Beyond the "A" Word

Assessment that Empowers Faculty to Take Risks with Pedagogical Innovation

October

VALUE
Valid Assessment of Learning
in Undergraduate Education

AAC&U
Association
of American
Colleges and
Universities

The Key Elements for a Compelling Quality Framework Already Are in Hand

- ➤ Consensus Aims and Outcomes

- ➤ Practices that Foster Achievement AND Completion

- ➤ Evidence on "What Works" for Underserved Students

- ➤ Assessments That Raise – and Reveal – the Level of Learning

VALUE Approach to Assessment

ASSIGNMENTS
faculty designed

SCORES
rubrics

SCORERS
faculty judgment
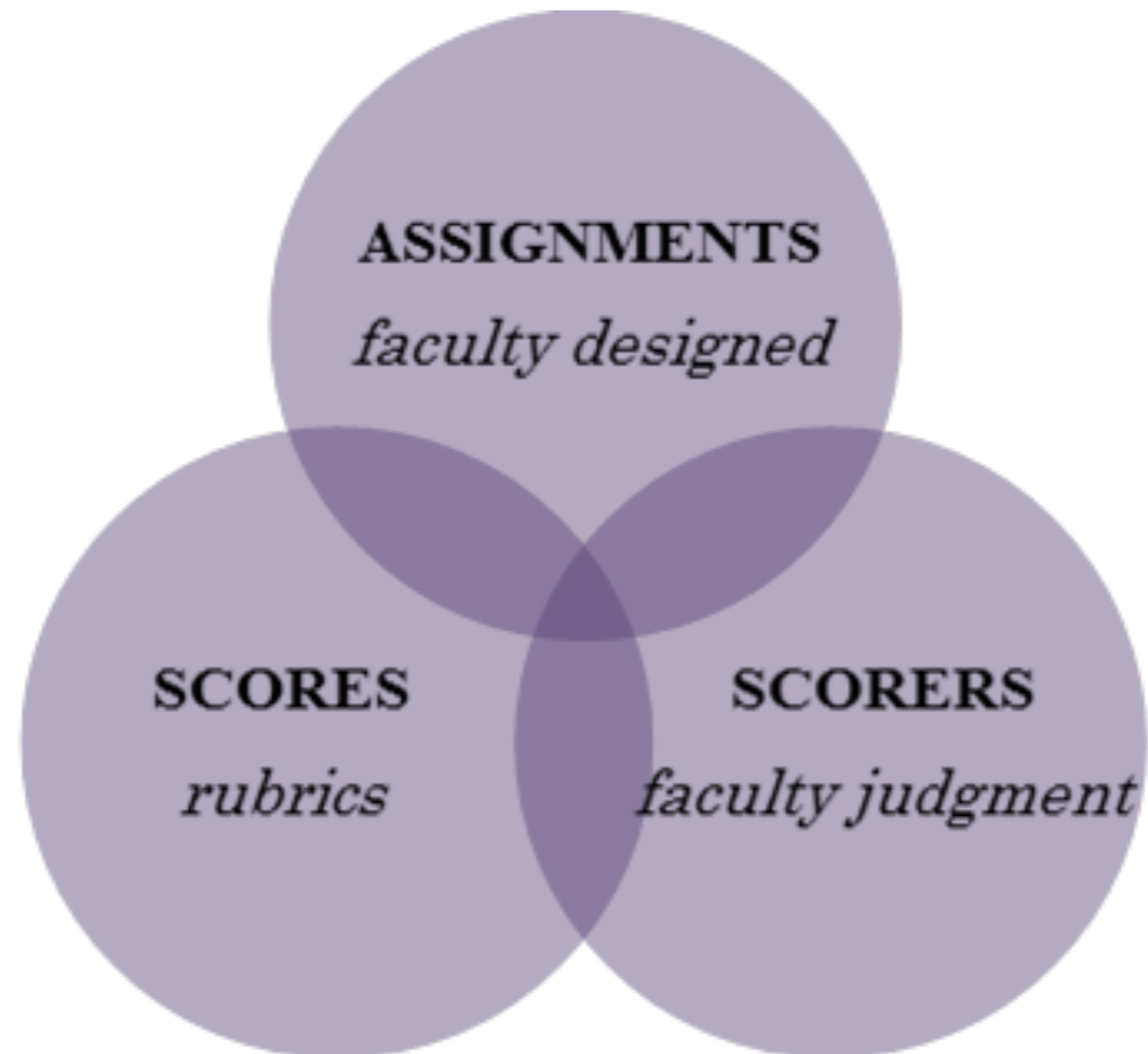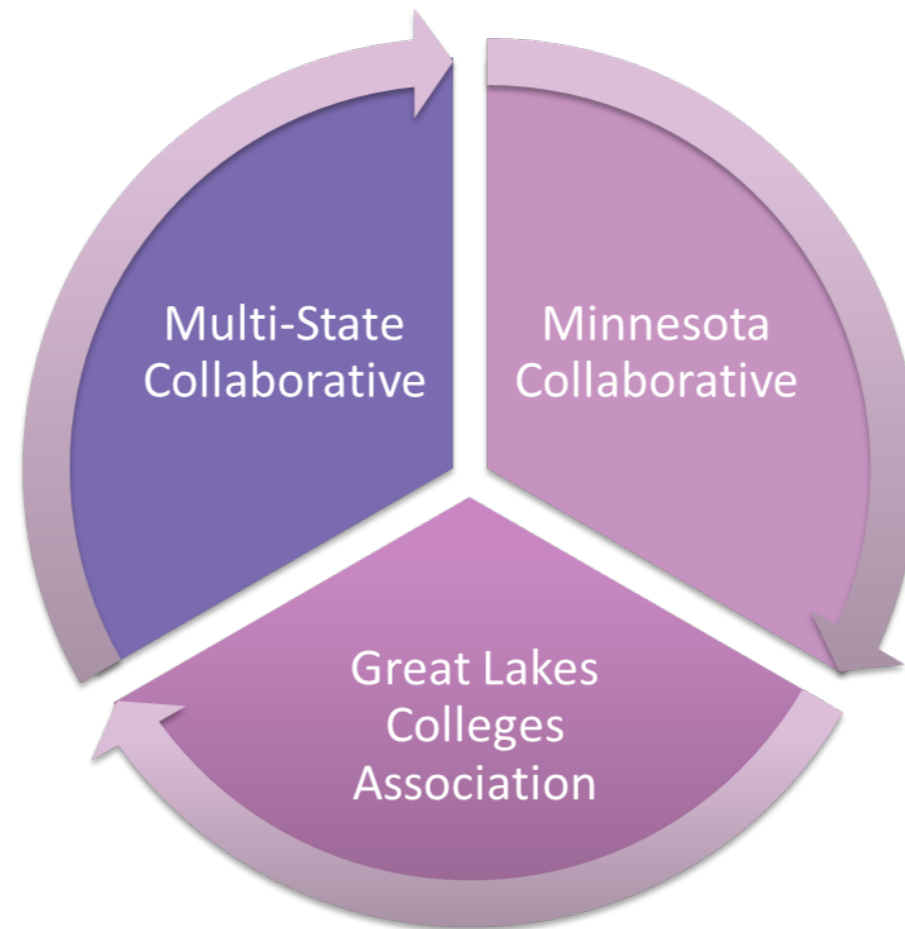
VALUE Initiative to Date:

92 institutions submitted **21,189** student work products for assessment by **288** faculty scorers using VALUE rubrics.

