



The Learner-centered Commitments, Principles, and Processes That Underlie Real-time Student Assessment

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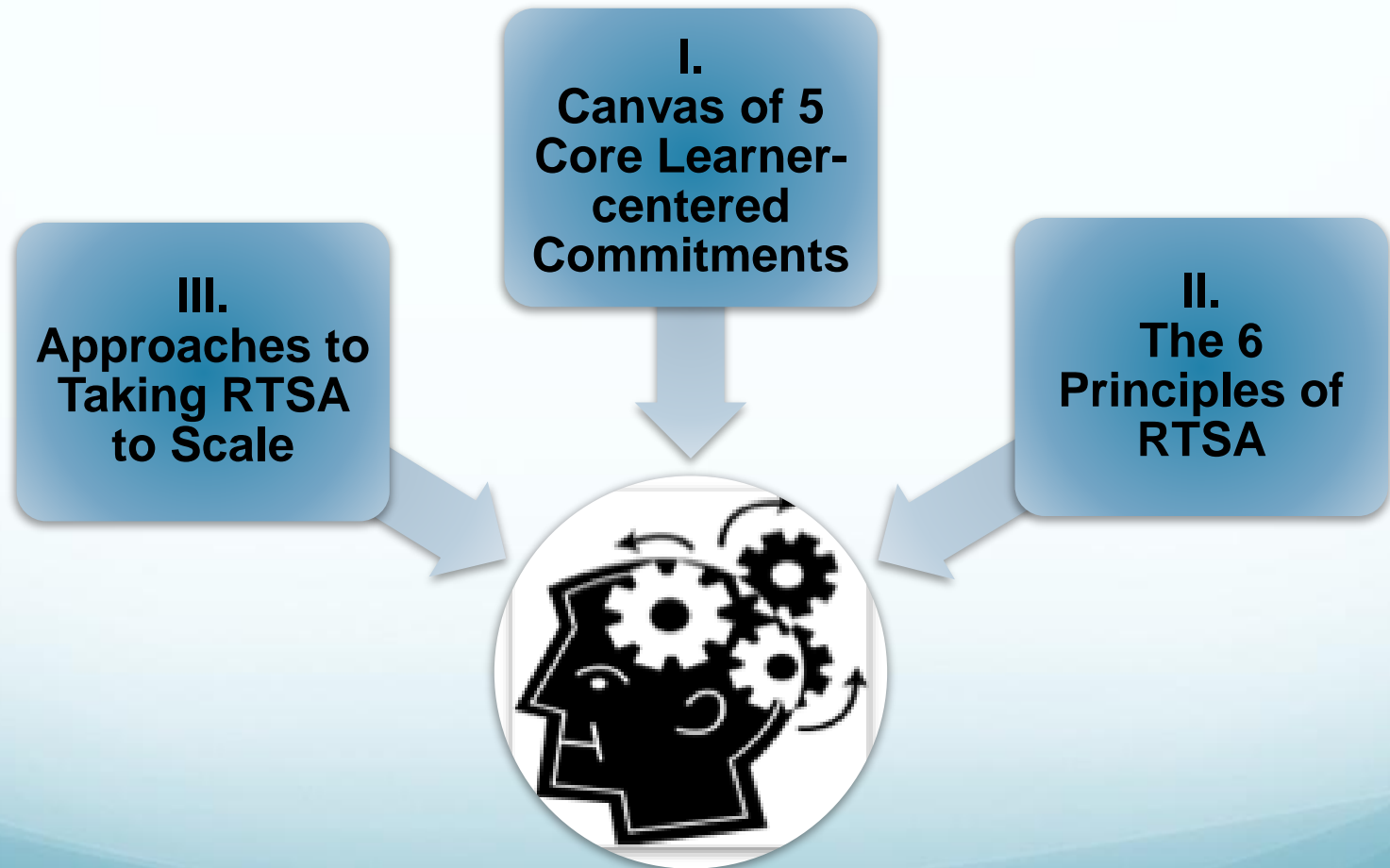
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September 21, 2018 University of Oklahoma Workshop

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Real-time Student Assessment: Meeting The Imperative for Improved Time to Degree, Closing the Opportunity Gap, and Assuring Student Competencies for 21st Century Needs



I. The Canvas of 5 Core Learner-centered Commitments....



that stretches across an **outcomes-based framework**

WHY?

