Assessment With Benefits:
Collecting, reporting, and using assessment to improve teaching and learning

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with

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Assessment is often seen by professors as a burden to be done with or, even better, to be done away with. This is usually because assessment processes become a one-way data flow with little perceived return value. Although assessment is peddled as a device to help students learn, it is commonly exploited (and seen!) primarily as a device to report and store nonessential data that are mostly unused --- and even unread!

Actually, assessment becomes more attractive to faculty members when it functions as it was originally designed to function ---to help improve teaching and learning--- and conserves faculty time, money, and effort. Unfortunately, most of the presently used assessment methods don't do any of these things but, instead, add burdens. The purpose of this seminar is to outline assessment processes that provide rapid and direct feedback for program improvement and have properties that are congenial for faculty members, administrators, and accreditors. Therefore, this seminar:

1. Demonstrates assessment methods that shift responsibility for learning onto students so that faculty members can teach with less stress.
2. Uses assessment to provide feedback on learning so that students learn with greater depth and effect.
3. Offers modified versions of the Nichols' Five Column Assessment so that reporting is done with a smaller burden of administrivia.
Assessment With Benefits
http://www.siue.edu/~der/
Scroll down below white menu table
Click on “OSU Assessment With Benefits”

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For aligning and reporting, you might consider…
[--after Nichols]

<table>
<thead>
<tr>
<th>Mission or Goal</th>
<th>Objective or Outcome</th>
<th>Measurement and Criterion</th>
<th>Result or Finding</th>
<th>Use (by whom for what and when?)</th>
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<tbody>
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<td>Course?</td>
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Assessment Background Knowledge Probe
[--after Angelo and Cross]

Please consider the following responses:

a. I have not heard of this before now
b. I’ve heard of this before but wouldn’t want to describe it publicly
c. I’ve heard of this before and can describe it publicly if asked
d. I’ve heard this before and have used it my work

Please write the applicable letter from the list above in the space by each term below:

___Direct vs. indirect assessment ___Formative vs. summative
___Assessment vs. Evaluation ___Criterion vs. Value-added
___Goals vs. objectives/indicators ___Grades vs. assessment
___Readiness assessment test ___Authentic assessment
___Benchmarking ___PechaKucha  ペチャクチャ

Using a Background Knowledge Probe

1. Emphasize threshold concepts and prerequisites…more than core concepts.
2. No names, please. After discussion, collect and count numbers of (a), (b), (c), (d). Adjust course appropriately.
3. If core course professors or whole school shares, assessment helps align curriculum.
4. BKP saves teaching time and puts responsibility for learning on students.
5. Keep track from semester to semester. Cite improvement for reaccreditation.