VALUE Rubric Approach - Assumptions

➢ Learning is a process that occurs over time

➢ Student work is representation of student motivated learning

➢ Focus on what student does in terms of key dimensions of learning outcomes

➢ Faculty and educator expert judgment

➢ Results are useful and actionable for improvement of learning

VALUE Project map: The **Multi-State, Minnesota,** and **Great Lakes Colleges Association** Collaboratives

Multi-state Collaborative

Multi-state and Minnesota Collaboratives

Great Lakes Colleges Association Collaborative
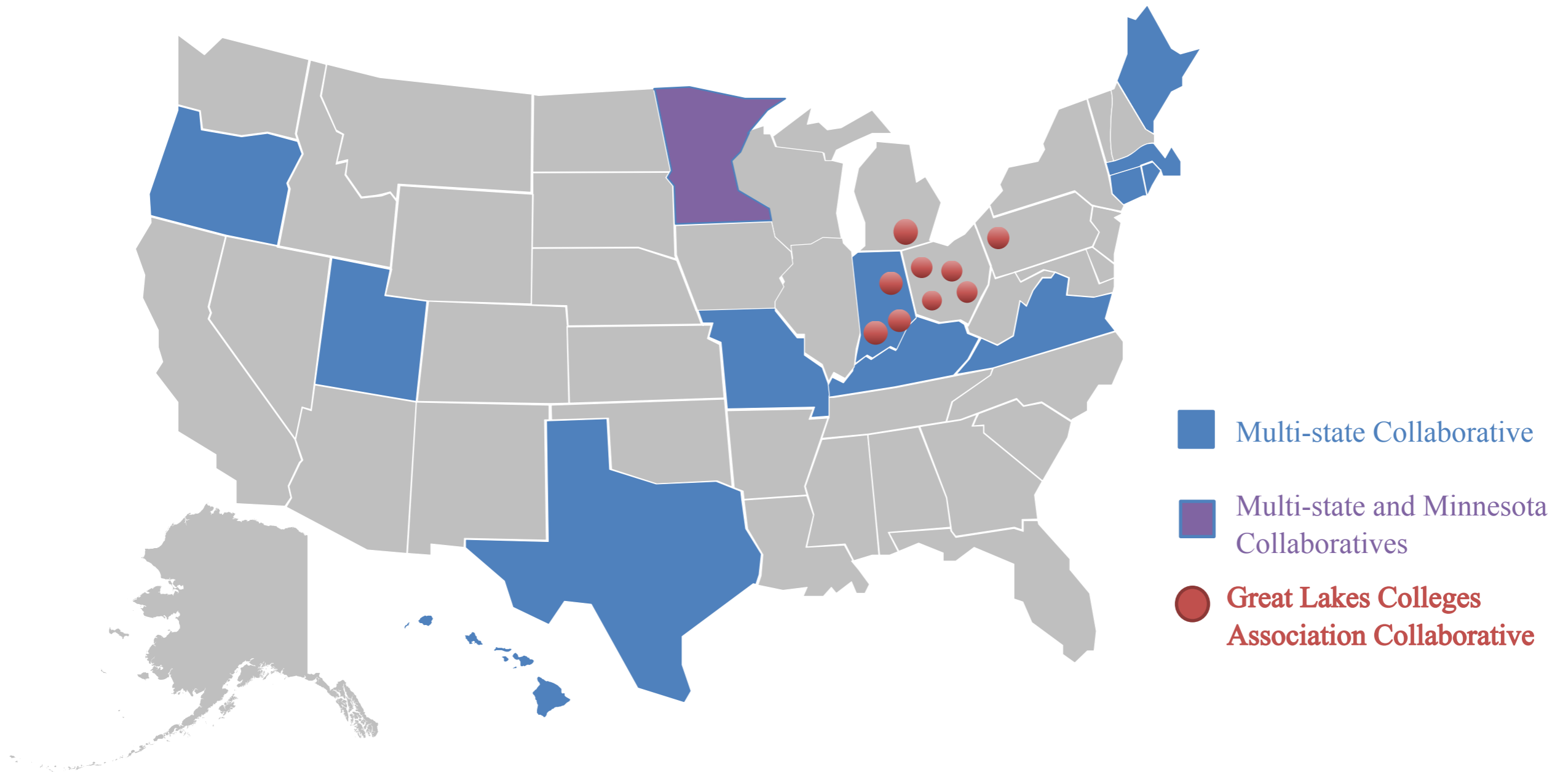
VALUE Initiative Results for the Refinement Year