- ❑ to monitor/gauge continuously students' equitable progress toward achieving a high-quality degree at the institution- and program-levels; and
- ❑ to trigger nimble development of short- and longer-term practices or interventions to improve students' learning from point of matriculation, transfer, or re-entry to point of graduation

Commitment 1

A Shared Commitment to Close Measurably Existing Achievement and Graduation Gaps

An inclusive commitment to real-time student assessment stretches across an institution and engages internal stakeholders at multiple levels and for various purposes—from institution or system leaders to administrators, academic leaders, full- and part-time faculty, the institution's network of experts contributing to or supporting student learning, and currently enrolled students—direct beneficiaries of this assessment approach.

Commitment 2

Agreement on the Language of Outcomes and Scoring Rubrics to Identify Continuously Patterns of Performance and Underperformance

Outcomes:

Establish transparent expectations for all students.




Provide students with a compass for learning
(Orientation to Institution/Program).




Generate collaborative discussions across a campus and across silos about shared expectations for student work. (Handout 1)

Use Collaboratively Agreed upon Rubrics to...

Develop a wide-angle lens to document students' achievement along their educational pathways—beyond course grades—based on their authentic work.



Assess the multiple dimensions of student learning achievement in a range of contexts.



Monitor, report, and improve patterns of under-performance as students progress towards equitable achievement of a high-quality degree.

Both agreed upon outcomes and aligned rubrics:

- ◆ Monitor students' equitable progress;
 - ◆ Provide consistent feedback to all students, holding them accountable for their learning and future improvements; and
 - ◆ Prompt students' self-reflection on their progress, often in the presence of a trusted
- (Handout 2: critical thinking rubric)



Example:

We held norming sessions using the Written Communication VALUE rubric that served as critical times to involve a wider circle of faculty and other contributors to student learning and to build a common language, a collective set of expectations, and shared tools for teaching writing across the curriculum (Brockport College, SUNY).

