



Increase Student Success by Transforming Evaluation Practices to Assessment Practices

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Abstract:

This workshop is designed for participants to clearly separate assessment process from evaluation process. This session will assist all higher education stakeholders use more assessment practices, thereby improving learner performance. A set of principles of assessment will be inventoried and shared to help guide effective design and use of assessment tools and strategies. The participants will get an opportunity to uncover the barriers they have had in shifting evaluation to assessment throughout their university or college as well as into their own courses. The participants will brainstorm a set of current assessment practices and strategies that they can use to increase student learning and success. A tool will be shared to help the systematic design of a course assessment system to address these barriers. Additionally, tools and strategies will be identified to support faculty members increase the effectiveness of a course, thereby increasing student learning outcomes, growth, and success.

Learning Outcomes:

1. Produce a set of approximately 10 guiding principles for implementing assessment into coursework for the purpose of increasing student success
2. Illustrate the basis of creating an assessment system at the course level
3. Identify ways to address the cultural barriers when shifting from an evaluation culture to an assessment culture

Pre-Reading:

From the 2016 Special Edition of the *International Journal of Process Education*:

- a. Assessment vs. Evaluation
(also available at: www.processeducation.org/ijpe/25/image/sections/AE.pdf)
- b. Self-Assessment
(also available at: www.processeducation.org/ijpe/25/image/sections/self_assessment.pdf)

Facilitation Plan:

- Step 1:** Design of 6 person teams
- Self-identify expertise levels (assessment skills and current use of course assessment system) [expert, practitioner, experimenter, novice]
 - Place one level in each team
- Step 2:** Quick survey of pre-reading (10 minutes)
- Have each team describe the top two differences between assessment and evaluation
 - o Why self-assessment is critical to student success.
- Step 3:** Each team will identify three assessment principles (20 minutes)
- Rank each principle (priority) in implementing quality assessment for increasing student learning, ownership, and success
- Step 4:** Sharing and inventory the top 5 most effective assessment tools, practices and strategies at the course level (20 minutes)
- Step 5:** Each team will design a course assessment system (30 minutes)
- Identify course/group (team) (handout)
- Step 6:** Share team’s insights about the systematic incorporation of more assessment and less evaluation (10 minutes)
- Where should we reduce evaluation and where do we increase assessment

Resources:

- From the 2016 Special Edition of the *International Journal of Process Education*:
- a. Assessment vs. Evaluation
(also available at: www.processeducation.org/ijpe/25/image/sections/AE.pdf)
 - b. Self-Assessment
(also available at: www.processeducation.org/ijpe/25/image/sections/self_assessment.pdf)
- “Designing a Course Assessment System” (available on the following pages)

Room Needs:

- Public Recorder for the session
- a. knowledge collect is visual in real-time to the participants

Designing a Course Assessment System

(excerpted from the Course Design Institute Handbook from Pacific Crest)

Why A critical component of any quality educational process is the means of providing learners and teachers timely feedback to help improve both short-term and long-term performance. The time constraints that are placed on both the learner and educator in teaching/learning process necessitates that assessments are timely, efficient, effective, and part of a larger design process. This process of looking how to efficiently design assessment into a process like a course will be transferable into many of your professional and personal areas of performance.

Learning Objectives

1. How to assess a current course process to determine which areas of your course process needs to be improved
2. Do a time analysis of all the activities (students and teacher) in a course to balance the percentage of time for assessment versus all other important activities.
3. Learn what the components and criteria are for a successful Course Assessment System design

Performance Criteria

1. Strength of your analysis of what is important to improve in your course, the focus area for assessment, and how much time you have to do this assessment
 - Factor 1: Completed time inventory across all teacher and student activities
 - Factor 2: Budgeted time for assessment is realistic and appropriate
 - Factor 3: Targeted areas for making improvement are appropriate
2. Quality of the course assessment design
 - Factor 1: Appropriate tools match assessment requirements
 - Factor 2: Supports performance enhancement in the evaluation system
 - Factor 3: Simple

Info A course assessment system is the systematic incorporation of assessment techniques and processes with a course structure to improve learning, teaching, mentoring, curriculum, evaluation, assessment, and administration. A course is a facilitated process by an educator who has the responsibility to provide the greatest opportunity for the successful completion of all the learning outcomes by all the students. The educator will have to provide an evaluation of the level of performance of all learners to determine if the standards have been met (e.g. giving a grade in the course).. Most college environments now acknowledge that a quality evaluation system is not the only thing that is needed in order facilitate a successful course. The role of a course assessment system is to provide the means to help each student produce better learning outcomes.

