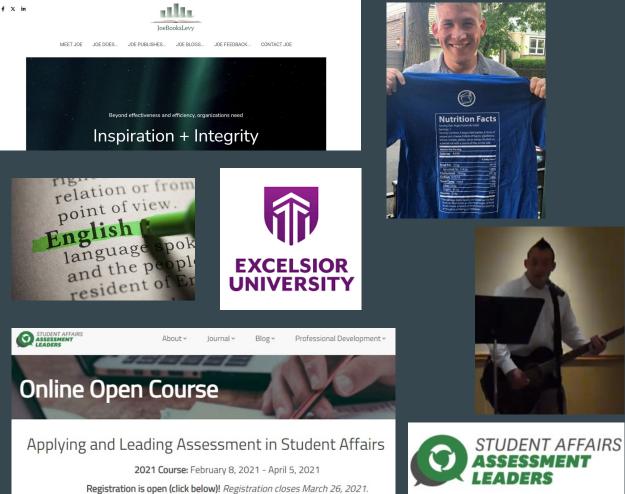
A bit about Joe

Our Time Together

1. Welcome & Introductions
2. A Contextualized History of Assessment
3. Theory Behind Assessment Structure & Organization
4. Break
5. Action Plan Development
6. Sharing, Examples, & Resources
7. Q&A

Welcome & Introductions

Name
Institution
Position
What are you most hoping
to get from today?

Contextualized History of Assessment

Contextualized Assessment

- Assessment happens within a specific place and time and is informed by past approaches, current circumstance, and future planning.
- To alter assessment processes or practices, what has been done before and how this approach would be different must be explored - within a specific sphere of implementation (e.g., student affairs, course, program, gen ed, institution-level).
- Most of the issues that arise from a lack of meaningful assessment efforts are because processes are implemented out of context.

- But what does it even mean? What are we even talking about?

Assessment Confusions

- Definitions
- Drivers or Purposes
- Organizational Structure and Design
- Processes and Approaches
- Theories on How and Where Learning Happens

shutterstock.com · 1286163526

Assessment is...

- A test (here, take this assessment or consider community college testing center)
- A business process (needs assessment)
- A process of documenting learning (assessing)
- A continuous improvement process (assessment of student learning)
- Others?

- Assessment of student learning involves the systematic collection, review, and use of information about educational programs/courses/experiences undertaken for the purpose of improving student learning and development.

Purposes

- Proof of Learning
- Accountability and Value of Higher Education
- Formative Process to Improve Student Learning
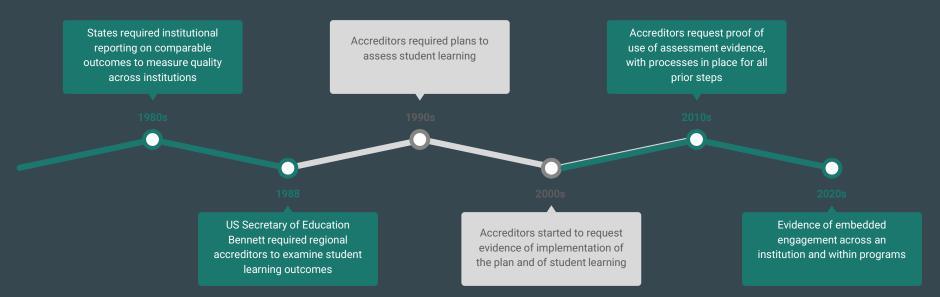- Transparency Into Design

- Compliance
- Measurement
- Student-Centered

History of Assessment: Condensed

- Testing history
- Student development and learning
- Institutional Improvement
- External Accountability and State Requirements
- Instructional Design and Transference of Learning
- Student Success & Equity

25088   Federal Register / Vol. 53, No. 127 / Friday, July 1, 1988 /

DEPARTMENT OF EDUCATION

34 CFR Parts 602 and 603

Secretary's Procedures and Criteria for Recognition of Accrediting Agencies

AGENCY: Department of Education.
ACTION: Final regulations.