- Includes all Institutions- Public and Private
- 75% Completion
  - 2-year institutions = 45+ Credit Hours
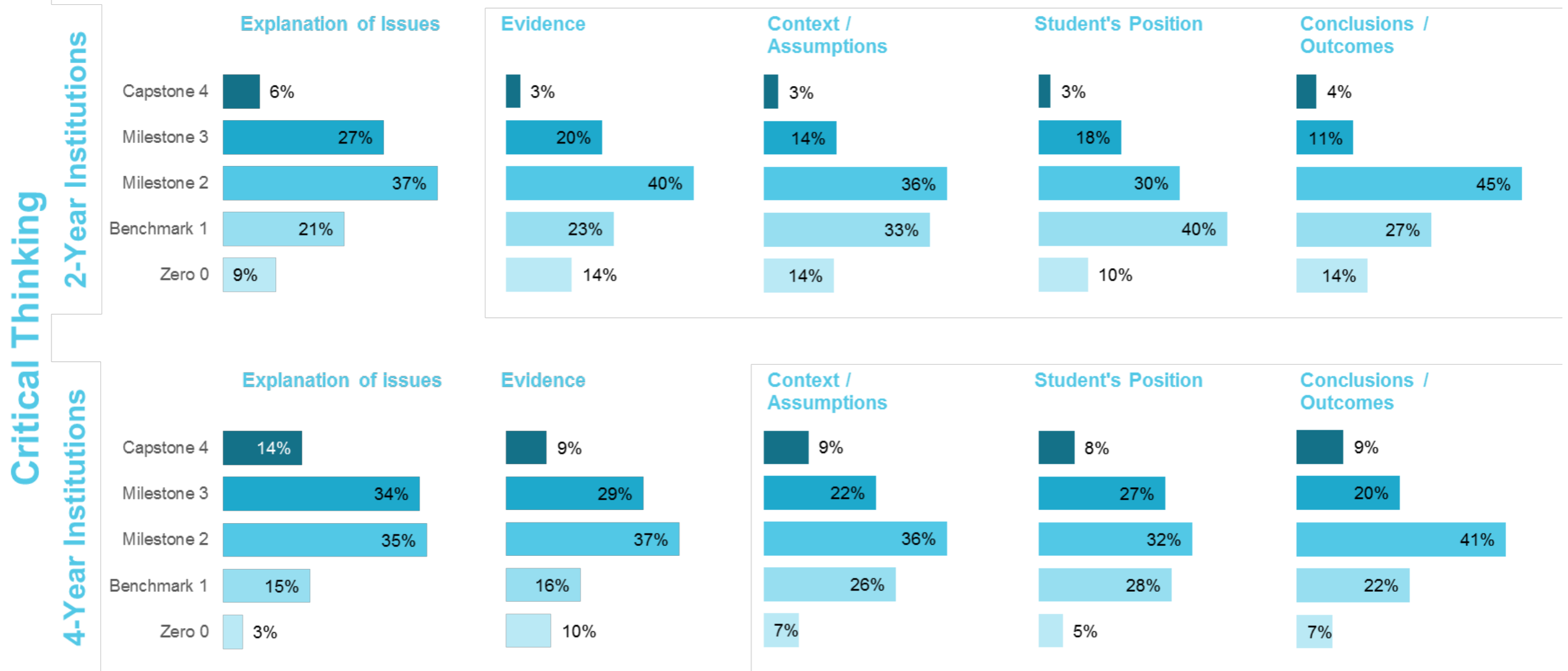 - 4-year institutions = 90+ Credit Hours

VALUE Initiative Results for the Refinement Year 75% Completion

- Critical Thinking: 5 Dimensions
  - 2-year institutions, 45+ credit hours: 1,283 Pieces of student work
  - 4-year institutions, 90+ credit hours: 2,006 Pieces of student work
- Quantitative Literacy: 6 Dimensions
  - 2-year institutions, 45+ credit hours: 381 Pieces of student work
  - 4-year institutions, 90+ credit hours: 748 Pieces of student work
- Written Communication: 5 Dimensions
  - 2-year institutions, 45+ credit hours: 990 Pieces of student work
  - 4-year institutions, 90+ credit hours: 2,123 Pieces of student work

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A A C & U
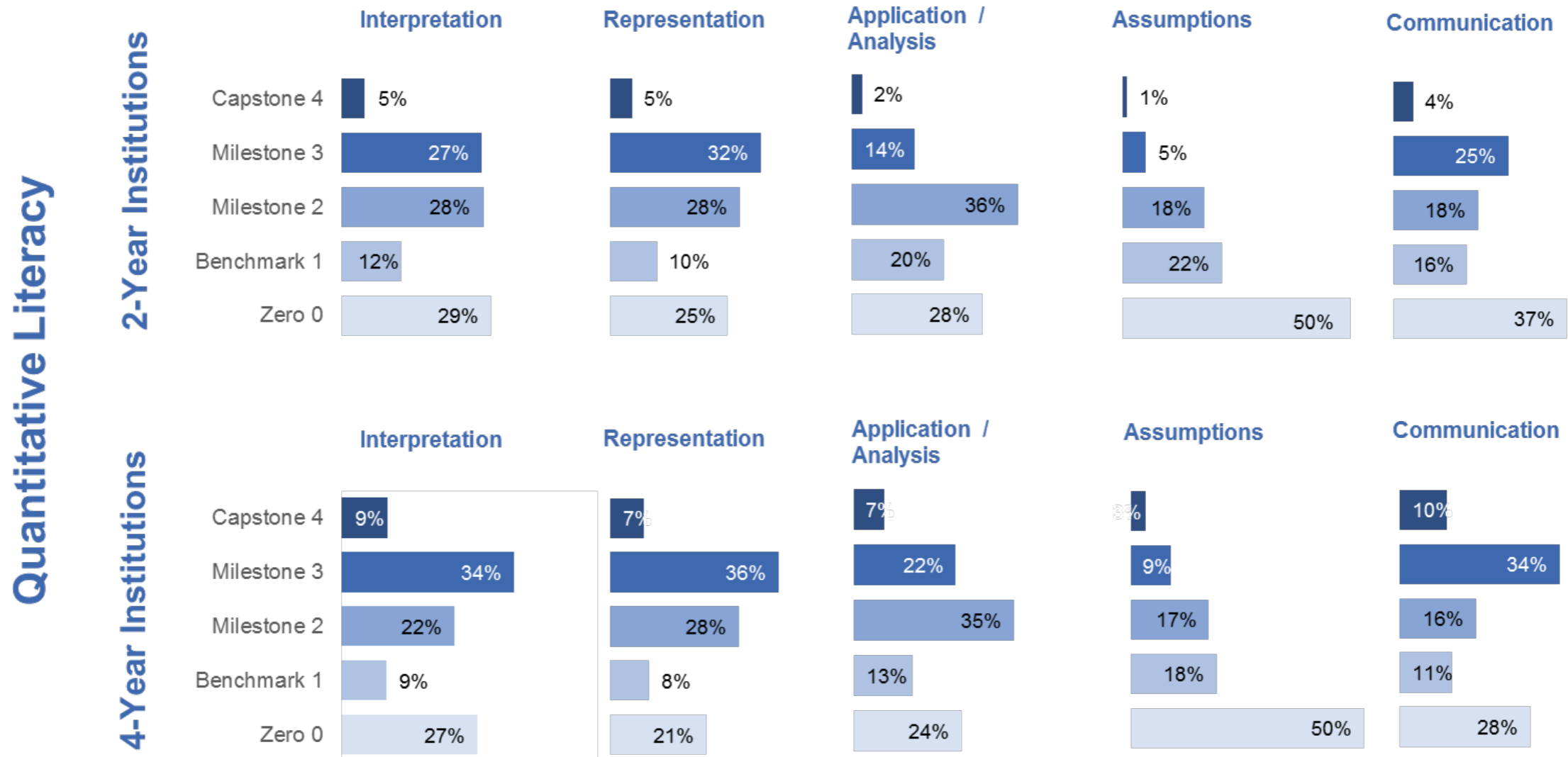Association of American Colleges and Universities

