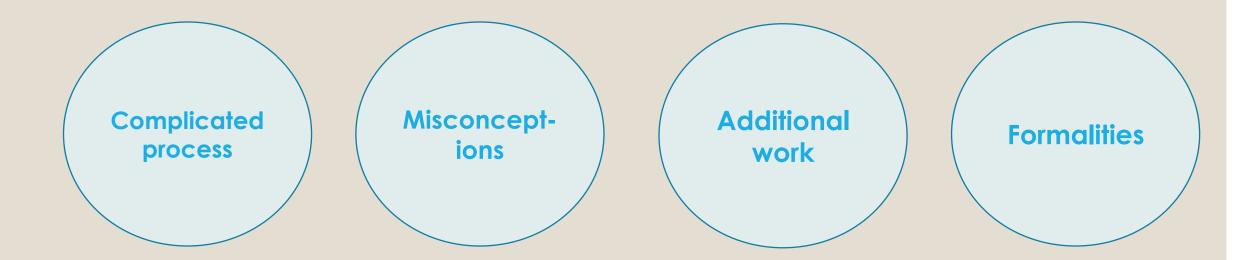# SIMPLIFYING ASSESSMENT

Office of Assessment & APR

Fall 2022

TODAY'S AGENDA

Simplifying existing assessment processes
Assessing complex/large programming
Assessing interdisciplinary programming
Simplifying assessment tools
Simplifying analyses

What makes assessment difficult?

Complicated process

Misconcept-ions

Additional work

Formalities

Academic programming is complex w/several degrees, several course sections, multiple student levels, lots of faculty

Many believe assessment is an evaluation of teaching and/or programming

Institutional requirement that duplicates accrediting docs/other standards & expectations…and one more report!

Time consuming, rigorous and cyclical process

UNM Assessment: Simplifying current plans

Plans last 3-5 years: Analysis, results, results use and communication sections are the only reporting areas that need to be completed annually until a plan is changed.

National/state standards and accrediting: Utilize other requirements to report assessment at the institutional level (don't add more to your plate)

Target specific areas and strategies

Program goals & SLOs: Less is definitely more (3 ONLY)

SLOs: If accredited with many outcomes, stagger them on a 2-year cycle

Data collection: Indirect measures are completely acceptable (use the best measure possible to align with your outcomes)

Overly burdensome plans: State in assessment revisions section of the report that you need to simplify your process to focus on targeted areas (and not all)

Streamlining assessment: shared outcomes model

__Outcomes Across Degrees__

➤ Create universal outcomes for the program

➤ Define each outcome to distinctly represent the level of learning

➤ Scaffolds teaching and learning

➤ Evidences growth and progress

➤ Outcomes roll up to overarching program goals

__Outcomes Across Courses__

➤ Standardizes learning across content

➤ Outcomes are created to align with all courses w/in a program

➤ Each course assesses 1-2 outcomes only (not all)

➤ Evidences transferable skills

➤ Typically utilizes a sampling of courses to represent

Outcomes Across Degrees

1ˢᵗ: OVERARCHING PROGRAM GOALS

- Communication

- Critical thinking

- Research skills

- Theoretical knowledge

- Practical Application

2ⁿᵈ: SLOs: UG ⟶ MA ⟶ PhD

- **Effective Writing** ⟶ **Genre specific** ⟶ **Professional Writing**

- **Identifying ethical/unethical behavior** ⟶ **Comprehensive evaluation of ethics** ⟶ **Creating an ethical contract**

- **Reviewing scientific research** ⟶ **Synthesizing research w/in a specific topic** ⟶ **Constructing new research in a specialized area**

- **Acquire** ⟶ **Summarize** ⟶ **Apply**

- **Understand concepts** ⟶ **Utilize concepts to problem solve** ⟶ **Building a unit of concepts to teach**

*** SCALE UP THE **STUDENT BEHAVIOR** OR **CONTENT** TO CREATE DISTINCT DIFFERENCES BETWEEN LEVELS OF LEARNING

Benefits of *outcomes across degrees*

Common purpose and goals amongst the program

Builds collaboration

Accountability mechanism for all instructors

Faculty and leadership engagement in assessment

Assessment is collective rather than individualized

Intentional scaffolding

QUESTIONS/COMMENTS ON OUTCOMES ACROSS DEGREES?