SUMMARY: The Secretary amends the regulations concerning the criteria and

authorities concerning the quality of education or training offered by the postsecondary educational institutions or programs within the agencies' respective scopes of operation.

Accreditation of postsecondary institutions or postsecondary programs of institutions by agencies recognized by the Secretary—or one of the statutory substitutes for it—is a status that is a prerequisite for eligibility for many types of Federal financial assistance for those institutions or programs and for

External Accountability and Assessment

States required institutional reporting on comparable outcomes to measure quality across institutions

Accreditors required plans to assess student learning

Accreditors request proof of use of assessment evidence, with processes in place for all prior steps

1980s

1990s

2010s

1988

2000s

2020s

US Secretary of Education Bennett required regional accreditors to examine student learning outcomes

Accreditors started to request evidence of implementation of the plan and of student learning

Evidence of embedded engagement across an institution and within programs

National Institute for Learning Outcomes Assessment

November 2009

Assessment, Accountability, and Improvement:

Revisiting the Tension

Peter T. Ewell

Foreword by George D. Kuh

Mythical Requirements

There is one and only one way to properly go about assessing student learning.

Thou shalt use Bloom's Taxonomy.

Thou shalt have an appropriate balance between direct and indirect.

Thy learning outcome shall be measurable in discrete ways.

At all times, thy measurement shalt be in alignment with standards of objective hard sciences.

Learning Outcome Statements

- 1940s– Ralph Tyler's concept of Educational Objectives based in behaviorism and focused upon narrow, observable, behavioral objectives. Teacher focused and done by teacher to the student.

- 1960s - Instructional objectives, rooted in a positivist paradigm, emphasized observable student behaviors, links to military testing and sorting (language still used in military operations and assignments today) - specified conditions in which the behavior should occur, situation-specific, and non-transferable. Institution focused.

- 1970s - Behavioral objectives seen as formulations of educational intent composed of behavioral objectives that the student should achieve and non-behavioral objectives about what the lecturer would do. Learning as a joining responsibility of the student and teacher, but designed to support particular learning. No program or institutional view.

Shifts in Definitions and Framing

Today - learning outcomes generally mean statements that describe the knowledge, skills, abilities, and/or attitudes students should have acquired upon completion of a particular learning experience, course, program, or other **intentionally designed** educational opportunity.

Faculty   Student

Institution ⟵———————————————————⟶ Employer

Course Completion   Evidence of Learning

History, Purpose, and Structure

- History impacts purposes and structures as well as what people believe assessment is or is not.
- Assessment can be many things to many people.
- Consider the current history with assessment at your institution: How did you end up here? What was done before? How was it framed? What has the experience been for different groups? What do people at the institution believe about assessment? Does it change depending on context?

Case Studies Over Time

National Institute for Learning Outcomes Assessment

November 2018

Assessment 2.0: An Organic Supplement to Standard Assessment Procedure

Eric T. Metzler and Lisa Kurz

Occasional Paper #36

www.learningoutcomesassessment.org

St. Olaf College is a case study institution due to the framing of assessment as inquiry in support of student learning that is meaningful, manageable, and mission-driven; the utilization-focus/backward-design approach employed in assessment; the integration of student learning outcomes assessment processes into faculty governance structures; along with the collaborative involvement of multiple stakeholders and diverse ways in which evidence of student learning is utilized throughout the institution. The original case took place in 2012 and the update occurred in 2020.

McKendree University is a case study site for its crosswalk of various learning frameworks (such as the Degree Qualifications Profile, LEAP Essential Learning Outcomes, National Collegiate Athletic Association's (NCAA) Division II Life and Balance key attributes) to McKendree's student learning outcomes, as well as the deliberate process of gaining campus awareness and support through their committee structure and learning outcome timeline. The original case study took place in 2016 with a follow-up study published in 2020.

