Preparing Future Faculty to Assess Student Learning

CGS Annual Meeting

December 4-7, 2013

Goals:

- incorporate assessment training into PFF

- introduce theories, methodologies, best practices

- improve knowledge and attitudes

Objectives:

- introduce comprehensive scope

- treat as a tool, a form of research

- establish a culture of evidence

Means:

- 4 integrated online modules

- 2 pre- and post-tests

- related activities

Attitudinal Survey
(Pre- and Post-test)

Please look at each pair of descriptive words and click the bullet which best captures your feeling in relation to *the process of assessing student learning*. It is best not to analyze each item but instead to record your first reaction.

Satisfying	○ ○ ○ ○ ○ ○ ○	Frustrating
Confusing	○ ○ ○ ○ ○ ○ ○	Clear
Essential	○ ○ ○ ○ ○ ○ ○	Needless

Knowledge (Pre- and Post-test)

The most important purpose of assessing student learning outcomes is _____.

o improvement of student learning

o public accountability

o setting minimum standards for course outcomes

o increasing faculty workload

Related Activities:

- portfolio system to document PFF/PFP

- various "folios" focused on teaching and learning

- ongoing workshops

Related Activities (continued):

- online assessment modules

- hands-on workshop on writing SLOs, matching assessment to student competencies

- develop a course syllabus, demonstrate alignment with program SLOs
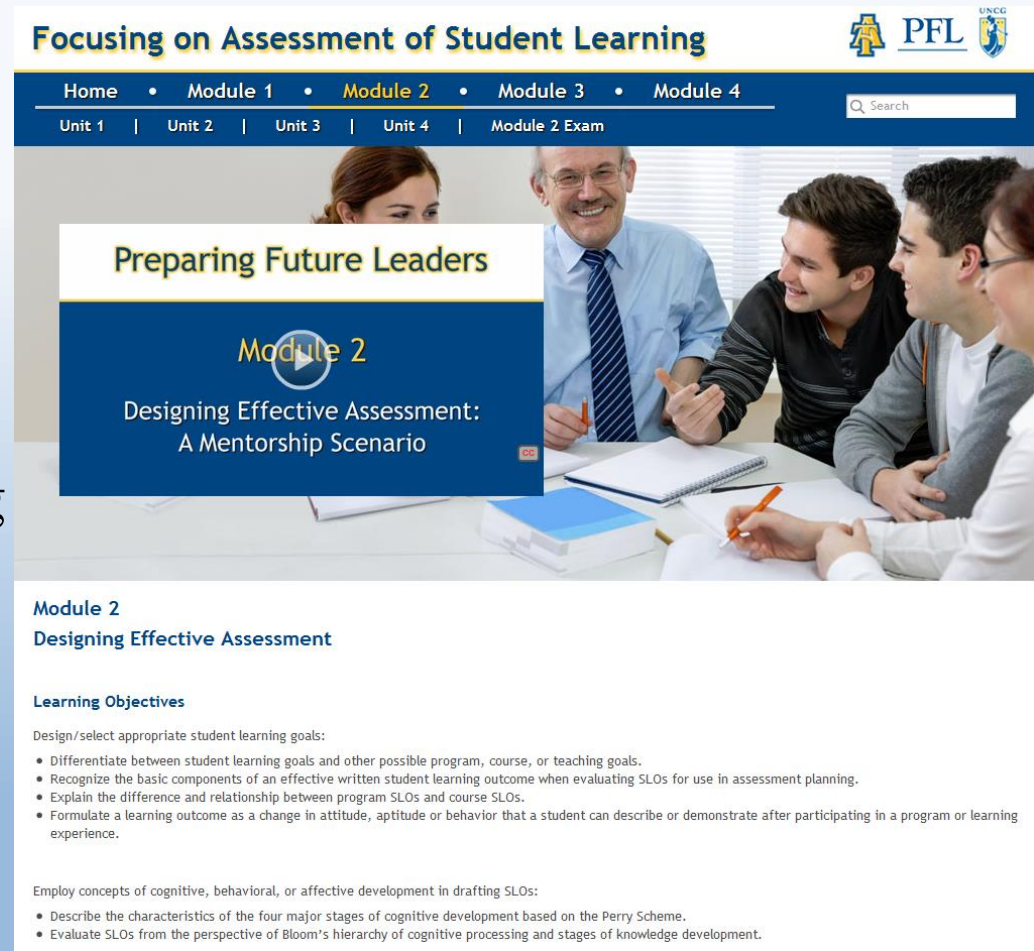
Related Activities (continued):

- conduct research relevant to one's own discipline

- Teaching Assistantship with guidance and feedback from faculty mentor(s)

4 Integrated Online Modules:

- principles and purposes

- designing effective assessment

- applying tools in differing contexts

- using data for continuous improvement

Focusing on Assessment of Student Learning

Home • Module 1 • **Module 2** • Module 3 • Module 4

Unit 1 | Unit 2 | Unit 3 | Unit 4 | Module 2 Exam

Preparing Future Leaders

Module 2
Designing Effective Assessment:
A Mentorship Scenario

Module 2
Designing Effective Assessment

Learning Objectives

Design/select appropriate student learning goals:

- Differentiate between student learning goals and other possible program, course, or teaching goals.
- Recognize the basic components of an effective written student learning outcome when evaluating SLOs for use in assessment planning.
- Explain the difference and relationship between program SLOs and course SLOs.
- Formulate a learning outcome as a change in attitude, aptitude or behavior that a student can describe or demonstrate after participating in a program or learning experience.

Employ concepts of cognitive, behavioral, or affective development in drafting SLOs:

- Describe the characteristics of the four major stages of cognitive development based on the Perry Scheme.
- Evaluate SLOs from the perspective of Bloom's hierarchy of cognitive processing and stages of knowledge development.

Modules:

- designed/defined by learning outcomes

- videos

- information and resources

- self-tests

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