



ASSESSMENT 101

James Madison University

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Assessment Institute, October 2023

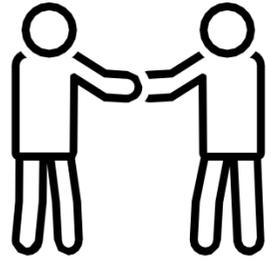


PARTICIPANT OUTCOMES

- Explain the basic steps in the assessment process
- Distinguish among beginning, developing, good, and advanced assessment reporting
- Develop an assessment plan for one student learning outcome (SLO)
- Discuss the fundamentals of applying interventions [pedagogy and curriculum] at the PROGRAM-LEVEL to improve student learning



OVERVIEW



9:00 AM - 10:15 AM

Introductions and Introducing
Assessment (Forest View)



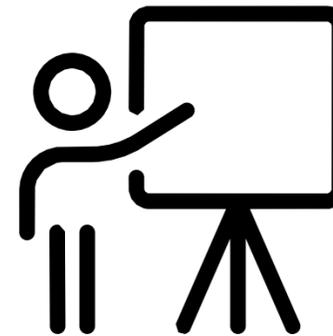
1:30 PM - 3:00 PM

Develop YOUR Assessment Plan



10:30 AM - Noon

The Assessment Components
(SLOs, Curriculum Maps,
Methodology)



3:15 PM - 4:30 PM

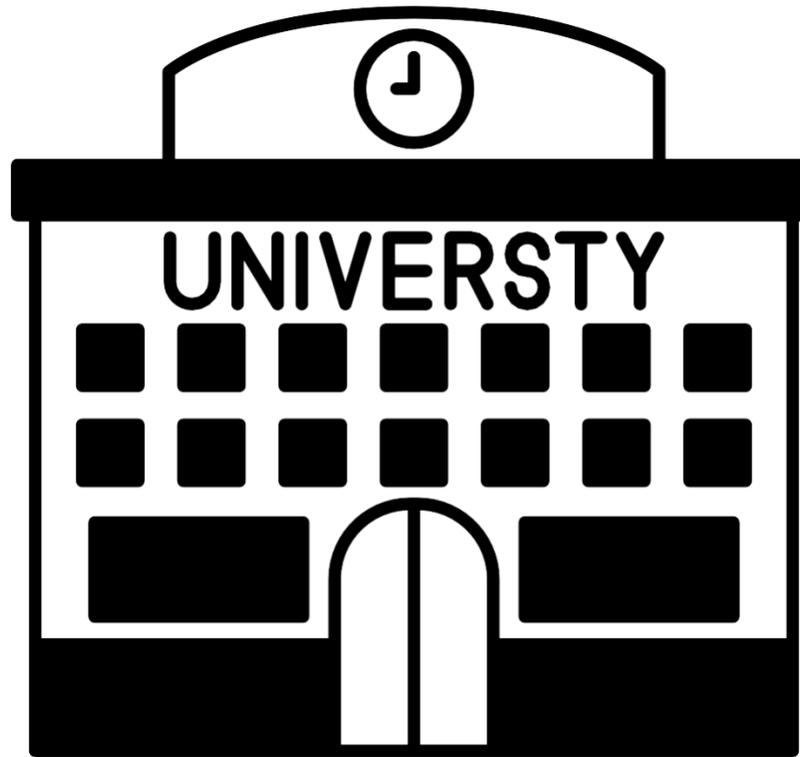
Workshop Assessment Plans &
Think About Learning Improvement



INTRODUCTIONS



Name



Institution & Role



One Thing
(you hope to learn)



WHAT IS PROGRAM ASSESSMENT?

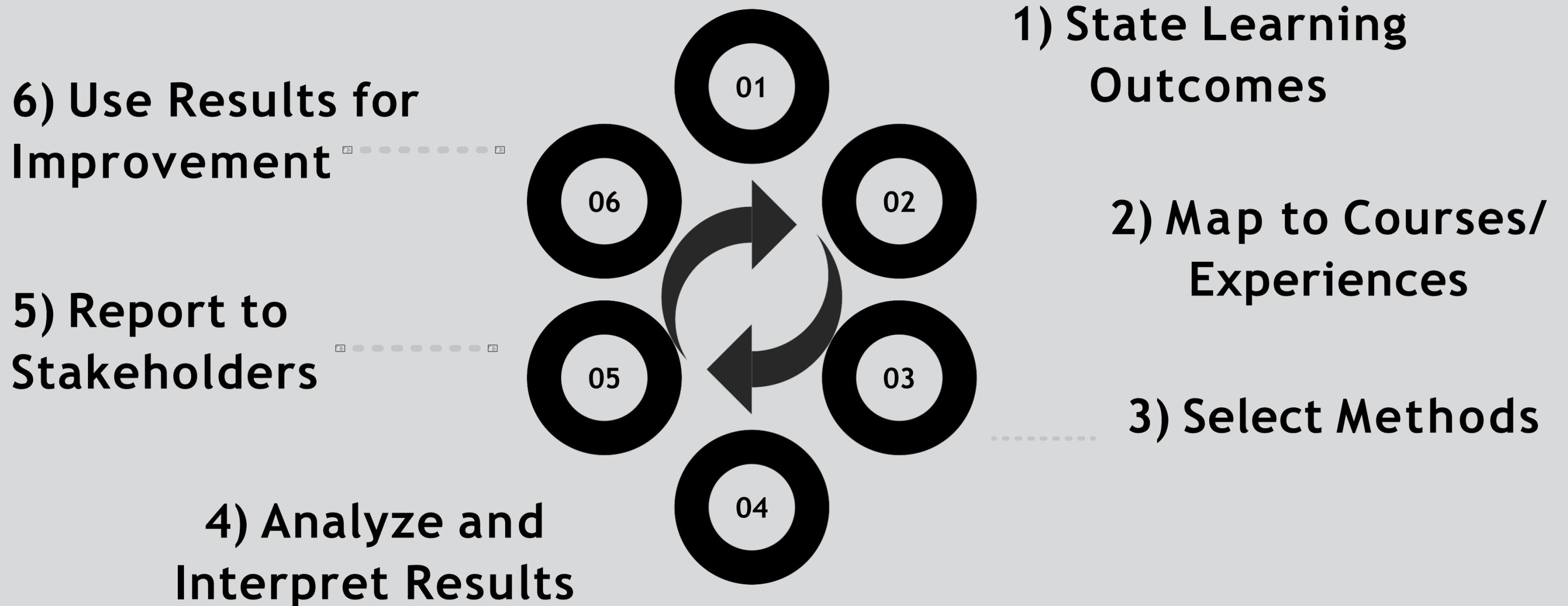
...a systematic process for evaluating STUDENT LEARNING related to a program.

Two Main Purposes

- Accountability
- Improvement



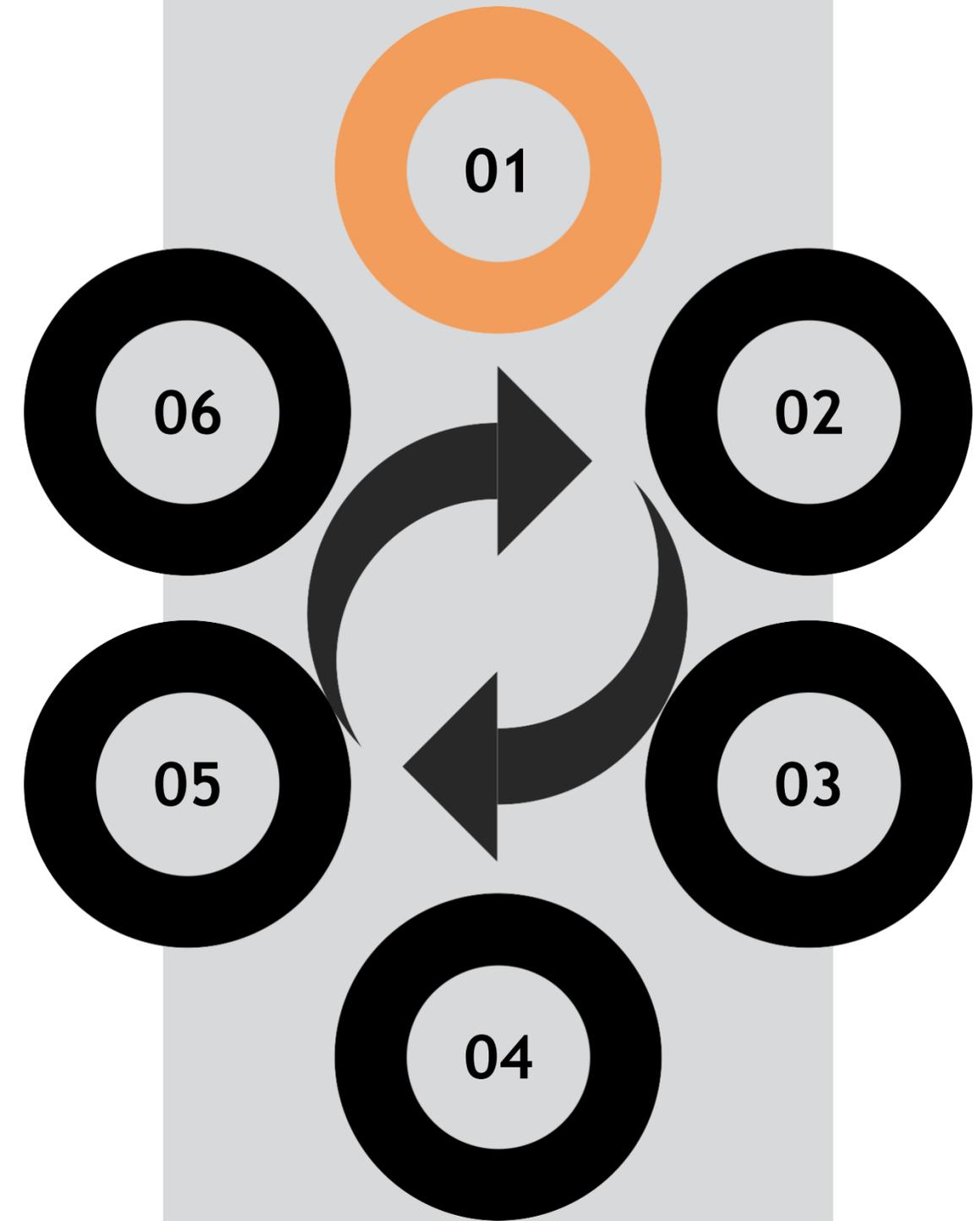
ASSESSMENT CYCLE





STEP 1: STATE LEARNING OUTCOMES

Student Learning Outcomes (SLOs) are what students should know, think, or do as a result of your program.

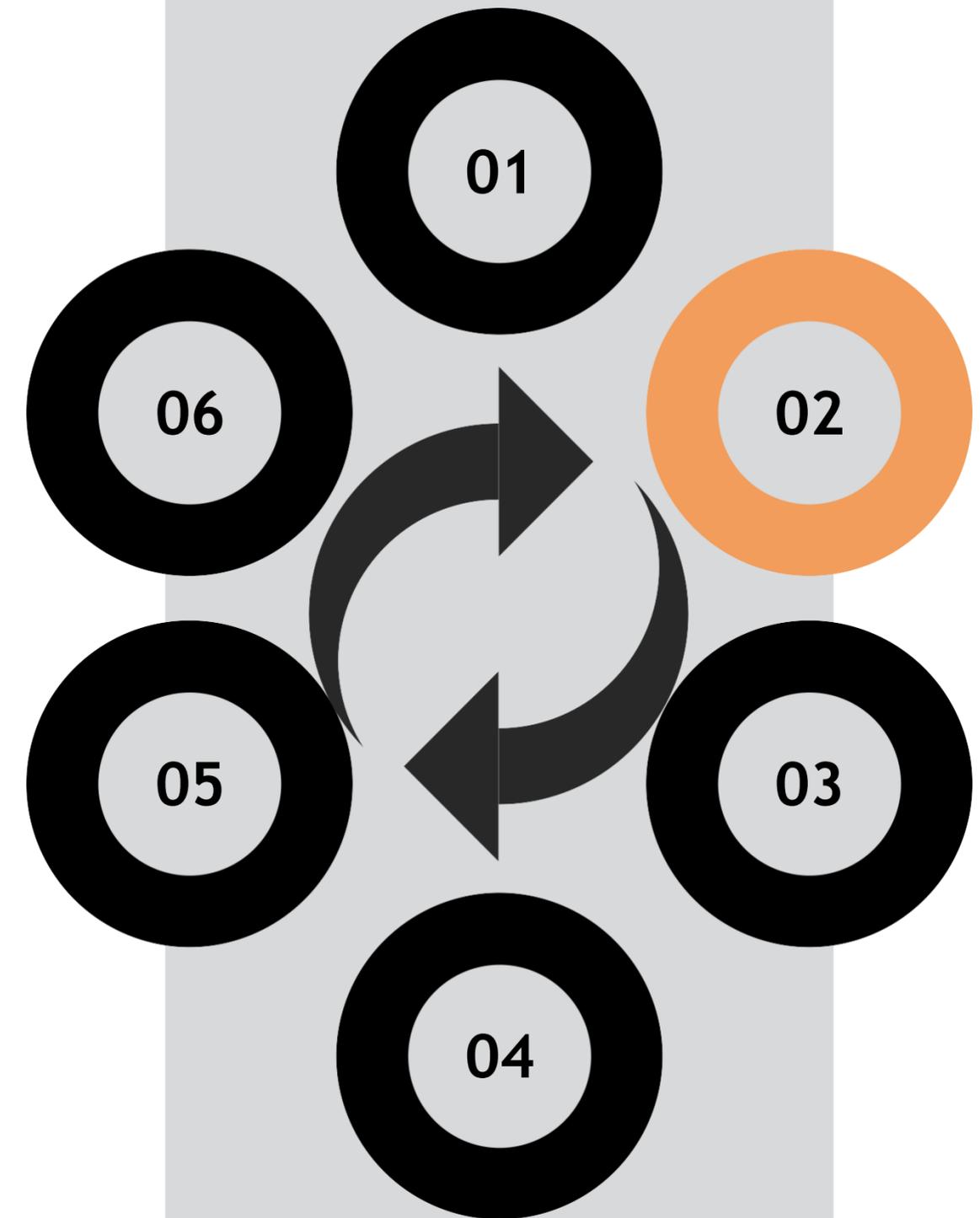




STEP 2: MAP SLOS TO COURSES/EXPERIENCES

Identify courses/co-curricular activities in which students should be learning knowledge/skills articulated in SLOs.