To Begin Action Planning: Set Your Level

- What is the level at which you want to focus today for fostering meaningful implementation of assessment processes and practices?

    - Course
    - Event
    - Program
    - Co-curriculum
    - General Education
    - Student Affairs
    - Institution-wide
    - Other

Top Concerns or Issues

When you think about the level at which you are hoping to support meaningful implementation of assessment work, what are your top 3 concerns or issues?
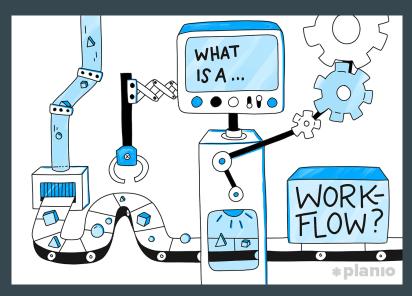
Write them in your action planning worksheet and keep them in mind as you move through the rest of the workshop

What is the history of assessment in your area of focus? (e.g. unit, institution, course)

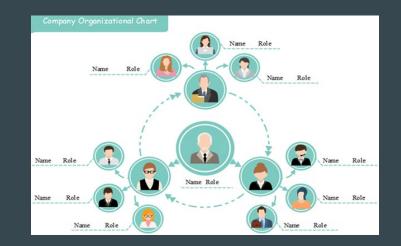# Theory Behind Assessment Structure & Organization

Organizational Structure

Cross Campus Committee

Liasons in Units

Reporting/Compliance Officer or Coordinator

Assessment Day Model

Review of Student Samples

Curriculum Mapping/Embedded Assignments
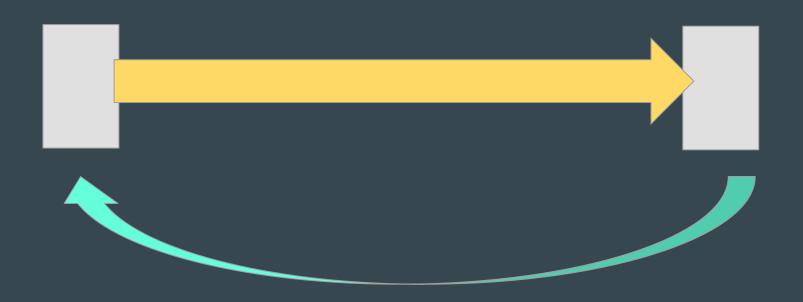
Integrated Data Systems

Reporting Lines

President Cabinet

Institutional Effectiveness

Provost

Academic Affairs

Institutional Research

Student Affairs

Others?

Program Assessment Design

Learning Improvement

https://www.youtube.com/watch?v=BOZT0QHZVKU

Assess - Intervene - Re-assess

ACCREDITATION/ PROGRAM REVIEW
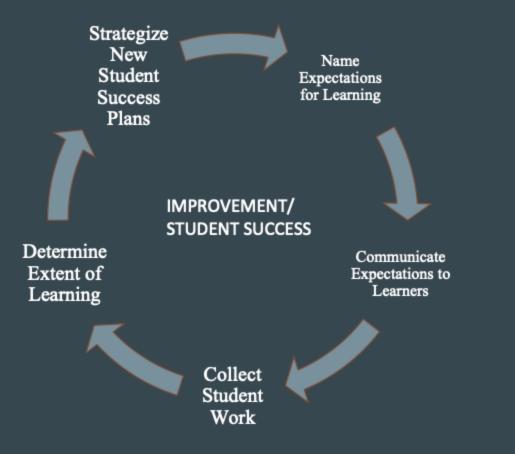
General Education Assessment Models