VALUE Initiative Results for the Refinement Year 75% Completion

VALUE Initiative Results for the Refinement Year 75% Completion

VALUE Initiative Results for the Refinement Year 75% Completion- 0 removed

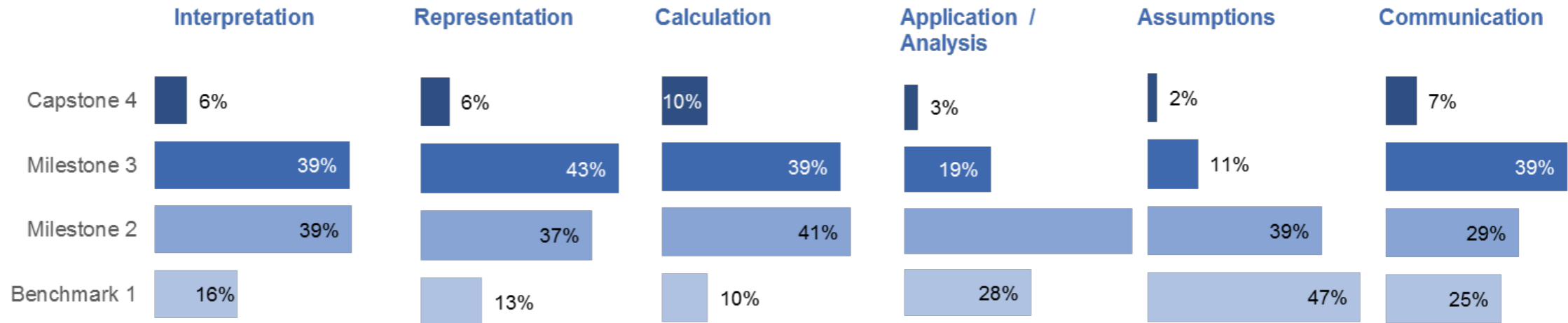
Quantitative Literacy

2-Year Institutions

	Interpretation	Representation	Calculation	Application / Analysis	Assumptions	Communication
Capstone 4	6%	6%	10%	3%	2%	7%
Milestone 3	39%	43%	39%	19%	11%	39%
Milestone 2	39%	37%	41%	39%	39%	29%
Benchmark 1	16%	13%	10%	28%	47%	25%

4-Year Institutions

	Interpretation	Representation	Calculation	Application / Analysis	Assumptions	Communication
Capstone 4	12%	11%	7%	17%	39%	14%
Milestone 3	46%	35%	30%	46%	36%	48%
Milestone 2	30%	46%	49%	29%	18%	23%
Benchmark 1	12%	9%	13%	9%	7%	15%

VALUE Initiative Results for the Refinement Year 75% Completion

Written Communication

2-Year Institutions

	Context/Purpose	Content Development	Genre/Conventions	Sources/Evidence	Syntax/Mechanics
Capstone 4	8%	5%	4%	4%	2%
Milestone 3	25%	22%	32%	20%	16%
Milestone 2	40%	40%	44%	32%	(bar)
Benchmark 1	27%	30%	16%	25%	27%
Zero 0	1%	3%	4%	19%	4%

4-Year Institutions

	Context/Purpose	Content Development	Genre/Conventions	Sources/Evidence	Syntax/Mechanics
Capstone 4	18%	13%	10%	12%	10%
Milestone 3	31%	30%	27%	29%	37%
Milestone 2	35%	38%	41%	31%	43%
Benchmark 1	16%	18%	21%	16%	10%
Zero 0	1%	1%	2%	12%	1%

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Lowest Scoring Dimensions

- **Critical Thinking**: Student's Position

- **Quantitative Literacy**: Calculation
  - **2-year**: Assumptions; Application/Analysis
  - **4-year**: Representation
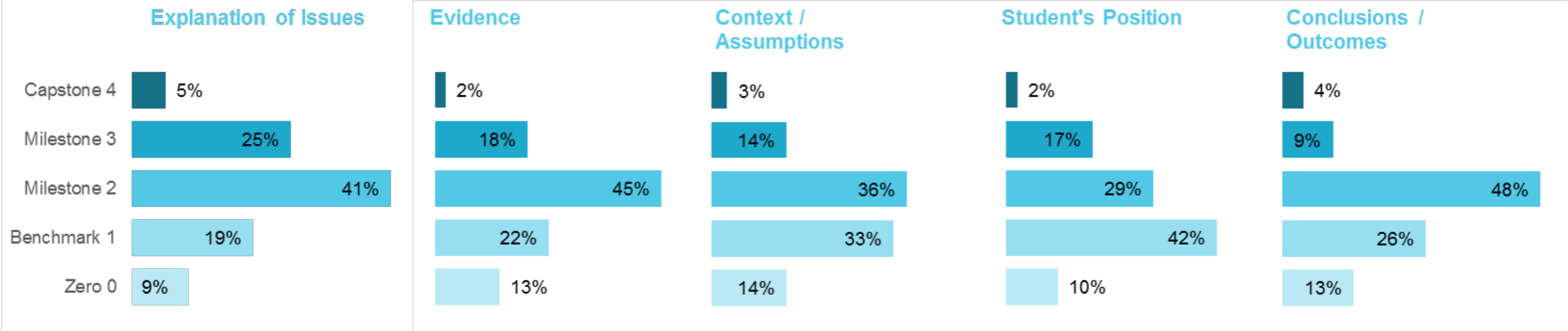
- **Written Communication**: Sources/Evidence

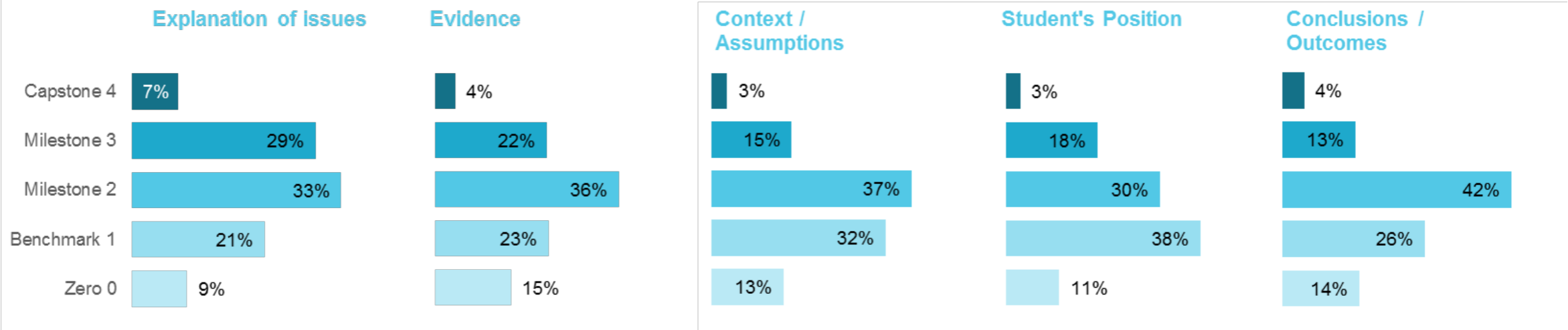# VALUE Initiative Results for the Refinement Year 75% Completion

