

# Transforming Assessment in Education

## Implementing the Instructional Decision Support System of the AEFIS Solution Platform

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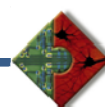
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## Creating and Sustaining Change: Assessment of Student Learning Outcomes

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Processes that need to be considered in creating and sustaining the change in higher education institutions:

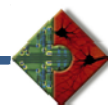
- Understanding the institution's culture (how units and people interrelate and how the organization functions) through communication with stakeholders and observation
- Recognizing the organization's formal hierarchy but also consider the informal hierarchy
- Creating good communication systems for all stakeholders using interpersonal communication and mass communication and also communicating vision, goals, measurements, criteria of success, improvement, and time line to all stakeholders using language that the stakeholders understand
- Creating urgency, reasons for change, reward systems, and promoting participation; starting small and acting small

Some points for creating a communication plan that works:

- Explain the change effort in a rigorous way: why (why do we need the change effort); what (what are the process, the outcomes, and the benefits); who (who will be affected by the change and who should be involved in the change process); how (how will the change proceed and how will the change be delivered); and when (what is the time frame and when will the message about the change be communicated).
- Identify stakeholders and those who are the "innovator, early adopter, early majority, late majority, and laggard" (Rogers 1995) and create communication plans and communication channels pertinent to each group.
- Provide timely communication to all stakeholders on a regular basis using interpersonal communication and mass communication methods.

Number of reasons for faculty resistance to change:

- Lack of trust on those who propose the change
- Belief that there is no need for change
- Belief that the change effort is unlikely to succeed
- The idea that there would be an economic threat if the change occurs
- Fear that the change is relatively too costly in terms of time and efforts
- Fear that they will not be able to perform under the new system
- Fear of loss of status or power
- Threats to personal values



## Mapping Strategy Small Group Activity and Discussion

### *What is a Curriculum Map?*

A curriculum map is a visual representation—of the relationships among a program’s curricular courses and its intended program outcomes (Student Learning Outcomes or SLOs)—that serves as guide to help “align” a program’s curriculum and its plans for assessment.

### *What is involved in the creating a Curriculum Map?*

Process based on text from Norfolk State University handout – SACS Annual meeting December 2006.

#### 1. Create the curriculum matrix

- Document the program’s Mission Statement at the top of the matrix.
- List the Student Learning Outcomes (SLOs) across the top of the matrix.
- List the Program’s Core Courses (Required and Elective) down the left side of the matrix.
- Add any additional courses that you want to assess.
- Designate a scale of Performance Levels at which a course will address an SLO. For example:
  1. **Introduce (I)** = Students are not expected to be familiar with the content or skill at the collegiate or graduate level. Instruction and learning activities focus on basic knowledge, skills, and/or competencies, and entry level complexity.
  2. **Emphasis (E)** = Students are expected to possess a basic level of knowledge and familiarity with the content or skills at the collegiate or graduate level. Instruction and learning activities concentrate on enhancing and strengthening knowledge, skills, and expanding complexity.
  3. **Reinforces (R)** = Students are expected to possess a strong foundation in the knowledge, skill, or competency at the collegiate or graduate level. Instructional and learning activities continue to build upon previous competencies and increased complexity.
  4. **Applies (A)** = *Students are expected to possess an advanced level of knowledge, skill, or competency at the collegiate or graduate level. Instructional and learning activities focus on the use of the content or skills in multiple contexts and at multiple levels of complexity.*

#### 2. Document Performance Levels and Planned Assessments for each class.

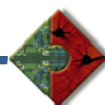
- Indicate the Performance Level for each course on the matrix.
- Document what means are used to assess learning for each course (i.e. multiple choice questionnaires, written exam, essay, research paper, etc.).

#### 3. Review the program curriculum.

- Check for the following:
  - Is the mission of the program clear and accurate?
  - Do the SLOs support the Program Mission statement?
  - Are all of the SLOs addressed throughout the curriculum?
  - Is the Performance Level for each course appropriate that course level (i.e. Does an introductory course “reinforce” subject matter that has not yet been addressed in another course?)?
  - Do students reach the desired level of competency for each outcome according to the matrix?
- Look for strengths and weaknesses/problem areas and make adjustments if necessary.