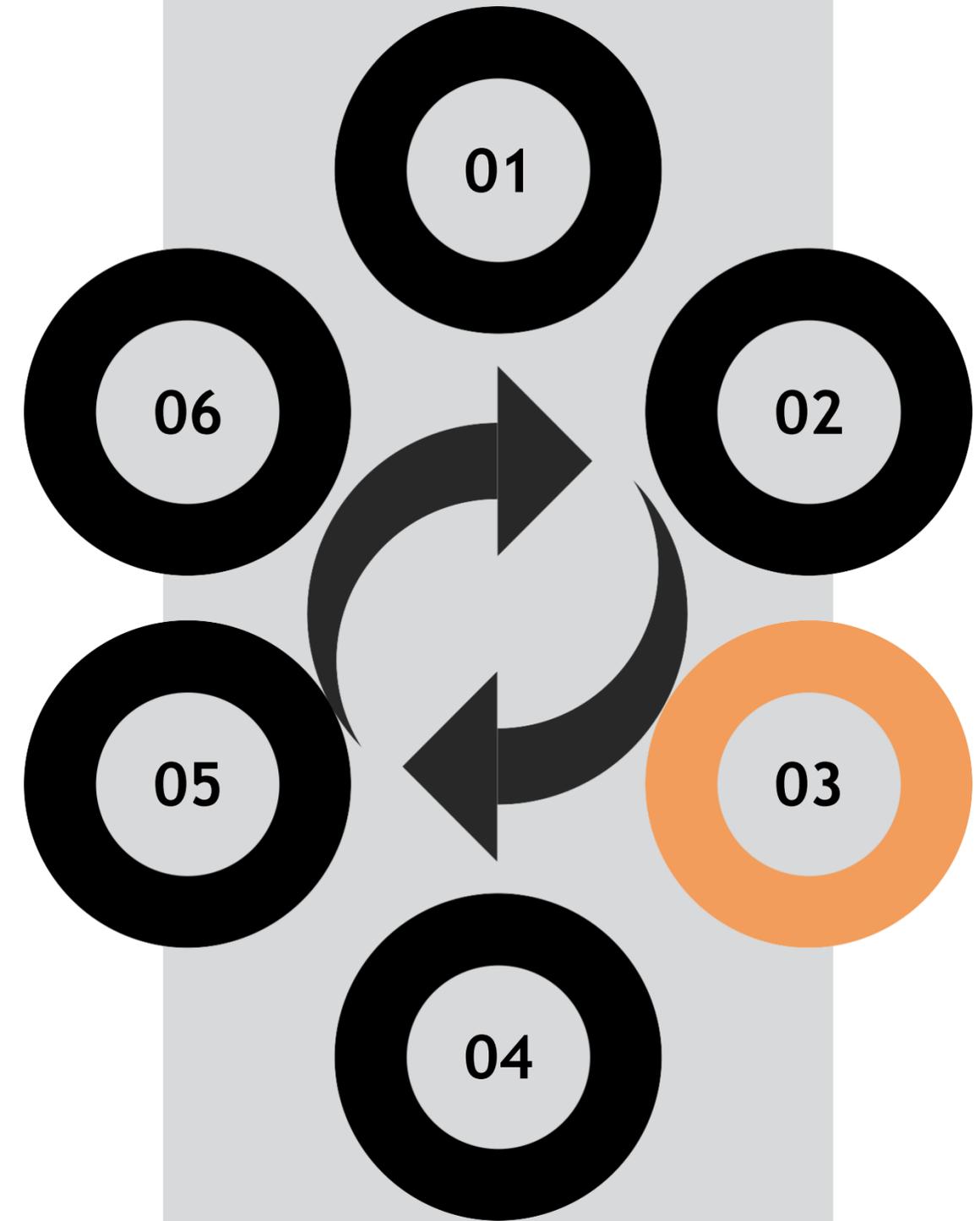
Referred to as *Program Theory*
– How the design of a program should theoretically affect students





STEP 3: SELECT METHODS

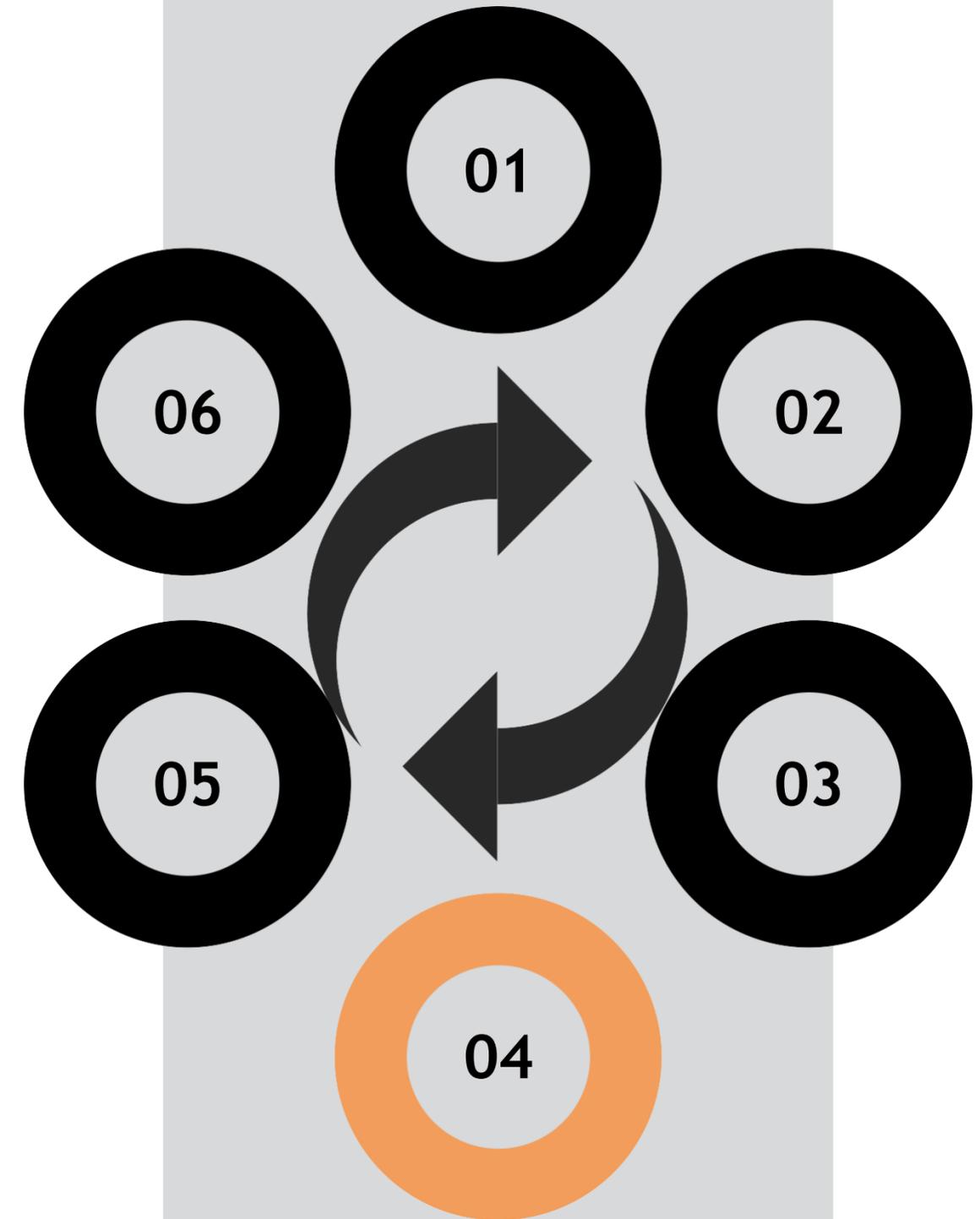
Select instruments and data collection strategies to gather evidence about student achievement of SLOs.





STEP 4: ANALYZE AND INTERPRET RESULTS

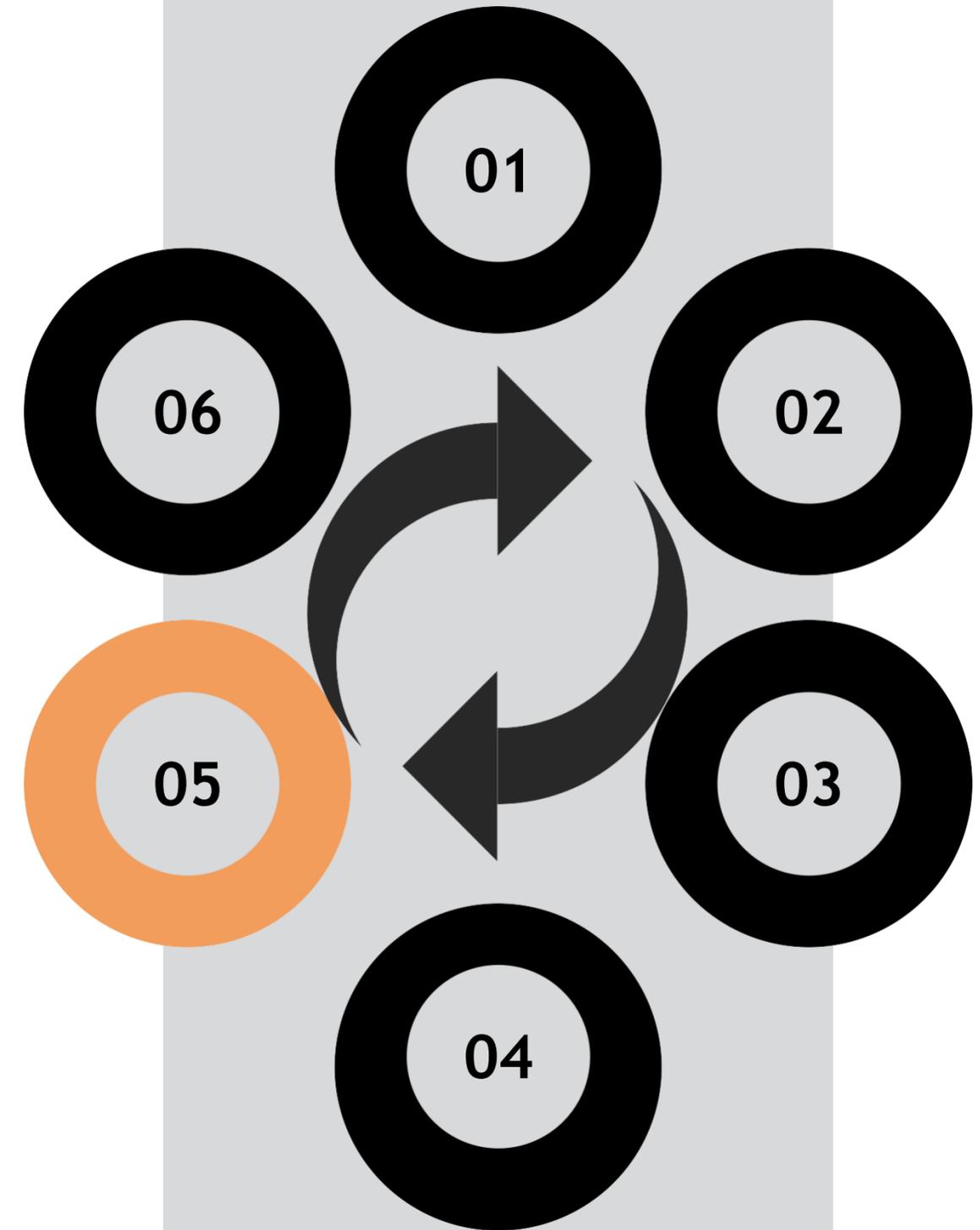
What did you find, and what does it mean relative to your SLOs?





STEP 5: REPORTING TO STAKEHOLDERS

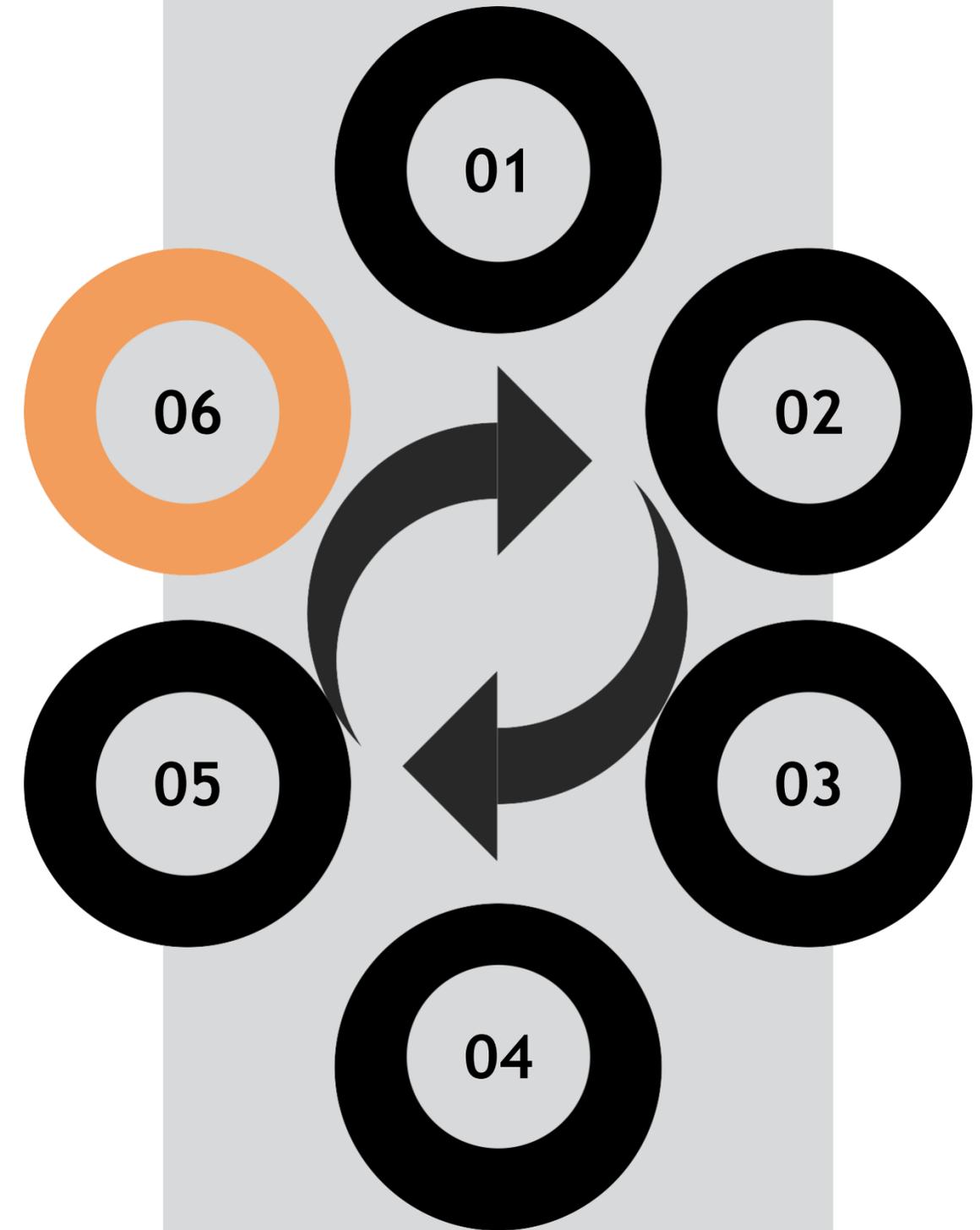
Identify stakeholders and what they want and need to know.





STEP 6: USING RESULTS FOR IMPROVEMENT

Program improvement influenced by evidence is the main purpose of assessment.





**PRACTICE
MAKES
PERFECT**



LET'S PRACTICE!

- Spend 3 minutes, examining the steps. Then...
- Turn to your partner.
- Explain the six steps of the assessment cycle.
- Try to do it without your notes.



LET'S WALK THROUGH AN EXAMPLE



**Imagine an institution
commits to teaching and
assessing ethical reasoning...**

What's the first step?

DEFINITION/THEORY

Teaching for Improved Ethical Reasoning Functions



Spectator

Evaluate Actions



Agent

Generate Action

DEFINITION/THEORY

Ethical Reasoning in Action

Ethical Considerations



Decision Science Findings

Rich legacies of moral theories, considerations, and practical reasoning

Practical reasoning strategies from current decision sciences e.g. social psychology, behavioral economics and brain research.



DEFINITION/THEORY

Decision-Affecting, Action Guiding,
Reflective Questions

Interrogate intuitions – slow down decision-making
Multiple ethical considerations
Open-ended questions [not confirmatory]
Group / team process is best

STUDENT LEARNING OUTCOMES

SLO 1 Memorization

SLO 2 Identification Simple

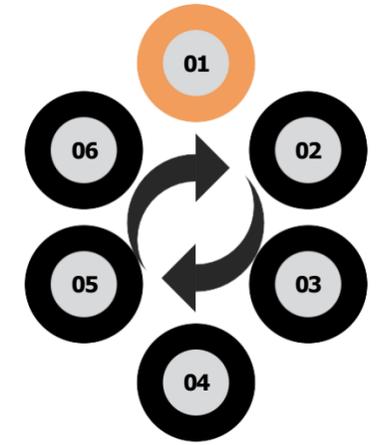
SLO 3 Identification Complex

SLO 4 Application Generic

SLO 5 Application Personal

SLO 6 Importance

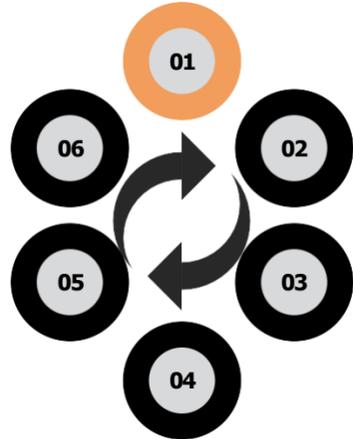
SLO 7 Confidence



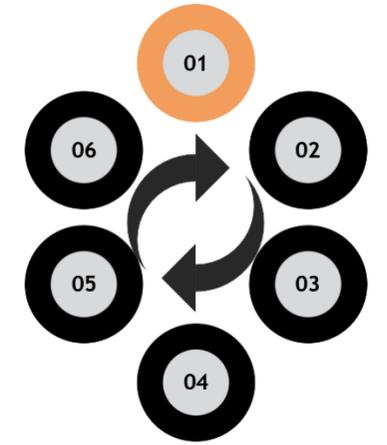
STUDENT LEARNING OUTCOME 5

To their own ethical situation or dilemma, students graduating from JMU will evaluate courses of action by applying (weighing and, if necessary, balancing) the considerations raised by the 8KQ.