- Still 75% Completion
- Looked at three demographic variables
  - Pell Eligibility
  - Sex
  - Underrepresented Minority

Pell Eligibility- 2-year institutions

Pell Eligibility- 4-year institutions
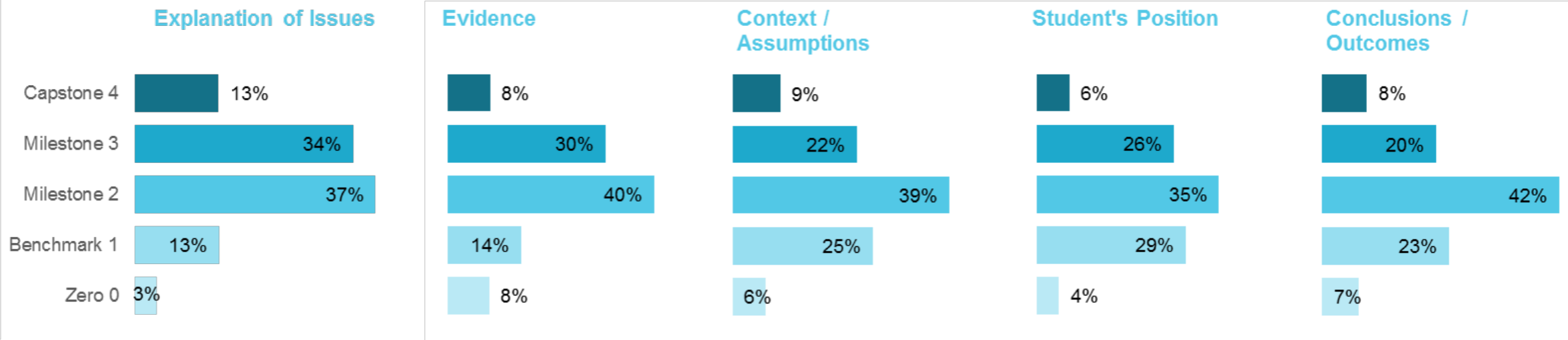
Gender- 2-year institutions
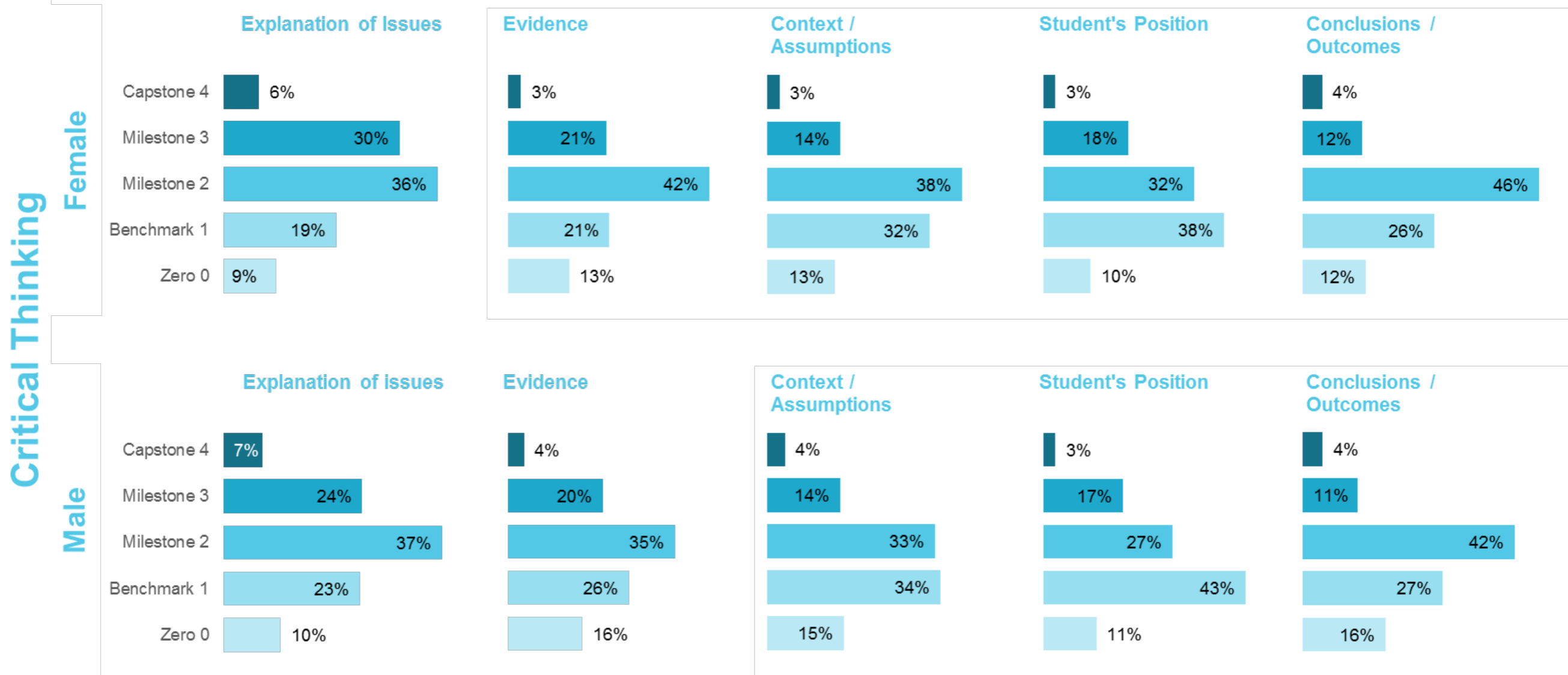
Gender- 4-year institutions

Underrepresented Minority- 2year institutions

Note: Underrepresented includes American Indian or Alaska Native, Pacific Islander, Hispanic, Black, Non-resident alien, and 2 or more races