Outcomes across courses

ESTABLISH A PROCESS AND STRUCTURE

◦ Not an evaluation of any particular instructor or class

◦ Create a one drive or shared drive account for assessment to be collected and archived

   ◦ Decide which courses will collect data (rotating cycle) once a year

◦ Program creates 4-5 SLOs. Each course needs to assess 2.

◦ Use pre-existing assignments and adapt if necessary

◦ Create a standardized measure for any assignment to be assessed with (e.g., rubric)

◦ Program analyzes data for patterns, gaps and strengths

___	(1) Apply Concepts and/or Theory to Critical Self-Reflection About One's History and Position

___	(2) Understand Impact of Historic and Contemporary Inequality
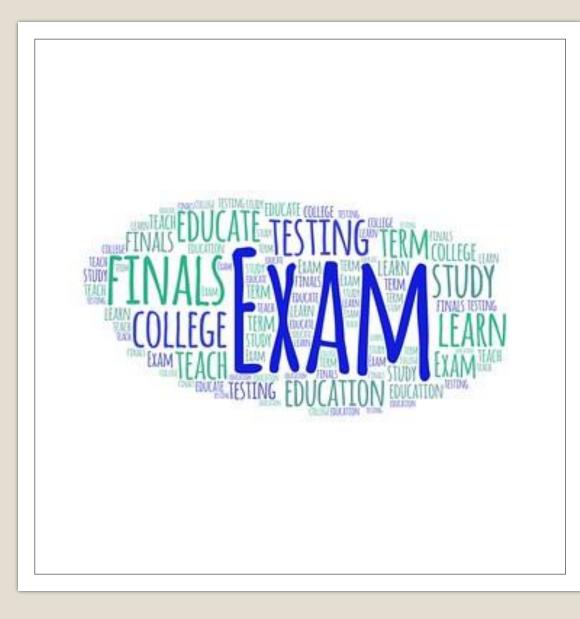
___	(3) Demonstrate Ethical and Critical Awareness of Diversity & Inclusion

___	(4) Communicate an Understanding of Systemic and Political Structures and Inequality Maintenance

Example of Transferable SLOs

Benefits of Outcomes Across Courses

- Universal outcomes for a variety of measures

- Unifies programming with diverse content areas

- Standard measurement tool for all

- Provides an understanding on student success and growth beyond a home dept.

- Provides evidence on the cohesiveness of the program

QUESTIONS/COMMENTS ABOUT OUTCOMES ACROSS COURSES?

What makes assessment tools such as assignments, rubrics, projects, exams) complicated?

Simplifying Assessment Tools

What pre-existing data streams do I have?

Embed the outcome into a pre-existing assignment/ measure

Align the student verb/behavior with the tool (same level of thinking expected)

Create a tool that measures more than one outcome simultaneously (e.g. rubric, exit tool, capstone, summative)

Less is more: target the most important areas/outcomes

Focus on the assessment purpose rather than student satisfaction or favorable data

Will the tool provide me with the assessment information I need to make decisions about my student's success?

Simplifying Analysis

Analysis that provides results that can be **useful in the decision-making process**

ASK YOURSELF:

- **Satisfy the intended audience?**
- **Answer questions?**
- **Meet goals?**
- **Illuminate next steps, strengths, limitations?**
- **Lead to recommendations?**

Things to consider:

1

Aggregate Data

- **What do you see overall with the numbers?**
- **Did the numbers answer your questions?**

2

Grouping

- **In what ways can you chunk your data to tell the story of your results?**
- **Is the story different when you group the data?**

3

Patterns/Trends

- **Within your groups, are there patterns or trends?**
- **Do they provide context for the data?**

WHAT IS MISSING?

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