MOVING BEYOND MEASURING: Integrating Assessment and Evaluation with Planning and Improvement
May 5, 2016 Mills College

Data VISUALIZATION in

Affordable

User-friendly

Powerful
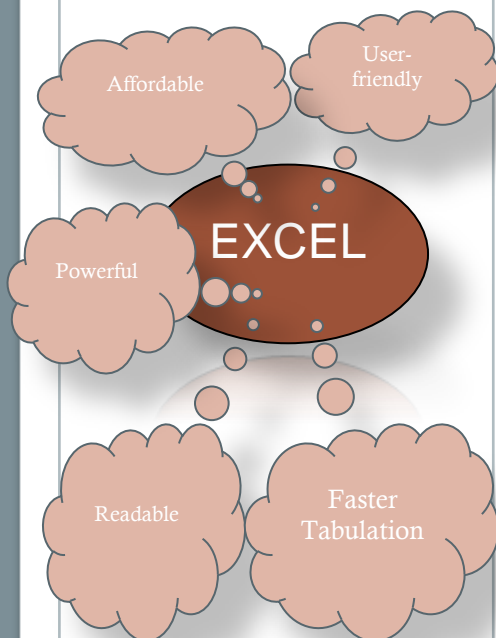
EXCEL

Readable

Faster Tabulation

Figure 1.1: Sample Excel Dashboard: Visualizes analytic data of ELA academic performance for a portfolio of schools.
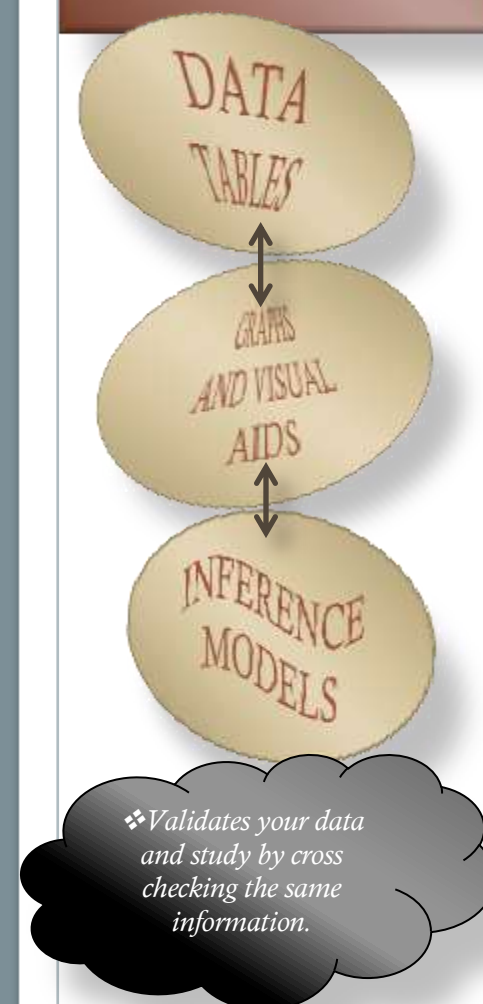
5 EXCEL DASHBOARD TIPS:

- ❖ HIGHLIGHT KEY DATA AT TOP
- ❖ MUTED COLOR WITH A FEW ACCENTS
- ❖ CLEAN AND SIMPLE LAYOUT
- ❖ CLEAR CHARTS
- ❖ INTERACTIVE CONTROLS

≈Keep these helpful tips in mind and you can make your data easier to read and understand.

Retrieved from: www.google.com

Data Source Triangulation

Get 3 sources of information

DATA TABLES

GRAPHS AND VISUAL AIDS

INFERENCE MODELS

❖*Validates your data and study by cross checking the same information.*

Prepared by: Ayva A. Mata'utia

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Q&A

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MOVING BEYOND MEASURING
Integrating Assessment and Evaluation with Planning and Improvement
&
ASSESSMENT 101
The Assessment Cycle, Clear and Simple
Conference Notes of Edna Niedo Zarraga

Event: 2-day workshop conducted by WASC
Date: May 5-6, 2016
Venue: Mills College, Oakland, California
Participants: ASCC and educational institutions from the United States and Mexico

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Day 1: <u>Integrating Assessment and Evaluation with Planning and Improvement</u>

Facilitators: Susan K. Hippensteele (UH-Manoa), Cyd Jenefsky (Univ of the Pacific),
John C. Stanley (UH-West Oahu), Melanie Booth (WSCUC)

This one-day workshop introduced new ideas and strategies in institutional research, data analysis, program review and assessment, and institutional planning to assist institutions in better utilization of data to support student achievement and institutional vitality in response to emerging changes in higher education.
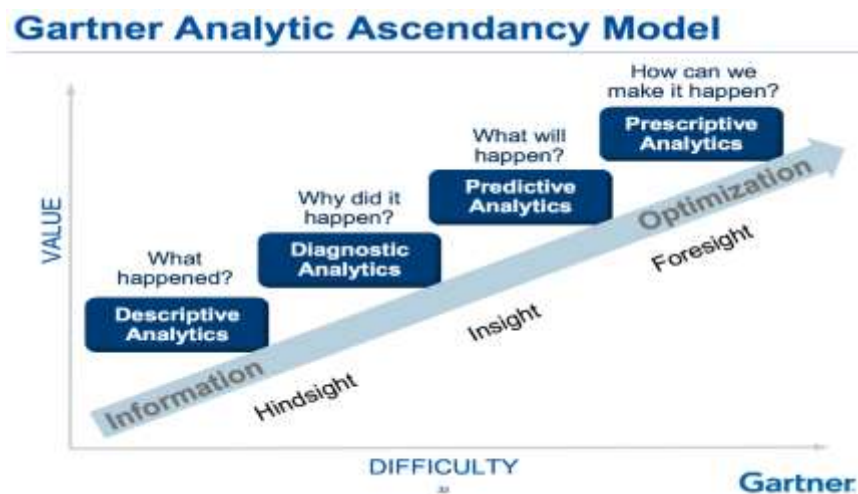
It consisted of four sessions focused on:

- Integrating assessment and evaluation with planning and improvement
- Bridging the Gap Between Institutional Goals and Program Evaluation Process
- Integrated institutional planning to manage change
- Case study: Taking lesson from Enduring College to my institution-making progress back home

Participants were challenged to use analytics (the use of data, statistical analysis, and explanatory and predictive models to gain insights and act on complex issues from EDUCAUSE Center for Applied Research) in institutional research to convert data into "actionable"

information. According to Bob Daly (eAIR Newsletter, March 2016), IR analysis is beyond the reporting stage and rests on decisions made about the expected outcomes of the future. Hence, institutions should follow the highest standards and best practices in analytics.