Underrepresented Minority- 4-year institutions

Critical Thinking

Underrepresented

Explanation of Issues
- Capstone 4 — 13%
- Milestone 3 — 34%
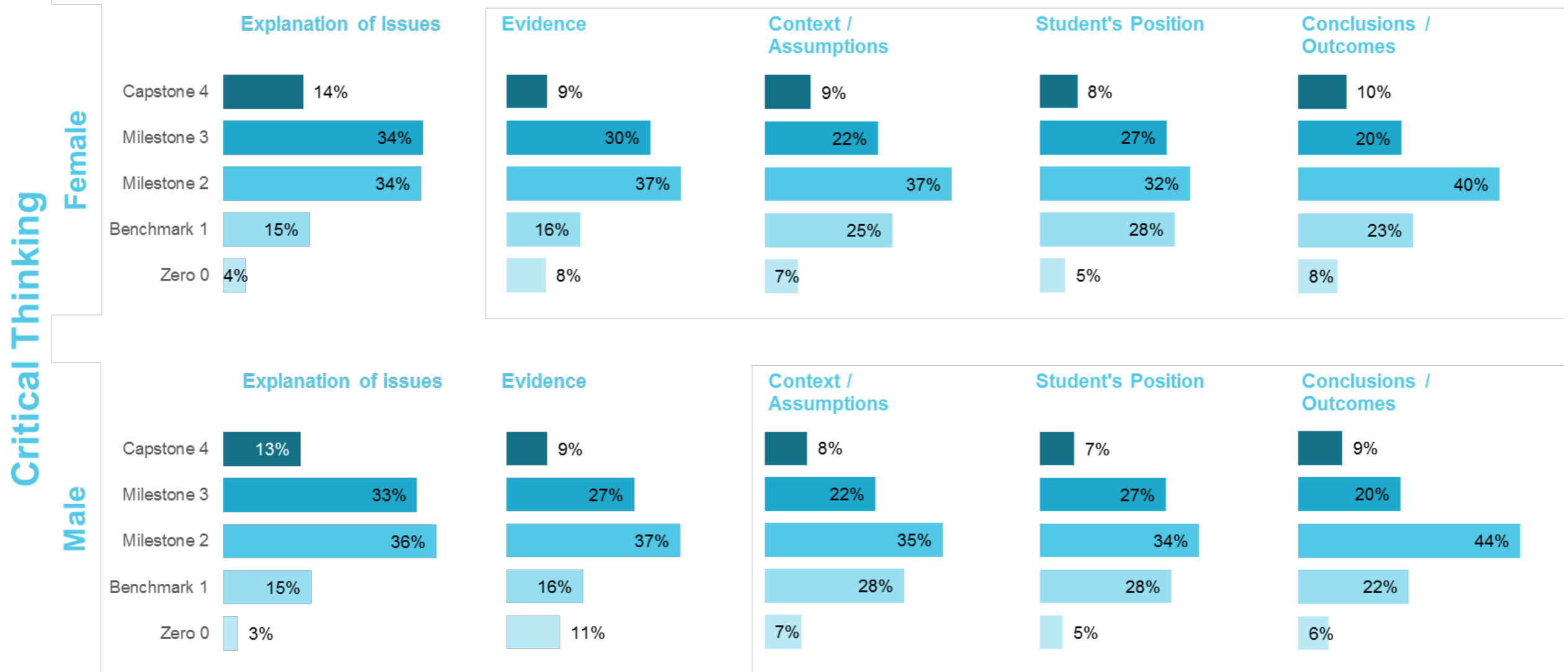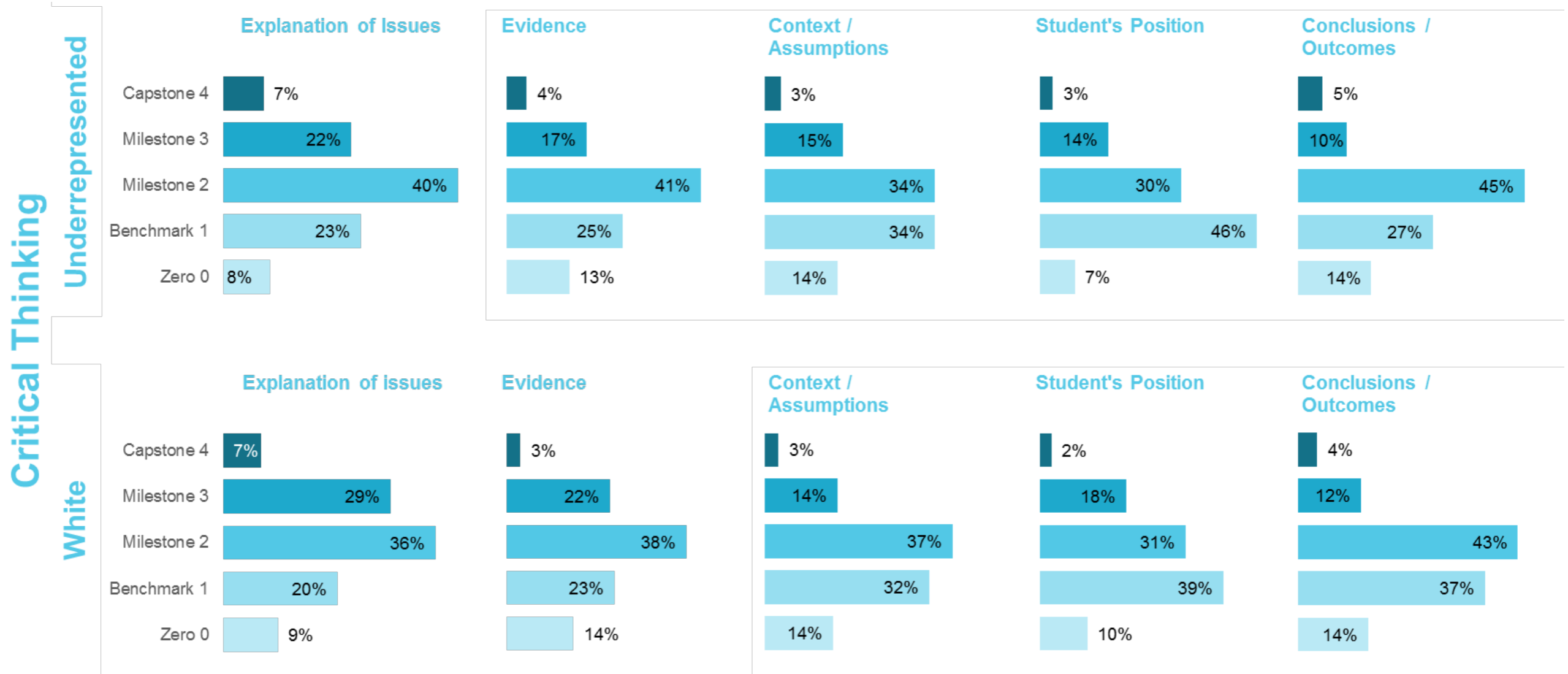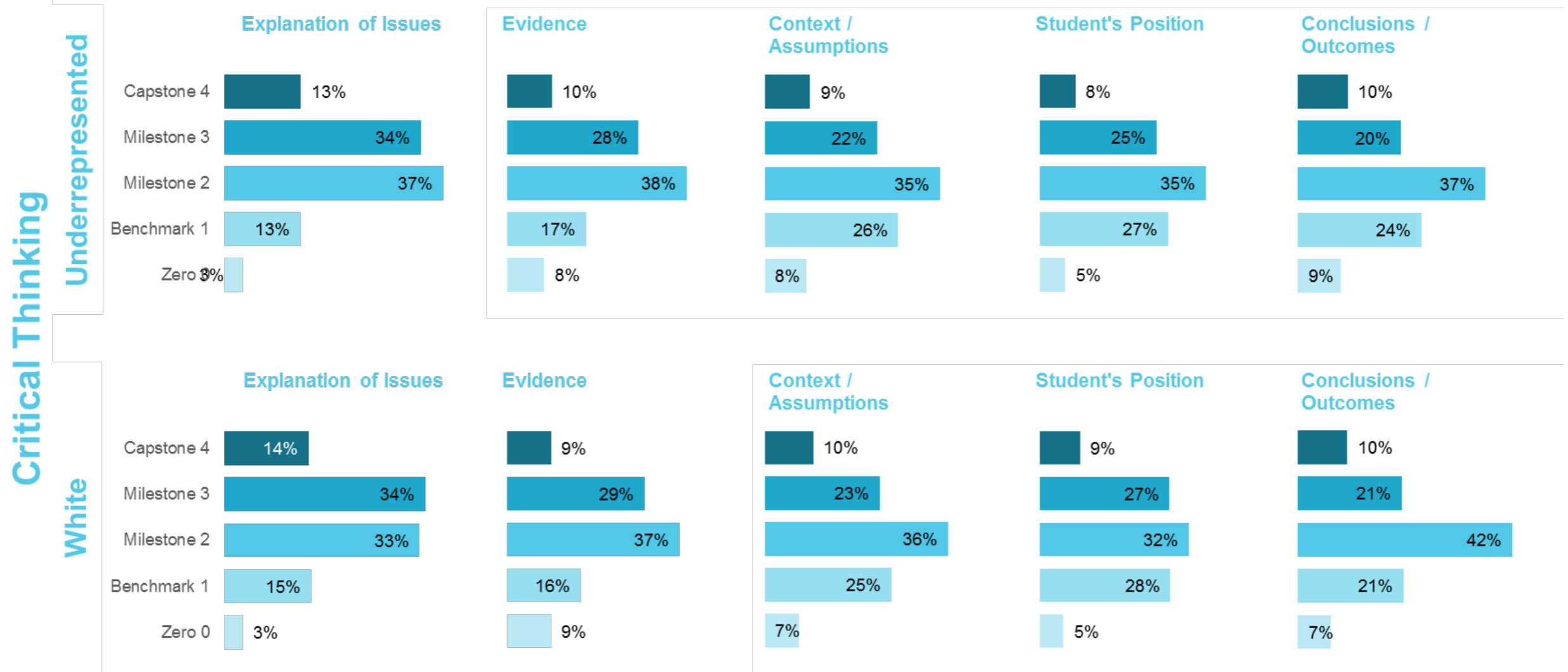- Milestone 2 — 37%
- Benchmark 1 — 13%
- Zero 3% — 3%