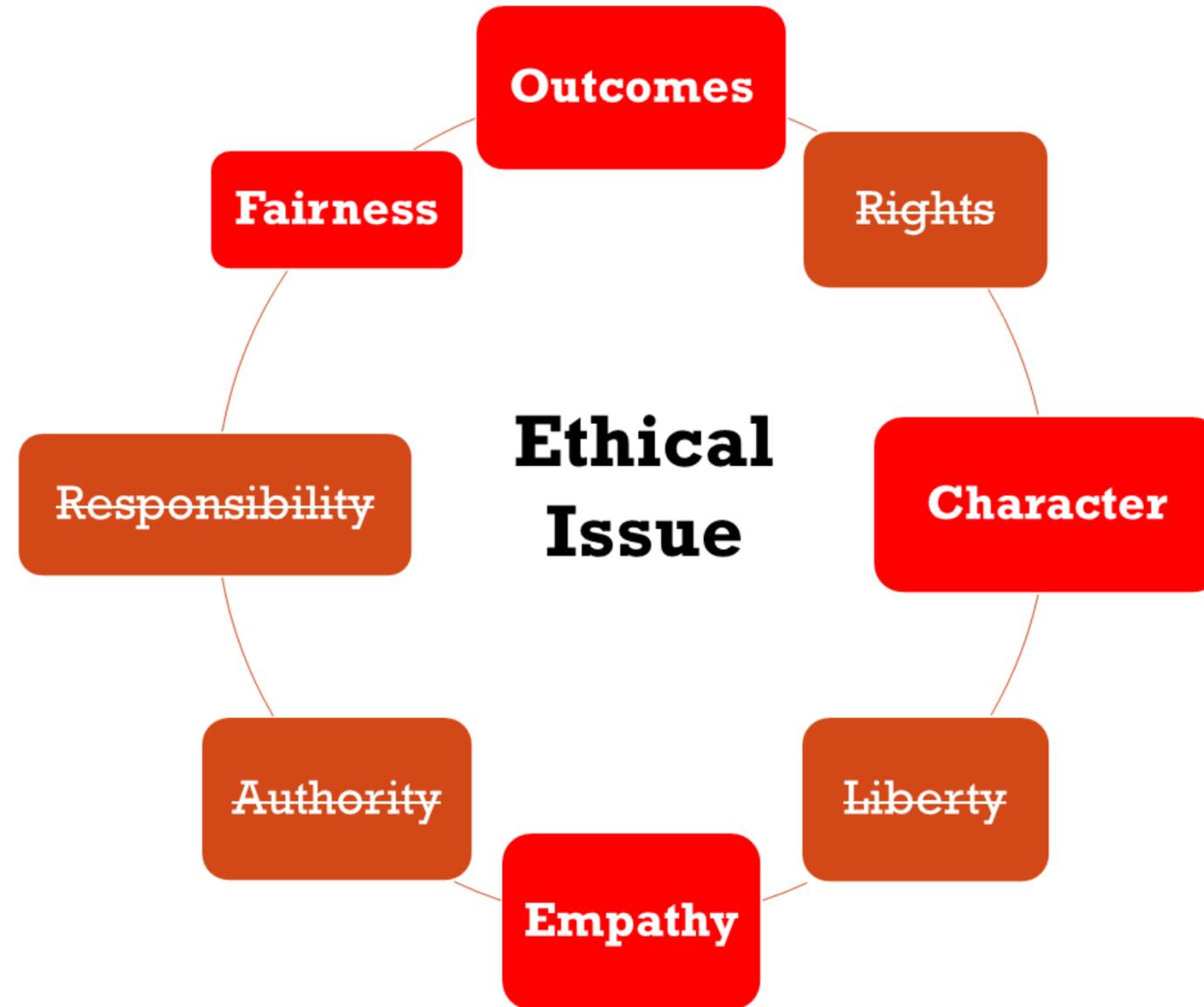
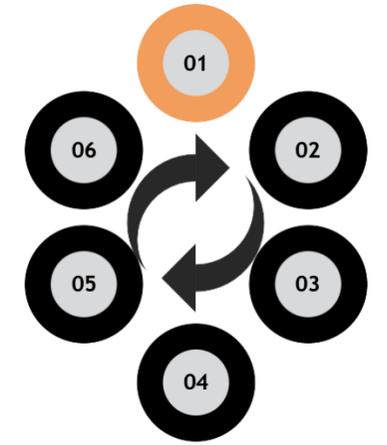
The Eight Key Questions (8KQ)



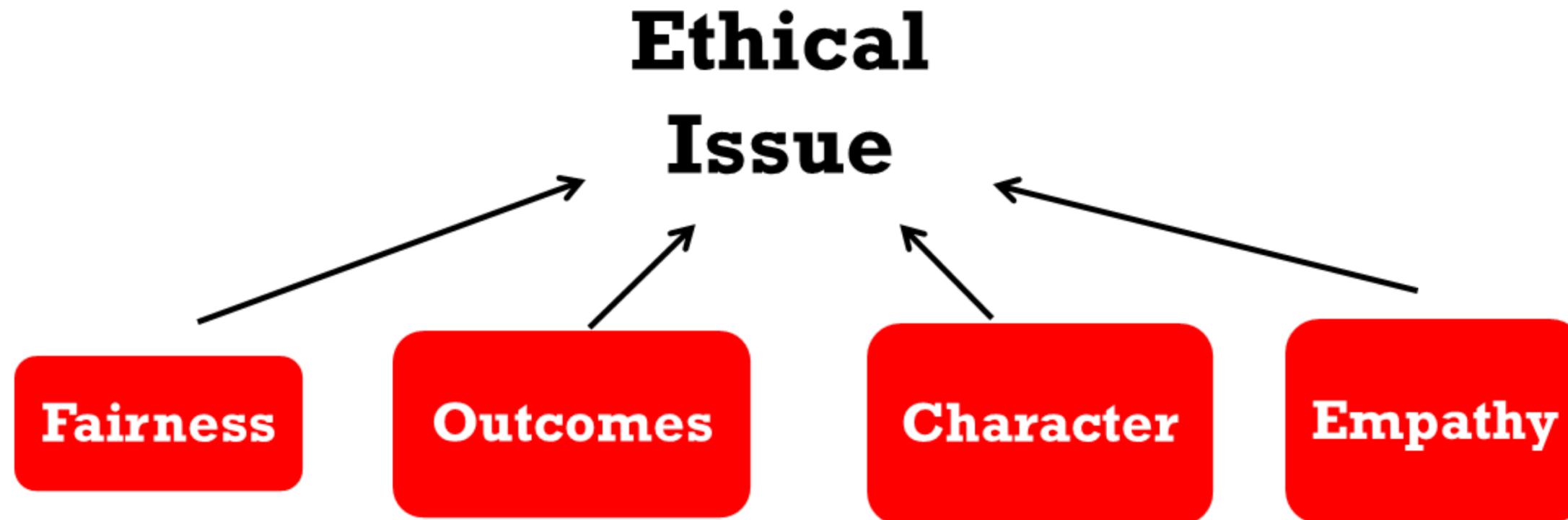
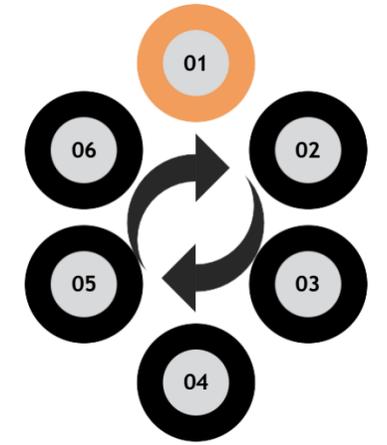
Which Apply?



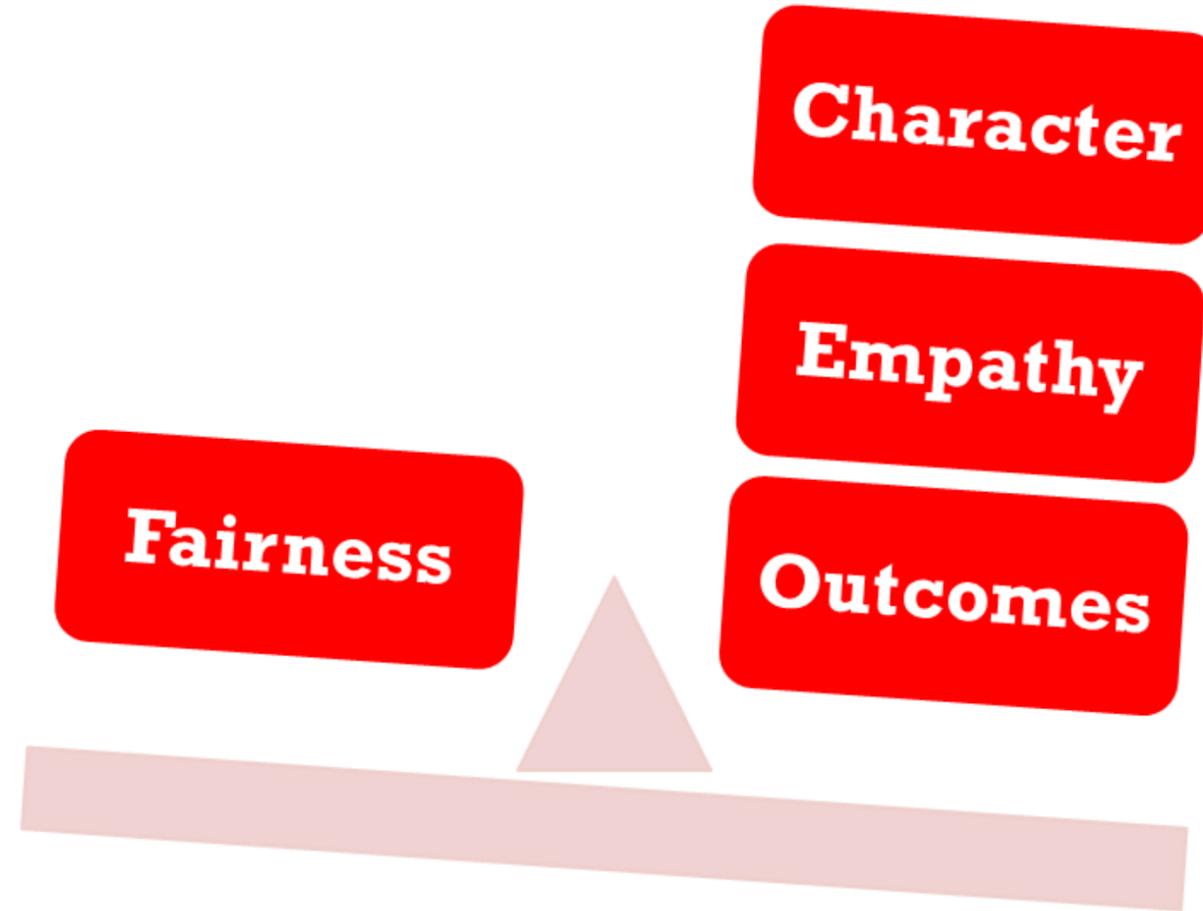
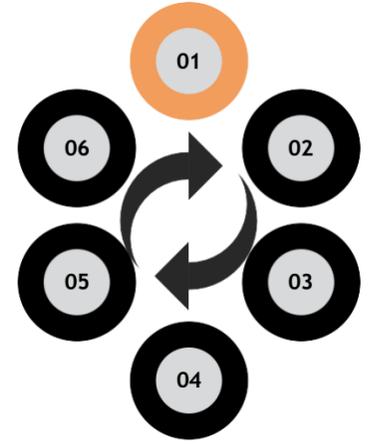
Which Apply?



Conduct Analyses

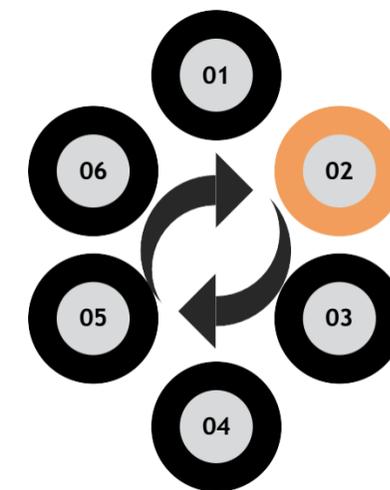


Weigh and Decide



-
-

MAP SLOS TO COURSES/EXPERIENCES



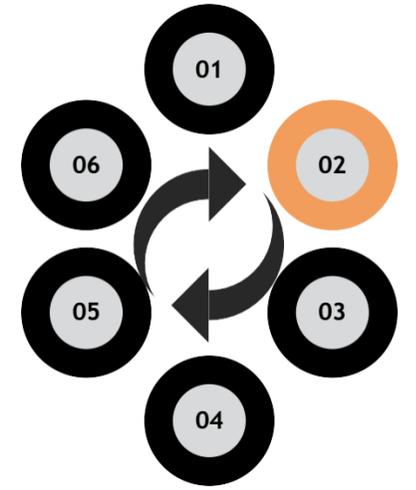
Required Professional Development for Implementers			Training Module	Training Module	Adv. Training Modules	Adv. Training Modules	Adv. Training Modules
Indirect Interventions		Welcome Book	↓	↓	↓	↓	↓
Direct Interventions		↓	Orientation	Freshman Course	Residence Life Scenarios	Gen Ed Course	Course in Major
SLO 1	Memorization		1	2	1	2	2
SLO 2	Identification Simple		1	3	2	2	2
SLO 3	Identification Complex		1	3		2	2
SLO 4	Application Generic		1	1	1	3	3
SLO 5	Application Personal			1		1	1
SLO 6	Importance	1	2	2	1	1	1
SLO 7	Confidence			1		1	1
<i>% of students affected during career, by 2020</i>		99% freshmen	99 % freshmen	99.9% freshmen	~50% of fresh & soph	Approx. 76% of students	Approx. 20% of students
<i>Intervention initiation</i>		Summer 2013	Fall 2013	Fall 2014	Fall 2013	Fall 2013	Fall 2013 ²⁴

JMU'S ORIENTATION

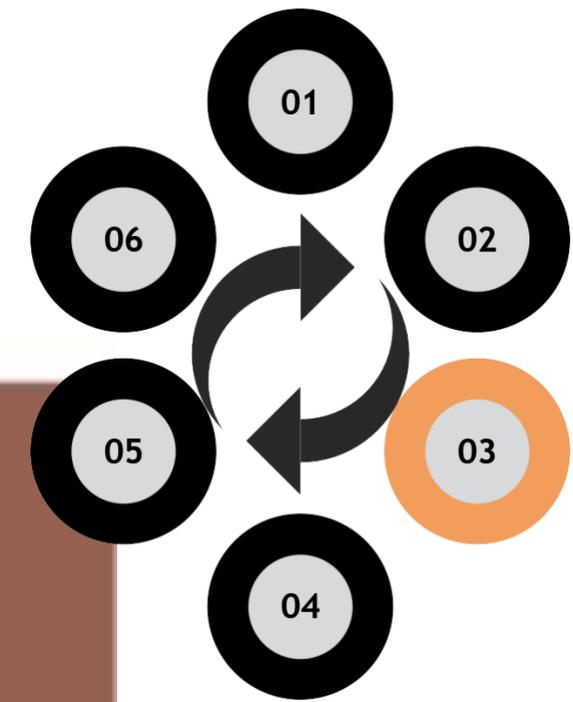
Hurricane Sharon

[Watch the Hurricane Sharon video](#)

Involves 4300+ incoming first-year students led by 150+ volunteer faculty and staff facilitators



