



*ANALYZING EVIDENCE OF
STUDENT LEARNING TO
IMPROVE OUR PRACTICE*

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WASC EDUCATIONAL SEMINAR

February 1, 2008 (11:15-12:45 p.m.)

Ernest Pascarella urged us to consider two indicators of excellence in undergraduate education-student/alumnae outcomes and effective educational practice (2001).

Deficiencies in current Academic currency:

- Inability to communicate outcomes of multiple learning experiences
- Lack of agreed upon achievement criteria
- Inconsistent faculty judgments

Definitions:

Reliability: agreement among faculty
that outcomes have been achieved

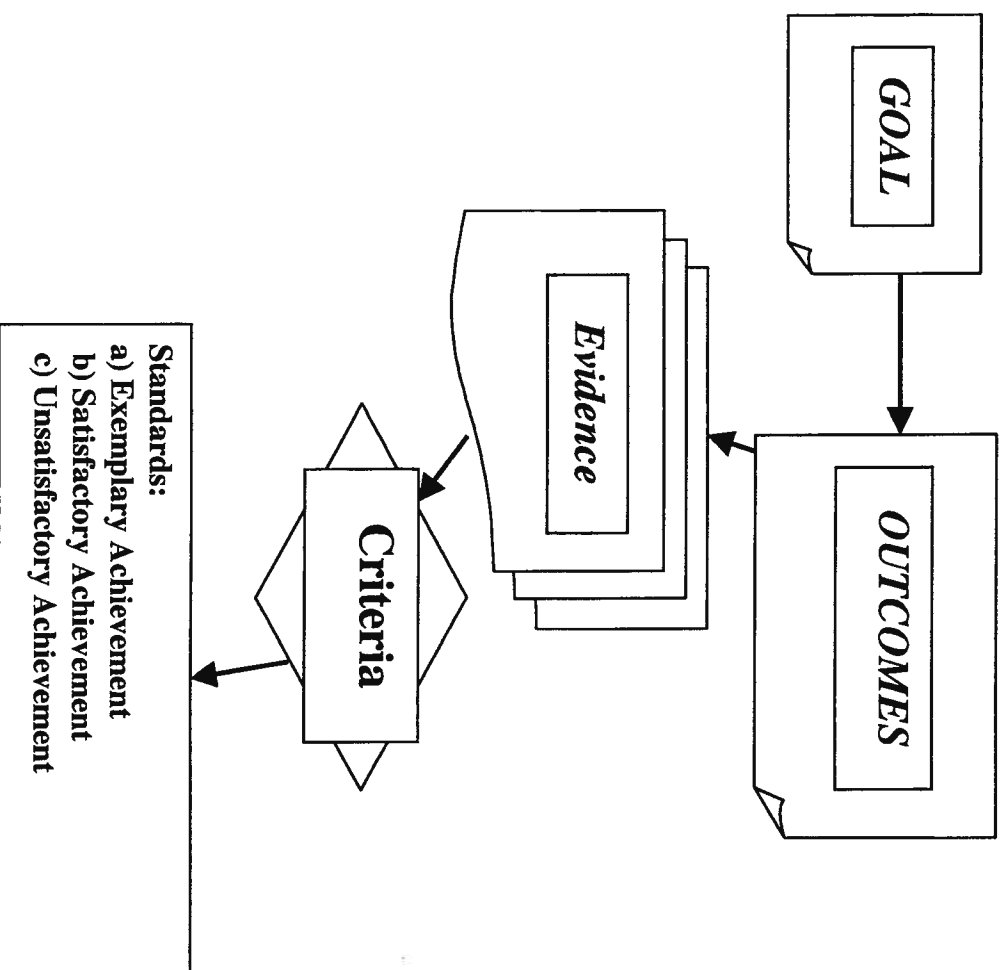
Validity: criteria describes what is
intended as a common referent

Improvements: usefulness in revising
pedagogy and curriculum for
increased student learning