Evidence
- 10%
- 28%
- 38%
- 17%
- 8%

Context / Assumptions
- 9%
- 22%
- 35%
- 26%
- 8%

Student's Position
- 8%
- 25%
- 35%
- 27%
- 5%

Conclusions / Outcomes
- 10%
- 20%
- 37%
- 24%
- 9%

White

Explanation of issues
- Capstone 4 — 14%
- Milestone 3 — 34%
- Milestone 2 — 33%
- Benchmark 1 — 15%
- Zero 0 — 3%

Evidence
- 9%
- 29%
- 37%
- 16%
- 9%

Context / Assumptions
- 10%
- 23%
- 36%
- 25%
- 7%

Student's Position
- 9%
- 27%
- 32%
- 28%
- 5%

Conclusions / Outcomes
- 10%
- 21%
- 42%
- 21%
- 7%

Note: Underrepresented includes American Indian or Alaska Native, Pacific Islander, Hispanic, Black, Non-resident alien, and 2 or more races

In Progress: Validity Project

- Used the 25 Standards for Test Design and Development (ch.4) from the *Standards for Educational and Psychological Testing (AERA, APA, NCME, 2014)*

- Evidence showed the development of the rubrics to be a purposeful and rigorous process

- AAC&U should create materials related to test administration and scoring (in progress)

# Next Steps…

- Scorer reliability statistics for refinement year
- Validity related to several levels:
  - Development of the rubrics as a valid approach to test development
  - Aligning assignments with the rubrics to ensure students at least have the opportunity to address all dimensions
  - Ensuring training is effective and refining current practices
- Rubric Revision
- VALUE Institute

CCSU's Assessment of General Education

A slowly evolving process….
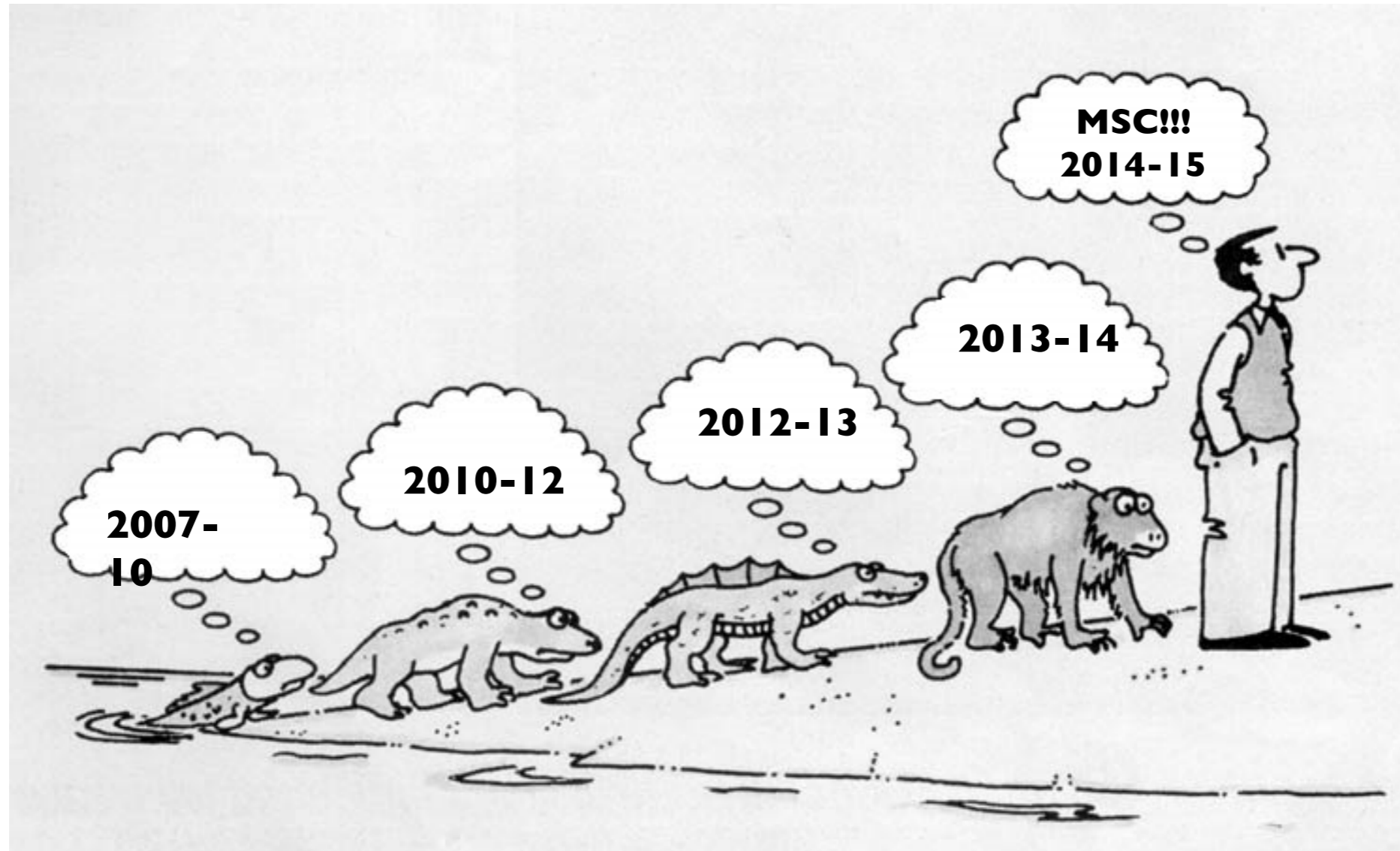
CCSU General Education Assessment Needs