Key Terms Evaluation is the process of measuring performance against a set of standards to determine if the standards were met, while assessment is the process of measuring performance to improve future performance.

Project

1. Choose a course that you would like to improve its learning outcomes.
2. Assess currently this course's top three strengths (and why), its top three areas for improvement (and how), and three insights about your course and the process you are currently using. (10 minutes)
3. Rank the top five specific things you would like to improve in the course: 3 short-term (for the current or next term) and 2 for long-term improvements (future teaching of this course or other courses). (4 minutes)
4. Do a time analysis of your efforts, student efforts, and other people's efforts associated with the course by filling out two time analysis forms. (10 minutes)
5. Review the model of a course assessment system (on the last page) to understand what are possible components of a course assessment system that should be included and a general design structure (5 minutes).
6. Study the characteristics of a course assessment system (5 minutes).
7. Study the list of components of where assessments can be focused (5 minutes)
8. Study the list of tools that can be used for assessment (5 minutes)
9. Choose which issue you want to talk about (2 minutes)

Tools:

Course Time Analysis – Faculty

Sample Course (Foundations of Learning)

Context: One of three semester courses taught at a teaching oriented college

Learning	Teaching	Service	Research
50 hours	750 hours	50 hours	150 hours

Activities	Hours Planned	Hours Actual	% of Total	Quality
Curriculum	107	85	31%	
Creating Activities	50	30	14%	Need better activities
Class Preparation	35	40	10%	Well prepared
Locating Resources	15	10	4%	Resource rich
Syllabus Creation	7	5	2%	Need better flexibility
Facilitation	63	53	18%	
Planning	8	2	2%	Update the facilitation plans
Class Time	40	41	12%	Better assessment of skills
Outside Class	15	10	4%	Increase efficiency
Evaluation	40	75	12%	
Daily Efforts	10	25	3%	Too much to do
Weekly Efforts	10	15	3%	Match student needs better
Exams/Tests	10	20	3%	Increase the fairness
Projects	10	15	3%	More problem solving
Assessment (In/Out Class)	60	25	18%	
Student Learning	20	10	6%	Level of knowledge increase to 4
Student Growth (Themes)	10	0	0%	Need to put more focus
Curriculum	10	5	3%	More impact
Assessing Assessments	10	5	6%	Improve the growth of self-assessment
Self-assessment	10	5	3%	Want to improve real-time assessment
Consulting	40	50	12%	
Office Hours	25	30	7%	More efficiency
Review Sessions	7	10	2%	Know how to assess processes
Projects	8	10	2%	Strength of working knowledge
Mentoring	20	10	6%	Growth of skills – challenging
Laboratory	0			
Other	10	20	3%	Too much time sharing experiences
Total	340	318	100%	

Course Time Analysis – Faculty

Activities	Hours Planned	Hours Actual	% of Total	Quality
Curriculum				
Creating Activities				
Class Preparation				
Locating Resources				
Syllabus Creation				
Facilitation				
Planning				
Class Time				
Outside Class				
Evaluation				
Daily Efforts				
Weekly Efforts				
Exams/Tests				
Projects				
Assessment (In/Out Class)				
Student Learning				
Student Growth (Themes)				
Curriculum				
Assessing Assessments				
Self-assessment				
Consulting				
Office Hours				
Review Sessions				
Projects				
Mentoring				
Laboratory				
Other				
Total				

Course Time Analysis – Students

Sample Course (Foundations of Learning)