Gartner's analytic ascendancy model presented four analytic types: descriptive analytics (What happened?); diagnostic analytics (Why did it happen?); predictive analytics (What will happen?); and prescriptive analytics (How can we make it happen?).

Source: http://evolllution.com/wp-content/uploads/2016/02/From-Hindsight-to-Foresight.png

One application of analytics for ASCC is to create an explanatory or prediction model to identify students at risk of dropping out or to find important drivers of behavior hidden in data. With this information, ASCC can explore possible intervention strategies to help at-risk students stay in school and eventually earn a degree.

The segment on the use of the various Excel features was informative and it encouraged participants to create Interactive data presented in dashboards with slicers and drop down menus. This can be utilized by the CAPP in generating comparative data of summary rubrics to assess program strengths and weaknesses.

Questions to reflect on Organizational Change Readiness:

What is ASCC's biggest issue or barrier to become ready to align program review and strategic planning? How can ASCC overcome/resolve issue or barrier? What resources, strategies, tools are needed?

What are the next steps to move more toward integrated planning and review processes informed by locally relevant analytics? What should ASCC do in the next 30 days, the next semester, in the next year?

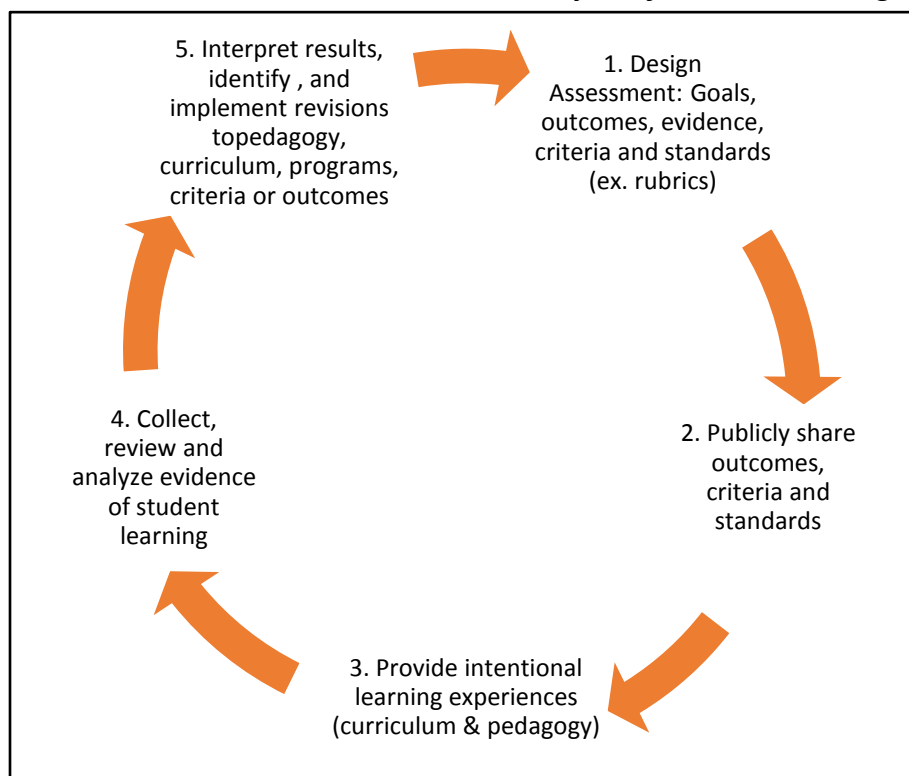**Day 2: ASSESSMENT 101: The Assessment Cycle, Clear and Simple**

Facilitators: David Chase (American Film Institute Conservatory), Laura Martin (Univ of California), Sharlene Sayegh (CSU-Long Beach), Melanie Booth (WSCUC)

The objectives of this one-day workshop are:
- To describe the purpose of assessment
- To explain and use assessment vocabulary
- To develop clear and concise Learning Outcomes for the institution, program, and course levels
- To align curriculum, pedagogy, and student evidence with learning outcomes
- To design and use direct and indirect evidence of student learning
- To describe the purpose(s) and uses of rubrics and evaluate rubrics for impact on student learning
- To develop a basic multi-year assessment plan

Assessment is defined as the process in which programs and institutions articulate what students should learn, how students demonstrate that learning, think critically about the effectiveness of methods to student learning, and make action plans based on the results of these functions.

What is the Assessment and Evaluation Cycle of Student Learning?

5. Interpret results, identify , and implement revisions topedagogy, curriculum, programs, criteria or outcomes

1. Design Assessment: Goals, outcomes, evidence, criteria and standards (ex. rubrics)

2. Publicly share outcomes, criteria and standards

3. Provide intentional learning experiences (curriculum & pedagogy)

4. Collect, review and analyze evidence of student learning

Planning Process: Given day's class; Course; Degree program

Pedagogy: Intentionally choose instructional activities to facilitate student learning and to reveal their learning to you and themselves.

Learning Outcomes: *Expectations*: What we expect students to know, do, and be when they leave a course, program or institution. *Results*: The knowledge, abilities, and/or attitudes students demonstrably possess at the conclusion of a learning experience.

- Components of Outcomes: need to be clear, represent a student action, and be measurable; should articulate skills and knowledge; should make sense and be connected to the course.
- Learning goals are instructor centered while learning outcomes are learner centered.
- Levels: *Class or Course Learning Outcomes* represent what we expect learners to be able to do at the successful completion of a course; *Program Learning Outcomes* represent what we expect students to be able to do at the end of a degree program (at varying levels); and *Institutional Learning Outcomes* are the skills we expect students to master at the end of their degree programs.

