

ASSESSMENT: A RECURSIVE PROCESS

Susan E. Keller

Two Different Types of Spirals:

- “Closing the Loop”
 - ▣ Spiral rather than Loop: Progress.
- Assessing the Assessment



The Jiffy-Pop Approach:



Some key lessons:



- Goal is to create a stronger learning environment
 - ▣ Sometimes achieved by “unsuccessful” efforts...
- You don’t have to have developed a systematic approach to begin assessment
 - ▣ Start where you can...
- The more you involve faculty at all levels, the greater the impact on improving learning
 - ▣ But you may need to leave some behind...

Example: Our Experience with Portfolio Review

- Vital for working with our learning outcomes and developing rubrics
- Valuable for involving faculty in the work of learning about students through their exemplars
- Key to explaining learning outcomes to students and teaching them how to self-assess



Not useful (to us)
for providing
information about
student learning.

Out of the ashes...



- Great rubrics
- Educated faculty and students
- Embedded assessment process



Assessing our Embedded Assessment Project

- Involved lots of faculty at all levels, including adjuncts, designing assessment projects through mentoring workshops
- Increased the attention to learning goals, and connecting classroom activities to learning goals (improved teaching/learning).
- Lots of information about student learning obtained
- Not systematic except in limited areas (Legal Writing and Research).

Curriculum Mapping



Learning Goals

- Applying Rules to Facts (e.g.)
- Issue Spotting (e.g.)

Activities

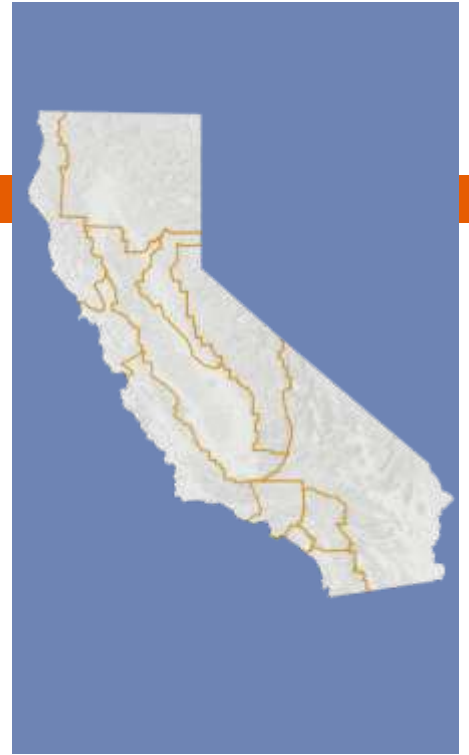
- Writing Exercises
- Quizzes

Proficiency Level

- Awareness
- Use
- Proficiency
- Expertise

...+ Skills Emphasis

- = New Learning Outcomes!
- Faculty struggled, debated, owned
- Reflected on teaching, once again
- Better reflection, more mappable



Next Horizon

- Connecting Students to Skills Inventory
- Improve Resumes and Interviewing

