



**Northern Illinois  
University**

# **Developing Effective and Sustainable Assessment Plans**

**Assessment Workshop**

October 19, 2018

Accreditation, Assessment, and Evaluation (AAE)

Institutional Effectiveness

# Opening Remarks



**Dr. Carolinda Douglass**

**Vice Provost for Institutional Effectiveness**

# Introductions



- AAE Team- Institutional Effectiveness
- Table Introductions- within your groups
- Burning questions - Report out



## Group Introductions

Introduce yourself to your group members and share why you chose to attend this workshop.

In your role within your program/unit, do you have a burning question about assessment?

# Assessment Workshop: Goals



## Participants will:

1. Gain a comprehensive understanding of the overall “Assessment Framework”
2. Acquire knowledge in developing and evaluating programmatic student learning outcomes (SLOs)
3. Infer how a *curriculum map* can be used to develop an effective assessment plan

# Assessment Workshop: Goals



## Participants will:

4. Apply acquired knowledge in aligning SLOs with methods to collect evidence
5. Experience consensus building within their teams as they apply assessment skills in developing a sample assessment plan
6. Discuss ideas and questions related to assessment with peers

# Agenda



- **8:00 a.m. – 8:30 a.m. Check-In and Kickoff**
- **8:15 a.m. – 8:25 a.m. Opening Remarks- Dr. Carolinda Douglass**
- **8:25 a.m. – 8:45 a.m. Workshop Agenda and Introductions**
- **8:45 a.m. – 9:10 a.m. Assessment Framework**
- **9:10 a.m. – 10:00 a.m. Activity #1: Developing SLOs**
- **10:00 a.m. - 10:05 a.m. 1<sup>st</sup> Break**
- **10:05 a.m.- 10:40 a.m. Curriculum Mapping**
- **10:40 a.m. – 10:50 a.m. – 2<sup>nd</sup> Break and TRIVIA answers**
- **10:50 a.m. – 11:40 a.m. Activity #2: Aligning Methods to Developed SLOs**
- **11:40 a.m. – 11:55 a.m. Data Placemats**
- **11:55 a.m. – Noon. Wrap-Up and Closing Remarks**

# Housekeeping



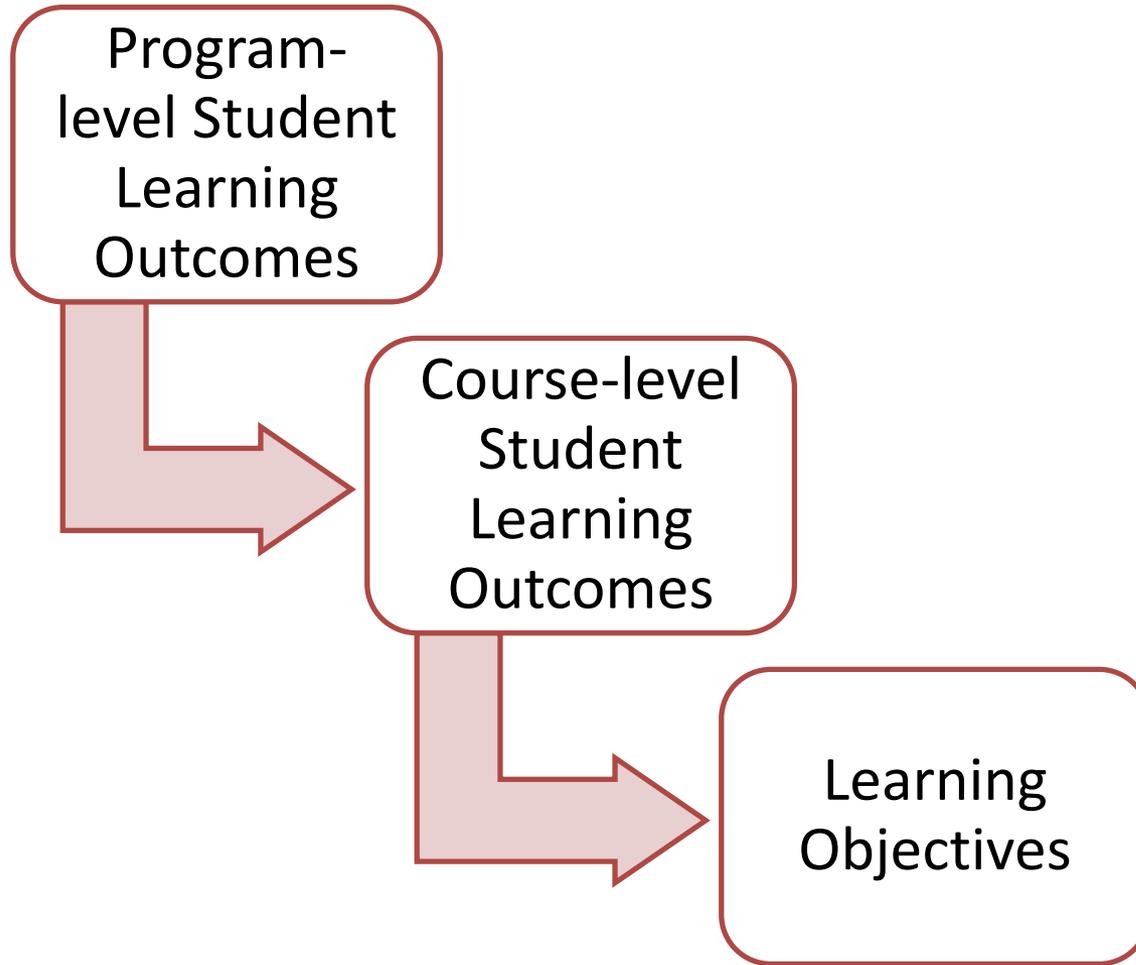
- What to Expect
  - Individual and Group Activities
  - Active participation
  - Breaks are built-in
- Content Covered
  - Overall Assessment Framework
  - Emphasis on developing an effective Assessment Plan
  - Generalizability across degree programs and support units
- Resources in Folder