Closing the Loop: Intentional process of responding to assessment results by implementing changes intended to improve student learning, or concluding change is unnecessary.

Alignment: Connections among components of a learning experience (e.g. curriculum, pedagogy, etc.) that support student achievement of an intended learning outcome.

- *Curriculum mapping*- depicts or investigates curriculum coherence; explores the alignment between learning outcomes, curriculum, and assessment of learning in support of overreaching goals and mission; typically depicted as table or matrix; living documents that can be reviewed and updated.

Using multiple, complementary sources of evidence/data can be used to answer a question about student learning.

- Direct Assessment involves examining samples of student work to make a determination of the effectiveness of teaching and learning; requires the student to demonstrate the extent of his/her learning by doing something, such as responding to a test question or completing a homework assignment.
- Formative Assessment provides information about student learning gathered during the learning experience while Summative Assessment occurs at the conclusion of a learning experience, summarizing student knowledge or abilities to the point, and provides information to affirm student achievement and/or to inform subsequent offerings of that course or program.
- Authentic Assessment is designed to replicate "real world" activities through relevant and meaningful questions, tasks, problems, and projects. It is a powerful form of learning and a productive source of insight into student ability.
- Indirect Assessment involves a report about learning rather than a direct demonstration of learning; examples: student self-ratings of knowledge and abilities, student reflections on what they have learned, student evaluations of their own work, surveys of student attitudes, interviews with faculty about their perceptions of student learning opportunities, descriptive data- demographics, etc.
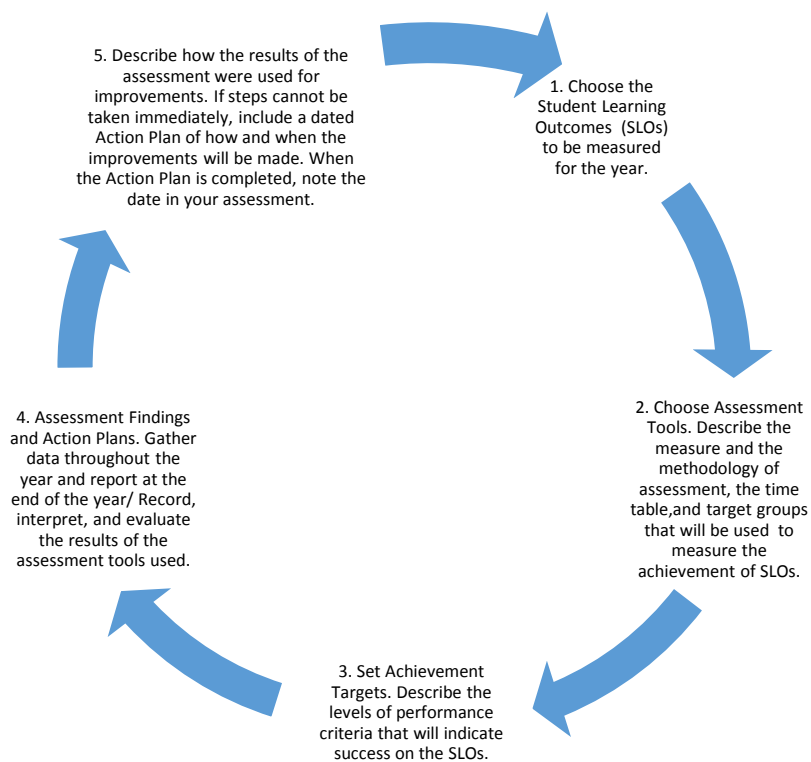
A rubric is a scoring guide used to evaluate or grade student work that specifies descriptions of the attributes (set of criteria) expected in student work derived from program-level outcomes. It can be used to evaluate performances or behaviors and written or visual student work.

- Purposes: provide formative feedback to students; grade student work; conduct assessment at the program level
- Types: holistic (provides one score for a product or behavior); analytic (separate holistic scoring of specified characteristics of a product or behavior).

Suggested Application of the Assessment Cycle for CAPP-ELI

Source: The Yearly Assessment Cycle and Five Vital Steps
https://www.sagu.edu/documents/Policy/Institution_Effectiveness/Steps_for_Successful_Assessment.pdf

5. Describe how the results of the assessment were used for improvements. If steps cannot be taken immediately, include a dated Action Plan of how and when the improvements will be made. When the Action Plan is completed, note the date in your assessment.

1. Choose the Student Learning Outcomes (SLOs) to be measured for the year.

2. Choose Assessment Tools. Describe the measure and the methodology of assessment, the time table,and target groups that will be used to measure the achievement of SLOs.

4. Assessment Findings and Action Plans. Gather data throughout the year and report at the end of the year/ Record, interpret, and evaluate the results of the assessment tools used.

3. Set Achievement Targets. Describe the levels of performance criteria that will indicate success on the SLOs.

Conference Notes of EDNA NIED0-ZARRAGA

Mr. Emau Tofilau (Math-Department);

WASC Workshop Experience:

Mills College, Oakland, CA:

Subject: Data Analytics

The workshop that took place in Mills College was amazing and I believe it was a learning experience for all the faculties, staff, and administrations that represent ASCC. There were so many great ideas, and massive information's of what can be used as tools and instruments to help our college(ASCC) move forward and more operational.

One of the highlight of the workshop that I admired was "DATA ANALYTICS". Analytics is the use of data, statistical analysis, and explanatory and predictive model to gain insights and act on complex issues. In other words, it is the science of examining raw data with the purpose of drawing conclusions about that information. Data analytics is used in many professionals to allow organization to make better decision making.

An IT program shown by John Stanley(presenter) (I think it's call Big Data) can be used to examine large amounts of data to uncover hidden patterns, correlations and other insights. With today's technology, it is possible to analyze data and get answers from it immediately, an effort that is less efficient with more traditional business intelligence solutions. It's one of the programs our college should have it, and will resolve a lot of stress and pressure that we went through during visitations from WASC especially when they ask for data.

For example: University of Hawaii Manoa, has a set of goal for students to graduate on time they called as "15 TO FINISH", it means 15credits to finish on time. They target student characteristics (i.e. demographics, financial ability to

pay) academic and enrollment patterns. They used this IT program to analyze and track students' performances that give the institute a statistical analysis and explanatory and predictive models how successfully they will meet their mission, and improved their retention rate.