➢ **General Education – Wants and Needs**

- University-wide results
- Common criteria
- Faculty driven

- Fiscally-attainable assessment model
- Assessment just prior to graduation
- Effective & sustainable

➢ **Multi-State Collaborative – Campus-Wide Implementation of a Simple Model**

- Use of existing Course assignments
- Alignment with one of 3 VALUE rubrics
  - Critical Thinking
  - Quantitative Literacy (Reasoning)
  - Written Communication
- Collection of artifacts from seniors (90+ credit hours)
- Assessment retreats for CCSU faculty to score

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Infrastructure for CCSU General Education Assessment

➤ **Strategy**

1. Participate in the MSC

   - National Non-CCSU faculty assess

2. Use "MSC model" for Campus-Wide Assessment

   - Local CCSU faculty assess

➤ **Results**

- CCSU scores similar to other 4-year institutions (MSC data)

- MSC and CCSU scores similar

  - Same artifact scored

THE CHRONICLE OF HIGHER EDUCATION   NEWS OPINION DATA ADVICE JOBS

SECTIONS   FEATURED: Idea Lab: Training New Presidents   Chronicle Focus: Issues in Depth   A New Education Secretary   The Trends Report

The Next Great Hope for Measuring Learning

By Dan Berrett | October 16, 2016 ✔ PREMIUM

SIMSBURY, CONN.

Lauren Schneiderman for The Chronicle

Central Connecticut State U. professors (left to right) Abigail Adams, Jacob Werblow, and Catherine R. Baratta are part of a broad, standardized effort to analyze the real stuff of college — students' work.

The long search for an answer to one of higher education's most pressing questions led here, to the basement of a bistro outside Hartford.

What do students really learn in college?

To find answers, about 20 faculty members from Central Connecticut State University came to spend the waning days of summer break analyzing hundreds of samples of students' work.

Carl R. Lovitt, their provost, gave them a pep talk over bagels and coffee: "You are engaged in work of meaningful national significance."

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CCSU Pilot Year (2014-15) and Demonstration Year (2015-2016) Assessments

Learning Outcomes: Written Communication Quantitative Literacy Critical Thinking	UG Student Majors Represented	Faculty Contributing Artifacts	Artifacts Collected & Scored 2x
Total Artifacts (unduplicated)	54 (86%) Assessed	30 (50% Dept.) Participating	809 Assessed

Comparison of 2014-2015 Score Ranges: CCSU and MSC Scores for same artifact

Comparison of 2014-2015 Score Ranges: CCSU and MSC scores for same artifact	Equal	+/- 1	+/- 2	+/- 3	Equal or within 1
Quantitative Reasoning Overall	27%	62%	11%	1%	88%
Written Communication Overall	21%	63%	15%	1%	84%
Critical Thinking Overall	23%	58%	17%	3%	80%

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Assessment at Inver Hills Community College: Leadership and Goals

➢ Assessment Steering Committee- led by faculty with solid administrative support.

➢ Two Assessment Subcommittees (one for program review and one for college-wide learning outcomes).

➢ Each subcommittee contains an "assessment coach."

➢ Goal 1: Collect and use valid assessment data to continually improve student learning.

➢ Goal 2: Promote a culture of inquiry and assessment on campus.

➢ Goal 3: Meet the accountability expectations of all stakeholders.

Assignment Design *Charette*

What?

➢ In small groups, each faculty member shared an assignment and provided and received feedback based on specific questions. (based on the work of Laura Gambino of Guttman Community College, CUNY)

Why?

➢ Promote a greater culture of inquiry on campus.

➢ Begin an "assessment ritual" and make assessment fun!

➢ Improve assignments in terms of clarity, concision, and relevance to stated outcomes.

➢ Provide faculty additional experience with the VALUE rubrics.

➢ Generate artifacts for the Multistate Collaborative and the MN VALUE project that are better aligned with the VALUE rubrics.

Faculty Comments on the Assignment Design *Charette*

Very informative! Great to work with many others from different areas! I got to be in two very different groups. People didn't want to leave...great conversations.

Will implement 2 new methods of assessment of learning this spring!

The best thing about this session was faculty being able to give and receive feedback to one another!

Assessment *Salon*

What?

➢ Four faculty members shared how they are using assessment in innovative ways in their courses.

Why?

➢ Share ideas for improving student success.

➢ Promote a culture of inquiry and assessment on campus.

➢ Begin an "assessment ritual" and make assessment fun!

Faculty Comments on the Assessment Salon

Please repeat in the future and allow more time.

Great to share ideas among faculty.

I always learn the most from sessions led by fellow colleagues, whether they focus on research done by colleagues and/or various ways that I can improve teaching and learning (like this one). I would like to see more of these types of sessions during professional days.

The VALUE Institute
(2017 – 2018)

www.aacu.org/VALUEInstitute

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