# Common Language

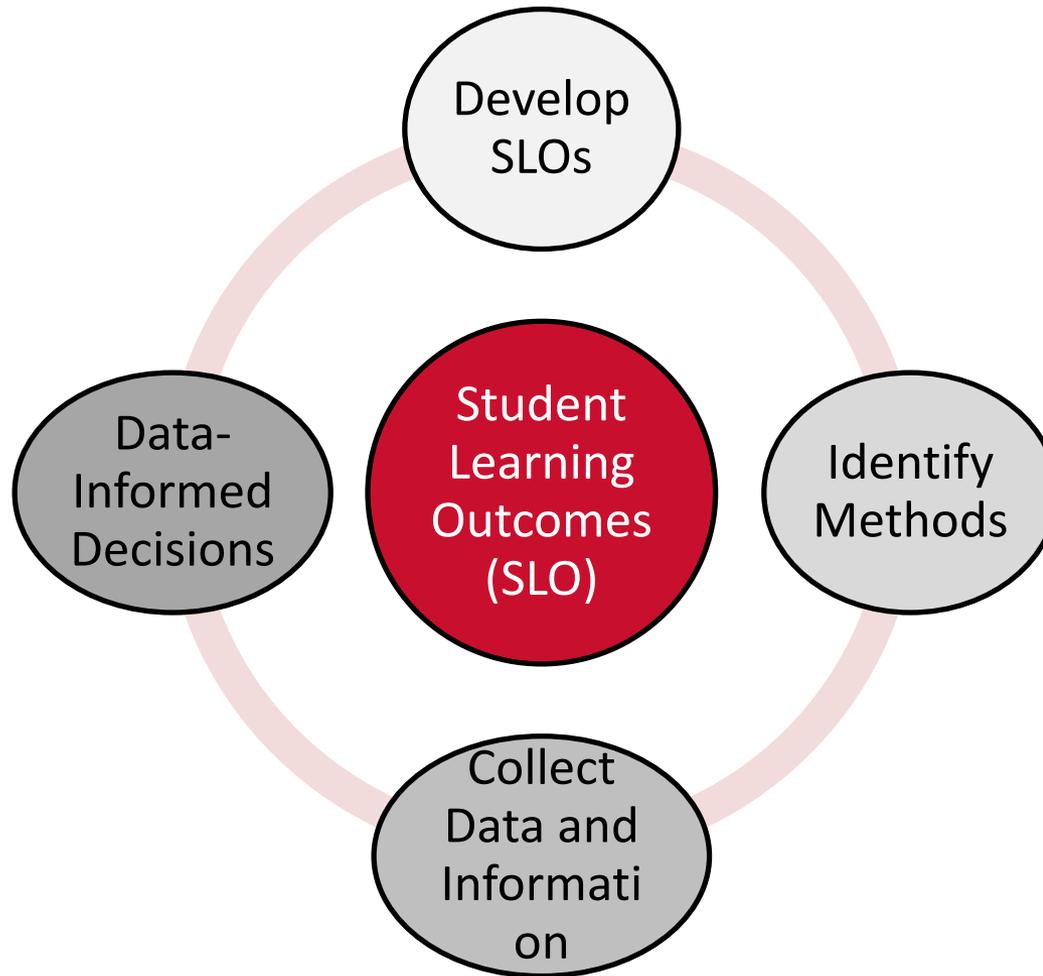


- Mission
- Program Assessment Plan
- Evaluation
- Student learning Outcomes
- Objectives
- Standards
- Curriculum Map
- Rubrics

# Common Language



# Assessment Framework



# Steps in Program Assessment



Step 1: Identify program standards

Step 2: Develop program goals/competencies

Step 3: Identify student learning outcomes

Step 4: Identify assessment methods

Step 5: Set student and program-level targets

Step 5: Collect data and information

Step 6: What are the data telling you about student learning?

Step 6: Review progress and areas for growth

Step 7: Act when, how, and where needed

Step 8 : Revise plan where needed



- Why do we focus on assessing student learning?
- What are Student Learning Outcomes (SLOs)?
- What are some ways to assess various SLOs?
- Am I responsible for assessing SLO's?
- How is SLO assessment relevant to my teaching or research?
- Can data regarding SLOs benefit faculty? students? program?
- What resources exist if I need help?

# What is a Student Learning Outcome?



- A Student Learning Outcome (SLO) describes what students *will know and be able to do* at the end of the program
- Key Characteristics
  - Observable/measurable
  - Sufficiently detailed -- explain what student will learn and how they will demonstrate learning in the field/discipline
  - Manageable
  - Distinguished from other programs
  - Clear to individuals outside of the field/discipline

# When developing Student Learning Outcomes (SLOs...)



- Identify what **specific** knowledge, skill, or attitude will be developed
  - **Cognitive**- What should students know?  
[Facts, theories, applications, strategies, processes]
  - **Behavioral**- What should students be able to do?  
[Demonstrable skills, performance at a specified level]
  - **Affective**- How should students be able to feel/value?  
[Attitudes, motivation]
- Specify the **measurable** student behavior that will demonstrate learning