- Assess general education knowledge and skills in the major
- Assess general education by giving students the same assignment on a particular learning outcome
- Assess general education by alignment to a specific learning outcome (review assignment for alignment to learning outcome)
- Assess general education by taking a sample of assignments and review sample with rubric (need to make sure the learning looking for is there)
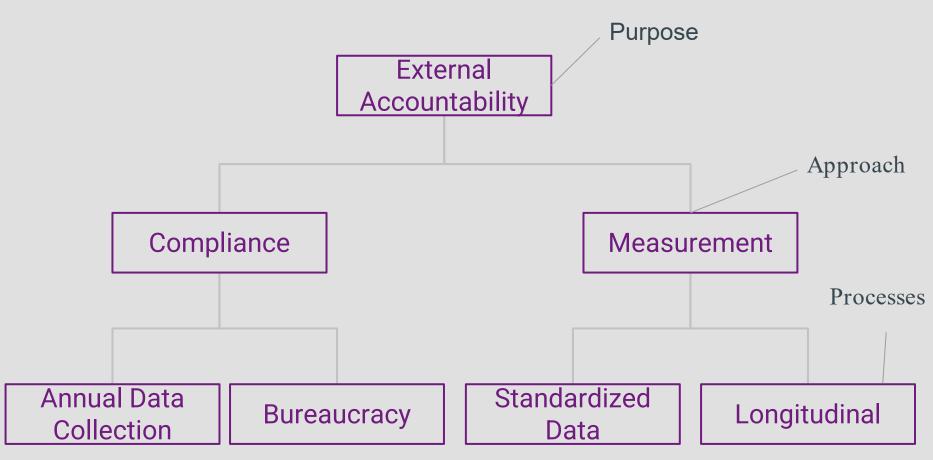
Program Assessment Design

Peggy Maki: Real Time Assessment

PEGGY L. MAKI

Real-Time

Meeting the Imperative for Improved Time to Degree,

Student

Closing the Opportunity Gap, and

Assessment

Assuring Student Competencies for 21st-Century Needs

FOREWORD BY GEORGE D. KUH

R

Strategize New Student Success Plans

Name Expectations for Learning

IMPROVEMENT/ STUDENT SUCCESS

Communicate Expectations to Learners

Determine Extent of Learning

Collect Student Work

Why do we do assessment?

What is the purpose of your assessment process or practice?
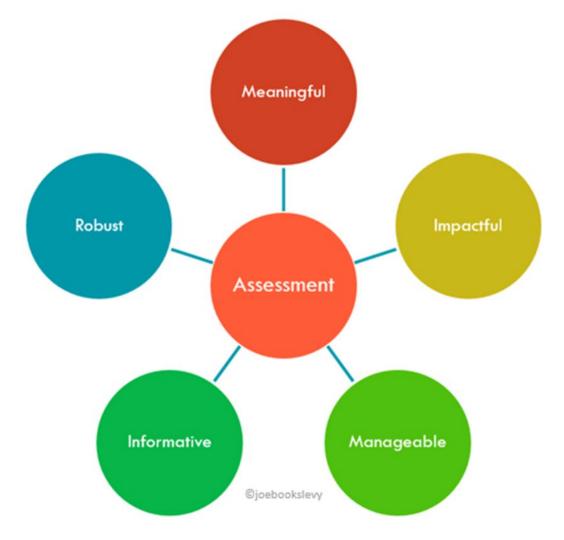
How does purpose inform the implementation structure and organization?

Break

Action Plan Development

Meaningful

Robust

Impactful

Assessment

Informative

Manageable

©joebookslevy

Meaningful

Impactful

Manageable

Informative

Robust
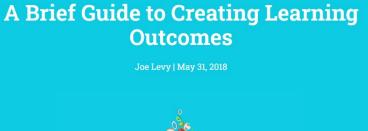
Formalize a Plan

Outcome Framework

Who is expected to learn?
   Audience
What learning is expected?   **B**ehavior
When/where is learning taking place? **C**ondition
Why is learning expected?
   Degree