Commitment 3

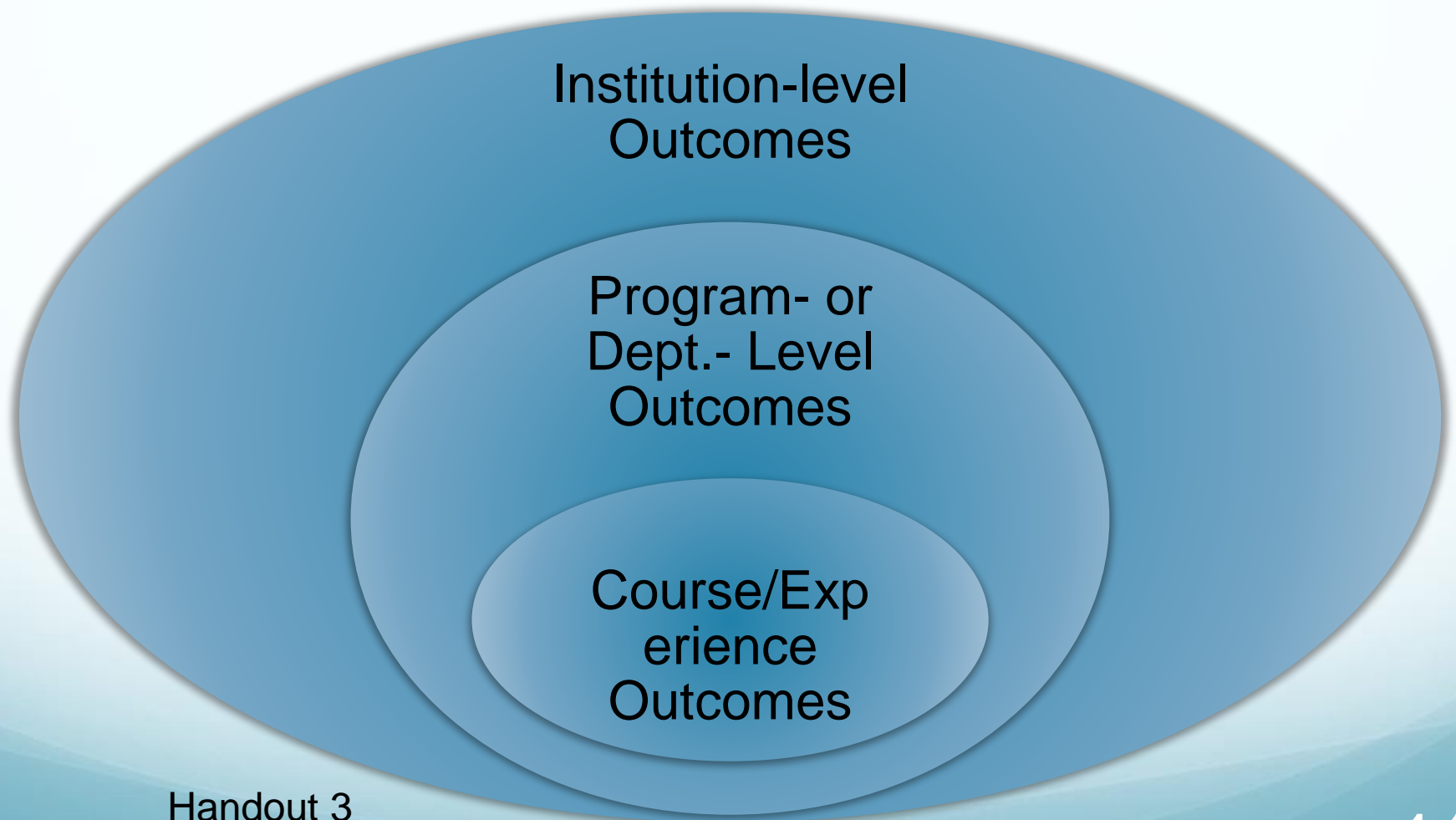
Coherence across The Curriculum, Co-Curriculum, and Other Educational Experiences

Students examine and compare information from various sources to evaluate reliability, validity, accuracy, timeliness, and point of view or bias. (I)

Students examine and compare information from various geological sources to evaluate reliability, validity, accuracy, timeliness, and point of view or bias. (P)

In searching a ProQuest assignment in Geology 102, students examine and compare information from various geological sources to evaluate reliability, validity, accuracy, timeliness, and point of view or bias. (C)

Collaboratively Agreed upon Learning Outcomes at Multiple Levels Foster Enduring Learning



Example:

GE Task Force faculty representatives mentored faculty in each undergraduate program to develop signature assignments, embedded within core courses in each program and designed to measure achievement of the five ILOs. (Brandman University)

Commitment 4

Alignment of Courses, Educational Experiences, and Assignments with Outcomes and Standards and Criteria of Judgment

Institution's General Education Outcomes	Program Outcomes That Include General Education Outcomes	Course or Educational Experience Outcomes That Include Relevant General Education Outcomes	Agreement on Criteria and Standards of Judgment	Course/ Experience Design: *Pedagogy *Sequencing *Context for Learning *Input from Other Experts	Assignment Design: *Aligned Scaffolded Assignments or Exercises *Chronological Feedback and Student Self- reflection *Major Assignment Demonstrating Targeted Outcome(s)
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Examples of Quantitative Literacy across the Curriculum:

- English 101 assignment that includes analyzing statistics and graphs in research papers
- Anthropology assignment in a social action project that includes justifying choices with surveys and data, also required in writing a grant to get funding for the project.
- Introduction to Nutrition assignment that includes personal diet analysis with recommendations for ways to improve that diet.

- Criminology assignment that includes analyzing crime data through the lens of individuals' different roles such as a police chief or a journalist.
- ESL assignment that includes using self-collected survey data to create and justify an ideal community.
- Economics assignment that includes analyzing the federal budget (Holyoke Community College).