### *ACTIVITY (15 Minutes):*

In small groups, spend about 10 minutes reviewing the Program Mapping on the reverse of this sheet. Determine if the program is aligned and if the curriculum is thoroughly planned. Make notes of any adjustments to be made for discussion.



## Mapping Strategy Small Group Activity and Discussion

**Program:**  
**BA in Criminology**

Required Courses	Level and Means of Assessment	Outcome #1	Outcome#2	Outcome #3	Outcome #4
		Students will be able to define and explain the theoretical concepts of public administration as well as the intricacies involved in the particular arenas of government, business, and nonprofits.	Students will be able to acquire and develop basic research designs and statistic in public administration and non profit organization areas.	Students will be able to write well reasoned and data supported paper using proper Turabian format	Students will be able to demonstrate good oral communication skills
<b>PA 3301 Research Method</b>	Level		Introduce	Introduce	
	Means of Assessment		Research Paper	Research Paper	
<b>PA 3302 Introduction to Public Administration</b>	Level	Introduce		Introduce	Introduce
	Means of Assessment	Multiple Choice		Essay	Presentation
<b>PA 3303 Organization Behavior</b>	Level	Introduce			
	Means of Assessment	Multiple Choice			
<b>PA 3305 Non Profit Organization</b>	Level	Introduce			
	Means of Assessment	Multiple Choice			
<b>PA 3306 Human Resource Management</b>	Level	Introduce			
	Means of Assessment	Multiple Choice			
<b>PA 3307 Introduction to Statistic</b>	Level		Introduce		
	Means of Assessment		Exams		
<b>PA 3308 Social Statistic Lab</b>	Level		Introduce		
	Means of Assessment		Exams		

NOTES: \_\_\_\_\_

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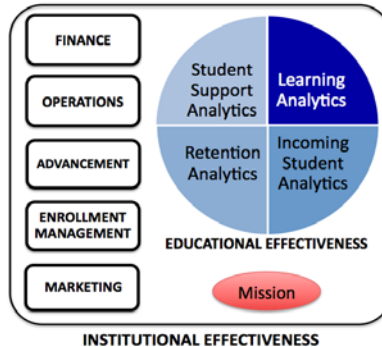
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## Learning Analytics: Targeting Instruction, Curricula and Student Support

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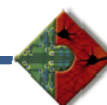
### Opportunities for Developing Learning Analytics

#### Convergence in Higher Education

The increasing focus on applying analytics to problems in higher education and the attention on learning outcomes assessment provides us with a unique opportunity to support student learning in new ways.

#### Discussion Points

- How can analytic tools be used to address the most pressing instructional, curricular or operational problems your faculty confront?
  
  
  
  
  
  
  
  
  
  
- What are the benefits and challenges of developing a learning analytics program?