A Brief Guide to Creating Learning Outcomes

Joe Levy | May 31, 2018

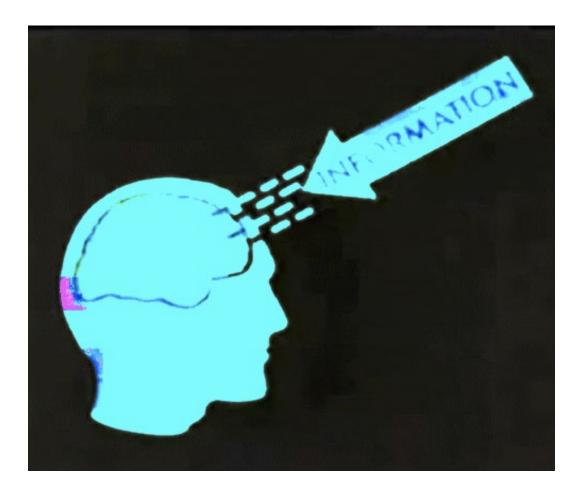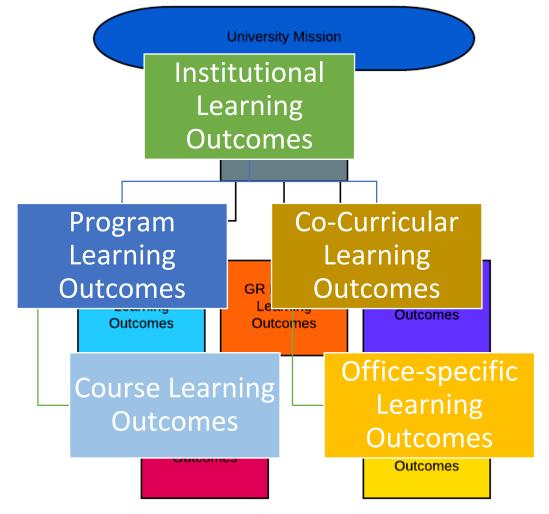| Learning Outcomes and Standards	University Learning Outcomes	InTasc Standards	IPTS #	SPA #	Courses in Program		
					Course 1 Title	Course 2 Title	Course 3 Title
PLO1 [text]	ULO1, ULO2	1, 2, 3	1, 2, 4, 6	1		1, 3	
PLO2 [text]	ULO1, ULO2, ULO3	1, 3	1, 2, 4	2	1, 2, 4	4, 2, 6	
PLO3 [text]	ULO1, ULO2, ULO3, ULO4	6	2, 3, 6, 7	3		5	7
PLO4 [text]	ULO1, ULO3, ULO4, ULO6	3, 5, 6, 7, 8	1, 2, 3, 4, 5, 6, 7	4	3, 6	7	1, 2, 3, 4, 6
PLO5 [text]	ULO1, ULO2, ULO3	4, 5	2	5			7
PLO6 [text]	ULO4, ULO5, ULO6	9	8, 9	6	2, 4, 7		5, 8
PLO7 [text]	ULO5, ULO6	10	9	6	8		

Program Learning Outcomes

SAINT PAUL COLLEGE
A Community & Technical College

Co-Curricular Learning Outcomes Map (2021-2022)

Key:

X = CCLO Assessed

Use of a CLO Rubric as an assessment method is indicated by the graphics associated with each CLO.

