Course Level Assessment: No, it is not punitive and yes, it can be fun!

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Objectives

Upon the conclusion of this workshop, participants will be able to:

• articulate a process for aiding faculty in successfully aligning their course level outcomes with course level assessments and then to the program level objectives and institutional goals.

• compare their own processes for the alignment of course level assessments to course level outcomes to programs and their institutions.
What is Assessment?

SLA is not an evaluation of individual students or individual faculty members. It is a systematic collection and analysis of data on the performance of a student cohort. Results are used to improve student learning and programs.
Assessment of Student Learning - Assumptions

• Faculty have teacher-directed, learner-centered process for assuring continuous improvement in student learning
• Faculty will document expected and realized student learning outcomes more systematically
• SLA provides a common framework to communicate findings to campus community, as well as external audiences
• Results will be used to modify, shape and improve programs
• Faculty will set budget priorities
• Faculty will help the College meet reporting needs for Middle States
Guidelines for the Assessment of Student Learning
Course Development

Design Backward

- Intended learning outcomes of the lesson
- Intended learning outcomes of the unit
- Intended learning outcomes of the course
- Intended signs & objectives of the faculty
- Intended mission of the institution

Deliver Forward

Image Source: Plan for Designing and Implementing Learning Outcomes (Huba & Freed, 2000, p.108)
Academic Program Assessment

• Mission/Purpose

• Goals

• Program Objective
  • Alignment to institutional outcome

• Student Learning Outcomes
  • Relate Outcome Measure
  • Data
  • Action Plan
Course Syllabus

• Mandatory Course Syllabus Template
  • Learning Objectives
  • Requirements (assignments)
  • Grading
  • Course Schedule
Student Learning Outcomes

• Assessment Measures - academic direct assessment (exams, rubrics, etc.)

• Targets – levels of student achievement (well-written targets should identify the percentage of students expected to meet the desired achievement levels by the end of a specified time period)

• Findings – results, conducted and reported annually (report percentage of total students assessed who met the expected level of student achievement; include raw number)
Student Learning Outcomes (cont.)

• Action Plans – What specifically did your assessments show regarding proven strengths or progress you made on outcomes? What specifically did your assessments show regarding any outcomes/objectives that will required continued attention (weakness or areas needing further development)?
## Typical Example

<table>
<thead>
<tr>
<th>Assessment Measure</th>
<th>Final Exam</th>
</tr>
</thead>
<tbody>
<tr>
<td>Targets</td>
<td>Passing grade</td>
</tr>
<tr>
<td>Findings</td>
<td>100% of students</td>
</tr>
<tr>
<td>Action Plan</td>
<td>N/A</td>
</tr>
</tbody>
</table>
Example: Math Course

<table>
<thead>
<tr>
<th>Assessment Measure</th>
<th>Final Exam</th>
</tr>
</thead>
<tbody>
<tr>
<td>Targets</td>
<td>80% of students will earn an 80% or higher</td>
</tr>
<tr>
<td>Findings</td>
<td>75% (3/4) of students earned an 80% or higher</td>
</tr>
<tr>
<td>Action Plan</td>
<td>Offer 5 additional review sessions leading up to final exam as well as 5 online tutoring sessions. Shoot for target next time course is offered.</td>
</tr>
</tbody>
</table>
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<table>
<thead>
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<tbody>
<tr>
<td><strong>Targets</strong></td>
<td>80% of students will earn an 80% or higher</td>
</tr>
<tr>
<td><strong>Findings</strong></td>
<td>80% (4/4) of students earned an 80% or higher</td>
</tr>
<tr>
<td><strong>Action Plan</strong></td>
<td>Next year strive for 85% of students earning an 80% or higher.</td>
</tr>
</tbody>
</table>
What does assessment look like at your institution?
Remember

• The assessment of student learning begins with educational values
• Assessment is most effective when it reflects an understanding of learning as multidimensional, integrated and revealed in performance over time
• Assessment works best when the programs it seeks to improve have clear, explicitly stated purposes
• Assessment requires attention to outcomes but also and equally to the experiences that lead to those outcomes
Remember (cont.)

• Assessment works best when it is ongoing, not episodic
• Assessment fosters wider improvement when representatives from across the educational community are involved
• Assessment makes a difference when it begins with issues of use and illuminates questions that people really care about
• Assessment is most likely to lead to improvement when it is part of a larger set of conditions that promote change
• Through assessment, educators meet responsibilities to students and to the public
College of Charleston biology associate professor Robert Dillon shows a bearded dragon to Mitchell Elementary sixth-graders in January 2013. After sparring with college leaders in the spring over the wording of a course syllabus, Dillon is retiring this month.
Questions
Bio

Karen Zannini Bull was appointed the interim associate dean of academic affairs and online programs in September 2016. Bull has served as the manager of online programs for University College and in December 2015, she earned her doctorate in instructional design, development and evaluation from Syracuse University. Prior to joining SU, she served as the assistant director of distance education and then as the director of program evaluation at Onondaga Community College. She also teaches online at New York Chiropractic College in the Master of Science in Human Anatomy and Physiology Instruction program.