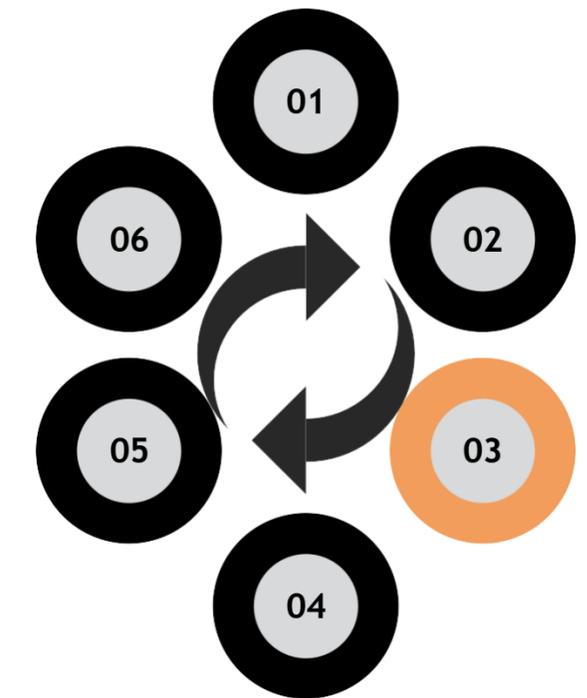
UNIVERSITY ASSESSMENT PLAN



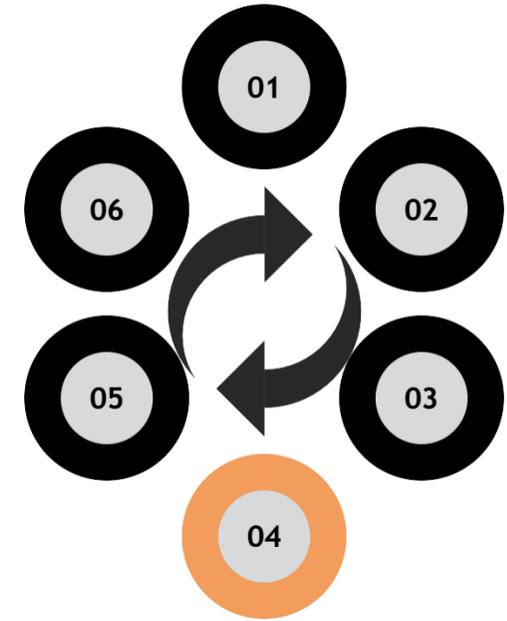
	SLO 1: Memori- -zation	SLOs 2 & 3: Identi- -fication (Simple & Complex)	SLO 4: Application Generic	SLO 5: Application Personal	SLOs 6 & 7: Attitudinal	Data Collection:
Ethical Reasoning Recall Test	✓					Yearly; random sample of 200 incoming freshmen in Orientation, after exposure to topic.
Ethical Reasoning Identification Test		✓				500-1000 randomly selected students as beginning freshmen & again as sophomores/ juniors. Repeated-Measures Design
Ethical Reasoning Essay			✓	✓		100-200 randomly selected students as beginning freshmen & again as sophomores/ juniors. Repeated-Measures Design
Survey of Ethical Reasoning		✓	✓	✓	✓	500-1000 randomly selected students as beginning freshmen & again as sophomores/ juniors. Repeated-Measures Design

James Madison University's Ethical Reasoning Rubric

Insufficient 0	Marginal 1	Good 2	Excellent 3	Extraordinary 4	Score
A. Ethical Situation: Identifying ethical issues in its context					
No reference to decision option(s).	Implicit reference to decision options AND/OR little context given regarding decision option(s).	Explicit but unorganized reference to decision option(s) and context.	Clear description of decision option(s) and context.	Meets criteria for Excellent AND... <ul style="list-style-type: none"> • Context treated with nuance • Builds tension with organization and word choice. 	
B. Key Question Reference: Mentioning the 8 KQs or equivalent terms					
Reference to zero or only one key question.	Vague references to key questions OR only two key questions referenced.	References four key questions.	References six key questions.	References all eight key questions.	
C. Key Question Applicability: Describing which of the 8 KQs are applicable or not applicable to the situation and why					
No rationale provided for the applicability or inapplicability of any KQs to the ethical situation.	Provides a rationale for the applicability or inapplicability of two key questions to the ethical situation.	Provides a rationale for the applicability or inapplicability of four key questions to the ethical situation.	Provides a rationale for the applicability or inapplicability of six key questions to the ethical situation.	For all eight questions provides a rationale for its applicability or inapplicability to the ethical situation.	
SPECIAL NOTE: If author identifies fewer than three applicable KQs, then Criteria "D" and "E" can be scored no higher than (1) "Marginal"					
D. Ethical Reasoning: Analyzing individual KQs					
No attempt to analyze any of the referenced key questions.	Analysis attempted using two or more key questions. Typically incorrect ascription of the key questions to the ethical situation. Account is unclear, disorganized, or inaccurate.	Analysis attempted using three or more key questions. Basically accurate ascription of the key questions to the ethical situation. Account is unclear or disorganized.	Analysis attempted using three or more key questions. Accurate ascription of the key questions to the ethical situation. Account is clear and organized.	Meets criteria for Excellent AND... Nuanced treatment of key questions, for example: <ul style="list-style-type: none"> • elucidates subtle distinctions • uses analogies or metaphors • considers different issues within same key question. 	
SPECIAL NOTE: If Criterion "D" is scored a 0 or 1 then Criterion "E" can be scored no higher than (1) "Marginal"					
E. Ethical Reasoning: Weighing the relevant factors and deciding					
No judgment is presented OR judgment presented with no rationale.	Uses products of the analysis and provides some weighing to make a decision. Account is unclear, disorganized, or inaccurate.	Conveys weighing approach using analysis products. Provides an intelligible basis for judgment.	Meets criteria for Good AND... Logically terminates in decision that will be reached.	Meets criteria for Excellent AND... Products of analysis weighed to make judgment compelling.	



Ethical Reasoning Results:



Where do we want to be?

Where did we start?

Where are we now?

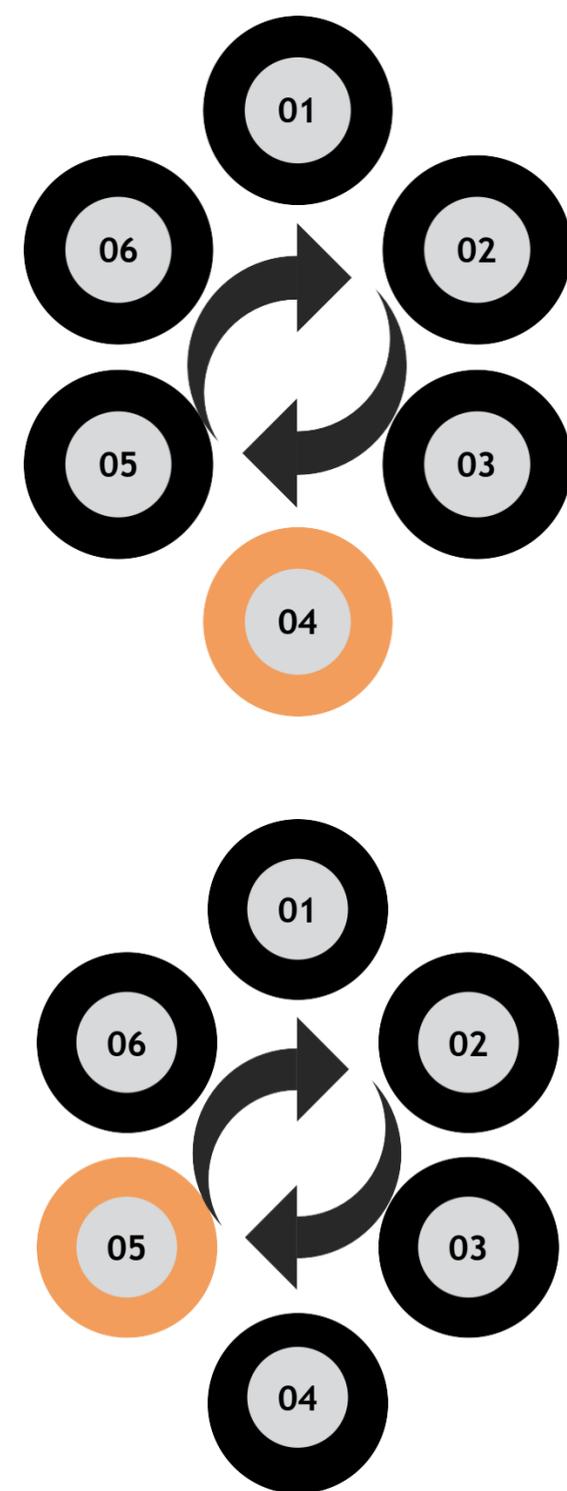
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B. Mentioning the 8 KQs or equivalent terms					
References to less than one key question.	Vague references to key questions OR only two key questions referenced.	References for key questions.	References six key questions.	References all eight key questions.	
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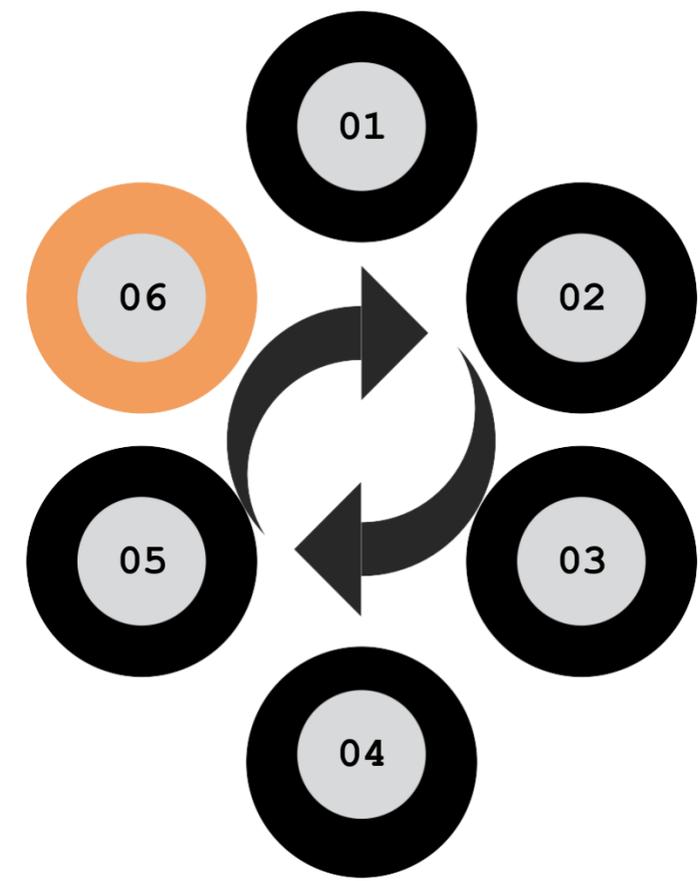
Baseline,
2013

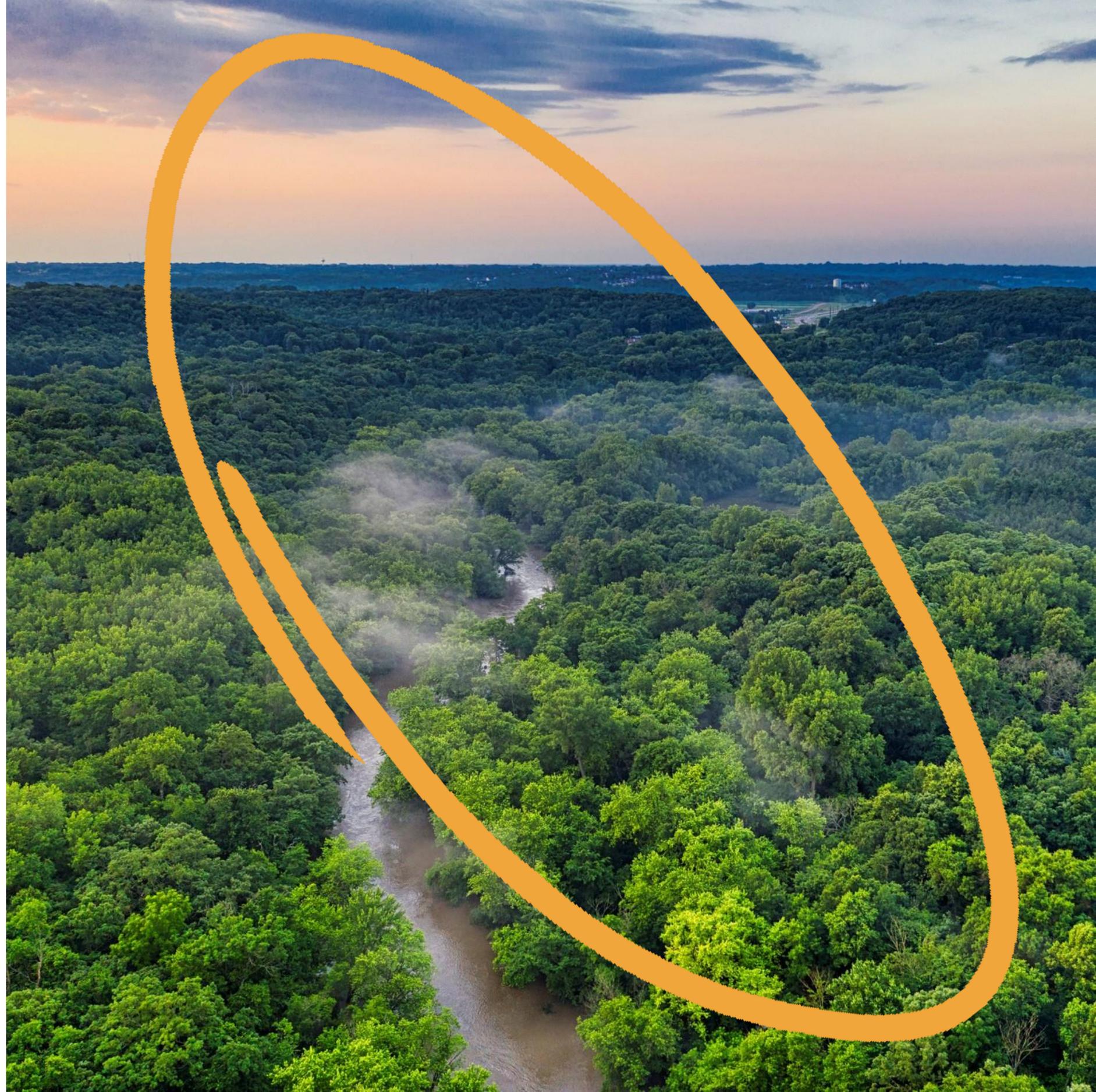
Target,
2020

Where we
are now,
2017



Required Professional Development for Implementers			Training Module	Training Module	Adv. Training Modules	Adv. Training Modules	Adv. Training Modules
Indirect Interventions		Welcome Book	↓	↓	↓	↓	↓
Direct Interventions		↓	Orientation	Freshman Course	Residence Life Scenarios	Gen Ed Course	Course in Major
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SLO 6	Importance	1	2	2	1		1
SLO 7	Confidence			1		1	1
<i>% of students affected during career, by 2020</i>		99% freshmen	99% freshmen	99.9% freshmen	~50% of fresh & soph	Approx. 5% of students	Approx. 20% of students
<i>Intervention initiation</i>		Summer 2013	Fall 2013	Fall 2014	Fall 2013	Fall 2013	Fall 2013







ACTIVITY

- Distinguish among four hypothetical reports; each gets progressively better (aligns with workshop's second intended outcome).
- Context
 - Program: AA 80's Pop Culture
 - SLO: Ethical reasoning
 - Bonus fun: Can you identify the program's famous faculty from their abbreviated names?

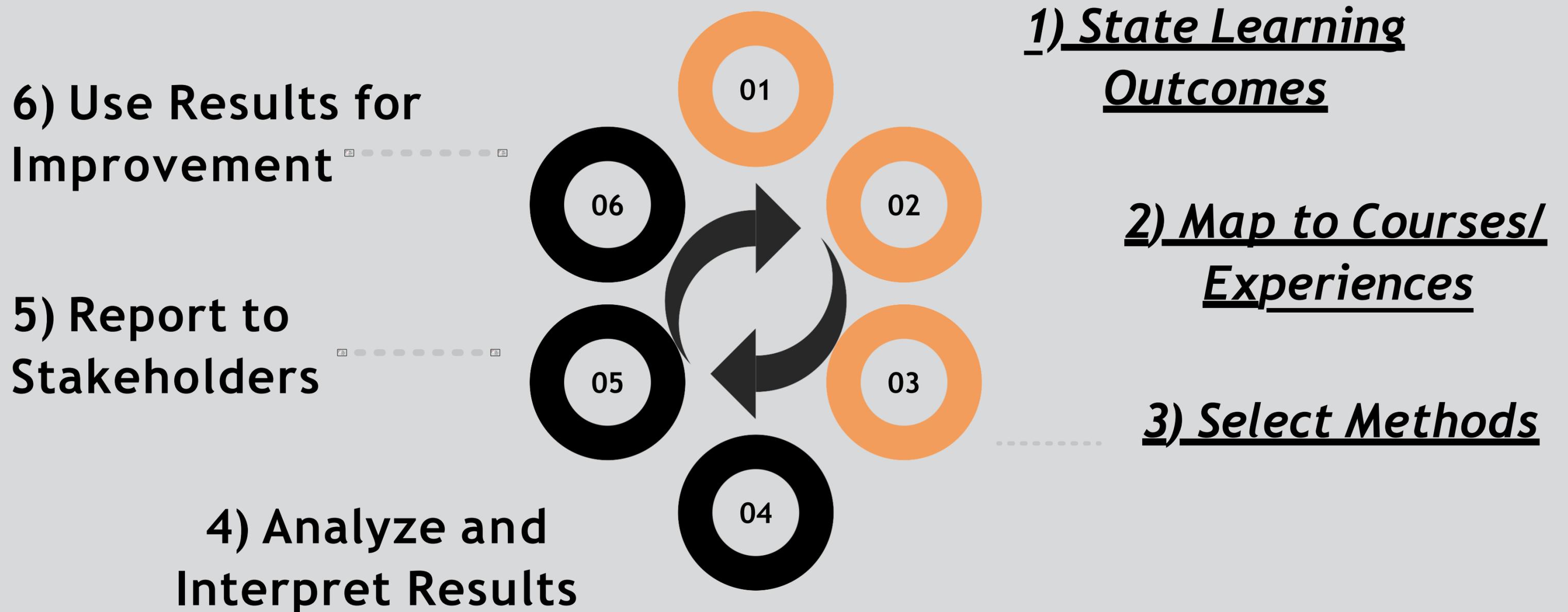


A blue pushpin is pinned to the top edge of the white paper note.