Other forms of analytics are Predictive Analytics and Learning Analytics. Learning analytics is outline as the measurement, collection, analysis and reporting of data about learners and their contexts, for purposes of understanding and improving learning and the environments in which it occurs. The presenter(John) places learning analytics in a range: High-level figures: which can provide an overview for internal and external reports and used for organizational planning purposes; Academic analytics: figures on retention and success used by the institution to assess performance; Learning analytics; use of data which may include big data to provide actionable intelligence for learners and teachers.

Predictive analytics can be used by academics department, student services, admissions or human resources to predict or forecast the future behaviors or outcomes of retention, course selection, enrollment yield, degree completion or gainful employment. This can assist the institute admissions recruitment to predict which students are likely to enroll at our college and for student services or instructors to foresee which students are likely to drop out or fall behind. So these kinds of prediction analysis help our institute operate better to enhanced and effectively meet our goal and mission.

American Samoa Community College
CAPP English Department
Pago Pago, American Samoa

Re: Workshops on WASC Educational Programs
May 5th & 6th, 2016 at Mills College, Oakland, California

Summary Report (what I have learned or acquired at the workhops)
by Florangel Calumpang – CAPP English Faculty

Introduction

These educational programs were attended by different participants from the western colleges and universities in the U. S., including American Samoa Community College, which comprised of selected faculty and staff, with the CAPP English and Mathematics Departments making up the majority of the ASCC participants.

Day 1: May 5th, 2016 - Moving Beyond Measuring: Integrating Assessment and Evaluation with Planning and Improvement

Goals and Objectives

After attending this WASC- sponsored workshop/program, participants should be able to achieve its goals via the cyclical process within the framework or pattern of "define, measure, analyse, and act" which would culminate in "closing the loop" as an essential part of the improvement process.

The main objectives of this program, among others, comprised engaging participants with tools, strategies and resources to effectively integrate data analytics with assessment, program review and campus-wide strategic planning. The cyclical process within the framework/pattern of "define, measure, analyse, and act" culminates in "closing the loop", which is an essential part of the process.

Participants would examine the benefits and challenges of the alignment and integration of the above measures; be able to understand data analytics as essential in decision making and integrated planning, with program review findings and assessment; as an institutional culture; develop a community of colleagues sharing ideas, resources, and good practices for academic quality and student success.

Significant Case Study – Moving Beyond Measuring: Enduring College (Vs ASCC)

A case study of Enduring College has caught my attention even before reading the context. Its metaphorical significance has been commonplace in many colleges suffering from related varied issues which serve as the enduring driving forces in strategic plan development.

Some varied issues include, among others, the following: the rapid decline of enrolment due to changing demographic factors especially on underrepresented minority and low-income students; competition and online courses are likewise another underlying issue, which makes Enduring almost impossible to offer similar packages beyond small professional degree programs; poor academic program quality and student learning outcomes; low campus morale mainly on faculty and concerns on long-term financial sustainability and external pressures; demand for high skilled workers causing a surge in student

enrolment seeking to upgrade their skills – triggered by threats of major industries to close down while Enduring tries to maintain its current academic program; lack of trust and coordination between leadership and governance while the college is pursuing on essentially achieving some specific immediate improvements based on identified key performance indicators.

Comparative Review – Analytics Applied

Bringing home the salient information and knowledge to American Samoa Community College, our one and only institution of higher learning, those stated above are mostly similar issues and factors that would be crucial in the College's endeavour towards achieving its mission and student outcomes.

There are 'driving force' issues ASCC is currently facing. One issue, among others, is the steady and rapid decline of college level enrolment. Although this may be a non-college issue (mainly DOE/High Schools'), statistics show low placement scores (and SATs) with over 90% intake of high school graduates in the CAPP English and Math programs. It adversely affects college enrolment.   It takes more than collaboration among the different sectors of the community, let alone the DOE, to resolve this issue. Another driving factor is the latest establishment of a competition course/ degree provider (Argosy University), which is a contributing issue that has let down the already low enrolment the Teacher Education Department has been suffering. It has been a known about the low morale mainly of the faculty due to unmet standardized salary expectations. Various external pressures, mainly political, remain a fixture from different points - local and national. Lack of coordination between leadership and the stakeholders, as a whole, in terms of governance while the college is still facing accreditation sanctions.

Staying Alive and Positive Analytics (Enduring ASCC)

Having defined and analysed the objectives and supposed outcomes, action plans to achieve immediate improvements would be forthcoming.   ASCC is gradually but surely developing a community of colleagues sharing ideas, resources, and good practices to show cause and prove around the world that the college is moving beyond measuring by integrating assessment and evaluation with planning and improvement for academic quality and student success.

*Please See Acknowledgment below.

Basic Assessment 101 Defined

Assessment 101 is defined as a practical introduction to the basics of assessing student learning for any administrator, faculty member, or other educator. The workshop offered a broad introduction to the terminology of student learning outcomes assessment and the rationale behind the process, with special emphasis on the first step of the assessment cycle. The expectations for each step involved good practices, benefits, common misunderstandings, and pitfalls to avoid with topics applicable towards general education, liberal arts majors, and professional programs at the undergraduate and/or graduate levels.

Topics included in the Workshop

- The language of assessment
- Developing learning outcomes at the course, program, and institution level
- Mapping the curriculum to learning outcomes
- Aligning assignments, courses, and curricula with outcomes
- Developing sustainable, multi-year assessment plans
- Choosing appropriate direct and indirect assessment methods
- Developing and using rubrics to analyze evidence of learning

Assessment Cycle & Some Vocabulary

Assessment Vs Evaluation: Assessment (of student learning) is gathering information about student learning and/or the learning experience in order to improve student learning. It summarizes learning demonstrated by a population of students to provide insights into how well the educational opportunity (class, course, program) is serving students as a whole. Evaluation is making judgments about the quality of student learning on the basis of assessment evidence.

Learning Outcomes Vs Learning Goals: They are defined as what you expect the learner to be able to accomplish at the end of a given task/event. Learning outcomes are learner centered while learning goals (objectives) are instructor centered.

