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IllinoisState.edu



**ILLINOIS STATE
UNIVERSITY**

Illinois' first public university

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Refining Your Assessment Plan: Session 2

Selecting Evidence of Student Learning

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Outline for Session 2

- Overview of PRAAP
- Direct Evidence of Student Learning
- Curriculum Mapping (Part 2)
- Indirect Evidence of Student Learning
- Exercises & Discussion

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Overview of PRAAP

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Overview of PRAAP

- **P**rocess for the **R**eview of **A**cademic **A**ssessment **P**lans
- Occurs before Program Review self-study process
- Assessment Advisory Council members and University Assessment Services staff

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Overview of PRAAP

- Use checklist rubric with comments for each of four components:
 - Learning Outcomes
 - **Direct Evidence of Student Learning**
 - **Indirect Evidence of Student Learning**
 - Feedback Mechanisms

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Direct Evidence of Student Learning

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Direct Evidence of Student Learning

- Tangible, visible, self-explanatory, and compelling evidence of what students have and have not learned

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Direct Evidence of Student Learning

- Traditional and performance assessments
 - Traditional assessments
 - Multiple-choice tests, essay tests, and oral examinations
 - Usually designed only to collect assessment information, not give students a learning opportunity

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Direct Evidence of Student Learning

- Traditional and performance assessments
 - Performance assessments
 - Ask students to demonstrate their skills rather than relate what they have learned through traditional tests
 - Increasingly popular because they merge learning and assessment

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Direct Evidence of Student Learning

- Embedded and add-on assessments
 - Embedded assessments – program, general education, or institutional assessments that exist within coursework
 - Add-on assessments – beyond course requirements

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Direct Evidence of Student Learning

- Local and published assessments
 - Local assessments – created by faculty and staff at a college/university
 - Published instruments – developed by an organization external to a college/university and used by a number of institutions

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Effective Direct Assessments

- Examinations
- Papers
- Projects
- Performances/Presentations
- Exhibitions/Recitals
- Case studies/critical incidents
- Clinical evaluations
- Oral/comprehensive examinations
- Portfolios (developmental or showcase)

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Curriculum Mapping (Part 2)

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Curriculum Mapping

- Analyze learning opportunities by mapping learning goals against courses

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Curriculum Mapping

Course	Goal 1	Goal 2	Goal 3	Goal 4
111	X			X
138		X	X	
200	X			X
231		X	X	X
331	X		X	
340		X		X
392	X	X	X	X

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Curriculum Mapping

Course	Goal 1	Goal 2	Goal 3	Goal 4
111	Examination			Examination
138		Paper	Paper	
200	Project			Project
231		Presentation	Presentation	Presentation
331	Case study/critical incident		Case study/critical incident	
340		Clinical evaluation		Clinical evaluation
392	Portfolio	Portfolio	Portfolio	Portfolio

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Curriculum Mapping

- Transcript analysis – review a sample of transcripts of graduating students to learn courses they chose and when they completed them

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Curriculum Mapping

- Syllabus analysis – can help determine if students have the assignments to achieve each of the intended learning goals of the course, as well as program, general education, or institutional goals that course is intended to support

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Indirect Evidence of Student Learning

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Indirect Evidence of Student Learning

- Proxy signs that students are probably learning
- A report *about* learning rather than a direct demonstration of learning
- Allow to pursue issues in depth and to solicit feedback/advice from important stakeholders

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Indirect Evidence of Student Learning

- Stakeholders (all could be part of an advisory board)
 - Students: fundamental source of assessment information
 - Faculty: constantly observing and reflecting on student learning
 - Field experience supervisors: can indicate how well students demonstrate key goals, including knowledge, skills, attitudes, and dispositions

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Indirect Evidence of Student Learning

- Stakeholders (all could be part of an advisory board)
 - Alumni
 - Can describe their post-graduation experiences and their views of their education
 - Not always practical or meaningful (contact information)
 - Employers
 - Can provide valuable information about employer needs and how well a program prepares students for careers in their field
 - Ask for general perceptions of a program and its graduates

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Indirect Evidence of Student Learning

- Techniques

- Surveys

- Elicit information about people's beliefs, experiences, or attitudes
 - Items can be closed-ended or open-ended (assessment surveys commonly use both formats)
 - Should be careful to obtain reasonable samples (*response rate*: proportion of contacted individuals who complete the survey)

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Indirect Evidence of Student Learning

- Techniques

- Interviews

- Provide an opportunity for interaction with stakeholders
 - Structured interviews often used because they provide consistent information across different interviewers and respondents
 - Items can be closed-ended or open-ended (common closed-ended questions are dichotomous, checklists, or rankings)

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Indirect Evidence of Student Learning

- Techniques
 - Focus groups
 - Planned discussions among small groups of participants who are asked a series of carefully constructed questions about their beliefs, attitudes, and experiences
 - Usually involve from six to ten participants
 - Requires an understanding of group dynamics and the ability to mentally juggle content and process

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Indirect Evidence of Student Learning

- Techniques

- Reflective essays

- Invite stakeholders to reflect on some aspect of their experiences
 - Should be based on carefully crafted, open-ended questions
 - Classroom assessment techniques could be used to obtain student reflections about their programs

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Other Indirect Measures

- Student participation rates (e.g., RSOs)
- Student honors, awards, and scholarships
- Student retention and graduation rates
- Student/alumni job placement rates
- Student/alumni acceptance into graduate/professional programs
- Program alignment with professional standards/recommendations
- Program certification or accreditation
- Faculty publications/presentations, performances, and exhibitions with students

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Indirect Evidence of Student Learning

- Guidelines for gathering feedback
 - Allow feedback to be provided anonymously or confidentially
 - Maintain a focus on using feedback for improvement
 - Reinforce an atmosphere of mutual respect by thanking stakeholders for their feedback

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Indirect Evidence of Student Learning

- Guidelines for interpreting feedback
 - Explore the feedback for recurring patterns or themes
 - Identify constructive ways to use the feedback as part of program planning and improvement

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Exercises & Discussion

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Thank You For Coming!

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