Time for
a break!



COMPONENTS OF AN ASSESSMENT PLAN





Question

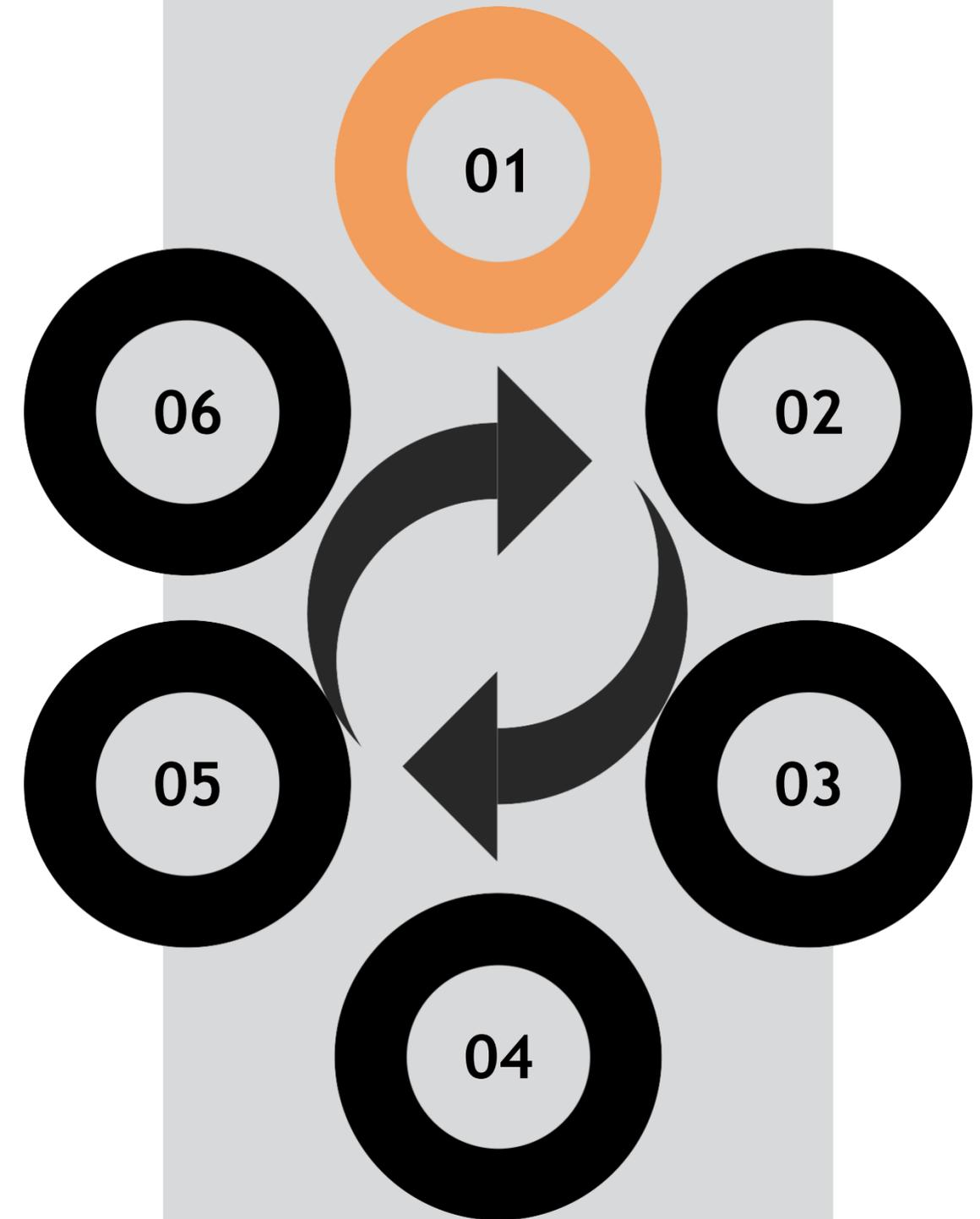
What is the most important level, from a structural perspective?



STEP 1: STATE LEARNING OUTCOMES

Good Practices

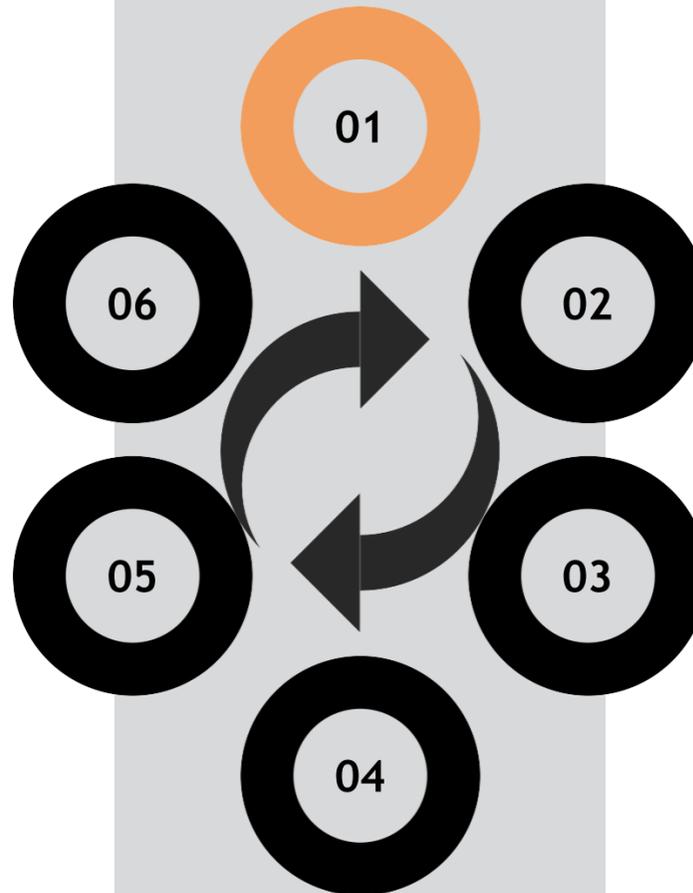
- Make outcomes student-centered, focused on what students will know, think, or do **AS A RESULT OF YOUR PROGRAM**
- Use clear, measurable, action verbs (avoid understand and know)
- Clarify skills/knowledge/attitudes
- Specify the student targeted



Student-Centered Outcomes

Program 1

Faculty will teach writing skills.



Program 2

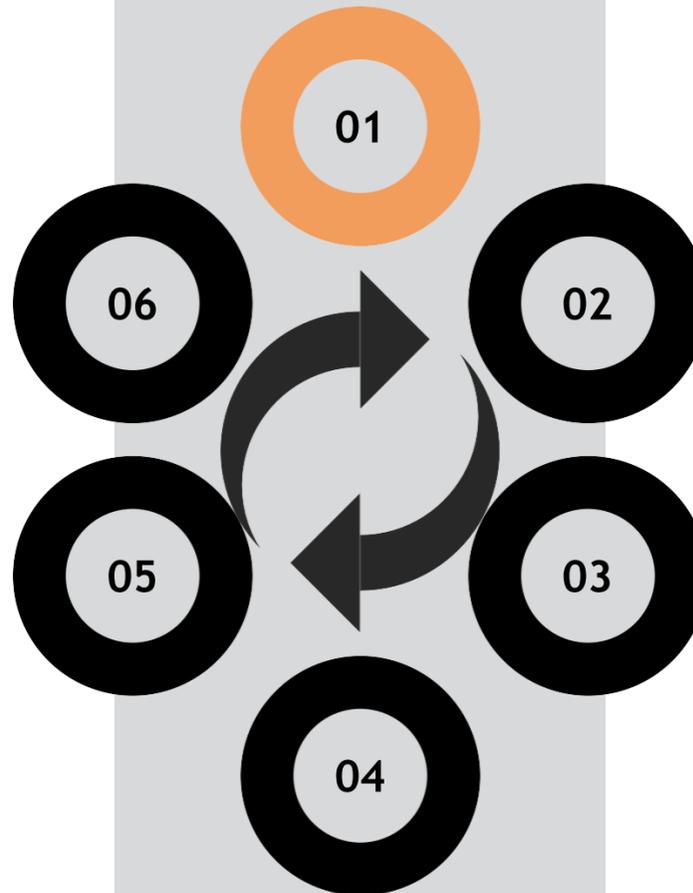
Students graduating from the BA program in 80s pop culture will write a cogent argument about how a political event in the 80s shaped pop culture. These papers should (a) contain a coherent argument, (b) use references appropriately, (c) be well organized, and (d) consist of sentence-level mechanics that aid readability.

Student-Centered Outcomes

Program 1

Faculty will teach writing skills.

Build student-centered outcomes (what students will know, think, or do).



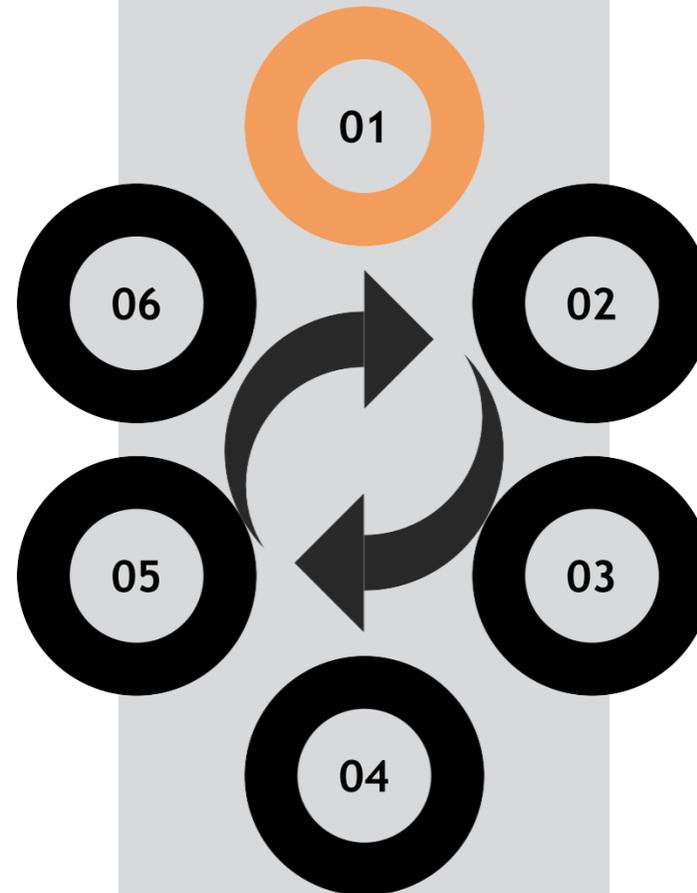
Program 2

Students graduating from the BA program in 80s pop culture will write a cogent argument about how a political event in the 80s shaped pop culture. These papers should (a) contain a coherent argument, (b) use references appropriately, (c) be well organized, and (d) consist of sentence-level mechanics that aid readability.

Use Clear and Measurable Verbs

Program 1

Students will understand basic writing skills.



Program 2

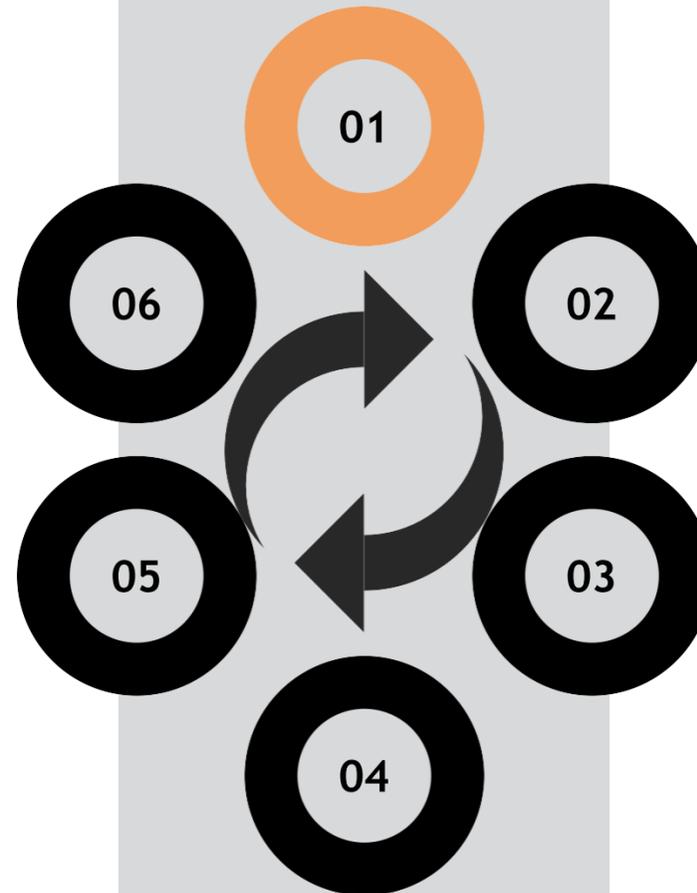
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Use Clear and Measurable Verbs

Vague

Students will **understand** basic writing skills.

Use clear verbs (avoid *understand* and *know*)



Clear

Students graduating from the BA program in 80s pop culture will **write** a cogent argument about how a political event in the 80s shaped pop culture. These papers should (a) contain a coherent argument, (b) use references appropriately, (c) be well organized, and (d) consist of sentence-level mechanics that aid readability.

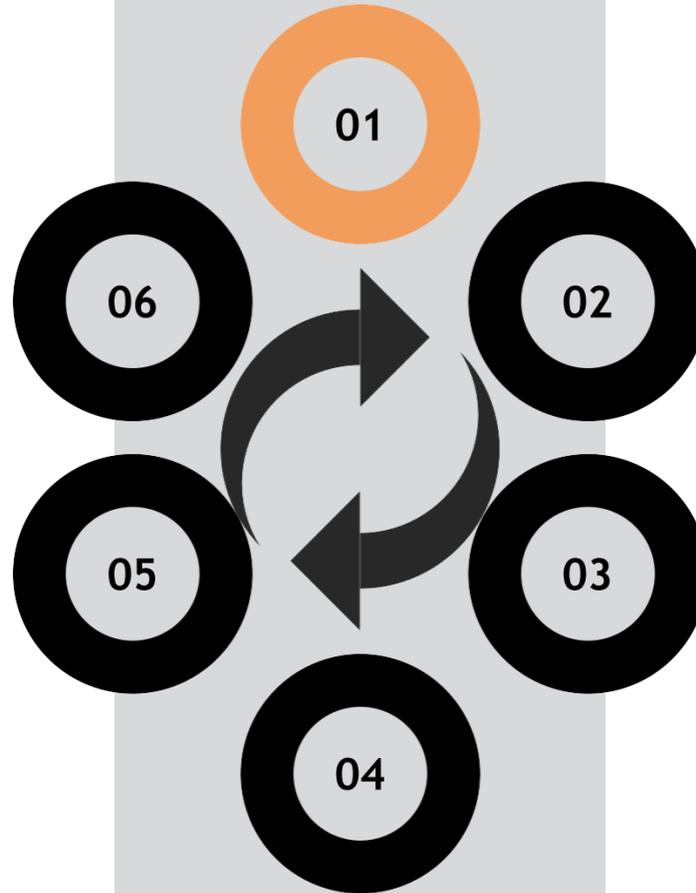
Examples of Verbs

Bloom's Level	Verbs
Knowledge	arrange, define, identify, label, list, match, name, order, recall, recognize, reproduce, select
Comprehension	classify, describe, discuss, explain, express, indicate, locate, report, restate, review, summarize,
Application	apply, demonstrate, dramatize, employ, give examples, illustrate, schedule, sketch, solve, use
Analysis	analyze, categorize, compare, contrast, diagram, differentiate, distinguish, illustrate, outline
Synthesis	arrange, collect, compose, construct, contrast, create, design, formulate, organize, plan, predict
Evaluation	appraise, argue, assess, criticize, critique, defend, estimate, evaluate, interpret, judge, rate

Clarify Skills/Knowledge/Attitudes

Program 1

Students will understand basic writing skills.