Co-Curricular Learning Outcomes (CCLOs)	Academic Support - ADR (CLO Rubric; Survey - Assistive Technology Survey - Testing Accommodations)	Academic Support Centers (CLO Rubrics - Peer Tutoring)	Career Services (EAB Career Appointment Summary Signature Rubric - Resume Reviews)	Concurrent Enrollment (Survey - Credit Transfer)	Counseling (CLO Rubric - Counseling Appointments)	Gender-based Violence Prevention (D2L Quiz - Violence Prevention Training)	International Student Services (CLO Rubrics - Graduate Interviews Survey - International Student Orientation)	Library (CLO Rubrics - Student Employment)	Pathway Advising (EAB Advising Appointment Summary Survey - EAP Advising Day)	Power of You (EAB Advising Appointment Summary)	Student Life & Diversity (Survey - New Student Orientation)	S-STEM Science Scholars (Survey - High-Impact Practices (HIPs))	Student Rights & Responsibilities (CLO Rubric - Conduct Appointments)	Student Research League - Mathematics (CLO Rubric - Reflective Interviews)	Title III (D2L Brightspace Early Interventions Focus Groups - Summer Bridge)	TRiO Student Support Services (CLO Rubric - Individualized Success Plans)
Community Involvement: Students will be able to build community through involvement outside the classroom.						X	X					X		X		
Critical Thinking: Students will be able to make informed decisions through critical thinking.	X	X	X		X	X	X				X	X		X		
Communication: Students will be able to communicate clearly in a variety of settings.		X	X				X				X				X	
Navigating Processes: Students will be able to use resources to navigate processes.	X		X	X			X	X	X		X				X	
Goal Setting: Students will be able to reach their goals.		X							X	X	X	X			X	X

College Learning Outcomes (CLOs)

Global Citizenship & Civic Responsibility: Students exercise civic responsibility with a global or local perspective, fostering a culture of belonging, collaboration and mutual respect.

Creative & Critical Thinking: Student demonstrate creative and critical thinking skills through qualitative or quantitative methods.

Communication: Students demonstrate effective communication through a variety of context or modes.

Information & Technology Literacy: Students apply relevant information or technology to solve problems.

Personal Responsibility & Life Skills: Students practice personal responsibility and life skills that allow them to thrive in society.

Set Targets/Success Criteria

ME WHEN PEOPLE SET TARGETS

Types of Targets

Expectation

Mean score meeting NSSE National Average score.

Aspiration

@joebookslevy

Mean score higher than NSSE National Average in at least 5 areas.

Stretch

Mean score higher than NSSE National Average in at least 10 areas.

What if we ALWAYS meet our targets?

- Disa
- Whe   retch)
- Mea
- Get   efforts
- Com   ers

Report on Efforts

$$
\begin{array}{r}
\text{Process} \\
\text{Analysis} \\
\text{Interpretation} \\
+ \quad \text{Intended Actions} \\
\hline
\text{Report}
\end{array}
$$
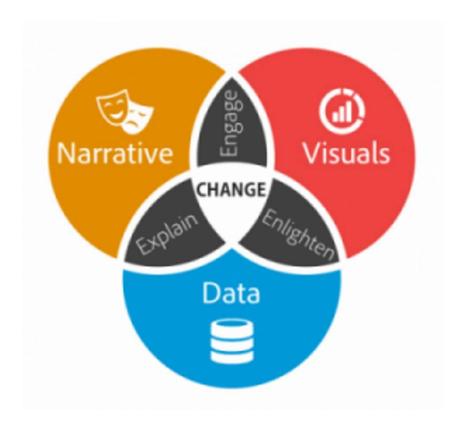
Application/
Reflection Time!

ELEMENTS OF DATA STORYTELLING

Academic

Interventions
» Courses
» Capstone projects
» Academic documents

Purposeful content
» Courses
» Capstone projects

Integrated measures
» Quizzes, tests, papers, projects
» Surveys and evaluations

Co-curricular

Interventions
» Advising
» Workshops & activities
» Support and resource documents

Purposeful content
» Varies by area and intervention
» May or may not relate to classroom

Integrated measures
» Varies by area and intervention
» May include survey, rubric, and observation

@joebookslevy

presence | A Modern Campus™ Company

Academic

Interventions
» Courses
» Capstone projects
» Academic documents

Purposeful content
» Courses
» Capstone projects

Integrated measures
» Quizzes, tests, papers, projects
» Surveys and evaluations

Co-curricular

Interventions
» Advising
» Workshops & activities
» Support and resource documents

