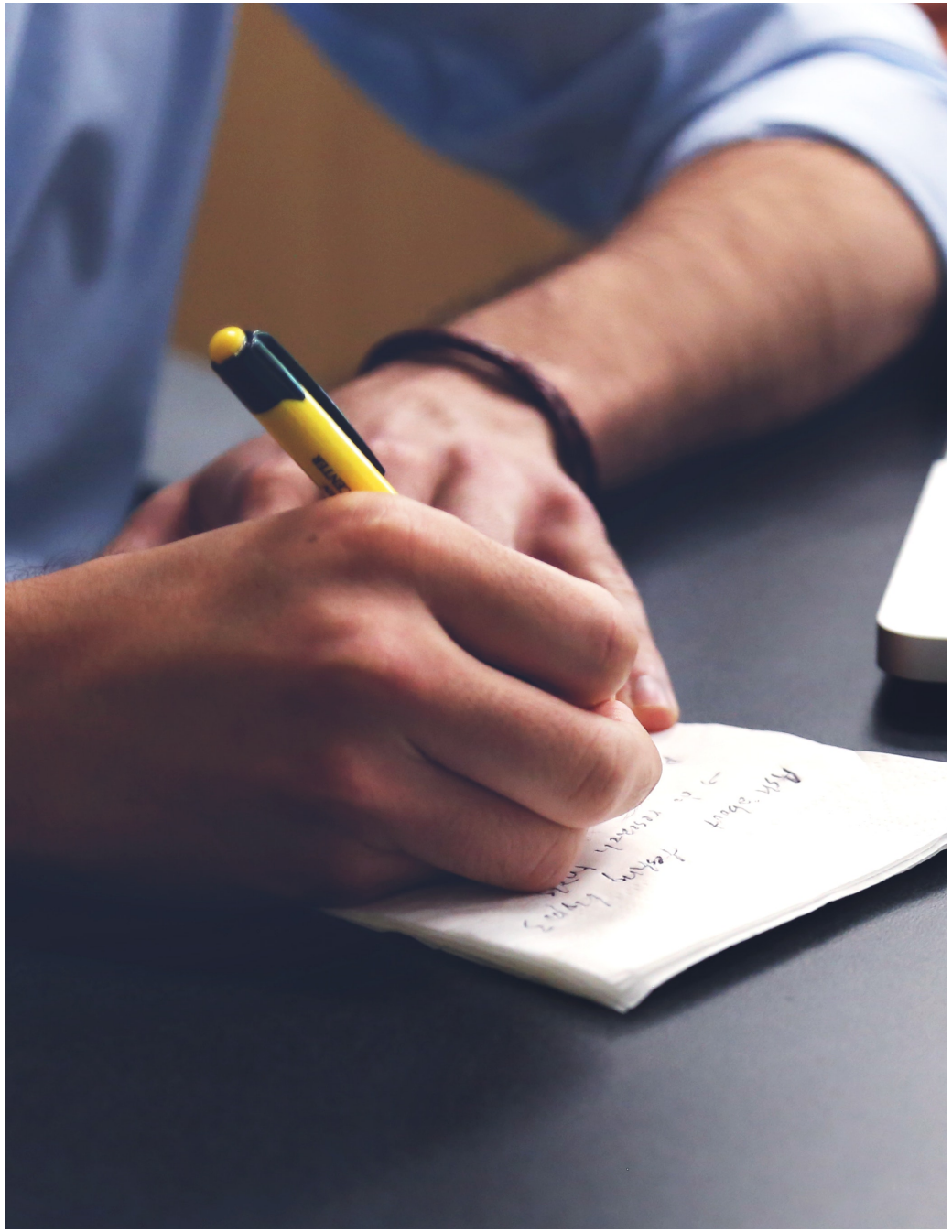
National Society for Experiential Education

Experiential Education Academy

Assessment

Dr. Maureen Drysdale



Goals of the Academy

Foundational Knowledge

- Theory & practice of experiential education
- Developing knowledge, skill, and competence

Access to Expertise

- Opportunities to gain access to knowledge experts across experiential education

Strengthening Institutions

- Meeting NSEE standards for ethics and effective practice
- Building capacity within institutions

EEA Certification

Complete 5 required workshops:

1. Fundamentals of Experiential Education
2. Principles of Ethical and Best Practices for Experiential Educators
3. Reflection: Making Experience Educative
4. Assessment
5. Legal Issues

EEA Certification

Attend 1 elective workshop:

1. Teaching and Learning Experientially
2. Developing a Quality Internship Program
3. Service-Learning
4. Strengthening Experiential Education Within Your Institution
5. Strategic Planning for Experiential Program Design
6. Online Learning and Experiential Education

Facilitator Introduction and Responsibilities

- Work to model the experiential process – building on the collective knowledge of the topic
- Engage collaboratively to maximize experiential opportunities and to minimize lecture.
- BECAUSE - Those who do the work, do the learning!

  - T. Doyle

Learning Outcomes

- To establish a common framework (or a cognitive map) of assessment with agreed upon terminology, expectations of process, and outcomes
- To align assessment with learning outcomes
- To articulate the basic principles of assessment appropriate to experiential education and higher education
- To understand the process of valid and reliable assessment starting with goals and expectations
- To discover some methods of assessment

What do we know about assessment?

Learning Experience 1 – Group Activity

- To see what you already know about assessment
- Each Table will tackle one question. Choose the one that is highlighted on your sheet
- Take 20 minutes to discuss and answer your question
- Use words, images, a sketch, etc.. [ie., be creative in how you answer your question and how you share your answer with the rest of the group]
- Each table will report back to the entire group

Group 1

- What is Assessment?
- What methods could be used in an assessment program?
- Why conduct an assessment program?

Group 1

What is Assessment?

- Assessment is:
  - Collecting data to verify student learning, effective instruction, and/or the efficacy of a course or program.
  - A systematic gathering of evidence to make an informed decision or to judge performance

What methods could be used in an assessment program?

- Methods are any type of instrument (e.g., survey, questionnaire, interview) or process that can verify the planned/intended outcomes.

Types of Assessment Evidence

Direct (Actual student learning)

- Course assignments
- Student projects
- Team-based projects
- E-portfolios
- Performance assignments (internships, service learning)
- Observation of performance
- Knowledge tests (written, oral)
- Presentations
- Visual performance (photos, etc)

Indirect (perceptions of student learning)

- Surveys
- Questionnaires
- Inventories
- Student evaluations
- Self-evaluations
- Interviews
- Focus groups

(Source: Deardorff, *Demystifying*[1])

Group 1

Why conduct an assessment program?

- To demonstrate student learning
- To improve student learning
- To show value of your program
- To improve your program
- To advocate for your program
- To fulfill accreditation requirements
- To fulfill one's educational responsibility
- To follow good practice

- (Source: Deardorff, *Demystifying*[1])

Group 2

- How are assessment and research alike? How are they different?
- Draw a Venn diagram.

Group 2

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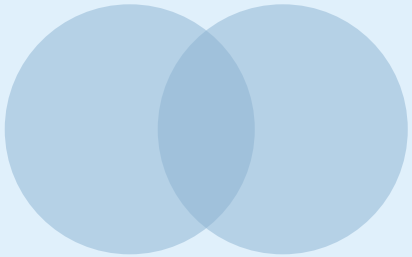

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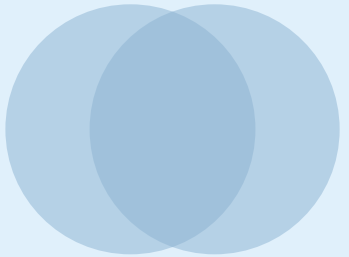

- Assessment is the gathering of information to verify outcomes.
- Research is the gathering of information to explore a new phenomenon, to develop new understandings of a subject, or to prove a hypothesis
- Both involve ‘data’

Group 3

- How are assessment and evaluation alike and different from one another?
- Draw a Venn diagram.

