



Using Assessment to Improve the Quality of Education

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What is assessment?



What is assessment?

- **Systematic collection and interpretation of data**
- **Locally designed and executed**



Why assess?



Why assess?

- **To improve education and student learning**
- **To examine congruence with institution's stated purpose**



Also...

- **accreditation**
- **performance funding**
- **to address concerns of effectiveness (access, cost, and decline in student learning)**
- **indicates seriousness**



Plus...

- **Ethical practice**
- **Curiosity**



What differentiates...

- Sound assessments
- Poor assessments



Good Assessments

- Provide useful information
- Provide reasonably accurate information
- Protect privacy of students
- Are systematic and regular
- Are effective in terms of time, cost, and other resources



**To examine congruence with
institution's stated purpose:**

Five Column Model



CAS

- Self assessment

History of CAS

- Consortium of professional associations established in 1979
- First standards published in 1986
- Currently 37 sets of standards and 37 member associations
- Purpose is to promulgate standards to ensure quality in educational programs
- Recently published 6th edition of standards



Standards

- What are they?
- What role to they serve?
- What does compliance to standards indicate?



How are CAS Standard written?



13 Sections of Standards

- Mission
- Program
- Leadership
- Organization and Management
- Human Resources
- Financial Resources
- Facilities, Technology, and Equipment
- Legal Responsibilities
- Equity and Access
- Campus and External Relations
- Diversity
- Ethics
- Assessment and Evaluation



CAS Standards

Part 1. MISSION

- **The purpose of the Campus Activities Program (CAP) must be to enhance the overall educational experience of students through development of, exposure to, and participation in programs and activities that improve student cooperation and leadership while preparing students to be responsible advocates and citizens and complementing the institution's academic programs.**
- These activities could be intellectual, social, recreational, cultural, multicultural, and spiritual in nature. Programs could pertain to leadership, governance, community service, healthy lifestyles, and organizational development.



CAS Self-Assessment Process

- Establish and Prepare Self-assessment Team
- Initiate Self Study
- Identify and Summarize Evaluative Evidence
- Identify Discrepancies
- Determine Appropriate Corrective Action
- Recommend Steps for Program Enhancement
- Prepare an Action Plan



Establish and Prepare Self-assessment Team

- Who should serve?
- Who should not serve?
- How should the team be trained?



Initiate Self Study

- When should the data be collected?
- What data should be collected?
- What other information is necessary?



Identify and Summarize Evaluative Evidence

- **How should the materials be organized?**

In this step reviewers ensure that evidence exists to support criterion measure ratings



Identify Discrepancies

- **Is a “good” review one in which no discrepancies are found?**



Action Steps

- Determine Appropriate Corrective Action
- Recommend Steps for Program Enhancement
- Prepare an Action Plan



CAS Exercise



Go back to our 5 column model

- Goals

Measuring Learning Outcomes

- ***The formal education of students consists of the curriculum and the co-curriculum and must promote student learning and development that is purposeful and holistic. Programs must identify relevant and desirable student learning and development outcomes and provide programs and services that encourage the achievement of those outcomes.***



Learning and Program Goals:

- Create your own
- Learning Reconsidered
- Learning Reconsidered II
- CAS
- General Education Goals

16 CAS Learning Domains

- intellectual growth
- effective communication
- realistic self-appraisal
- enhanced self-esteem
- clarified values
- career choices
- leadership development
- healthy behaviors
- meaningful interpersonal relationships
- independence
- collaboration
- social responsibility
- satisfying and productive lifestyles
- appreciation of diversity
- spiritual awareness
- achievement of personal and educational goals.

Bloom's Cognitive Taxonomy:

	Bloom	Verb *	Tasks
1	Knowledge	Remember	Write, list, label, state, define
2	Comprehension	Understand	Explain, summarize, paraphrase, illustrate
3	Application	Apply	Use, compute, demonstrate, apply, solve, construct
4	Analysis	Analyze	Analyze, categorize, contrast, compare
5	Synthesis	Evaluate	Create, design, hypothesize, invent
6	Evaluation	Create	Justify, critique, recommend, judge

** From: Anderson & Krathwohl (2001)*

Bloom's Affective Taxonomy:

Domain	Verbs
Willingness to Receive	acknowledge, ask, attend, be aware, choose, follow, give, hold, identify, listen, locate, receive, reply, select, tolerate, use, view, watch
Responding, Active Participation	agree (to), answer, ask, assist, communicate, consent, conform, contribute, cooperate, discuss, follow-up, greet, help, inquire, participate, pursue, question, react, read, reply, report, request, respond, seek, select, visit, volunteer, write
Valuing	adopt, approve, complete, choose, commit, desire, display, endorse, exhibit, explain, express, form, initiate, invite, join, justify, prefer, propose, sanction, select, share,
Organization, Integration of Values	adapt, adhere, alter, categorize, classify, combine, complete, defend, explain, establish, formulate, order, organize, prepare, rank, rate, relate, systemize
Internalization	act, advocate, continue, defend, devote, disclose, display, encourage, endure, exemplify, incorporate, influence, justify, practice, question, revise, retain, support, uphold,

Learning Cognitive Domain

Example: White Privilege

Knowledge	Comprehension	Application	Analysis	Evaluation
<i>Define</i> Unearned assets one can count on	<i>Identify</i> Point out an example	<i>Dramatize</i> Act out example during a role play	<i>Compare</i> Differentiate experiences of self and others	<i>Assesses</i> Revise one's worldview based on new knowledge and contemplate ways to behave differently

Learning Affective Domain Example

Goal: Become Efficient in Assessment


Willingness To Receive	Responding, Active Participation	Valuing	Integration of Values	Internalization
<i>Attend</i>	<i>Participate</i>	<i>Endorse</i>	<i>Systematize</i>	<i>Devote</i>

Bloom's Cognitive Taxonomy: Goal

Goals	Verb (objective)	How to Measure
Knowledge		
Comprehension		
Application		
Analysis		
Synthesis		
Evaluation		

Learning Affective Domain

Willingness To Receive	Responding, Active Participation	Valuing	Integration of Values	Internalization



Go back to our 5 column model

- Write Student Learning Outcomes

Processes

■ CAS Review

- Establish and Prepare Self-assessment Team
 - Goals/Priorities
- Initiate Self Study
- Identify and Summarize Evaluative Evidence
- Identify Discrepancies
- Determine Appropriate Corrective Action
- Recommend Steps for Program Enhancement
- Prepare an Action Plan

■ General Assessment

- **Goals**
- **Select Program and Services Initiatives**

- **Assessment/Evaluation**

- **Use Results for Improvement**



Learning Outcomes

- **How do we measure learning?**
 1. Identify goals and measurable objectives
 2. Identify programs and services that accomplish associated goals
 3. Measure learning through sound data collection and interpretation
 4. Use results to improve learning opportunities

Processes

Measuring Learning Outcomes

1. Identify goals and measurable objectives
2. Identify programs and services that accomplish associated goals
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General Assessment

- **Goals**
- **Select Program and Services Initiatives**
- **Assessment/Evaluation**
- **Use Results for Improvement**



Comprehensive Assessment Model

- **User Data/Satisfaction**
- **Assessing Student Needs**
- **Campus Environments**
- **Outcomes**
- **Inputs**
- **Motivation**



How to measure objectives:

- Surveys
- Interviews (including focus groups)
- Portfolios
- Rubrics (rubric exercise)
- Observation




Your assessment plan should use...

- Multiple measures
- Indirect and direct measures




Assessment Tips

- Add learning outcomes to program evaluations
- Add assessment expectations to position descriptions
- Ask questions about assessment experience when interviewing new staff




Tips (cont' d)

- Give reading assignments when training and offer pre-tests and post-tests
- Quick, lean, and over the phone or in combination with on-line surveys
- If using qualitative methodologies, be sure you are knowledgeable and trained




Tips (cont' d)

- Consider longitudinal studies
- Do not be afraid to communicate results and when you do offer executive summaries and access to the full report
- Consider electronic portfolios and automated data collectors
- Compare against national data



Tips (cont' d)

- Search for students who could serve as inexpensive consultants
- Have access to SPSS windows
- Systematize the process, for example include survey to a mailing you already distribute



Tips (cont' d)

- Do not confuse assessments with personnel evaluations, however, include willingness to assess
- Do not engage in assessment if you are not willing to adapt to what the data indicates