Purposeful content
» Varies by area and intervention
» May or may not relate to classroom

Integrated measures
» Varies by area and intervention
» May include survey, rubric, and observation

@joebookslevy

Academic

Interventions
» Courses
» Capstone projects
» Academic documents

Purposeful content
» Courses
» Capstone projects

Integrated measures
» Quizzes, tests, papers, projects
» Surveys and evaluations

Co-curricular

Interventions
» Advising
» Workshops & activities
» Support and resource documents

Purposeful content
» Varies by area and intervention
» May or may not relate to classroom

Integrated measures
» Varies by area and intervention
» May include survey, rubric, and observation

@joebookslevy

presence | A Modern Campus™ Company

Academic

Interventions
» Courses
» Capstone projects
» Academic documents

Purposeful content
» Courses
» Capstone projects

Integrated measures
» Quizzes, tests, papers, projects
» Surveys and evaluations

Co-curricular

Interventions
» Advising
» Workshops & activities
» Support and resource documents

Purposeful content
» Varies by area and intervention
» May or may not relate to classroom

Integrated measures
» Varies by area and intervention
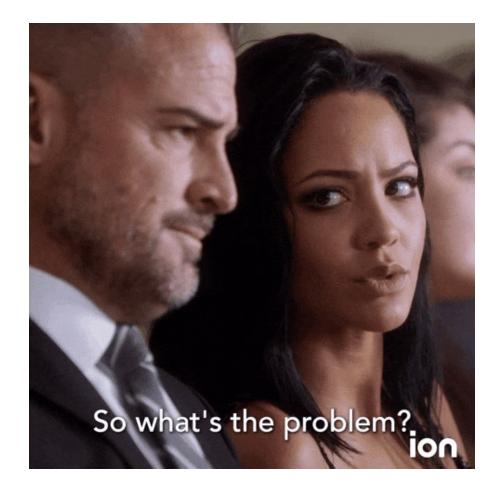» May include survey, rubric, and observation

@joebookslevy

presence | A Modern Campus™ Company

- **Relating:** I need to build trusting relationships with/ among my audience.

- **Educating:** I need my audience to change what they know / think / do.

- **Celebrating:** I need my audience to feel pride and belonging.

- **Influencing:** I need funding / resources / buy-in (a pitch)

(D'Souza & Levy, 2021)

Sounds like there's a story there.

- Provide Context

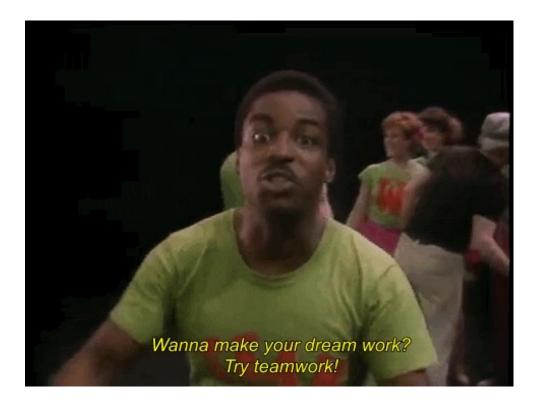- Provide Context
- Problem Identification

- Provide Context
- Problem Identification
- How does it help?

- Provide Context
- Problem Identification
- How does it help?
- Address Misconceptions

Just know that this matters to me.

- Provide Context
- Problem Identification
- How does it help?
- The individual

- Provide Context
- Problem Identification
- How does it help?
- The individual
- Bonus!

How will you communicate with others are your institution about what you are trying to do? How will you make the case?

Application/ Reflection Time!

Draft an Implementation Plan with feedback from those at your tables

What will you do next?
What one thing do you want to implement or begin
to implement?