Program 2

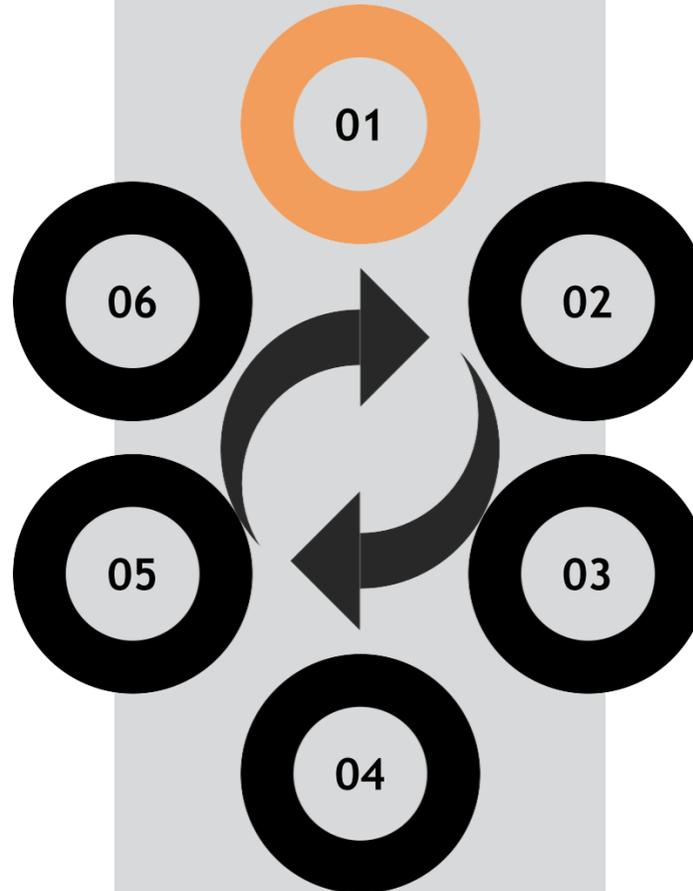
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Clarify Skills/Knowledge/Attitudes

Program 1

Students will understand **basic writing skills.**

Clarify skill/
knowledge/
attitudinal area



Program 2

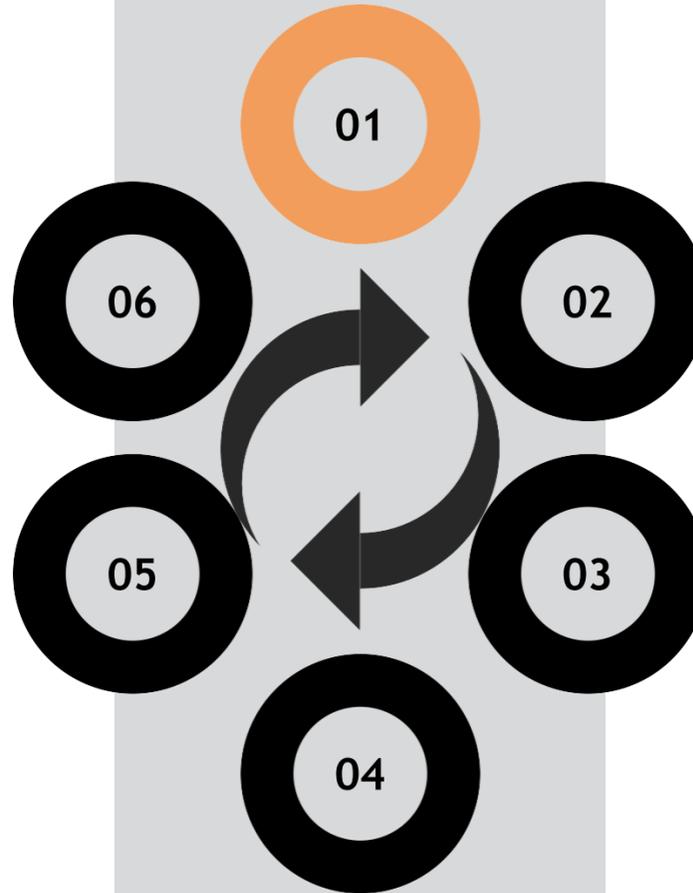
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These papers should (a) contain a coherent argument, (b) use references appropriately, (c) be well organized, and (d) consist of sentence-level mechanics that aid readability.

Specify the Intended Students

Program 1

Students will understand basic writing skills.



Program 2

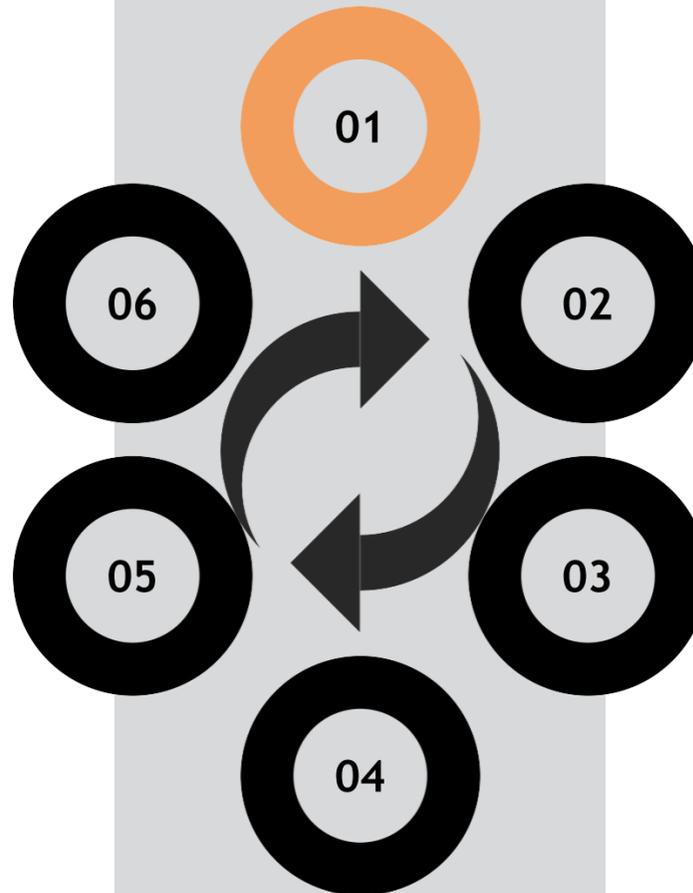
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Specify the Intended Students

Vague Students

Students will understand basic writing skills.

Specify what type/level of student



Specific Students

Students graduating from the BA program in 80s pop culture will write a cogent argument about how a political event in the 80s shaped pop culture. These papers should (a) contain a coherent argument, (b) use references appropriately, (c) be well organized, and (d) consist of sentence-level mechanics that aid readability.



**PRACTICE
MAKES
PERFECT**



LET'S PRACTICE!

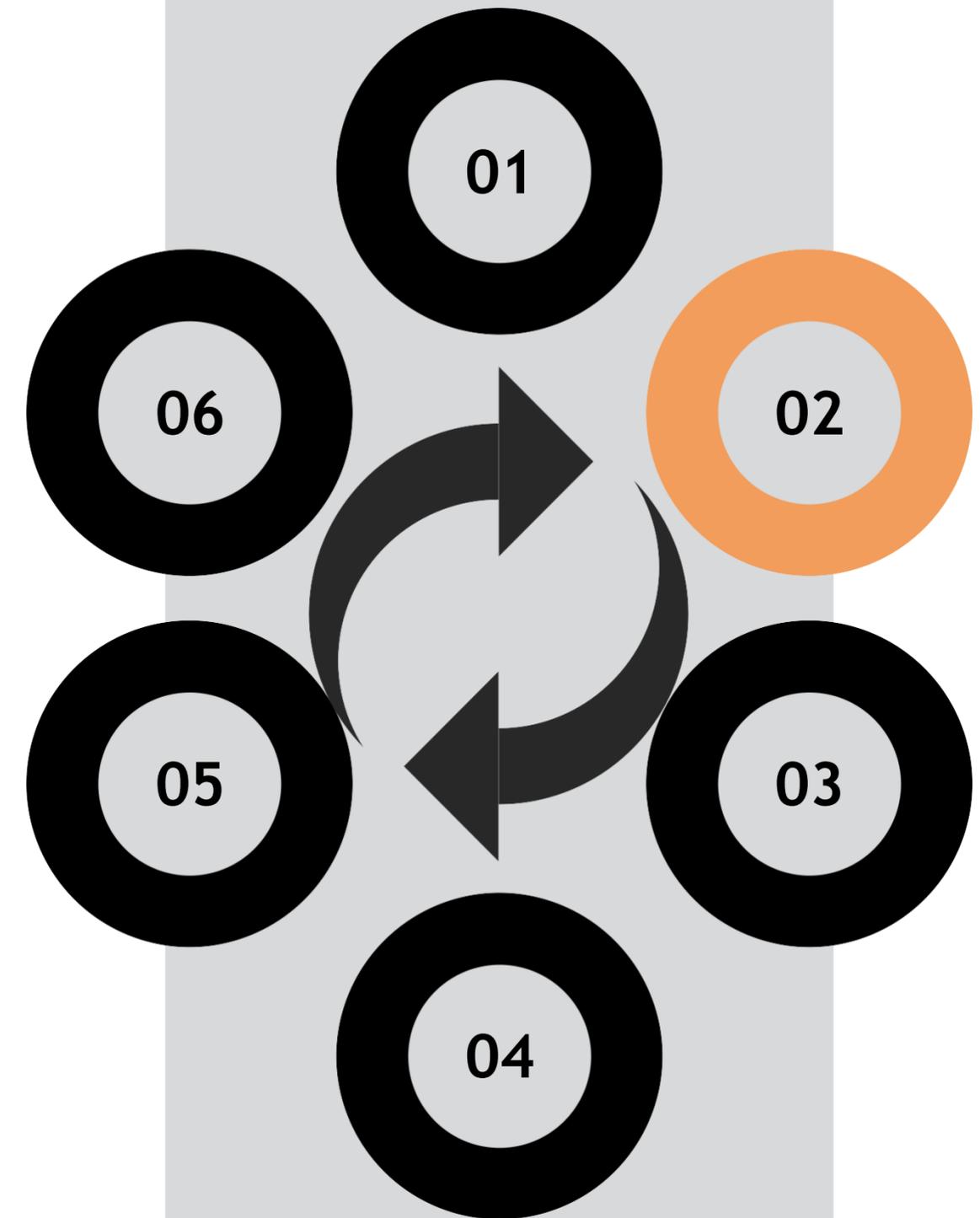
- Write one (or more) SLO(s) for your program...
- Remember to...
 - Make it student-centered
 - Use a good verb
 - Elaborate on the content area
 - Specify the level of student



STEP 2: MAP SLO'S TO COURSES/EXPERIENCES

Good Practices

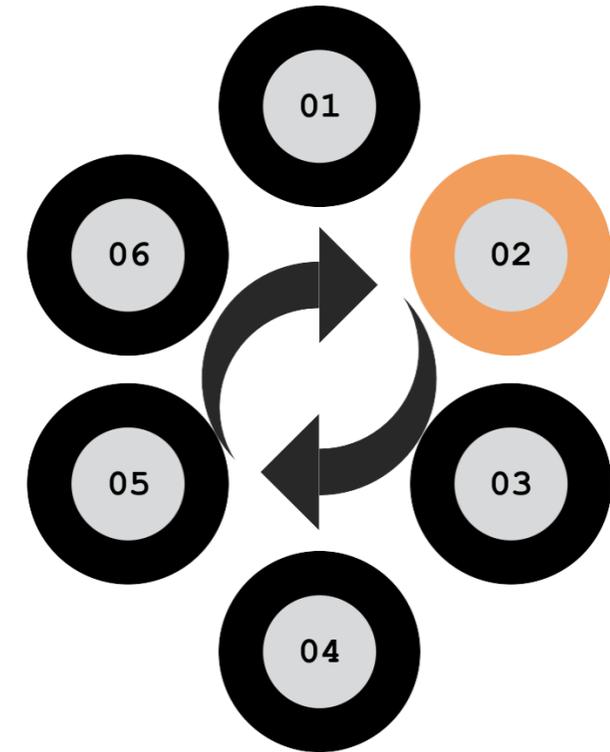
- Map every course to at least one SLO.
- Address every SLO in at least one course.
- Convey the required level of coverage accurately in the curriculum map.



Mapping SLOs

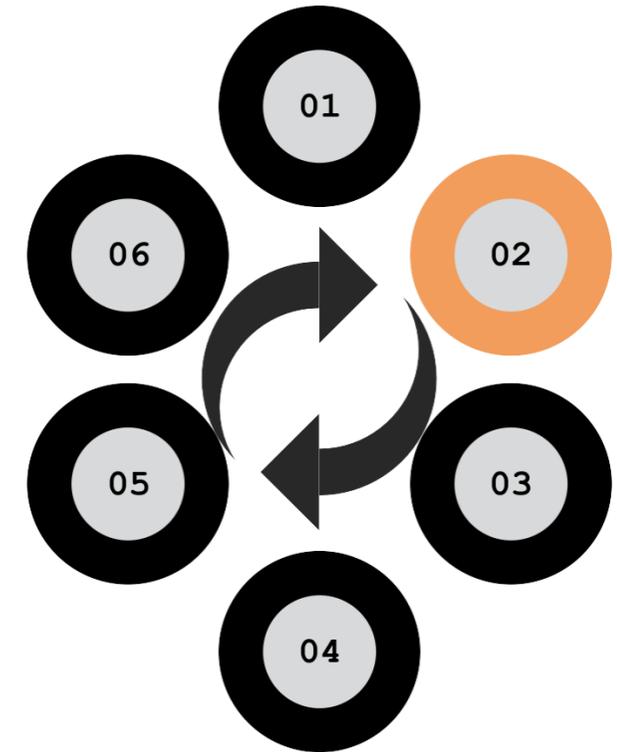
Coverage of SLO: 0 = No Coverage; 1 = Slight Coverage; 2 = Moderate Coverage; 3 = Major Coverage

	SLO 1 (Identification of 80s Components)	SLO 2 (Research Methodology)	SLO 3 (Writing Critically)	SLO 4 (Oral Comm)
PCUL201 (Introduction to the 80s)	3	0	1	0
PCUL303 (80s TV and Movies)	3	0	0	2
PCUL401 (80s Politics and Culture)	1	1	3	0
PCUL480 (Capstone)	0	2	2	2



SLO Coverage

Coverage of SLO: 0 = No Coverage; 1 = Slight Coverage; 2 = Moderate Coverage; 3 = Major Coverage

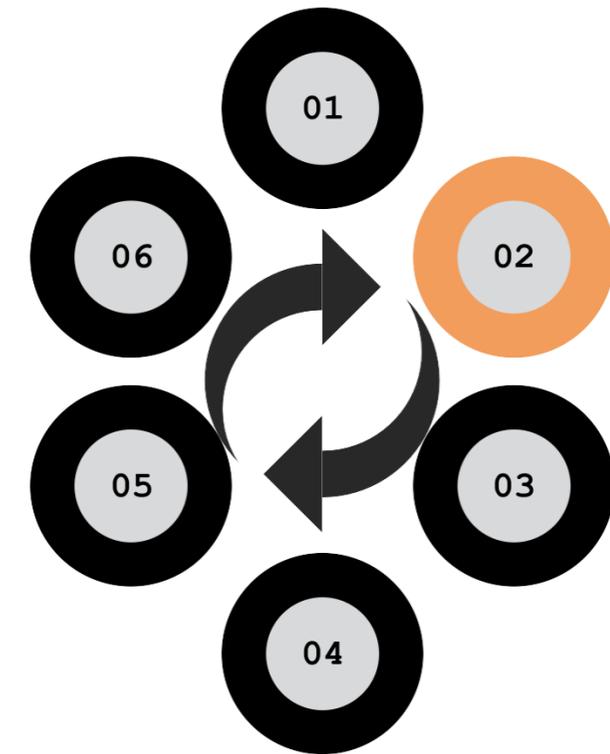


	SLO 1 (Identification of 80s Components)	SLO 2 (Research Methodology)	SLO 3 (Writing Critically)	SLO 4 (Oral Comm)
PCUL201 (Introduction to the 80s)	3	0	1	0
PCUL303 (80s TV and Movies)	3	0	0	2
PCUL401 (80s Politics and Culture)	1	1	3	0
PCUL480 (Capstone)	0	2	2	2

Conveying Intensity

Coverage of SLO: 0 = No Coverage; 1 = Slight Coverage; 2 = Moderate Coverage; 3 = Major Coverage

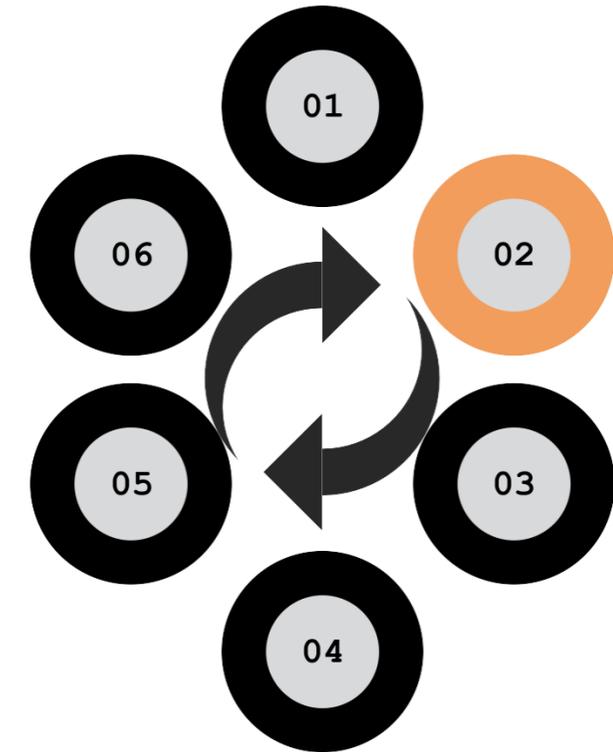
	SLO 1 (Identification of 80s Components)	SLO 2 (Research Methodology)	SLO 3 (Writing Critically)	SLO 4 (Oral Comm)
PCUL201 (Introduction to the 80s)	3	0	1	0
PCUL303 (80s TV and Movies)	3	0	0	2
PCUL401 (80s Politics and Culture)	1	1	3	0
PCUL480 (Capstone)	0	2	2	2



What's Wrong?

