

## Assessment Workshops for Spring 2009

Each workshop is offered twice, at different days/times, in the following sequence:

Workshop Title	Content	Requirements	Strategy and Deliverables
<b>1. Defining and Refining Outcomes</b>	<ul style="list-style-type: none"> <li>i. Short review of assessment basics</li> <li>ii. Levels of assessment; technical construction of outcomes statements; action verbs vs. covert descriptors; program vs. course outcomes</li> <li>iii. Six fundamental questions</li> <li>iv. Articulating measureable outcomes</li> <li>v. Embedding Gen Ed outcomes into disciplinary program outcomes</li> </ul>	<ul style="list-style-type: none"> <li>i. Participants will bring either current program learning outcomes or be prepared to articulate new program outcomes</li> </ul>	<ul style="list-style-type: none"> <li>i. Target participants:                             <ul style="list-style-type: none"> <li>1. Departments/programs that have not articulated student learning outcomes</li> <li>2. Need to revise/refine current student learning outcomes</li> </ul> </li> <li>ii. Participants will work in disciplinary teams to either articulate new program learning outcomes or revise current program learning outcomes</li> </ul>
<b>2. Curriculum and Course Mapping</b>	<ul style="list-style-type: none"> <li>i. Curriculum mapping basics</li> <li>ii. Why map program curricula?</li> <li>iii. Step 2: course mapping                             <ul style="list-style-type: none"> <li>1. Curriculum-embedded, performance-based assessment (derive rather than impose)</li> <li>2. Identifying assessable work products</li> <li>3. Rubrics</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>i. Participants will bring program descriptions or (syllabi) of all courses in program(s) to be mapped</li> </ul>	<ul style="list-style-type: none"> <li>i. Target participants:                             <ul style="list-style-type: none"> <li>1. Departments/programs that have articulated outcomes but have not yet mapped curriculum</li> <li>2. Departments/programs that need help completing curriculum mapping</li> <li>3. Departments/programs that need to map assessment points in curriculum and identify embedded, assessable work products</li> </ul> </li> <li>ii. Participants will work in disciplinary teams to either map or complete mapping program learning outcomes, revise current curriculum/course mapping, and/or identify assessment points and assessable work products in program curricula</li> </ul>

<p><b>3. Evidence of Achievement of Outcomes</b></p>	<ul style="list-style-type: none"> <li>i. Finding, identifying, collecting evidence of achievement of student learning outcomes <ul style="list-style-type: none"> <li>1. The Evidence Inventory</li> </ul> </li> <li>ii. Types of evidence <ul style="list-style-type: none"> <li>1. Quantitative; qualitative</li> <li>2. Direct (authentic); indirect</li> <li>3. Formative; summative</li> <li>4. Methods of analyzing evidence</li> <li>5. Pragmatics: gathering and analyzing evidence within current workload, budget constraints <ul style="list-style-type: none"> <li>a. Resource-efficient strategies for gathering and analyzing evidence: strategic sampling, cyclic/phased assessment of outcomes, planning around class schedules, exploiting course management software for assessment; etc.</li> </ul> </li> </ul> </li> <li>iii. Types of rubrics: <ul style="list-style-type: none"> <li>1. analytic vs. holistic</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>i. Participants will bring program learning outcomes, curriculum maps, and descriptions of any evidence-gathering strategies currently in use</li> </ul>	<ul style="list-style-type: none"> <li>i. Target participants: <ul style="list-style-type: none"> <li>1. Departments/programs that have articulated outcomes and mapped curriculum, and now need to begin gathering evidence</li> <li>2. Departments/programs that are interested in revising current evidence gathering and analysis strategies to make them more resource-efficient and effective</li> </ul> </li> <li>i. Participants will work in disciplinary teams to articulate plans for gathering and analyzing evidence for continuous improvement of student learning, and/or refine and revise current evidence gathering and analysis strategies.</li> </ul>
<p><b>4. Using Evidence to Improve Learning: Completing the Assessment Cycle</b></p>	<ul style="list-style-type: none"> <li>i. Basics of using evidence for continuous improvement <ul style="list-style-type: none"> <li>1. Getting the big picture <ul style="list-style-type: none"> <li>a. Multiple methods/sources of data</li> </ul> </li> <li>2. Integrating student learning data with institutional</li> <li>3. Triangulation of data</li> <li>4. Collaborative interpretation: turning data into evidence</li> <li>5. Formulating improvement action plans</li> <li>6. Improving effectiveness:</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>i. Participants will bring current program assessment plans or outcomes, curriculum maps, and descriptions of current strategies for using student learning evidence</li> </ul>	<ul style="list-style-type: none"> <li>i. Target participants: <ul style="list-style-type: none"> <li>1. Departments/programs that have made significant progress on gathering and analyzing data and now need to begin formulating and/or implementing program-level improvement action plans</li> <li>2. Departments/programs that are interested in refining or revising current strategies for using assessment results for program-level continuous improvement</li> </ul> </li> <li>ii. Participants will work in disciplinary</li> </ul>

	focus on systems and processes		teams to articulate plans/strategies for using evidence for program-level continuous improvement of student learning, and/or refine and revise plans/strategies currently being formulated, proposed, or implemented.
<b>5. Drafting and Refining Unit Assessment Plans</b>	<ul style="list-style-type: none"> <li>i. Basic elements of department/program-level Assessment Plans <ul style="list-style-type: none"> <li>1. Assessment plan templates</li> <li>2. Formulating a practical, resource-efficient assessment cycle</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>i. Participants will bring current program learning outcomes, curriculum maps, and descriptions current strategies for gathering, analyzing, and using student learning evidence</li> </ul>	<ul style="list-style-type: none"> <li>i. Target participants: <ul style="list-style-type: none"> <li>1. Departments/programs that have made significant progress on articulating outcomes, mapping program curricula, and identifying assessment artifacts/instruments and rubrics, and now need to begin drafting coherent departmental/program assessment plans</li> <li>2. Departments/programs that are interested in refining or revising current department/program assessment plans</li> </ul> </li> <li>ii. Participants will work in disciplinary teams to articulate formal departmental/program assessment plans, and/or refine and revise assessment plans/strategies currently being formulated, proposed, or implemented.</li> </ul>