Resources

Organizations

Journals/Blogs

Free Structured Learning Environments

LARC Grant Project

| Assessment Benefits & Barriers | Demystifying Assessment | Goals & Objectives | Gathering Data | Using Assessment Data | Developing Sustainable Assessment Practices |

Introduction

Chapter 1: Benefits of assessment

Chapter 2: What is the purpose of assessment?

Chapter 3: Why are assessment data useful?

Chapter 4: What are some concerns about assessment?

Chapter 5: What are steps that an institution can take to make assessment useful?

Conclusion and resources

STUDENT AFFAIRS ASSESSMENT LEADERS

About ▾   Journal ▾   Blog ▾   Professional Development ▾

Online Open Course

Applying and Leading Assessment in Student Affairs

2021 Course: February 8, 2021 - April 5, 2021

Registration is open (click below)! *Registration closes March 26, 2021.*

Natasha: natasha.a.jankowski@gmail.com Joe: jlevy@excelsior.edu

https://tinyurl.com/5dk6d5ct

Workshop Action Plan
Levy & Jankowski 2024 Assessment Institute

1. What is the level of focus for meaningful implementation of assessment processes and practices (e.g., program, course, general education, institution, student affairs).

2. What are your current top 3 concerns or issues with meaningful implementation of assessment processes and practices?
    a. …
    b. …
    c. …

3. What is the history of assessment in your level of focus (e.g., program, course, general education, institution, student affairs)? What are some key elements or moments in that history (or lack thereof)? What impact does history have on current implementation efforts?

4. What is the purpose of our assessment process or practice?

5. How does the purpose inform the implementation structure? Consider: Where is the practice being housed or organized? Who is involved? What types of data are collected? Where do they go? What is done with them?

Making it Meaningful

1. What could be done to make implementation or process more meaningful? Consider:

With whom might you collaborate or collaborate differently?	
What barriers might you encounter or currently encounter?	
What resources do you have and what do you need?	
What data are used for improvement?	
How are data used?	

2. Communication: To make the case for the meaningful implementation you want to occur, you need to provide context, identify the problem, establish clear connections on how assessment helps, address misconceptions, and make connections to whom you are speaking.
   a. <u>Provide Context:</u> Explain the background of assessment efforts and the relationship to current work and any institutional initiatives. Be prepared to explain: where did this work come from and what is it for? What is assessment?
   b. <u>Problem Identification:</u> What problem does assessment address? What challenges, issues, or problems does assessment address for the institution/project/stakeholder? Be prepared to clearly state why this work is important. Be prepared to answer the "so what?" question.
   c. <u>How does it help?</u> What value does assessment add, or in what ways does assessment help solve the identified problem(s)? Be prepared to address how assessment can help.
   d. <u>Address Misconceptions:</u> What concerns or areas of confusion will you need to address that are specific to the person or group with whom you are speaking? What misconceptions need to be cleared up? This may entail talking about how this assessment effort is different from things that were done before.
   e. <u>The Individual:</u> Why does this matter to me? Be prepared to address the inevitable question of "what do I have to do differently" or "how does this impact me?" Be prepared to answer "Why does this matter to me?".

In addition, you may wish to consider:
- With whom do you need to communicate?
- What is their preferred medium of communication (email, meeting, verbally, etc.)?
- What types of information do they find convincing?

Making the Case	
Provide some context: What is assessment?	

Problem Identification: What problem does assessment address? Why are we doing this?	
How does assessment help? Or how does this help us collectively?	
Address Misconceptions and Concerns	
Connect to Individual: Answer - why does this matter to me?	

Implementation Plan Development

Feel free to use this template or otherwise outline your ideas and next steps. What are you wanting to do, who is going to do it, and how is it going to get done? What does success look like?

What are you going to do?	Who is responsible? What approval do you need?	What can you accomplish in 30 days? 60? 90?	With whom do you need to partner? Who can be an ally?

What Will You Do Next?

Consider all that we have discussed thus far today. Share with each other: What one thing do you want to implement or begin to implement? What additional resources, if any, would you need?