

Creating a Sustainable Assessment Process

Richard Cohen, Ph.D.
Assessment Coordinator, OIRA

Assessment Workshop Series



The University of Vermont

Overview

We'll discuss:

- Why do we conduct assessment?
- Guiding principles
- New Assessment Plan draft template

We'll end with:

- You hopping on the assessment train

Why Do We Conduct Assessment?

- Aspirational Reason
- Practical Reason
- Reality?

Guiding Principles

- Let's get buzz wordy, assessment should be:
 - **Sustainable**
 - **Meaningful**

New Assessment Plan Draft Template



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Assessment Plan Template

Office of Institutional Research & Assessment

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Mission Statement

- Importance of a Mission Statement
- Remember to connect to UVM's Mission Statement
 - To create, evaluate, share, and apply knowledge and to prepare students to be accountable leaders who will bring to their work dedication to the global community, a grasp of complexity, effective problem-solving and communication skills, and an enduring commitment to learning and ethical conduct.

<https://www.uvm.edu/mission-and-vision>

Student Learning Outcomes (SLOs)

- All programs have SLOs so not going to spend time talking about them.
 - However, don't forget that NECHE requires them to be publicly available
- However, reviewing/updating your Assessment Plan is a fantastic time to revisit your SLOs to see if any updating is warranted

Curriculum Mapping

- Benefits of curriculum maps
- Parts of a curriculum map



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INSERT PROGRAM NAME

Assessment Cycle



	Learning Outcome #1	Learning Outcome #2	Learning Outcome #3	Learning Outcome #4	Learning Outcome #5	Learning Outcome #6
	INSERT LANGUAGE HERE	INSERT LANGUAGE HERE	INSERT LANGUAGE HERE	INSERT LANGUAGE HERE	INSERT LANGUAGE HERE	INSERT LANGUAGE HERE
	Assessed in Year X of Y	Assessed in Year X of Y	Assessed in Year X of Y	Assessed in Year X of Y	Assessed in Year X of Y	Assessed in Year X of Y
COURSE 100	DS			DS		
COURSE 101		DS			DS	
COURSE 102			DS			DS
COURSE 200	✓			✓		
COURSE 201		✓			✓	
COURSE 202			✓			✓
COURSE 300	✓			✓		
COURSE 301		✓			✓	
COURSE 302			✓			✓
COURSE 400	DS			DS		
COURSE 401		DS			DS	
COURSE 402			DS			DS

Key:

Learning Outcome Addressed in Course:

Course Serves as Data Source for Learning Outcome:



DS



Rubrics

- Benefits of Rubrics
- Rubrics can Exist at Multiple Levels

Rubrics: General



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CATAMOUNT CORE CURRICULUM ASSESSMENT RUBRIC

Natural Science (With Lab)

Please use the following criteria to determine the student's ability to meet the following learning outcomes:

Learning Outcome #1: Demonstrate familiarity with scientific thought, observation, analysis, experimentation, and formal hypothesis testing in relation to the general field or topic of the course.

1 Not Meeting Expectations	2 Approaching Expectations	3 Meeting Expectations	4 Exceeding Expectations
Student displays <u>no</u> familiarity with scientific thought, observation, analysis, experimentation, and formal hypothesis testing in relation to the general field or topic of the course.	Student displays <u>minimal</u> familiarity with <u>at least half</u> of the following: scientific thought, observation, analysis, experimentation, and formal hypothesis testing in relation to the general field or topic of the course.	Student displays familiarity with <u>all</u> of the following: scientific thought, observation, analysis, experimentation, and formal hypothesis testing in relation to the general field or topic of the course.	Student displays <u>advanced</u> familiarity beyond their current level with <u>all</u> of the following: scientific thought, observation, analysis, experimentation, and formal hypothesis testing in relation to the general field or topic of the course.

Rubrics: Data Source Specific



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CATAMOUNT CORE CURRICULUM ASSESSMENT RUBRIC

Natural Science (With Lab)

Please use the following criteria to determine the student's ability to meet the following learning outcomes:

Data Source: CLI 101 – Introduction to Climatology

Learning Outcome #1: Demonstrate familiarity with scientific thought, observation, analysis, experimentation, and formal hypothesis testing in climatology.

1	2	3	4
Not Meeting Expectations	Approaching Expectations	Meeting Expectations	Exceeding Expectations
Student shows <i>no</i> familiarity with the main metrics used to describe the climate of a location, how to measure temperature and precipitation, how to analyze temperature and precipitation data sets, and whether a given data set supports the hypothesis that the temperature and/or precipitation of a location has changed over time.	Student shows <i>minimal</i> familiarity with <i>at least half</i> of the following: the main metrics used to describe the climate of a location, how to measure temperature and precipitation, how to analyze temperature and precipitation data sets, and whether a given data set supports the hypothesis that the temperature and/or precipitation of a location has changed over time.	Student shows familiarity with <i>all</i> of the following: the main metrics used to describe the climate of a location, how to measure temperature and precipitation, how to analyze temperature and precipitation data sets, and whether a given data set supports the hypothesis that the temperature and/or precipitation of a location has changed over time.	Student shows <i>advanced</i> familiarity beyond their current level with <i>all</i> of the following: the main metrics used to describe the climate of a location, how to measure temperature and precipitation, how to analyze temperature and precipitation data sets, and whether a given data set supports the hypothesis that the temperature and/or precipitation of a location has changed over time.

E1A/E1B Forms

OPTION E1: PART A. INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS

Department/Program Name	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify) Include URLs where appropriate.	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(4) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(5) What changes have been made as a result of using the data/evidence?	(6) Date of most recent program review (for general education and each degree program)

OPTION E1: PART B. INVENTORY OF SPECIALIZED AND PROGRAM ACCREDITATION

(1) Professional, specialized, State, or programmatic accreditations currently held by the institution (by agency or program name).	(2) Date of most recent accreditation action by each listed agency.	(3) List key issues for continuing accreditation identified in accreditation action letter or report.	(4) Key performance indicators as required by agency or selected by program (licensure, board, or bar pass rates; employment rates, etc.). *	(6) Date and nature of next scheduled review.

Communication Plan

Assessment Plan

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Communication

Briefly discuss how the results of assessment activities will be communicated with your Department, College, and/or the entire campus community. Please make sure to highlight any regular assessment workshops/events/trainings that your Department/College sponsors.

All Aboard....



The Assessment Train