

ASSESSMENT

DO THIS, NOT THAT!

UNIVERSITY AT BUFFALO ASSESSMENT DAY 11.22.13

DISCLAIMER

Today's discussion is general in nature

“Food for thought”

A start of the conversation

-and be advised that-

“One size does NOT fit all!”



GOOD ASSESSMENT IS..

Used

Cost effective

Valued

Reasonably accurate and truthful

Assesses clear and important goals

Regularly reviewed



LEARNING ASSESSMENT & TESTING

FACULTY BENEFITS

- Clearly defines the student performance expectations
- Helps define content coverage
- Directs assignments and assessment techniques
- Provides structure to integrate multidisciplinary issues & delineates role of GE outcomes
- Defines the full array of competencies (cognitive, affective, and psychomotor)
- Ensures incorporation of skills and attitudes, not just cognitive outcomes
- Incorporates more critical thinking outcomes and deep learning
- Focuses attention on direct learning outcomes
- Provides immediate feedback on effectiveness of pedagogy and curriculum
- Improves student learning
- Initiates faculty dialogue and interaction

FACULTY CONCERNS

- Training
- Extra time to develop initially SLOs and assessment tools
- Intrusiveness from administration or external agencies
- Increases workload logging data and writing reports
- Challenges academic freedom
- Intellectual reductionism exhibited by national over-reliance on standardized multiple choice tests

LEARNING ASSESSMENT & TESTING

STUDENT BENEFITS

- Explicitly describes expectations
(Students know expectations for each piece of work)
- Allows students to prioritize goals
- Focuses student efforts on what is necessary
- Enables students to select schools and courses based on clearly defined outcomes
- Provides immediate, diagnostic feedback


STUDENT CONCERNS

- Extra work beyond course or program material
- Impact on final grades
- Frequency of assessments
- Anonymity of results

RUBRICS

Rubrics : A Definition

Design Thoughts:/Tips

1. Try to design the rubric for multiple uses, not necessarily a single task
 2. Don't be excessively general
 3. Avoid dysfunctional detail.
 4. Focus on a limited number of dimensions.
 5. Use key, teachable criteria
 6. Use measurable criteria.
 7. Select descriptors carefully.
 8. Aim for four levels.
 9. Keep the “distance” between levels equal.
 10. Include students in creating or adapting the rubric.
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SURVEYS

Do mindful data collection

Ask simple and clear questions

Do review your scale or ratings

Consider timing and survey fatigue



RESULTS AND OTHER IDEAS

Use the results

Do create an executive summary

Your desired/measured outcomes should fit the
big picture

Use multiple ways to access outcomes

Assessment methods and plans should be fresh



RESOURCES

Our handout

Institutional Analysis and Office of Assessment
and Evaluation

UB Common Data Set

UB Listens

Your Dean, Supervisor, and Colleagues

Teaching and Learning Center - UB



YOUR THOUGHTS AND IDEAS





Thank you for participating.
Feel free to contact us in the future if you
have questions!

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