Assessment & Evaluation of Student Learning in terms of Planning Process & Pedagogy : On a given day's class, course, and degree program alignment; Intentionally choose instructional activities to facilitate student learning and to reveal their learning to the instructor and themselves.

Learning Outcome: Expectations – what the instructor expects the students to know, do and be when they leave a course, program or institution; Results – the knowledge, abilities, and/or attitudes students demonstratively possess at the conclusion of a learning experience.

Evidence of Learning:

Direct – Actual student work demonstrating what students are able to do;

Indirect – learning proxies are information describing the learning environment or student perceptions of their learning.

Authentic Asssessment – Assignments/assessments designed to replicate "real world" activities via relevant and meaningful questions, taks, problems, and projects.

Triangulation: Using multiple, complementary sources of evidence/data to answer a question about student learning.

Criteria, Standards, and Rubric: Standards of Performance from Beginning, Developing, Accomplished and Exemplary level.

Benchmarks: A standard of performance or a performance goal against which assessment results can be judged.

Grading: Summarizes learning demonstrated by an individual student, with feedback providing insight into and supporting his/her individual learning.

Closing the Loop: Intentional process of responding to assessment results by implementing changes intended to improve student learning, or concluding change is unnecessary.

Alignment: Connections among components or a learning experience (e.g. curriculum, pedagogy, etc.) that support student achievement of an intended learning outcome.

Class Learning Outcomes: Also called course learning outcomes, they represent what the instructor expects learners to be able to do at the successful completion of a course.

Program Learning Outcomes: Represent we the instructor expects students to be able to do at the end of a degree program.

Institutional Learning Outcomes: The most general of the outcomes, they are skills instructor expects the students to master at the end of their university degree programs.

Curriculum Alignment/Mapping

Curiculum alignment: connections among components of a learning experience (e.g. curriculum, pedagogy, etc) that support student achievement of an intended learning outcome.

Curiculum mapping: graphic method for depicting or investigating curricular coherence; explores the alignment between learning outcomes, curriculum, and assessment of learning in support of overarching goals and mission.

Rubrics

A rubric is a scoring guide, a list or chart that describes criteria used to evaluate or grade student work. It contains a set of criteria specifying the characteristics of a learning outcome and the levels of achievement for each characteristic. It can be used to evaluate performances or behaviors: presentation, teamwork, role plays, performances;   written or visual student work: Papers, journals, aftwork, portfolios.

Holistic Rubrics describe how one global, holistic judgment is made; provides one score for a product or behavior; for example – checklist and rating scales

Analytic Rubrics involve a series of judgments, each assessing a characteristic of the product being evaluated; provides separate, holistic scoring or specified characteristics of a product or behavior

Typical four-point rubric levels: (1) Below Expectations; (2) Needs Improvement; (3) Meets Epectations; (4) Exceeds Expectations

**Assessment 101
Moving Beyond Measuring:
Integrating Assessment and
Evaluation with Planning and
Improvement**

Workshop Intentions

1. Examine the benefits and challenges of strategically aligning and integrating assessment, program review, analytics, and planning at the institution level.
2. Develop an introductory understanding of the role of analytics can play in higher education decision-making and integrated planning.
3. Expand the institution's ability to integrate analytics with program review findings and assessment results to inform and promote academic quality and student success.
4. Explore strategies for engaging faculty and other stakeholders in integrated evaluation and planning activities.
5. Develop a community of colleagues with whom to share ideas, resources, and good practices.

This summary is provided **to the faculty and staff at the Department of Education** from Assessment 101 workshop @ Mills College, Oakland, California.

May 5-6, 2016

For more information please contact Lusia Peato-Pereira, TED Department @ Ext. 499 or l.pereira@amsamoa.edu

Helpful resource binders for viewing:

1. Assessment 101: The Assessment Cycle, Clear and Simple

2. Moving Beyond Measuring: Integrating Assessment and Evaluation with Planning and Improvement

American Samoa Community College

Assessment
101
Summary

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Using Data Analytics to Engage Stakeholders in Decision Making

I will share what I found interesting and new to me as an educator – **Analytics.**

Definition: **"Analytics is the use of data, statistical analysis, and explanatory and predictive models to gain insights and act on complex issues."**

-EDUCAUSE Center for Applied Research

I have learned that institutions and educators operate like reporting agencies and focus their energy on what has happened in the past. Decisions are made about the future and about the expected outcomes of future events.

Predictive Analytics

✓ Uses historical data to predict or forecast future behaviors, trends, or outcomes. E.g. enrollment yield, retention, course selection, degree completion, gainful employment, etc.

✓ Can generate "actionable" data (i.e. data used by academic support services to effectively assist students).

✓ Powerful and accurate predictive models can be constructed using matriculation data from our institution's SIS (Student Information System).

Moving from Explanation to Prediction

✓ *Admissions recruitment – Predict which students are likely to enroll at your institution (Goenner & Pauls, 2006)*

✓ *Identifying at-risk students – Predict which students are likely to drop out or fall behind (Herzog, 2006; Sujitparapitaya, 2006)*

✓ *Students' price responsiveness to tuition increases or financial aid incentives (Des Jardins, 2001; Herzoz & Stanley, 2017*)*

✓ *Other Uses: -Student Learning*

✓ *Strategic Planning*

✓ *Finance*

(Stanley, J. 2016, Using Data Analytics to Engage Stakeholders in Decision Making [PowerPoint slides]).

WASC Educational Programs Reflection Paper

Lance J. Glodowski

American Samoa Community College

WASC Educational Programs Reflection Paper

The first week of May 2016 was a traveling cohort to Oakland, California from American Samoa Community College (ASCC) to participate in the Western Association of Schools and Colleges (WASC) educational series. The two-day event began May 5 with *Moving Beyond Measuring: Integrating Assessment and Evaluation with Planning and Improvement* while May 6 promoted *Assessment 101: The Assessment Cycle, Clear and Simple*. Each workshop provided a sensational look into collegiate assessment with emphasis on how to plan and improve on individual campuses in the WASC network. Of the 13 workshops, three proved the most interesting, but speculation on several will be mentioned. The first session was *Using Data Analytics to Engage Stakeholders in Decision Making* under the direction of John Stanley, Associate Director of Institutional Effectiveness, University of Hawai'i-West Oahu (UH). Equally important was *Developing Rubrics* from David Chase, Vice Dean of Academic Affairs at the American Film Institute Conservatory in Los Angeles. Finally, *Learning Outcomes* by Sharlene Sayegh, Director of Program Review and Assessment at California State University, Long Beach proved enriching as well.

