



ASSESSMENT MATTERS *STILL*

ASSESSMENT MATTERS SPECIAL SUMMER SERIES TIPS FOR IMPLEMENTING MEASURES AND COLLECTING FINDINGS

As we all are aware, the unusual world in which we now live is causing us to make all kinds of changes, including changing how we teach our students and assess their learning. Even in the face of a pandemic, we cannot just ignore our students and their learning; we still need to measure how much the students learned so we can make sure our programs retain their high quality. However, one thing we *can* do is make the assessment process easier to implement.

In the previous [Assessment Matters](#) issue, I talked about minimizing the number of measures per outcome, and adjusting how many of those outcomes you actively measure each year. Remember, as long as all of your outcomes are measured every 2-3 years, you can still get a complete snapshot of how your students are doing and what changes might need to be made. And once you determine which of your outcomes you are ready to measure, there are a few things you can do to help your instructors, who will likely be collecting the assessment evidence.

**PROVIDE THE RIGHT TOOLS TO YOUR
INSTRUCTORS TO ASSIST THEM IN
COLLECTING ASSESSMENT DATA.**

Plan Ahead! Provide the assessment plan and timeline ahead of time to instructors.

Rather than abruptly announcing to some of your instructors that they drew the short straw and have to collect assessment data this semester, use some department-meeting time to make sure they are:

- Aware of all of the assessment measures for each outcome and when they are scheduled to be implemented and collected
- Informed about who is responsible for which measures and what data needs to be collected
- Provided with a common [template](#) or spreadsheet that all instructors can use for submitting data

Most instructors are good at assessing students for a grade; however sometimes they need assistance in building standardized rubrics or other tools to measure student learning as it pertains to your program.

Since course modalities are changing, so too must assessment methods. Ensuring consistency in evaluating student work between instructors is incredibly important. Therefore, helping your instructors create common rubrics or other scoring tools to evaluate student work within a specific learning outcome will help normalize your student data no matter how the course(s) or activities are offered. We have a rubric creation [guide](#) on the OIA website, but there are also many rubrics that have been published for common use (such as the [VALUE rubrics](#) from AAC&U). Remember that [direct measures](#) of student learning must be based on student work and not student self-perception of learning. The self-reported level of learning by the students is an excellent [indirect measure](#) of learning and, when aligned with direct measures, can be exceedingly helpful when considering if changes need to be made within the program.

As always, OIA is here to help. You can also check out our list of upcoming sessions and offerings at [Webinars and Classes](#).

Stay tuned! Action plans coming soon.....