

**Estrella Mountain Community College
Faculty and Staff**

Welcomes

**Peggy Maki
Director of Assessment
American Association for Higher Education**

Thursday, January 24, 2002
11:00 AM – Noon

*Dialog with EMCC Student Academic Achievement Committee
and EMCC Senior Leadership*

- Perspectives from AAHE
- *Developing an Assessment Plan to Learn about Student Learning*
- Trends in Assessment
- EMCC Assessment Activities and Plan

**Emerging Practices in Student,
Faculty, and Institutional Learning**

Presented by
Peggy Maki
Director of Assessment
American Association for Higher Education
at
Estrella Mountain Community College

January 24, 2002

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Reflection:

■ Reflect on what it took for you to learn “x” well:

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Collective Commitment to Learning

“It is essential for any organization, academic or not, to assess the extent to which individual work contributes to collective needs and priorities. No organization can function effectively as a collection of autonomous individuals in which everyone pursues personal priorities and the overall achievements consist, in essence, of a casual, nonoptimal aggregate of activities. If universities are to have the resilience and adaptability they will need in the decades to come, they must find better ways to make individual faculty members’ work contribute to common organizational needs, priorities, and goals.”

Ernest A. Lynton (1998)

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The Scholarship of Teaching, Learning, and Assessing

On the Scholarship of Teaching (Hutchings and Shulman)—

“It requires a kind of ‘going meta,’ in which faculty frame and systematically investigate questions related to student learning—the conditions under which it occurs, what it looks like, how to deepen it, and so forth—and to do so with an eye not only to improving their own classroom but to advancing practice beyond it.”

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Questions to Ask about Teaching, Learning and Assessing

■ What do you expect your students to know, be able to do, draw upon, think about at the end of a course, sequence of courses, at the time of graduation (knowledge, understanding, abilities, dispositions, habits of mind, ways of knowing)?

■ What do you do to promote the kinds of learning or development that you or the program or the institution seeks?

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Questions, con’d:

■ What educational processes do you engage your students in to achieve your intended outcomes?

■ How do you intentionally build on what students have already learned?

■ How do you help students make connections between classroom learning and experiences outside of the classroom?

■ Which students benefit from which classroom teaching/learning strategies or educational experiences?

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Paradigms

- Teacher-centered
- Learner-centered

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Paradigms

<p>Teacher-centered</p> <ul style="list-style-type: none"> ■ Knowledge is communicated from teacher to student ■ Students passively receive information ■ Emphasis on acquisition of knowledge outside of context in which it will be used ■ Faculty role is primarily as information-giver and evaluator ■ Teaching and assessing are separate 	<p>Learner-centered</p> <ul style="list-style-type: none"> ■ Students construct knowledge through gathering and synthesizing information ■ Students are actively involved ■ Emphasis on using and communicating knowledge to address enduring issues ■ Faculty role is to coach and facilitate ■ Teaching and assessing are intertwined
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Paradigms

<p>Teacher-centered</p> <ul style="list-style-type: none"> ■ Assessment is used to monitor learning ■ Emphasis is on the right answers ■ Focus is on a single discipline ■ Culture is competitive and individualistic 	<p>Learner-centered</p> <ul style="list-style-type: none"> ■ Assessment is used to promote and diagnose learning ■ Emphasis is on generating better questions and learning from errors ■ Approach is compatible with interdisciplinary learning ■ Culture is collaborative, cooperative, supportive
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Reflection

- What elements of the teacher-centered paradigm are embedded in the culture of your campus?
- What elements of the learner-centered paradigm are embedded in the culture of your campus?

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What research is telling us about learning:

- Actively searching for meaning
- Constructing knowledge rather than passively receiving it
- Shaping as well as being shaped by experiences
- Self-reflecting on new knowledge or information--connecting with previous knowledge
- Addressing diverse ways of knowing, at different times, under different pedagogies or experiences

National Research Council, Knowing What Students Know (2001)

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What Research Says about Quality Learning:

- Institutional cultures
 - High expectations
 - Respect for diverse talents and learning styles
- Coherence in learning
- Synthesizing experiences
- Ongoing practice of learned skills
- Integration of education and experience