A self-assessment began the first day with listing the top three challenges ASCC is currently facing. Colleagues agreed recruiting and retaining students took priority while Argosy's online college scored second followed by how many entry level students enroll. Three barriers were also discussed which included technology, upgrading software, and advising remedial students. The group lamented on other discussions including, but not limited to, economic insecurity and job security.

Moving forward was the objective of learning exactly what analytics is and ways to discuss its challenges. John Stanley's *Using Data Analytics to Engage Stakeholders in Decision*

Making researched analytics as "the use of data, statistical analysis, and explanatory and predictive models to gain insights and act on complex issues." He then went on to describe several examples of analytics such as presentations using dashboards as opposed to descriptive data used in tables, charts, and graphs. This led to the UH program called "15 to Finish" in which students plan a course of study with 15 credits per semester instead of the 12 needed for financial aide producing more graduates from a four-year graduate program with baseline information detected from first year, full time freshmen. In order for this feat to be accomplished, stakeholders invested additional resources for student learning such as having access to instructional coaches, supplemental instruction, and learning communities to help increase student graduation rates. Another program to help students graduate in a timely manner came from Purdue University. The program is known as Signals, or Stoplights for Student Success. Since its start in 2009, Purdue retention has risen three percentage points beginning at 89%. The following year rose to 90.2%. In 2011, it rose to 90.6%. In 2012, yielded 91% then 92.6% in 2013. In order to understand the aforementioned, predictive analytics needs to be understood, which is described as a way to use historical data to predict or forecast future behaviors, trends, or outcomes such as enrollment yield, retention, course selection, degree completion, and gainful employment (Stanley, J. 2016, p. 56{PowerPoint slides}). Interesting to note was the work being performed by the University of Nevada, Reno. Predictive analysis was used to pinpoint improvement of student success with a 4% point increase in retention rates since employing predictive analytics (Stanley, J. 2016, p. 64{PowerPoint slides}). Yet predictive analytics does have its pitfalls. According to Stanley (2016), cultural change, wary of misuse of data, questions about data used in model to generate risk scores, students' rights to access risk scores, more accountability, and profiling are some challenges (Stanley, J. 2016, p. 67 {PowerPoint slides}).

Developing Rubrics presented by David Chase began with a short clip from the film, "The Godfather," which was used to make predictions. In our discussion groups we had to discuss the relationship of the characters, what was the specific scene's intention, as well as describing the setting, costume and appearance of the characters, dialog, sound, and even music. Then a discussion unfolded around whether or not it was a good scene and if the scene was enjoyed. It was a wonderful transition into describing an understanding of rubrics. According to Chase (2016), outcomes would include the purposes and uses of rubrics, the different types of rubrics, evaluating rubrics for impact on student learning, and understanding reliable application of rubrics in assessment (Chase, D. 2016, p. 151{PowerPoint slides}). Chase elaborated further by explaining what are rubrics and why use them. First of all, a rubric is a scoring guide. It is a list or chart describing criteria used to evaluate or grade student work (Chase, D. 2016, p. 153, {PowerPoint slides}). In the spring of 2016, rubrics are used widely in the Teacher Education Department, or TED program for grading work on Moodle, an online application many students use for research and necessary assignments. Next, rubrics contain a set of criteria specifying the characteristics of a learning outcome and the levels of achievement for each characteristic (Chase, D. 2016, p. 153 {PowerPoint slides}). According to Chase (2016), "There is no single way to write or format rubrics—they can be created and adapted for the circumstances and situations of your courses and programs" (Chase, D. 2016, p. 153{PowerPoint slides}). Therefore, programs at different institutions vary in how each produces grading for their students. The rubrics for every course were complete in the TED program upon entering the spring 2016 session.

Rubrics were designed for strengths as, according to Chase (2016), developing a rubric helps to precisely define faculty expectations (Chase, D. 2016, p. 154 {PowerPoint slides}). The

difficulty is getting the student to recognize his grade is pending on the outcome of the performance. Often students understand the purpose, or learning outcome of an assignment, but fail to use the rubric when it comes to grading. The case in point is describing a learning outcome as what students will do to demonstrate their learning. Two details described by Chase (2016), is *criteria* defined as the expected properties of that demonstration. The second is *standards* defined as the possible levels of achievement or performance. Holistic rubrics use criteria and standards for research papers, for example, while analytic rubrics use them as scoring tips such as below expectations, needs improvement, meets expectations, and exceeds expectations (Chase, D. 2016, pp. 154-155{PowerPoint slides}). An interesting point about rubrics and the design is to continue to prompt students to actually use and understand them as each rubric is designed for different purposes. One rubric may be developed as a writing rubric, while another might be for critical thinking, or another a group presentation. Each has a specific purpose in mind, and each student needs to understand his grade depends on the specifications of the rubric. In the spring semester at ASCC, a student did a beautiful job with a PowerPoint. It was meaningless because the rubric was not followed. The saddest part, when she was asked, was she knew of the rubric, but chose not to follow it. She received a failing grade. There are many situations as such. What the focus needs to be on is getting each student to prove an exemplary understanding of the different types of rubrics including the American Psychological Association (APA) formatting for research.

The preface to the *Learning Outcomes* session began with an assessment of academic vocabulary, which set the pace for the remainder of the sessions. There were discussions on Assessment vs. Evaluation in the planning process, pedagogy, expectations, results, and learning outcomes as well as direct and indirect evidence of learning, authentic assessment, triangulation,

benchmarks, closing the loop, alignment, and formative and summative assessment. According to Martin (2016), the Assessment and Evaluation of Student Learning have five stages. The first is to design assessment as goals, outcomes, evidence, criteria and standards such as rubrics. The second stage is to publicly share outcomes, criteria and standards. The third stage is to provide intentional learning experiences in curriculum and pedagogy. Next, collect, review and analyze evidence of student learning, and finally, interpret the results, identify and implement revisions to pedagogy, curriculum, programs, criteria or outcomes (Martin, L. 2016, p. 22{PowerPoint slides}).