## Instructional Decision Support Systems: A New Approach to Integrating Assessment, Teaching and Learning

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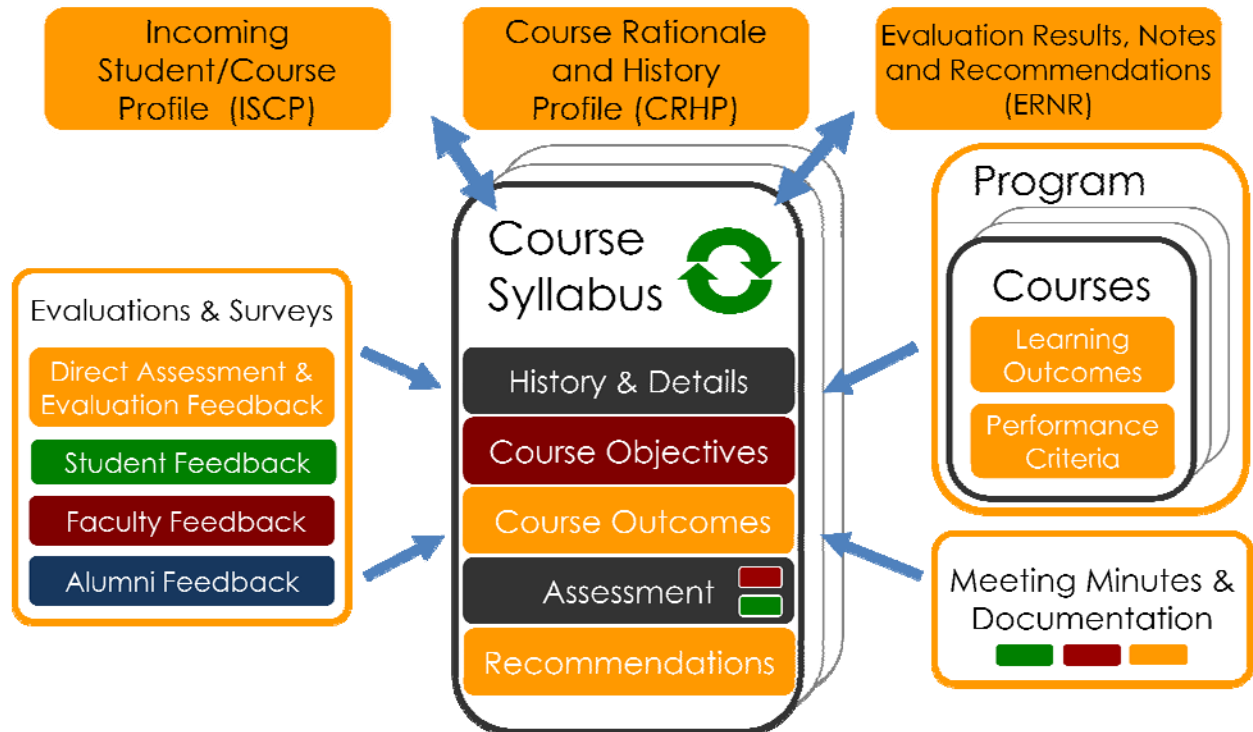
### *What is an IDSS?*

An interactive computer-based information system which links student characteristics, student performance, instructor characteristics, learning outcomes, and instructional methods to inform faculty decisions on the appropriate educational pedagogy to improve student learning.

### *Avoiding Data Overload*

Three standard reports to be presented to each faculty instructor prior to the beginning of any term in which that instructor is teaching:

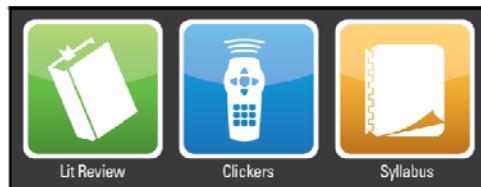
- ▶ **Incoming Student/Course Profile (ISCP)**
  1. *Relevant student characteristics* (learning styles, course load, work load, lifestyle, etc.)
  2. *Current performance* – achievement on performance metrics related to the course materials
  3. *Suggestions for instructional approaches*
  4. *Clear, simple format* with links to additional information
- ▶ **Course Rationale and History Profile (CRHP)**
  1. *How does course fit into program curriculum?*
  2. *What is the value of the course?*
- ▶ **Evaluation Results, Notes and Recommendations (ERNR)**
  1. *Summarize assessment data* for this course
  2. *Recommendations*



## EduApps: Freeing Faculty for Innovative Teaching

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### Identifying Instructional, Curricular, and Learning Opportunities for EduApp Development

#### Criteria for Development

1. Focused on an identified problem or need
2. Poses a low risk for faculty adoption
3. No significant learning curve to use the tool
4. No significant invest of time or resources to use the tool

#### Ideas for EduApps

- What are the most pressing instructional, curricular or operational problems your faculty confront?
  
  
  
  
  
  
  
  
  
  
- Identify several ways to address these problems that could be implemented using the EduApp model?

#### Implementation

- What do you see as the most significant roadblocks to implementing the identified EduApp?