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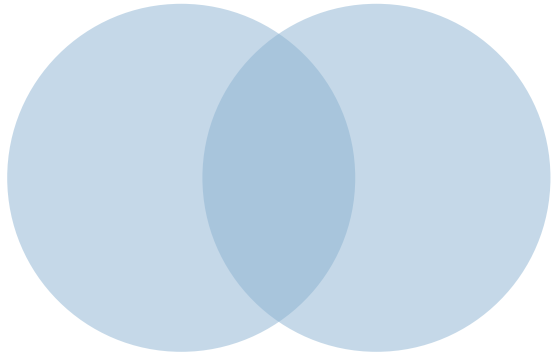


- Assessment gathers data for verification of learning outcomes – Evaluation uses the data for program change to make the outcomes more consistent or rich.

Group 4

- What is appropriate to be assessed and evaluated and by whom?

Group 4

What is appropriate to be assessed and evaluated and by whom?

- What: student learning, student satisfaction, classroom instructional practices, learning environments, civic engagement, global citizenship, teaching effectiveness, professionalism, ethical behavior, employability, programmatic outcomes, processes, procedures - also mission, goals, objectives,
- By whom: all involved – students, class instructors, program owners, internal and external constituents, practitioners,

Group 5

- What is qualitative data and what is quantitative data? What are the benefits of each type?

Qualitative vs Quantitative Method

Qualitative (T. Bowen, UofT)

- Uses **WORDS**
- Tool for assessing a small sample
- Complementary tool for quantitative
- To assess and explore – learning, achievement, perceptions, attitudes
- Tool for aligning expectations across stakeholders
- Uses – interviews, focus groups, surveys, reflective journals
- Constructing a story about your issue/question with rich descriptions
- Code and categorize content in terms of themes
- Reliability - interrater
- **Process is labour intensive!!!**

Quantitative (M. Drysdale, SJU/UW)

- Uses **NUMBERS**
- Tool for assessing a large sample
- Complementary tool for qualitative
- To assess, measure, & compare - attributes, behaviours, perceptions, attitudes, programs, courses, learning & achievement
- Uses - Surveys, questionnaires, tests, Standardized/unstandardized
- Numbers to describe - measures of central tendency (means, std, variance), true scores, standard scores, p values, mean differences, prediction models
- Validity, reliability, usability
- **Process requires statistical analysis - find an expert!**

Source: Drysdale & Bowen, 2015

Group 5

- What is qualitative data and what is quantitative data? What are the benefits of each type?
  - Move beyond the idea that quantitative data is BETTER because it is numbers and qualitative data is "soft." The value of data in assessment is that it identifies the learning that the instruction or the program is achieving. Neither type of data is BETTER than the other – they look to verify in different ways. Additionally, anecdotal data has value in some cases.

Group 6

- When do we assess?

Group 6

- When do we assess?
- A particular event, regularly over time (formative assessment) at the end (summative assessment).
- If regularly assessing and involving the students in assessment of their learning then assessment can be for learning rather than of learning – possibly even assessment as learning.
- Reference Text – Assessing for Learning – Peggy Maki3

Reflecting on this Exercise

To think about:

- Why is it important to make these distinctions?
- Where is the boundary of your knowledge in the assessment process?