Being able to recognize academic vocabulary helps educators with, perhaps, struggles students are facing. These struggles could be better handled with a true understanding of what entails when grades are due, and, more specifically, how to assist students in getting better grades. Students, as well as teachers, need to comprehend the relationship between grading and assessment. According to Martin (2016), grading summarizes learning demonstrated by an individual student, with feedback providing insight into and supporting his/her individual learning whereas assessment summarizes learning demonstrated by a population of students to provide insights into how well the educational opportunity, class, course, or program is serving students as a whole (Martin, L. 2016, p. 28{PowerPoint slides}). An example in grading would be for a student to redo an assignment for a higher grade. With grading, students may have a chance to redo poor work. Students need management for higher expectations to prevail. It should be the duty of the teacher, whether is elementary, middle, high, or a post-secondary institution, to reach out and support individual students who are not making the grade. Forget the tough love. Instigate academic success. With assessment, it is the overall percentage a class

project may get such as 65% of students performed at or above grade level and 35% scored at or below grade level.

The overall reflection is making sure students get the best possible chance to be successful. Make sure each student, regardless of the grade, has an understanding of what each and every learning outcome will be. Use Bloom's Taxonomy to promote higher-level critical thinking. Design the appropriate rubric. Explain each so the student has mastery of the different forms of rubrics. Discuss each often. Check for student understanding and if a student does not respond, use every trick in the teacher toolbox to get the student to understand. Then provide necessary feedback to each student. It is extra work, guaranteed, but the learning outcome will be evident.

Assessment 201:

Advanced Topics in Assessment

February 05, 2016

Chaminade University

Workshop Summary

The thing that stood out most for me in this workshop was how faculty can use rubrics to assess student learning and the most effective way they can design rubrics to match what they are trying to assess. Prior to this workshop, I did not have any knowledge of assessment nor have I ever worked with assessment data. I have only heard around campus and in my own division about how important assessment was but I was hardly involved in the process.

Attending the workshop in Hawaii gave me insight into the Assessment arena and although this is just the beginning, I have a good grasp of what faculty is tasked with and also why steps such as calibrating and testing for inter and intra reliability are important for assessment to work. I was most interested in the chapter on indirect assessment because it was an area I am familiar with as far as methods but even after being a part of indirect assessment for a while now, you always learn something new.

The other important question was raised by one of our team. Are there any Assessment grants to help out with assessment process? Assessment involves a lot of time and commitment so we need to have some incentives for instructors. The presenter responded that a budget should be with Academic Affairs for Assessment. Uses of the Annual Assessment Report should tie assessment to budgeting. If deadlines are established to inform budgeting decisions, assessment based budgetary requests can be integrated into decision making.

Advice for Using Surveys:

- Determine purpose for survey – goals, issues, inquiry
- Carefully plan for how data/information will be used****
- Determine the population for the survey by identifying the individuals who will have the information being sought.
- Sample size will be influenced by type of information needed, use of the information, and population of interest.
- Carefully design survey questions
    - Avoid confusing
    - Straight forward questions
    - Avoid wording that might bias response
- Pilot test the survey before use
    - Make it clear as possible
- Consult with IR colleagues
- Ask others to review questions before use

The other term that was up for discussion in this workshop was Respectful as a Characteristics of Exemplary Assessment Tasks (Leading to Quality Evidence).

- Time
- Purpose
- Opinions
- Diversity
- Multi-Cultural Respects

Designing and using quality evidence recommended to focus on questions and issues that are most important (students, faculty, institution), use evidence to generate dialogue, reflection and new questions and think in terms of using data for long term improvement.

Action Plan

My Action Plan is to discuss with my Director what the direction of IE is in participating in Assessment and share with my division what I have learned in the workshop. Depending on this direction, I will prepare a presentation using only those things discussed that will help our division such as closing the loop and gathering evidence. I will do my best to work together as a team at IE for conducting Survey's and collecting data/information.

Advanced Topics in Assessment

Assessment 201

Tero Talamoa

Feleni P. Alainuuese

Direct Assessment

- Tests/exams

- Cases/projects/performance/essays

- Tasks/simulations/practicum/internships

- Signature assignment

- Portfolios

- Capstones

- reflections

Indirect Assessment

- Assignment and course grades

- Retention and graduation rates

- Admission rates to other institutions

- Alum perception

- Student self-ratings of their learning

- Employer satisfaction

- Awards, honors, scholarships

- Employment rates of grads (including salaries. Positions, etc..)

- Surveys/interviews/focus groups

Characteristics of Exemplary Assessment Tasks (leading to Quality Evidence)

- Valid

- Authentic

- Rigorous/Challenging

- Engaging

- Respectful

- Intentional and purposeful

- Collaboratively developed and reviewed

Closing the LOOP

FOUR step Process

- ◻ STEP 1 – Preparing for the assessment cycle

- ◻ STEP 2 – Probe the data – engage in collaborative inquiry

Cont…

- ◻ STEP 3 – Consider and create possible actions

- ◻ STEP 4 – Plan for next cycle of closing the loop

Engage Faculty in Assessment

- ☐ Celebrate and share assessment studies. Host an annual Assessment Faire in which departments share assessment procedures, rubrics, and results.

- ☐ Assessment services. Not all faculty are comfortable doing human-subjects research or handling data. Consider providing technical services for data input and analysis, focus groups, surveys, closing-the-loop decision-making, etc..

- ☐ Assessment Grants. Consider funding pilot assessment studies, perhaps with an expectation that learning will be shared with other departments.

Reference

Allen, M.J. and Driscoll, A. (2016). Assessment 201:

Advanced Topics in Assessment: WASC Senior

College and University Commission,

Assessment 201
Workshop Learning Outcomes

1. Design direct and indirect assessments that align with outcomes.
2. Assess the quality of rubrics.
3. Calibrate reviewers and check for inter-rater reliability.
4. Develop quality evidence.
5. Engage faculty in assessment.
6. Close the loop with multiple strategies of inquiry and decision making.
7. Integrate best practices into the design and reporting of assessments.

