Assessment – Closed Feedback Loop

- Goals
- Mission
- Vision
- Values

- student learning outcomes
- modifications in learning activities, pedagogy, and curriculum
- analysis of data
- measurement of outcomes
Student Learning Outcomes

- What do you want students to **know**
- What do you want students to be able to do
- What do you want students to **value/appreciate**
  
  . . . as a result of participating in your program?

1. **Begin** outcome statement with: *The student will...* or *Students will...*

2. Include verbs that allow you to measure or observe student progress (avoid verbs such as *understand* or *learn*); at appropriate level of cognitive development

3. Identify specific program activities that support student learning
Disability Resources

Students will describe the strengths and limitations of their disability

• States what students will be able to do
• Appropriate level of cognitive development - knowledge & comprehension levels of Bloom’s Taxonomy
• Clearly tied to DR’s Mission Statement...

The University of Minnesota Duluth values diversity as a means of enriching the educational experience of all students. To support this mission, the Office of Disability Resources recognizes disability as an aspect of diversity and appreciates disability as an integral part of society. To that end, we work with students, faculty, staff and the larger community to create usable, equitable, and inclusive learning environments.

• Student demonstrates ability to describe disability during individual meetings with course instructors.

DR staff conduct individual consultations with students in preparation for these meetings.
Selecting Assessment Measures

- Embedded (recommended) versus Add-On

- **Indirect versus Direct**
  - **Indirect methods** - Infer whether the objective has been met; do not directly demonstrate students’ knowledge or skill; this includes student self-judgment of learning
  - **Direct methods** – Explicitly demonstrate students’ knowledge and/or skill
    - Course/activity embedded – test items or projects
    - Performance assessment – use student activities to assess skills and knowledge
    - Portfolio assessment – collection of student work over time used to demonstrate growth and achievement
Disability Resources

*Students will describe the strengths and limitations of their disability*

What will students know or be able to do in order to demonstrate achievement of the outcome?

1. Student defines his/her disability
2. Student states how his/her disability impacts course
3. Student states needed course accommodations

Determine Measures:

1. Indirect – Survey faculty member for his/her perception of how well the student accomplished the three items listed above
2. Direct – Observation of students during “practice”
Rubrics – Making Criteria Explicit

- Articulates the criteria and standards that will be used to evaluate student work
- Translates informed professional judgment into numerical ratings on a scale
Disability Resources

Students will describe the strengths and limitations of their disability

<table>
<thead>
<tr>
<th>Performance Area</th>
<th>Rating = 4</th>
<th>Rating = 3</th>
<th>Rating = 2</th>
<th>Rating = 1</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Define disability</td>
<td>Student clearly and concisely defines disability</td>
<td>Student adequately defines disability</td>
<td>Student fails to clearly define disability</td>
<td>Student does not identify disability</td>
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<tr>
<td>Articulate disability’s impact on course performance</td>
<td>Student clearly and concisely states disability’s impact on course performance</td>
<td>Student adequately states disability’s impact on course performance</td>
<td>Student fails to clearly tie disability to impact on course performance</td>
<td>Student does not include statement of disability’s impact on course performance</td>
<td></td>
</tr>
<tr>
<td>State needed course accommodations</td>
<td>Student clearly and concisely states needed course accommodations</td>
<td>Student adequately states needed course accommodations</td>
<td>Student fails to clearly state needed course accommodations</td>
<td>Student does not include statement of course accommodations</td>
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Total
Work Session

- Feedback from colleagues on outcomes, measures, and overall assessment plans
- Assistance choosing measures
- Consultation with assessment coordinators

Revisit learning outcomes - 10 minutes
  Appropriate level of Bloom’s Taxonomy?
  Is “verb” within your purview? (For example, can you measure whether student applies knowledge?)

Measures including rubrics – 30-40 minutes
  Direct, direct, direct and then indirect

Back to large group