Context: One of five 3 credit semester courses the student is taking

Activities	Hours Planned	Hours Actual	% of Total	Quality
Before Class	50	25	25%	
Reading	30	15	15%	Must Improve Student Reading
Class Preparation	12	6	6%	Clearer Expectations for Students
Locating Resources	6	3	3%	Students Ignore use of Resources
Analyzing the Syllabus	2	1	1%	Increase their analysis
Class Time	40	32	20%	
Doing Activities	16	12	8%	More energy
Note Taking	20	16	10%	More critical thinking vs. Recording
Assessment	4	4	2%	Increase quality of assessment
Evaluation	10	10	5%	
Daily Efforts	2	2	1%	Need to increase daily efforts
Weekly Efforts	4	4	2%	Want students to measure progress
Exams/Tests	4	4	2%	Are we getting best results
Assessment	12	7	6%	
Self-Assessment	4	2	2%	Must increase quality
Journal Writing	6	4	3%	Increase reflection
Peer assessment	2	1	1%	Valuable component in growth
Supplemental Instruction	10	5	5%	
Office Hours	4	2	2%	How to increase benefit
Review Sessions	4	2	2%	Spend time on student needs
Academic Center	2	1	1%	Research learning issues
After Class	66	42	33%	
Skill Exercises	30	20	15%	Increase the contextual learning
Problem Solving	16	10	8%	Increase the level of problem solving
Projects (Papers)	20	12	10%	Applications is where action is
Laboratory	0			
Other	12	6	6%	Teamwork increases richness
Total	200	127	100%	

Course Time Analysis – Student

Activities	Hours Planned	Hours Actual	% of Total	Quality
Before Class				
Reading				
Class Preparation				
Locating Resources				
Analyzing the Syllabus				
Class Time				
Doing Activities				
Note Taking				
Assessment				
Evaluation				
Daily Efforts				
Weekly Efforts				
Exams/Tests				
Assessment				
Self-Assessment				
Journal Writing				
Peer assessment				
Supplemental Instruction				
Office Hours				
Review Sessions				
Academic Center				
After Class				
Skill Exercises				
Problem Solving				
Projects (Papers)				
Laboratory				
Other				
Total				

Characteristics of a Course Assessment System

Characteristic	Comment
Goals with measurable outcomes	The assessment system is based upon learning outcomes.
Defines the purpose of assessment	Each area of assessment must have a clearly defined purpose leading to specific course improvements.
Improves performance of students, faculty, & course curriculum	Feedback is targeted from the perspective of the assessee.
Has collaboration between assessee and assessor	Design is based upon needs of the assessee.
Ongoing	There are repeated measurements and feed back opportunities in the design.
Done in a positive language	All the language used is constructive and positive (non-judgmental).
Student must have ownership	The power and control is placed in the hands of the assessee.
Based upon classroom activities	Many of the assessments are done when they can be observed (processes).
Should be integrated and not added on	Are thought through and not just appended.
Student time 5-10% of total time	Students spend at most a total of 10% of their total effort in reflective thinking.
Classroom time is very valuable	Assessment of process and peer assessment are almost impossible outside of class.
Clarifying criteria, factors, and scales	Each assessment has been designed with quality criteria, factors, and scales.
Current and up-to-date	An assessment system itself must be assessed to be the quality you seek.
Authentic, real world validity	Time spent assessing should be authentic and real world to be valuable.
Relationship to long-term student behaviors	The measurement of student performance should be connected to behaviors that will last.
Level of involvement of peers	Peer input is powerful in improving self-assessment skills.
Non-evaluative	Language should not be evaluative as that decreases the receptivity of the person being assessed.
Measures the processes without needing to evaluate the product	The practice of performance can be assessed.
Should motivate change/growth	Future improvement should be measurable and documented.
Continuous process	There should not be any significant gaps in assessing performance.
Learning-centered	The whole system must constantly be checked to determine if learning outcomes and learners are central.
Promotes critical thinking	Assessment must include analysis to be meaningful and valuable.
Encourages risk-taking	The environment supports and rewards quality risk-taking.
Consistent	The basis of the assessment system is not erratic.
Departmental engagement	Class assessment relates to a broader assessment system.
Linked to a few crucial course outcomes	The system is clearly focused on the desired outcomes.
Enhances learning	The quality of what is really important is improved.
Assessment system meets external performance standards	The system supports external evaluation systems.

Components of a Course Assessment System

Students assess:

- themselves
- the instructor
- other students
- curriculum
- the assessment system
- the evaluation system
- team members
- professionals
- external students
- a profession
- employers
- governments (state, local, etc.)