Coverage of SLO: 0 = No Coverage; 1 = Slight Coverage; 2 = Moderate Coverage; 3 = Major Coverage

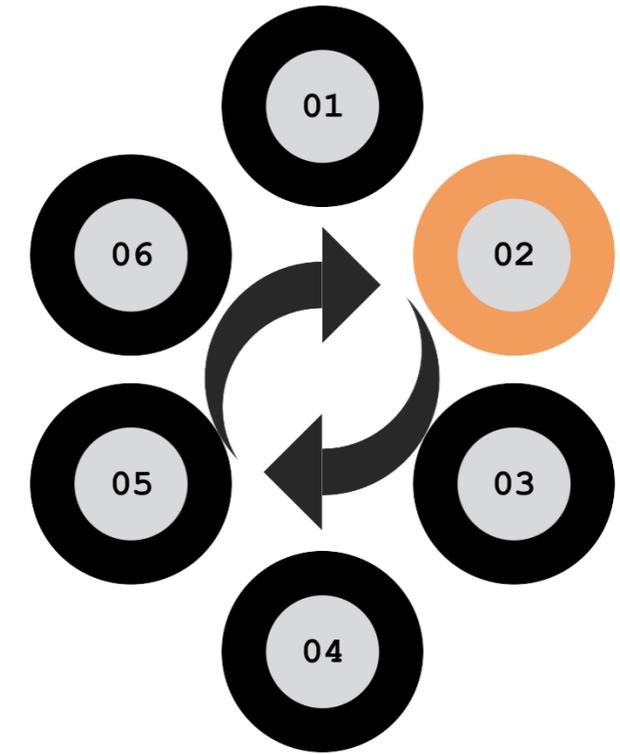
	SLO 1 (Identification of 80s Components)	SLO 2 (Research Methodology)	SLO 3 (Writing Critically)	SLO 4 (Oral Comm)
PCUL201 (Introduction to the 80s)	3	0	1	0
PCUL301 (80s Music)	0	0	0	0
PCUL302 (80s Fads)	3	0	1	2
PCUL303 (80s TV and Movies)	3	0	0	2
PCUL480 (Capstone)	0	0	2	2



Coverage of SLO: 0 = No Coverage; 1 = Slight Coverage; 2 = Moderate Coverage; 3 = Major Coverage

	SLO 1 (Identification of 80s Components)	SLO 2 (Research Methodology)	SLO 3 (Writing Critically)	SLO 4 (Oral Comm)
PCUL201 (Introduction to the 80s)	3	0	1	0
PCUL301 (80s Music)	0	0	0	0
PCUL302 (80s Fads)	3	0	1	2
PCUL303 (80s TV and Movies)	3	0	0	2
PCUL480 (Capstone)	0	0	2	

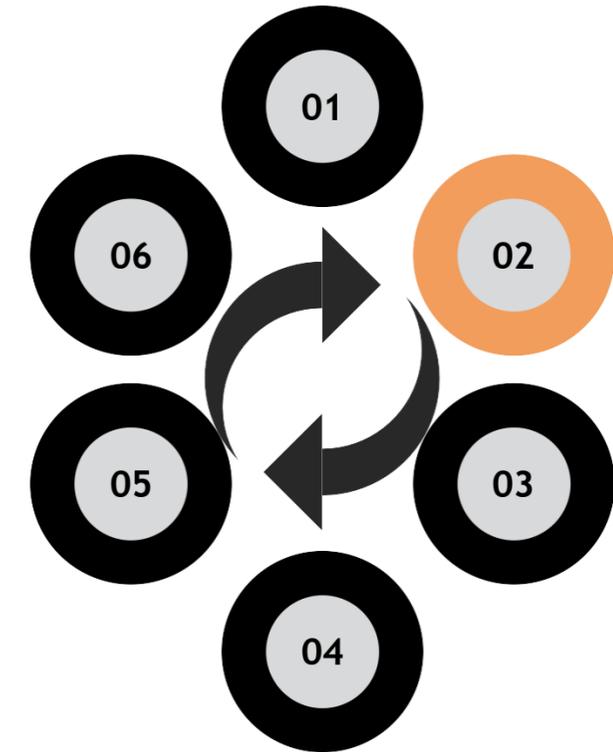
All SLOs are covered by at least one class



What's Wrong?

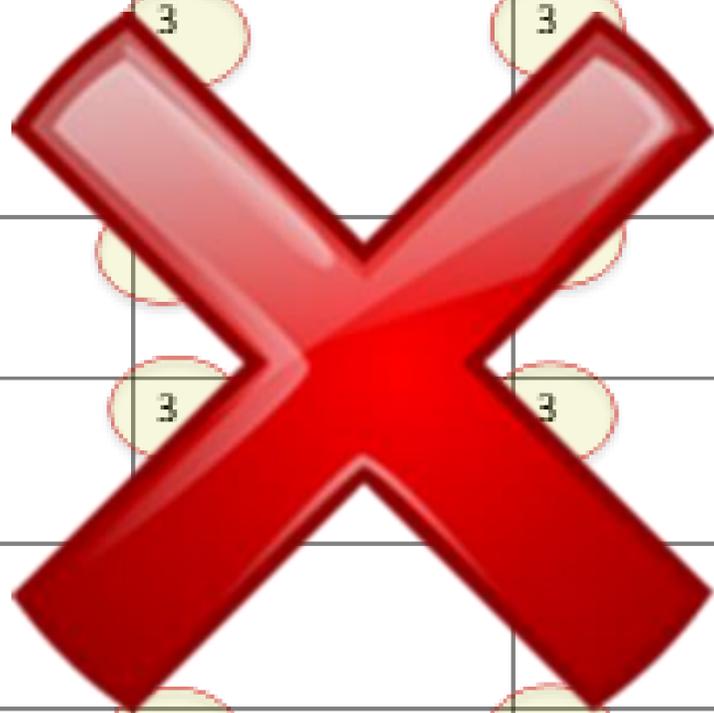
Coverage of SLO: 0 = No Coverage; 1 = Slight Coverage; 2 = Moderate Coverage; 3 = Major Coverage

	SLO 1 (Identification of 80s Components)	SLO 2 (Research Methodology)	SLO 3 (Writing Critically)	SLO 4 (Oral Comm)
PCUL201 (Introduction to the 80s)	3	3	3	3
PCUL301 (80s Music)	3	3	3	3
PCUL302 (80s Fads)	3	3	3	3
PCUL303 (80s TV and Movies)	3	3	3	3
PCUL480 (Capstone)	3	3	3	3

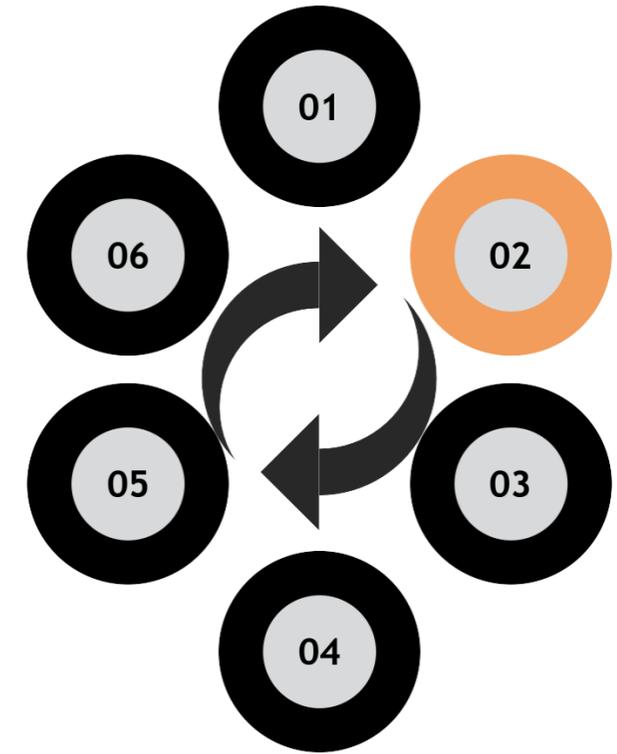


Coverage of SLO: 0 = No Coverage; 1 = Slight Coverage; 2 = Moderate Coverage; 3 = Major Coverage

	SLO 1 (Identification of 80s Components)	SLO 2 (Research Methodology)	SLO 3 (Writing Critically)	SLO 4 (Oral Comm)
PCUL201 (Introduction to the 80s)	3	3	3	3
PCUL301 (80s Music)	3	3	3	3
PCUL302 (80s Fads)	3	3	3	3
PCUL303 (80s TV and Movies)	3	3	3	3
PCUL480 (Capstone)	3	3	3	3



Intensity of coverage is conveyed accurately in the map





**PRACTICE
MAKES
PERFECT**

LET'S PRACTICE!

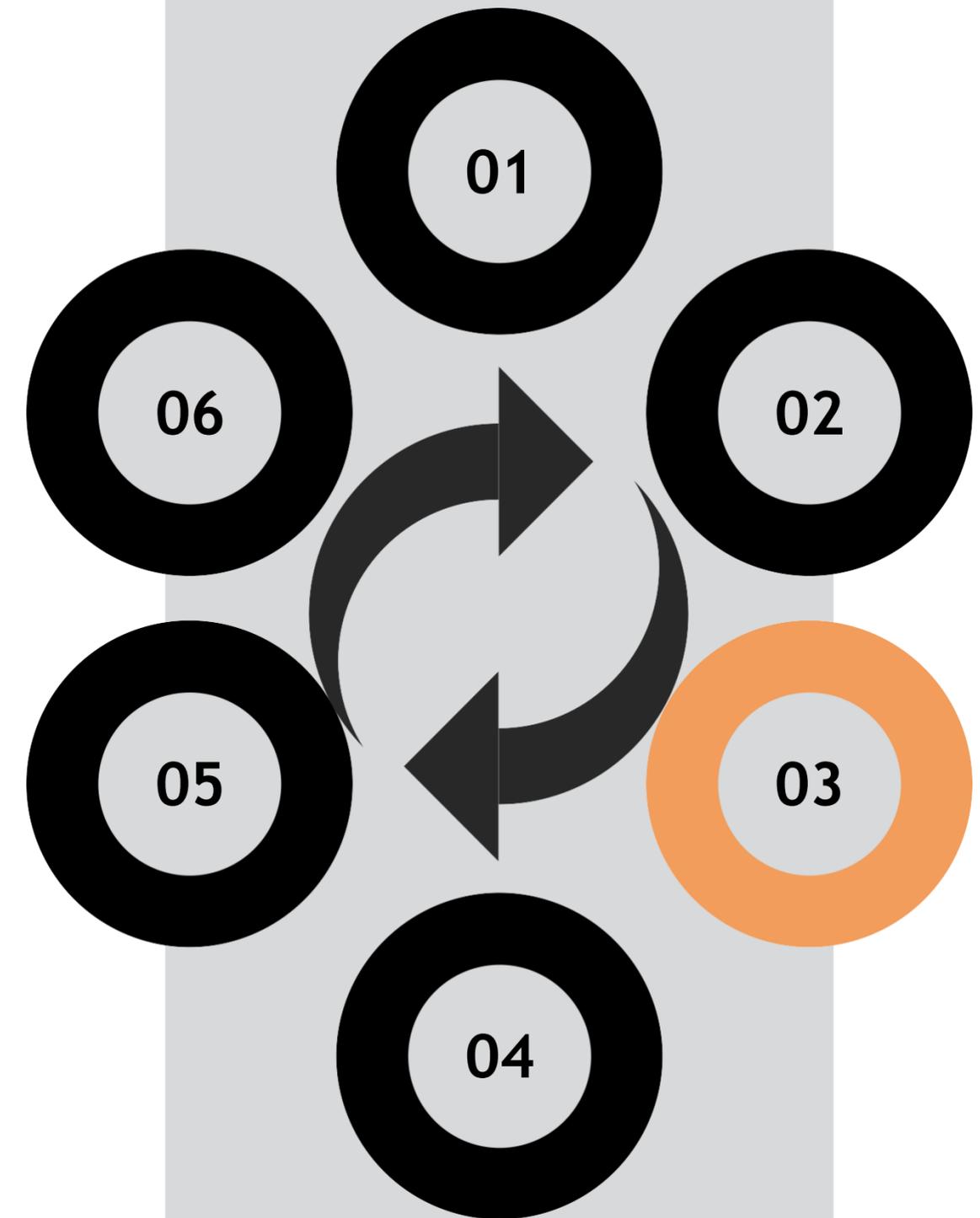
- Draft a curriculum map relative to your SLO(s)...
- Remember to...
 - Address every SLO in at least one course.
 - Convey the required level of coverage accurately in the curriculum map.



STEP 3: SELECT METHODS

Good Practices

- Match the instrument to the SLO
- Choose direct and/or indirect measures
- Establish criteria for success
- Select data collection method (for example, representative sampling or census)
- Collect additional reliability and validity information (advanced)



■ ■ ■ Methods for Assessing Learning

Test

Project

Performance

Case Study

Research
Project



Presentation

Portfolio

Brochure

Internship

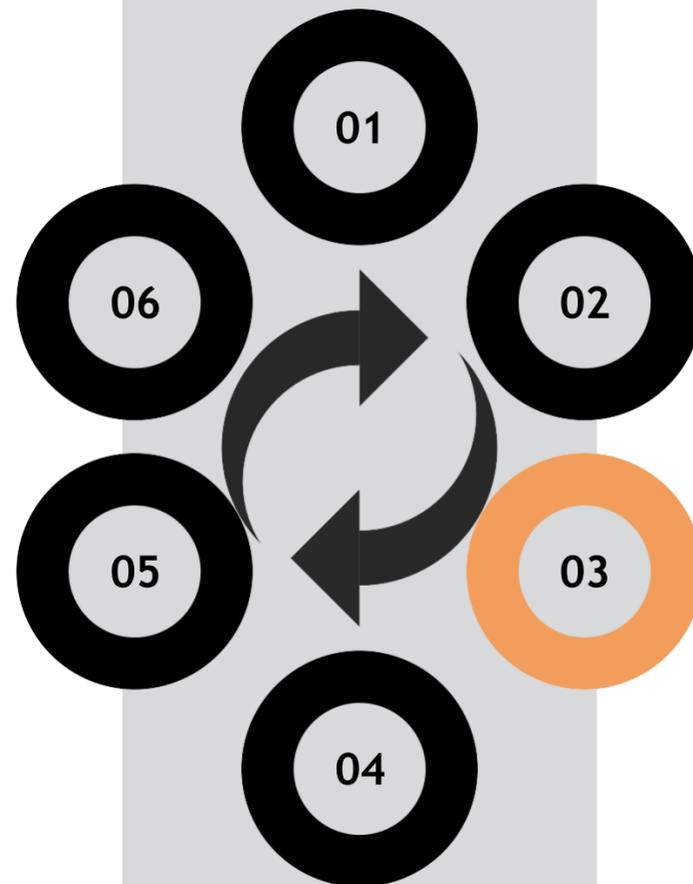
Survey

Match Instrument to SLO

Program 1

Use final course grades in classes that emphasize writing.