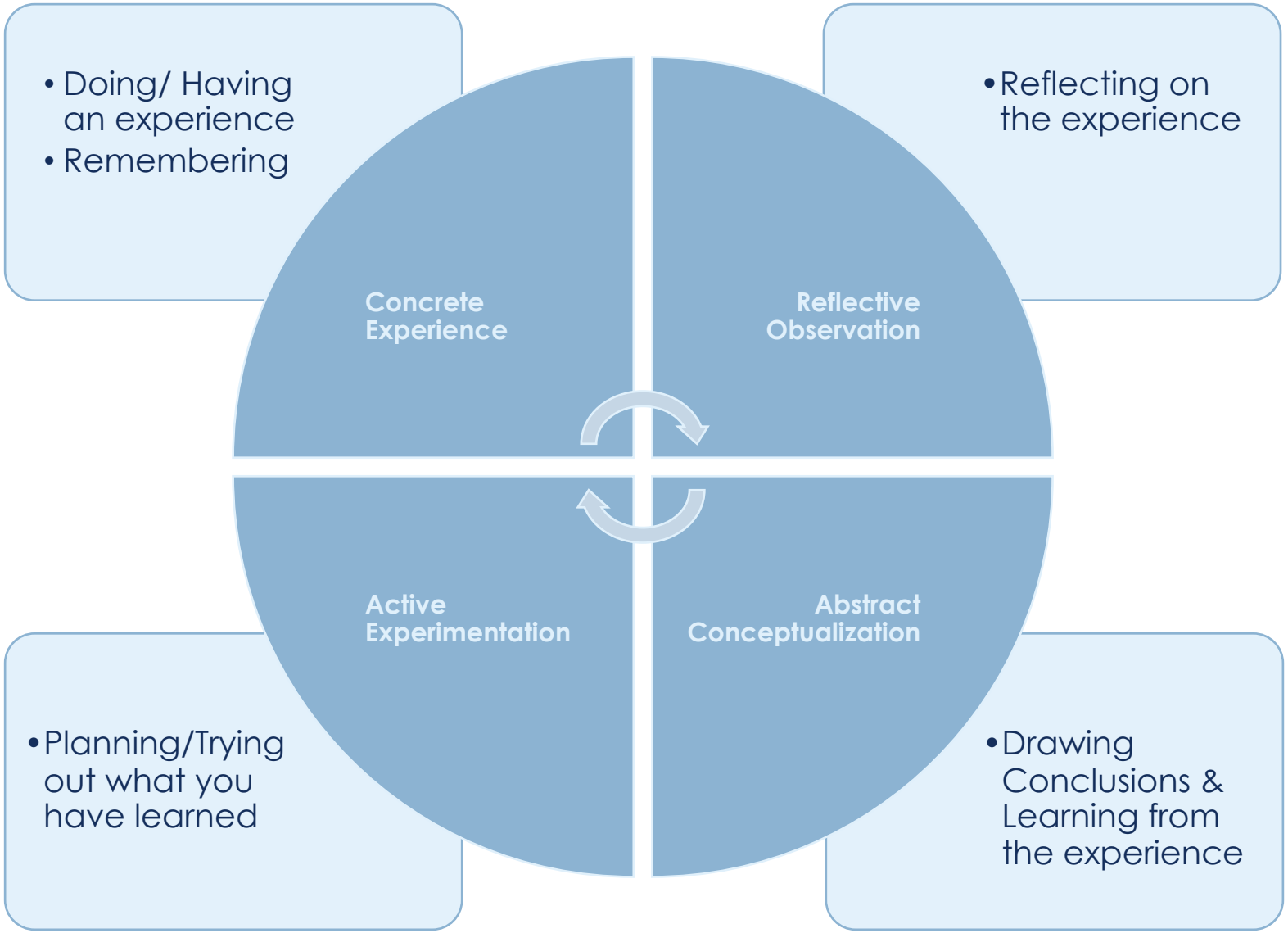
Activity Summary

- What have we accomplished?
- We have created a framework or a cognitive map of assessment with agreed upon terminology, expectations of process, and outcomes.

Using Kolb and Best Practices to Guide Assessment

- Understanding Experiential Learning
  - Review of David Kolb's model
- Review of Principles of Best Practice for Experiential Education

Kolb's Model of Experiential Learning



Using Kolb for Course and Program Design Standards in Higher Education

- Effective practices for teaching & learning
  - Example: AACU http://www.aacu.org/
  - http://www.aacu.org/resources/high-impact-practices
- Standards in Higher Education
  - Examples:
    - US: CAS https://www.cas.edu/
    - Ontario Canada: OCAV UDLE's:
      - https://www.lib.uwo.ca/files/teaching/OCAV_UDLE.pdf

Learning Experience 2 – Group Activity

- Principles of best practice in experiential education assessment.
- Question – What are some principles of best practice in EE assessment?

Learning Experience 2

- What are some principles of best practice in program assessment?
  - Systematic, regular, intentional, using multiple measures, incorporating an improvement loop in the plan, holistic, and significant
  - Constructive Alignment
    - Aligning the role of EE with institutional goals (Mission), CAS goals, and industry expectations

NSEE 8 Principles

- NSEE advocates eight principles of best practice in experiential education.
- NSEE 8 Principles – handout
- http://www.nsee.org/8-principles