Lead facilitators:

Dr. Mary Ellen

and

Dr. Amy Driscoll

This summary is provided by one of the members that attended the Assessment 201 in Honolulu HI, on Feb 5, 2016. In accordance with those who go off island to acquire professional development is required to provide a summary of what has been learned and shared.

1. What information that you may share with your academic department /division/program upon your return?

Academic Assessment Committee

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American Samoa Community College

Assessment 201 Summary

"Saili le Atamai"

Since 1970

*Seek Knowledge
"Home of the Chiefs"*

Phone: 684-699-9155

"Saili le Atamai"

Since 1970

Assessment 201 Review

Aligning Direct and Indirect Assessment Strategies with Outcomes

One example out of many that was discussed in this workshop was "Signature Assignments." Dr. Driscoll listed the advantages and disadvantages of Signature Assignments, however I will only share the Advantages. (Driscoll, A. 2016, *Direct Assessment: Blending teaching, Learning, and Assessment* [PowerPoint slides]).

Advantages

✓ Promote faculty discussion of student learning, pedagogy, assessment (culture of learning)

✓ Provides significant common data sets to document program or institutional impact.

✓ Engages student in important learning activities.

✓ Guides pedagogy especially practice for learning

✓ Has potential for application or transfer to another department or institution for informative comparisons.

When to use Portfolios?

✓ *For almost any learning experience at both undergraduate and graduate levels*

✓ *Appropriate for courses and programs that focuses on thinking skills and on developing synthesis and metacognition*

✓ *For course and programs with small numbers of students.*

Advantages of Portfolios

✓ *It helps student and faculty to look at learning holistically-to see connections –to present a composite of different kinds of learning.*

✓ *It goes beyond achievement of outcomes and looks at learning over time*

✓ *It encourages students to be actively involved in their learning*

(Driscoll, A. 2016, Direct Assessment: Blending teaching, Learning, and Assessment [PowerPoint slides]).

Talamoa & Alainuuese

Purpose:　　　To create a "script" for the dissemination of information garnered from the ***Advanced Topics in Assessment***.

Goal: To articulate and examine assessment topics that is relevant to roles and responsibilities performed by faculty and staff of the *teacher education department* with the *American Samoa Community College*.

Results/Accomplishments:

Action Steps *What Will Be Done?*	Responsibilities *Who Will Do It?*	Timeline *By When?* *(Day/Month)*	Resources *A. Resources Available* *B. Resources Needed (financial, human, political & other)*	Potential Barriers *A. What individuals or organizations might resist?* *B. How?*	Communications Plan *Who is involved?* *What methods?* *How often?*
Step 1: Create a power point presentation and develop an action plan as to how the information will be communicated.	Presenters: Mr. Tero Talamoa & Mrs. Feleni Alainuuese	March/2016	A. Laptop, projector, pdf – assessment booklet, hard copy – assessment booklet, computer, & related TED resources. B. Director-teacher education, Chairperson-teacher education, faculty, and staff.	A. Presenters do not anticipate resistance. B. Assessment is embedded in the work performed by faculties and staff. The process of assessment is reflected in every aspect of the work executed, performed, and implemented within ASCC.	Preferably all stakeholders with vested interest in the growth and development of the teacher education program at ASCC but in this case, it will be faculty and staff of teacher education. Methods utilized will be via technology through power point and it will be a once in a lifetime experience.
Step 2: Provide a copy of the power point and action plan to TED chairperson, TED director, Dean of Academic Affairs and Assessment Coordinator.	Presenters: Mr. Tero Talamoa & Mrs. Feleni Alainuuese	March/2016	A. Computer & internet B. Acknowledgement/acceptance of power point by Director-teacher education, Chairperson-teacher education, Dean of Academic Affairs, & Assessment Coordinator.	A. Presenters do not anticipate resistance. B. Assessment is embedded in the work performed by faculties and staff. The process of assessment is reflected in every aspect of the work executed, performed, and implemented within ASCC.	TED Chairperson, TED Director, Dean of Academic Affairs, & Assessment Coordinator, along with presenters. Method(s) will be via email.
Step 3: Schedule the date of the presentation.	Presenters: Mr. Tero Talamoa & Mrs. Feleni Alainuuese	March/2016	A. N/A B. Room, technology support gadgets, etc..	A. Presenters do not anticipate resistance. B. Assessment is embedded in the work performed by faculties and staff. The process of assessment is reflected in every aspect of the work executed, performed, and implemented within ASCC.	Presenters and the department chairperson will converse via email as to the appropriate time and day for the presentation.
Step 4: Present the power	Presenters: Mr. Tero Talamoa & Mrs.	March/2016	A. Laptop, projector, pdf – assessment booklet, hard copy	A. Presenters do not anticipate resistance.	Presenters, all faculty and staff of teacher education including the

Source: http://www.tidyforms.com/download/action-plan-template-2/captcha-download.html

point presentation to the faculty and staff of teacher education.	Feleni Alainuuese		– assessment booklet, computer, & related TED resources. B. Director-teacher education, Chairperson-teacher education, faculty, and staff.	B. Assessment is embedded in the work performed by faculties and staff. The process of assessment is reflected in every aspect of the work executed, performed, and implemented within ASCC.	Director of TED.

Evidence Of Success *(How will you know that you are making progress? What are your benchmarks?)*
- Faculty is able to:
  - ✓ Point out samples of direct and indirect assessment in courses taught
  - ✓ Discriminate, correlate, and evaluate the essence of each assessment tool implemented.
  - ✓ Recommend methods that will assist in establishing constructive faculty engagement with the process of assessment.
- Staff is able to:
  - ✓ Indicate how roles and responsibilities impact assessment
  - ✓ Determine and defend the significance of assessment.

Evaluation Process *(How will you determine that your goal has been reached? What are your measures?)*
- Faculty and staff oral reflection(s)

2 Action Plan

Source: http://www.tidyforms.com/download/action-plan-template-2/captcha-download.html