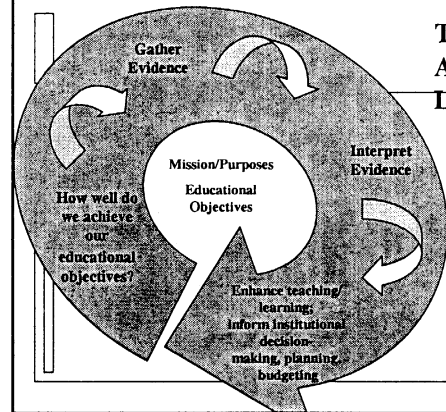
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Research, con'd:

- Active learning
- Assessment and prompt feedback
- Collaboration
- Adequate time on task
- Out-of-class contact with faculty
- Clarity about expected outcomes

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The Assessment Loop



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Reflection

- What would it take to create or enhance a learner-centered culture on your campus?

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EMCC Abilities Definitions:

Critical Thinking and Communication are currently being integrated into a wide variety of Estrella Mountain courses. By integrating these abilities into a variety of courses offered at the college, students benefit twice. They learn course content, and they develop these important abilities to enhance student success in academic and professional pursuits.

At Estrella Mountain, **Critical Thinking** is defined as: A student who thinks critically processes, synthesizes and applies information to solve problems by:

- (1) Identifying the problem
- (2) Developing and implementing strategies
- (3) Evaluating information
- (4) Reaching conclusions
- (5) Responding to the problem.

At Estrella Mountain, **Communication** is defined as: A student who effectively communicates:

- (1) Responds to an audience
- (2) Demonstrates a clear sense of purpose
- (3) Organizes information
- (4) Delivers information using appropriate language.

- 3) What are some methods that might be appropriate for assessing how well students learn from their errors? Begin to develop at least one concrete example of a process that your group can share with the rest of us.

- 2) As a small group, discuss any aspects of a method that you could use this semester to help students learn from their errors that might also involve critical thinking and/or communication skills.

- 1) What is one method that you used last semester to help students learn from their errors? Describe an aspect of this method that either worked well or didn't work well based on your experience.

Advantages and Disadvantages of Assessment Methods

Portfolios . . . collections of student work . . .

Advantages:

- * are adaptable to different
 - levels* of assessment (i.e. individual student, program)
 - purposes* (i.e. cross-sectional snapshot; change/progress over time)
 - kinds* of materials (i.e. written assignments, tapes of performances, student self-assessments)
- * can tell us where students are *and* how they got there
- * emphasize human judgment, meaning-making
- * provide information likely to be *used*
- * engage students, faculty
- * are *educational* for both students and faculty
- * reduce fears of misuse

Capstone courses, projects, activities . . .

Advantages:

- * are cumulative
- * are integrative
- * are adaptable to demonstration of skills
 - general education
 - professional field or major combinations
- * are motivating for students
- * set standards
- * invite external evaluation
- * provide a transition for students to
 - self-assessment
 - professional assessment
 - life-long learning

Classroom Assessment/Research . . .

Advantages:

- * takes place at ground zero of learning process for:
 - maximum relevance, usefulness
 - minimum slippage
 - minimum risk
- * is conducted continuously
- * provides feedback on *both*
 - what students know and can do
 - and* how they got there
- * motivates students to become more active, reflective
- * can also be used by faculty *collectively*
- * offers significant resources and support network,
especially for community college educators

Embedded assessments . . .

Advantages:

- * use work produced by students as a normal part of
their course work
- * solve problem of quality of student effort
- * are efficient, low-cost
- * have face validity
- * encourage collaboration among faculty and
educational support staff in different
departments with different priorities, concerns

Local tests . . .

Advantages:

- * require active faculty participation
- * stimulate discussion about goals, curriculum, pedagogy, coordination, etc.
- * have content validity
- * can change readily in response to institutional changes
- * can be open-ended, creative in format
- * provide directly relevant, *useful* information

Off-the-shelf objective tests. . .

Advantages:

- * Traditional, widely recognized and accepted means of "assessment"
- * Affect licensure
- * Norm-referenced
- * Longitudinal data available
- * Technical quality generally very good
- * May reflect recent, important trends in the field
- * Can be useful as *part* of a multi-method approach

- * give students no opportunity to demonstrate important affective traits, e.g., persistence, meticulousness, creativity, open-mindedness, etc.
- * Can be very expensive
- * Generally do not provide good value (i.e. useful information for cost)