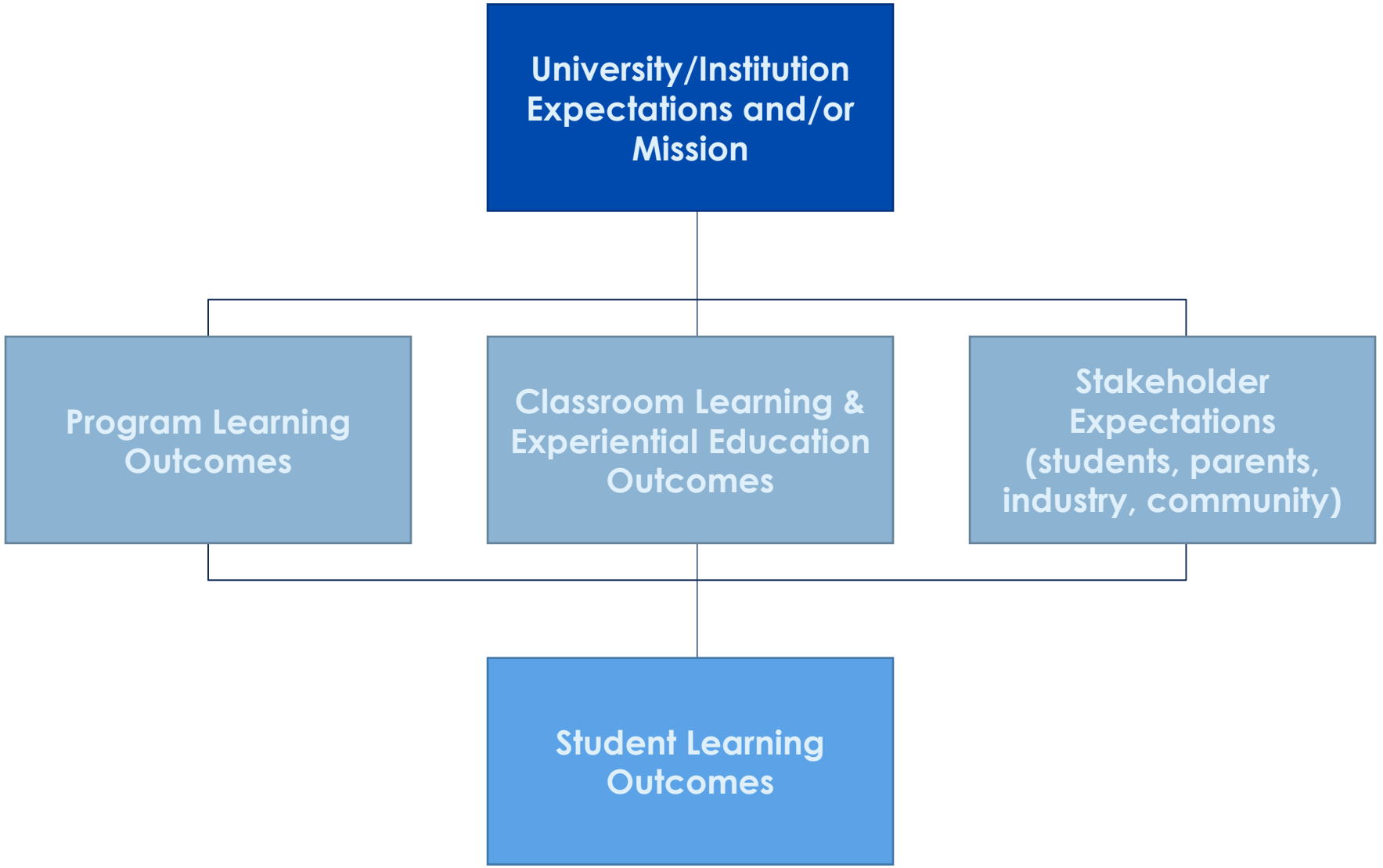
Shifting Gears

- Aligning assessment with learning outcomes
- Choosing assessments

Student Learning Outcomes Assessment

- The purpose of student learning outcomes (SLOs) assessment is to measure student learning resulting from the activity, course, or program; identify strengths and weaknesses; and use the information to improve the program and student learning.
- Assessment data should inform institutional decisions related to programmatic priorities.
- Assessment data should indicate if goals are being achieved.