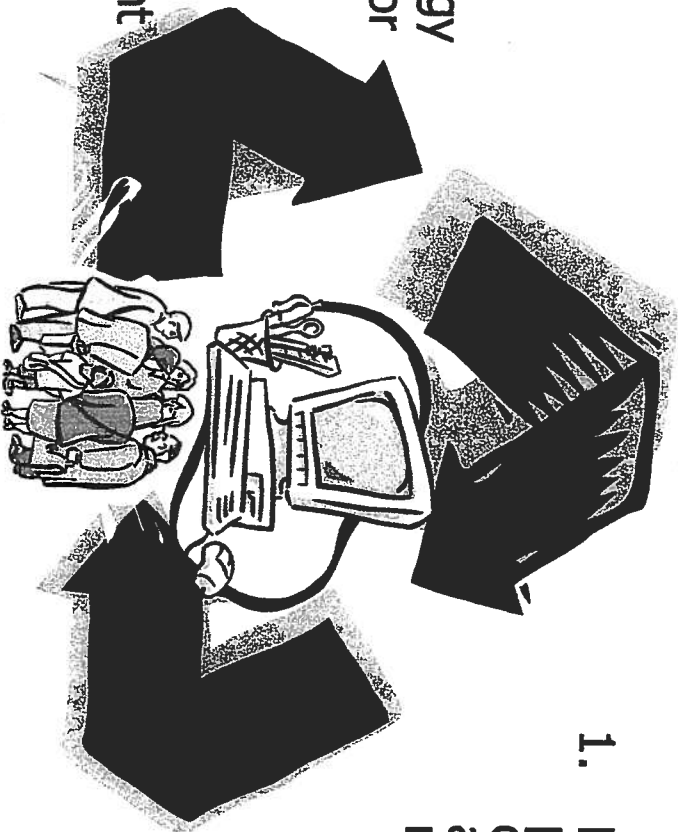
Preparation for Analysis of Student Work

- Outcomes, criteria, standards, evidence
- Student permission
- Systematic collection of representative student work samples (evidence)
- Faculty motivation, interest, and commitment
- Time and resources (\$, expertise)
- Previous assessment experiences – value for teaching and learning

Assessment Protocols



Assessing Student Learning: Course, Program and Institutional Levels



1. Preparation: Determine purpose(s) and definition of assessment; Examine mission and values
2. Design assessment:
Articulate goals,
Develop clear outcomes,
evidence, criteria,
and standards
3. Alignment of curriculum and pedagogy with learning outcomes
4. Make outcomes, evidence, criteria, and standards "public and visible" (syllabi, programs, brochures)
5. Collect evidence of student achievement
6. Review and analyze student evidence
7. Improve pedagogy and curriculum for learner success
Revise outcomes and criteria,

RELEASE FORM FOR USE OF STUDENT WORK SAMPLES

CSUMB is currently collecting samples of student work – work that demonstrates the outcomes and criteria of the University Learning Requirements. Faculty groups will analyze the work as part of a process of studying the ULR's and related assessment processes. Some of the work in our class will be collected for use in the analysis project. Student names will not appear on the work samples at any time, and the analysis will not occur until the course is complete, student work has been evaluated, and grades have been assigned.

You are asked to sign the release form below to indicate your permission for use of your work in this class. If you chose not to permit use of your work, you are also asked to sign the form below.

Course Instructor: _____

Course Name and Number: _____

RELEASE FORM

DATE _____

I understand that CSUMB is collecting student work samples for analysis in the process of examining the ULR's and related assessment processes. My work may be copied and saved for the analysis project.

I understand that my name will not appear on the work samples at any time, and that the analysis of my work will not occur until after the course is complete, my work has been evaluated, and my grade has been assigned.

_____ I give permission to use my work in the ULR analysis project.

_____ I do not give permission to use my work in the ULR analysis project.

Print your name _____ Signature _____

Analysis Process

- Holistic Reading – Check on Achievement of Outcomes (*Reliability*)
- Verification of Criteria (*Validity*)
- Implications for Improvement (*Usefulness*)

The review/analysis process produced the following:

- Verification and documentation of student achievement of most outcomes
- Revision of outcomes
- Revision of criteria
- Changes in courses and pedagogy
- Improvement of assessment
- Decision to have ongoing review/analysis