Commitment 5

Faculty Collaboration with The Institution's Network of Experts, Such as Those in...

student affairs/ support

services

academic support services

registrar's office

library and information

resources

institutional research

assessment

professional development

online education/IT

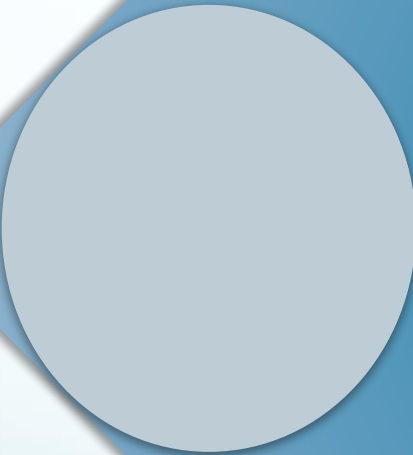
student enrollment and
management

instructional design

Rio Salado College uses a dashboard approach featuring green, yellow and red lights to indicate to students and their instructors whether they are on track towards success, failure or somewhere in between. The immediacy of this information allows problems to be addressed before it is too late in the semester to make a difference (Barrington, 2013)

II: The 6 Guiding Principles of RTSA and Related Processes

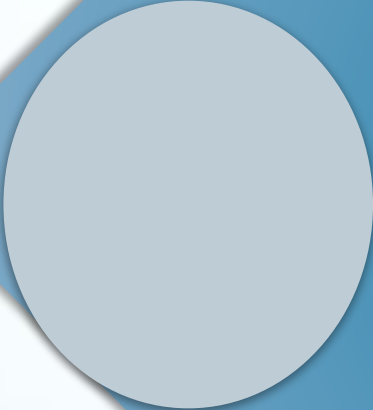
1. Internally Driven and Motivated



A shared commitment to *enrolled students' equitable and measurable progress toward achieving a high-quality degree* is driven by institutional mission and/or leadership

2. Inclusive of Internal Stakeholders

Involvement of institutional leaders, faculty, administrators, education professionals (such as those in academic and student support, education or instructional technology and tutoring) and students to improve measurably students' achievement of a high-quality degree.