The Larger Picture Constructive Alignment of SLOs



- **“Learning outcomes provide structures from which courses and programs can be evaluated and can assist in program and curricular design, identify gaps or overlap in program offerings, and clarify instructional, programmatic, and institutional priorities.”**
- Source: Developing Learning Outcomes, A Guide for Faculty. Office of Teaching Advancement, University of Toronto, 2008.

Two Levels of Outcomes

- **Broad/general objectives**
  - Describe learning expectations in general terms & depend on
    - Missions, goals, program objectives, institutional needs, learner needs, etc..
  - On their own, they cannot be measured, observed, or assessed & therefore each must be defined by one or more measurable SLOs
  - Example: Critical thinking
- **Specific student learning outcomes (SLOs)**
  - Specific statements about competencies to be achieved
  - Specific changes in behavior that can be assessed
  - Form basis for selecting &/or designing curriculum, programs and/or majors, degree requirements
  - To determining if instruction has been accomplished
  - Framework for organizing learning

Student Learning Outcomes Selecting the Dimensions to assess:

- Knowledge - broad, specialized
- Skills - intellectual & performance-based
- Attitudes, values, dispositions
- Each is linked to a domain of learning
  - Cognitive (assessing depth and breadth of Knowledge and Intellectual Skills)
  - Bloom's Taxonomy of learning see handout
  - Affective (assessing Attitudes, Emotion, and Values)
  - Krathwohl et al see handout
  - Psychomotor (assessing Manual or Physical Skills)
  - Harrow and others (see handout)

Basic Criteria for Writing SLOs

- 3-5 Student Learning Outcomes per program or broad objective.
- Allow opportunities for students to achieve the outcome
- 2 assessments for each outcome
  - One assessment may measure 2 or more outcomes.
- Use data from tests, papers, reports, presentations, journals, e-portfolios, videos, etc…
- Clearly established criteria for indicating achievement

Learning Experience 3 – Writing SLOs

- Select a broad objective within an experiential learning activity
- Briefly define the broad objective
- List some key words or phrases for student learning outcomes
  - To consider:
    - Knowledge in the discipline (cognitive domain)
    - Specific skills needed (psychomotor domain)
    - Values and attitude (affective domain)

Choosing Assessments – Measuring SLO

- Direct Assessment
  - An assessment method designed to directly measure knowledge, skills, or values/dispositions exhibited by the student (i.e., requires a student to actually demonstrate the knowledge, skill, or value/disposition).

Choosing Assessments

- Indirect Assessment
  - An assessment method that measures the student's perception of their knowledge, skills, or values/dispositions. (Stakeholders)

Types of Assessment Evidence

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- Course assignments
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Indirect (perceptions of student learning)

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- Self-evaluations
- Interviews
- Focus groups

(Source: Deardorff, *Demystifying*[1])

Assessing Outcomes with Rubric

- Standardizes criteria for evaluation of deliverable products in terms of the learning outcomes.
- Allows program faculty to explicitly articulate their criteria for learning to all constituents.
- Communicates expectations to students.

Four Rules for Creating Skill-Focused Rubrics

- Make sure the outcome to be evaluated is significant.
- Make sure the outcome and evaluative criteria can be addressed instructionally.
- Provide a constructive label for each evaluative criteria.
- Match the length of the rubric to your own tolerance for detail.

Collaboration

What is the definition?
The act of working together with one or more people in order to achieve something.

When do we know it <u>is not</u> happening?	*When do we know it <u>is</u> happening?*
• No interaction. • Derails efforts or ideas before understanding the situation. • Relates to peers in an unprofessional and unproductive way.	• Sharing materials and expertise. Sharing and listening to other's ideas. Accepting tasks and assignments within a group.

Skill: Collaboration

Needs Improvement	Emerging Competence	At Standard	Exceeds Standard
Student fails to establish interaction with colleagues or relationships are unprofessional.	Student maintains professional, cordial relationships with colleagues.	Student works collaboratively with colleagues to solve problems, learn, and grow professionally.	Student routinely shares materials, resources, and ideas with colleagues. St udent may volunteer to organize tasks or take a lead role in problem solving activities.
1	**2**	**3**	**4**

AAC&U Rubrics

- AAC&U Rubrics
- https://www.aacu.org/value/rubrics
- Global Learning VALUE Rubric Handout

Using Focus Groups in the Assessment Process

- NSEE rationale: An available method of assessment that is often not employed b/c requires skilled facilitator(s) etc. Does easily work if thoughtfully employed particularly with multiple constituencies – particularly community partners and students.
- What type of data is gleaned from a focus group?
- What are some of the advantages of a focus group to gather information?
- What are some of the disadvantages of using them?