Instructors assess:

- themselves
- students
- other instructors
- curriculum
- the assessment system
- the evaluation system
- programs

Administrators assess:

- instructors

Consultants assess:

- instructors
- students
- programs
- curriculum
- the assessment system
- the evaluation system

Graduates assess:

- instructors
- curriculum

Other components:

- implementation plan
- educational research design
- learning to learn community
- discipline assesses its curriculum
- resource assessment
- advisory committee assesses a program
- internship managers assess student performance
- student external mentor assesses students
- peer instructor assesses students

Relationships:

Student to employer

Consultant to curriculum

Student to profession

Student to team (reflector)

Learner to learning community

Advisory committee to program

Department to instructor

Students assessing evaluation system

Discipline to curriculum

Students to state, local, and national government

Assessment Tools and Techniques for Use in a Course Assessment System

Various tools and techniques that can be used in course assessment are listed below.

Contexts:

SII assessment
mid-term assessment
peer assessment
group peer assessment
activity assessment
pre-assessment
real-time assessment
pre and post-test assessment
outside accreditation
site assessment
clinicals
mentoring

Writing and Journaling:

One-minute paper
Self-growth paper
Guided journal entry
E-mail feedback
Threaded discussion
Weekly assessments: team and individual
Learning Assessment Journal forms
Self assessment form
Reading log
Recorder's report
Reflector's report
Spokesperson's report

Additional Techniques & tools:

assessing assessments
muddiest point
CATS- Cross & Angelo
discussion groups
skill exercises
essays and quizzes
certification exams
cooperative & collaborative learning
the Assessment Methodology
portfolios
Math and Graphing Skills
Student Success Toolbox
videotape of performance
rubrics
implementation plans
assessment of the learning environment
assessment of the syllabus
assessment of productivity tools, especially technology
assessment of the use of language
students doing written critiques and assessing their critiques
students set their own learning objectives for a learning activity
students develop criteria and factors for assessment during an activity
documentation of use of steps in a methodology

Forms/papers:

interview log
peer coaching form
surveys (frustration)
course assessment
form
log of performance
follow-up
questionnaires
log of activities

Key Issues to be Addressed when Designing a Course Assessment System

- Timing
- Frequency
- Amount of student input and agreement needed
- Clarifying both evaluation & assessment systems
- Differentiate assessment from evaluation
- Helping students strip evaluative language
- What are the easy things to implement
- How much time
- Assessments of assessments
- Improving assessment skills
- Measuring student preparation/outside class performance
- How to do assessments in distance learning
- On-site vs. Off-site
- How related is the evaluation system to the efforts of the process?
- Effectiveness in peer assessments
- How to implement improvement from assessment
- Valuing the outcomes?
- Strength in increasing level of knowledge
- Skill of faculty interpreting data
- Skill of student interpreting data
- Distributive learning issues
- Reliability and validity
- Issue of standards in use of professional literature
- Student perception of the value of the course & the role assessment plays in the course
- Employer/school relationships
- Funding level
- Modeling the assessment
- Physical environment
- Confidentiality
- Available time and distance
- Time compensation
- Who sees the assessments

Sample Course Assessment System

Key Areas to be improved: Quality of Student Learning Outcomes
 The strength of Constructive Intervention
 Student Enjoyment and Perceptions
 Resources
 Technology

50 hours by Faculty
 10 hours by Students

Technique	Frequency	Hourly Effort (Faculty)	Hourly Effort (Students)	Area to Assess	Total Hrs % Faculty	Total Hrs % Students
Midterm Assessment	3 times	1.5 hour in class 3 hours processing	1.5 Hours	Student Impressions	8 %	15%
Peer Assessments	3 times	1.5 hours in class 2 hours processing	1.5 Hours	Process Knowledge	7%	15%
Self-assessments	10 times	.5 hours in class 10 hours processing	5 Hours	Personal Growth	21%	50%
Assessing Writing Process	4 times	20 hours outside Class	1 Hour	Process in Writing	40%	10%
Review Session	2 times	1 hour in class 1 hour of prep	1 Hour	Content Mastery	4%	10%
Class Journal	25 times	.25 hours after each class	0 Hour	Each class period	13%	0%
Peer Coaching	3 times	1 hour each	0 Hour	Facilitation	7%	0%