3: Bolstered by Collaboration That Harnesses Others' Expertise and Practices

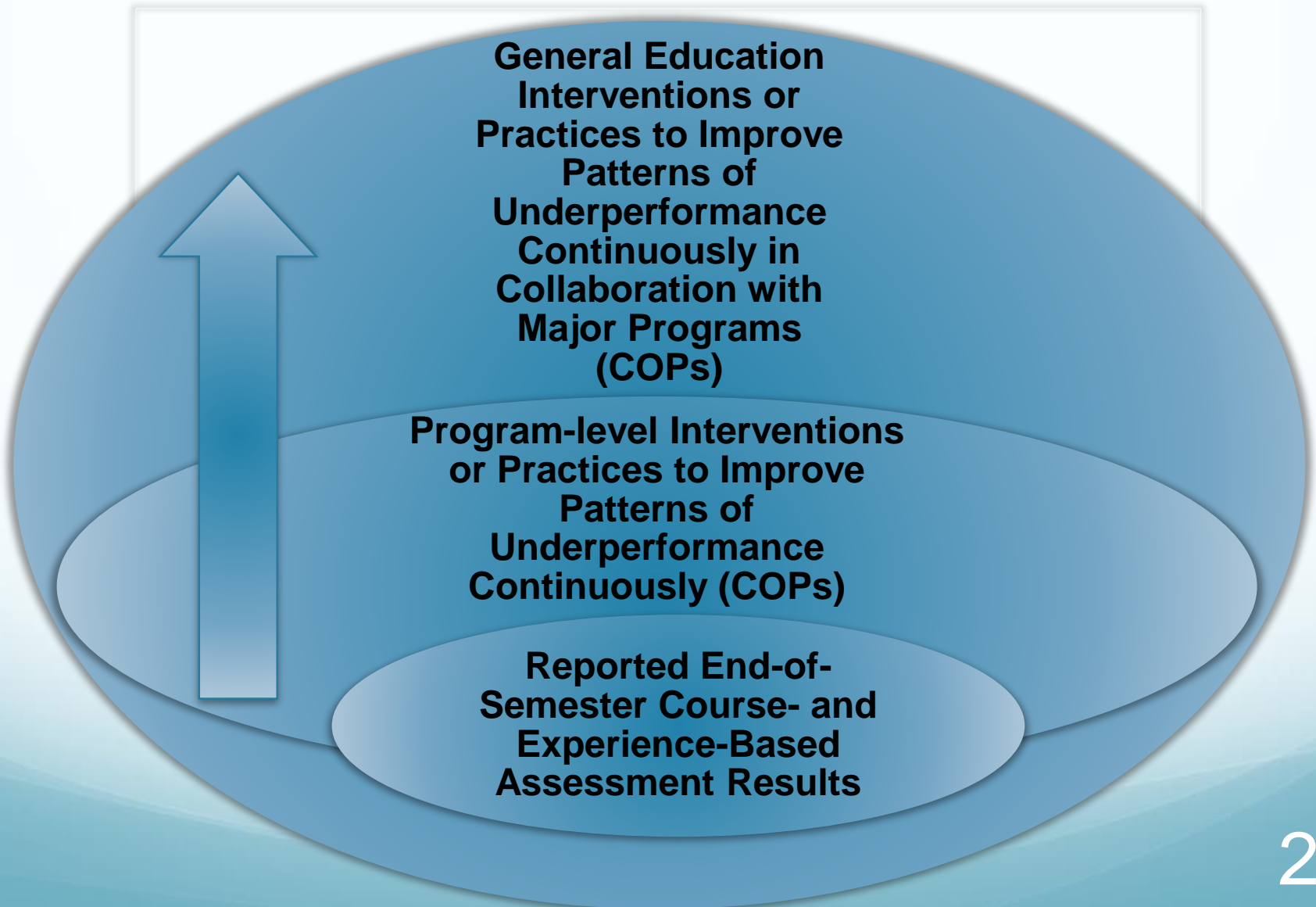
Sustained through ongoing collaboration and cooperation among institutional and administrative leaders, faculty, other campus experts, and students to advance ***all*** enrolled students to high-level achievement



4: Anchored in Continuous Reporting and Interrogation of Assessment Results

End-of-semester real-time assessment results are displayed on two dashboards: program-level dashboards and an institution-level dashboard

Flow of End-of-Semester Assessment Results into Program- and Institution-level Dashboards



Performance Dashboard

Course or Education Experience Exit-Level Assessment Results Are Continuously Reported on Institution- and Program-Level Dashboards to Monitor Students' Equitable Progress towards Achieving High-quality GE and major program outcomes (that also include GE outcomes).



5. Responsive to Students' Needs in "The Present Tense"

Context-specific assessment results are nimbly used on-time to improve patterns of underperformance in the short-term and over the long-term as those patterns persist in enrolled students' work (See Handouts 5 and 6).



6. Institutionally Valued

Recognized and valued in an institution's aligned rewards system.

Recognition may value, for example....

- The importance of time--calendaring in days/times for collaborative interrogation leading to actions to improve learning (See Handout 7)
- The need for technological resources/support to facilitate the commitment; or
- Contributions to teaching and learning in P&T criteria, such as identifying effective teaching strategies, taking them to scale to improve learning measurably, engaging in SOTL.

III: Possible Approaches to Taking RTSA to Scale

- Identify High-Risk Courses or Modules That Stretch Across Students' Degree Pathways, From Point of Matriculation, Transfer, or Re-entry Into Higher Education to Point of Graduation
- Identify High-Risk Learning Outcomes
- Initially Reduce Intervals of Time Between Current Assessment Reporting Times to Identify and Improve Enrolled Students' Chronological Barriers



- Identify and Then Track the Most Vulnerable Cohorts of Students
- Initially Assess Students' Near-Graduation Work to Identify Patterns of Underperformance That Need to Be Addressed Longitudinally
- Learn How Colleagues in Specialized or Nationally Accredited Programs Continuously Assess Their Students' Progress and Use Results to Advance Enrolled Students to increasingly higher levels of performance