Using Focus Groups in the Assessment Process

- *NSEE rationale: An available method of assessment that is often not employed b/c requires skilled facilitator etc. Does easily work if thoughtfully employed particularly with multiple constituencies – particularly community partners and students.*
- **What type of data is gleaned from a focus group?**
  - Qualitative
- **What are some of the advantages of a focus group to gather information?**
  - Interactive, data has validity (the extent to which the method prompts participants to represent the dimensions desired), results are believable, low cost, quick.
- **What are some of the disadvantages of using them?**
  - Less control over one group of people at a time, possible tangential discussion, data can be difficult to analyze - "all over the place"

Choosing the Right Assessment Tool

Refer to the handouts
Choosing the Right Assessment Tools and ***Advantages and Disadvantages of Assessment Methods***

What We Can Do with Assessment Data

- Improvement over time
  - Identify ***weaknesses*** in your student learning outcome data. These are ***opportunities*** for improvement.
  - Plan changes in the activity/course/curriculum that address the opportunity (E.G., Curriculum modifications, course/activity modifications, modifications of assessments)
- Achieving targets and goals
- Meeting national norms
- Establishing track records
- **Quality Assurance**

Learning Experience 4

- **Bringing it Home: Take-away questions**
  - What assessment methods do you use at your institution?
  - Why do you use each?
  - From this workshop, what have you learned and how do you plan to use it?
  - What assessment methods do you plan to develop?
  - What resources will you need?

Bringing it Home: Take-away questions

- What kind of world do we want to enable our students to create?
  - The mission, goals, vision
- What learning and development activities will we provide students so they can create that world?
  - Teaching and learning alignment
- How will we know we and they are succeeding?
  - Outcomes assessment, accountability, quality assurance

Resources Cited

- Deardorff, D. K. 92005). ***Demystifying Outcomes Assessment for International Educators – A Practical Approach***, Stylus Publishing
- Drysdale, M. & Bowen, T. (2015, October). ***Principles of Assessment: Qualitative and Quantitative Approaches***. WACE assessment Institutes.
- Maki, P. L. (2010). ***Assessing for Learning: Building a Sustainable Commitment Across the Institution***, Stylus Publishing, 2010.
- Bloom, B. S., Englehart, M., Furst, E., Hill, W., and Krathwohl, D. (1956). ***Taxonomy of Educational Objectives, Handbook I: The Cognitive Domain***. New York: David McKay Co Inc.
- Krathwohl, D. R., Bloom, B. S., and Masia, B. B. (1964). ***Taxonomy of Educational Objectives,The Classification of Educational Goals. Handbook II: The Affective Domain***. New York: McKay.
- Harrow, A. J. (1972). ***A Taxonomy of the Psychomotor Domain***. New York: David McKay Co.

Websites & Resources

- aacu.org
- aahe.org
- cas.edu
- nsee.org
- AAC&U Rubrics
- https://www.aacu.org/value/rubrics

Comments and Questions

Assessment & Evaluation for NSEE

- **Goals for the workshop:**
  - Establish a common framework of assessment with agreed upon terminology, expectations of process, and outcomes
  - To align assessment with learning outcomes
  - To articulate the basic principles of assessment appropriate to experiential education and higher education
  - To understand the process of valid and reliable assessment starting with goals and expectations
  - To discover some methods of assessment
- **Assessment:**
  - With the goals of the presentation in mind answer the questions below:
  - What do you now consider to be characteristics of an effective reflective practitioner?
  - How does this learning matter to you and how will you apply it in your work?
  - Please assess your current ability as a reflective practitioner on the assessment handout including your strengths and your characteristics that need study/support/or experience.
- **Evaluation:**
  - How specifically did you learn it? (e.g. exercises, framing, conversation)
  - What suggestions do you have to strengthen the workshop?

http://tinyurl.com/NSEE2018EEA