Match the instrument to the SLO



Program 2

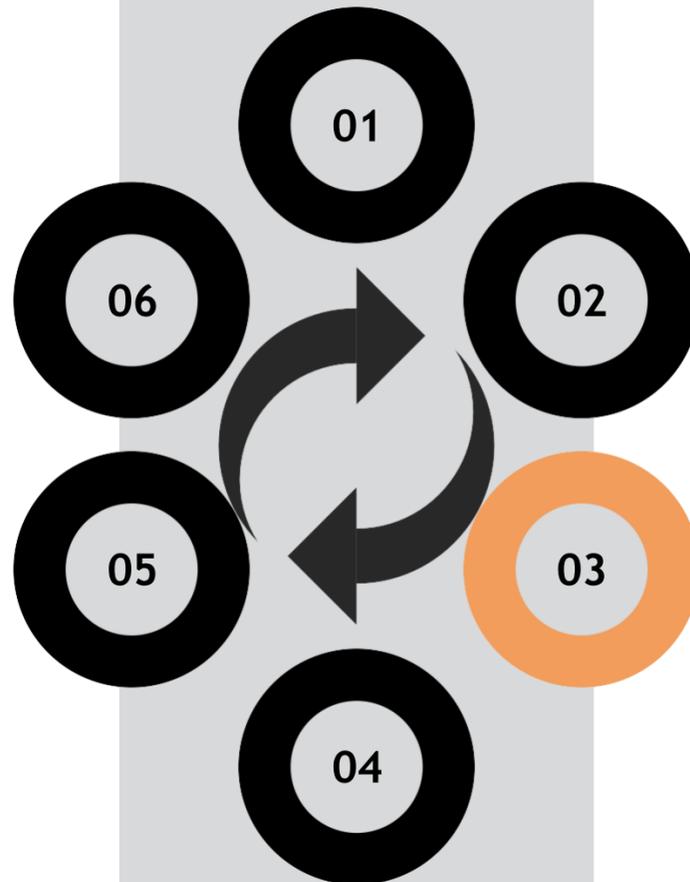
Use 80s Pop Culture writing rubric, which corresponds to objective 3 (writing critically). We adapted this rubric from JMU's official writing rubric. The initial rubric was chosen as a starting point because it represented writing similarly to how we articulated it. Specifically its Complexity trait corresponded to our ideas of a "cogent argument".... We added a references trait....

Establish Criteria for Success

Program 1

Little context given as to what constitutes good or bad performance

Establish criteria for success



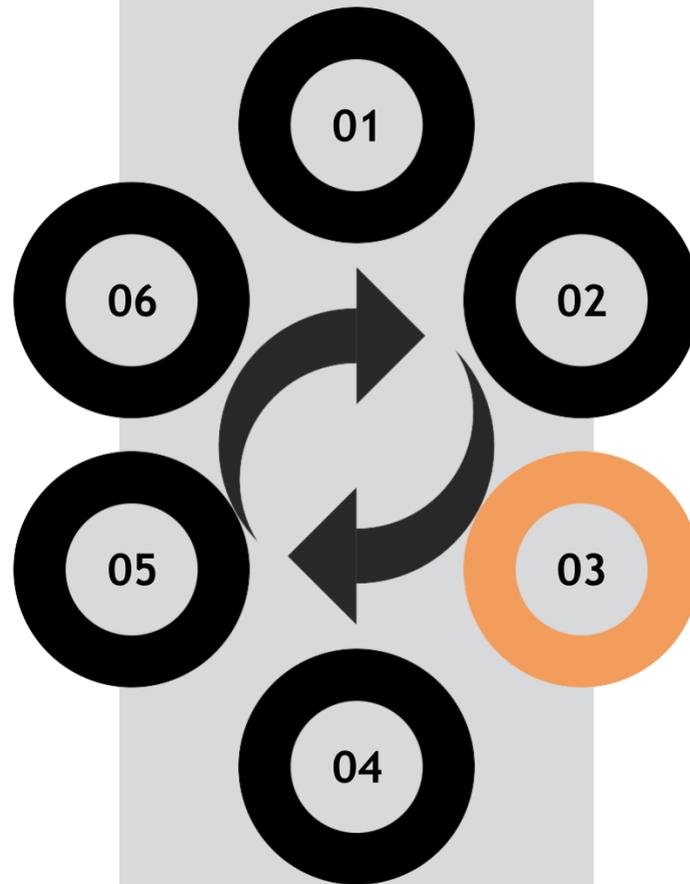
Program 2

Each trait on the rubric is evaluated on a four-point scale (1 = Beginning; 2 = Developing; 3 = Competent; 4 = Advanced) with corresponding behavioral anchors. For example, for the *Usage and Mechanics* trait a 3 connotes writing that “Is generally free of errors in mechanics, usage, grammar, or sentence structure. Reads smoothly. Problems do not compromise meaning.” Given that these students are seniors, we endeavor for the average scores of this group to be at or higher than 3 for each writing trait, connoting competency or better.

Select Data Collection Method

Program 1

Twenty students submitted papers that were rated by faculty.



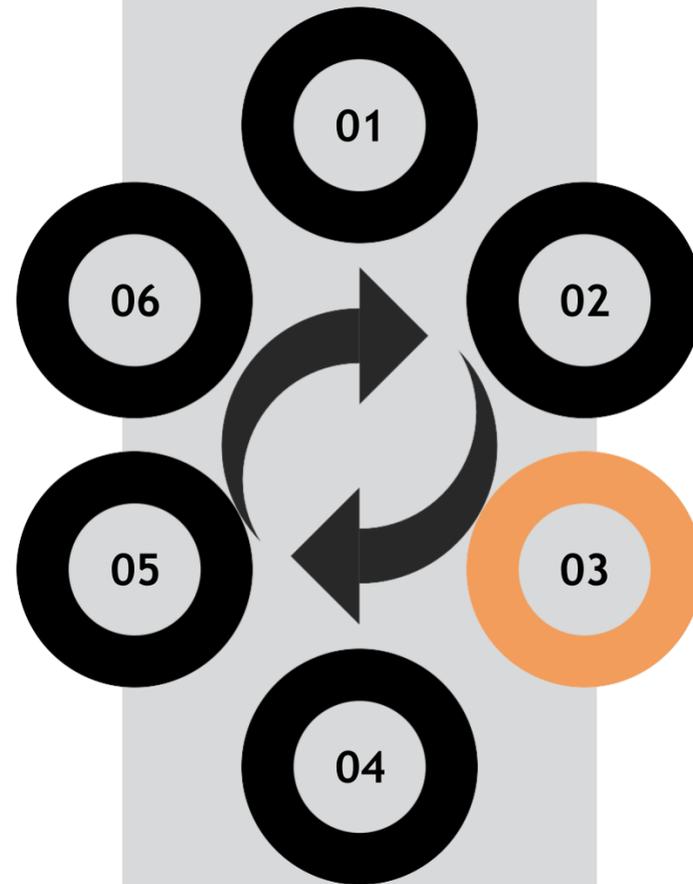
Program 2

All students in PCUL480 (our senior capstone) are required to complete a 10-page argumentative paper about how a political event in the 80s shaped pop culture. As this assignment is worth 25% of the course grade, students tend to give a good effort. Twenty papers, four from each section, are randomly selected. Two teams of two program faculty raters evaluate the papers, 10 papers per team. These four raters spend approximately an hour and a half on rater training at the outset to assist with inter-rater reliability.

Additional Reliability & Validity Information

Program 1

Two faculty members rated the 20 essays, 10 per member. They did not practice rating essays in common.



Program 2

All students in PCUL480 (our senior capstone) are required to complete a 10-page argumentative paper about how a political event in the 80s shaped pop culture. As this assignment is worth 25% of the course grade, students tend to give a good effort. Twenty papers, four from each section, are randomly selected. Two teams of two program faculty raters evaluate the papers, 10 papers per team. These four raters spend approximately an hour and a half on rater training at the outset to assist with inter-rater reliability.



**PRACTICE
MAKES
PERFECT**



LET'S PRACTICE!

- Draft a methodology section relative to your SLO(s)...
- Remember to...
 - Match the instrument to the SLO
 - Choose direct and/or indirect measures
 - Establish criteria for success
 - Select data collection method (for example, representative sampling or census)
 - Collect additional reliability and validity information (advanced)



Time for
a break!

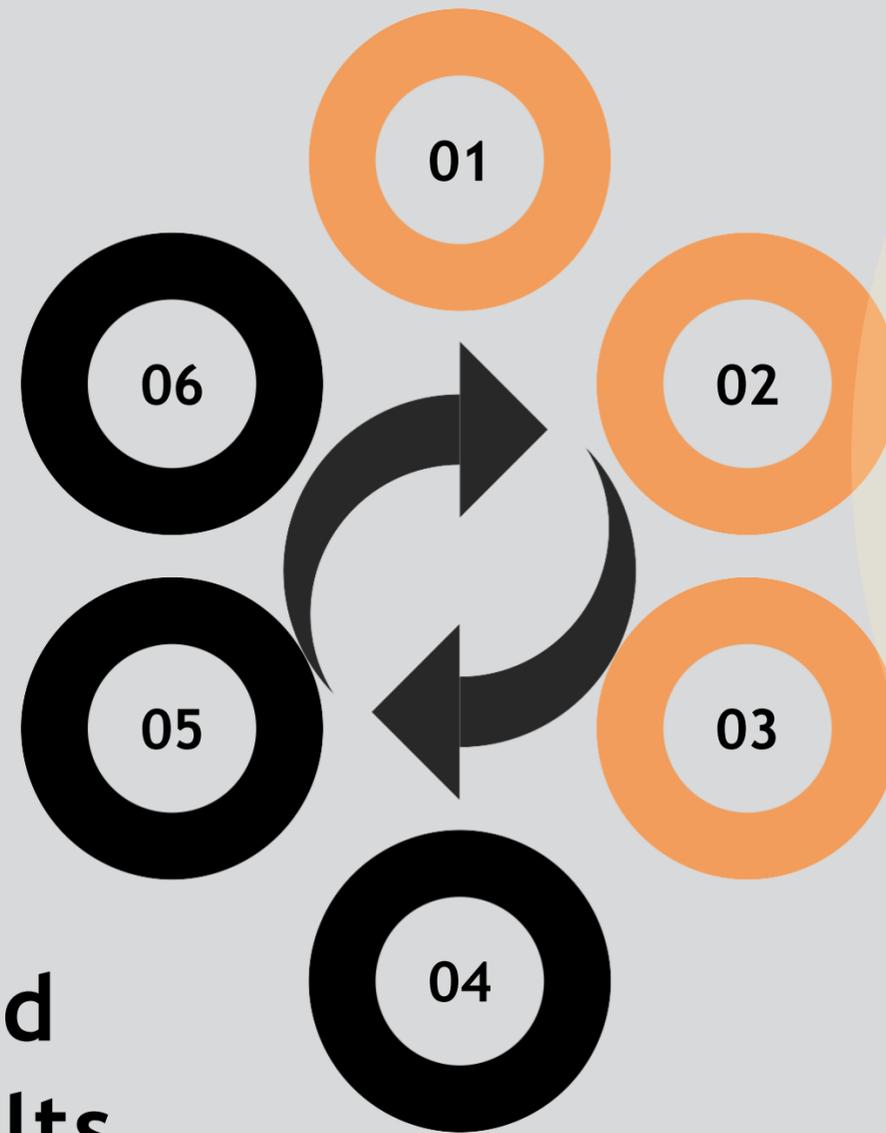
Come back at
1:30 PM

CREATE YOUR ASSESSMENT PLAN

6) Use Results for Improvement

5) Report to Stakeholders

4) Analyze and Interpret Results



1) State Learning Outcomes

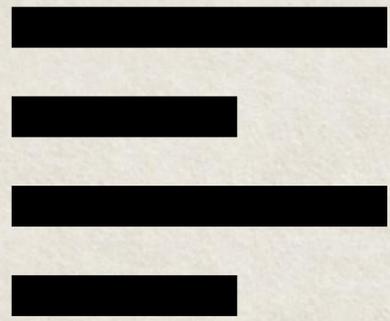
2) Map to Courses/ Experiences

3) Select Methods

At Least 1

See Worksheet

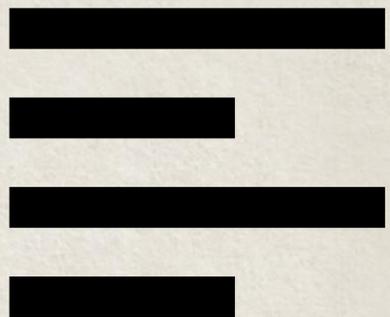
SLO (s)



Curriculum Map

A simple icon of a grid with 3 columns and 3 rows, representing a curriculum map.

Methodology



By 3pm...
Post Your Plan
on Wall

YOUR

OWN

WAY

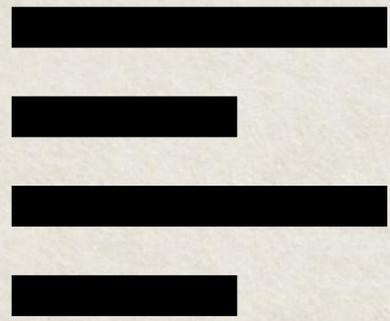
Work Where You Like

**Come back at
3:00 PM**

Gallery Walk...



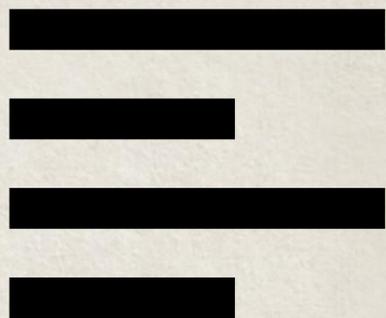
SLO (s)



Curriculum Map

A simple icon of a 3x3 grid, representing a curriculum map.

Methodology



For each...

1. I like

2. I wonder

3. I wish

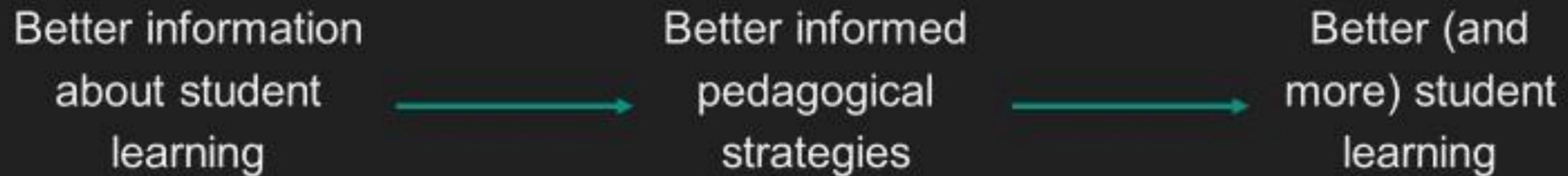
A group of four business professionals are seated around a table in a meeting room. In the foreground, a woman with dark hair is seen from the side, looking towards the others. Next to her is a man with a beard and glasses, wearing a grey suit and a red checkered tie, looking down at a tablet on the table. Behind him is another man in a grey suit and blue tie, looking towards the right. On the far right, a man in a light blue shirt is partially visible. The background is bright and out of focus. An orange rounded rectangle is overlaid on the bottom center of the image, containing the word 'Debrief' in black text.

Debrief



Food for
Thought

Implied Logic Model for Assessment



Where's our evidence?

Assessment Cycle



Simple Model for Learning Improvement

Assess

Intervene

Re-assess



Weigh Pig



Feed Pig



Weigh Pig

Additional Resources  <https://www.jmu.edu/assessment/pdia/index.shtml>

Keston Fulcher : fulchekh@jmu.edu

Sarah Alahmadi : alahmasi@jmu.edu



JAMES MADISON
UNIVERSITY®