

Making Assessment Matter

Welcome

LEAP DAY
2016



Chain Notes

Keep your eye out for the envelope.

Read the question on the front of the envelope.

Write your response on the index card.

Place it in the envelope and pass it to the next
person or table.

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Keeping Track of Good Ideas

LIST OF INTERESTING IDEAS, TECHNIQUES, STRATEGIES	POSSIBLE APPLICATIONS WITHIN MY COURSE

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Goal Ranking and Matching

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Background Knowledge Probe

1. Of full-time faculty at TCC in Fall 2015, what percentage said they “somewhat agree” or “strongly agree” with:
 - a. I trust how assessment results will be used at TCC _____%
 - b. Assessment is a threat to academic freedom _____%
 - c. Assessment is a part of the regular, ongoing work of teaching and learning. _____%
 - d. Course grades are an adequate indicator of student learning _____%

2. Of full-time faculty at TCC in Fall 2015, what percentage said “mostly true” or completely true” to the following:
 - a. I regularly use assessment results to improve my courses _____%
 - b. I have intended student learning outcomes stated on my course syllabi _____%
 - c. I have developed learning outcomes for my courses _____%

3. From the following list, choose what full-time faculty stated as the top 2 reasons assessment **IS** conducted at TCC
 - a. Accreditation
 - b. Compliance
 - c. Degree improvement
 - d. Individual accountability
 - e. Resource allocation
 - f. Student learning improvement
 - g. Tradition
 - h. To make teaching more worthwhile

4. From the following list, choose what full-time faculty stated as the top 2 reasons assessment **SHOULD BE** conducted at TCC
 - a. Accreditation
 - b. Compliance
 - c. Degree improvement
 - d. Individual accountability
 - e. Resource allocation
 - f. Student learning improvement
 - g. Tradition
 - h. To make teaching more worthwhile

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“Blooming”

(6) CREATING

Combine elements to propose alternative solutions by building, elaborating, formulating, constructing, and modifying.

(5) EVALUATING

Make judgments based on explicit standards/criteria through appraising, rating, supporting, proving, and justifying knowledge.

(4) ANALYZING

Examine and break down information into parts by categorizing, classifying, dissecting, differentiating, and formulating knowledge.

(3) APPLYING

Utilize the materials of learning by solving problems, organizing facts, and combining ideas.

(2) UNDERSTANDING

Explain knowledge of facts by comparing and contrasting, summarizing, inferring, and outlining main ideas.

(1) REMEMBERING

Recall previously learned material by listing facts, defining terms, finding basic concepts, and selecting answers.

- _____ A. Explain why Goldilocks liked Baby Bear’s chair the best.
- _____ B. Judge whether Goldilocks was good or bad. Defend your opinion.
- _____ C. List the items used by Goldilocks while she was in the Bears’ house.
- _____ D. Write a story about Goldilocks and the Three Fish. How would it differ from Goldilocks and the Three Bears?
- _____ E. Compare this story to reality. What events could not really happen?
- _____ F. Demonstrate what Goldilocks would use if she came to your house.

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Parking Lot Assessment

SUMMARY OF TODAY'S SESSION		
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Plus / Minus / Question Mark Technique

- Write measurable learning outcomes
- Use appropriate action verbs
- Assess writing in non-English courses
- Create short writing assignments
- Assess student grammar issues
- Use self-reflection as a learning strategy
- Explore self-reflection as an assessment strategy
- Develop rubrics
- Use rubrics
- Write effective test or survey questions
- Identify badly written test-bank questions
- Interpret assessment results
- Make changes based on assessment results
- Use the new WEAVE