- Consider *relationship of your course to the degree program or baccalaureate student learning objectives*

# How is data on SLOs useful?



- Students
  - Clear objectives enhance commitment
  - Feedback on progress can modify behaviors
- Faculty / Instructor
  - Guide curricular improvements (content, method, process)
- Program
  - Comprehensive coverage of SLOs across curricular and extra curricular experiences
- Other Stakeholders
  - Regional, programmatic, and disciplinary accreditations
  - Program review and continuous improvement

# Group Activity #1: Revise SLOs



- B.S. Real Estate Program: Evaluate
  - Are the student learning outcomes well-defined?
  - How can the SLOs be improved so they capture essential skills, knowledge, attitudes you want your graduates to demonstrate?
  - Report out- 2/3 observations per group

Group \_\_\_\_\_

**Activity 1 Instructions:** 1. Revise the “Old SLOs” to improve them.

**Activity 2 Instructions:** Select methods that will be most effective in addressing each SLO.

**Selecting methods that are most appropriate to provide data and information on each of the program’s SLOs**

Old SLOs	Your Group’s Revised SLOs	Methods
1. Understand how to make real estate decisions.		<ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li></ul>
2. Understand how to optimally invest in growth and development opportunities, prepare for and manage the problems that occur when a real estate venture turns out to be unideal, and improve the energy efficiency of the infrastructure of revenue-generating properties.		<ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li></ul>
3. Perform well in an internship that involves exposure to the ethical norms and legal norms of real estate.		<ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li></ul>
4. Successfully communicate in a variety of ways, including written and oral, as well as in-person and online.		<ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li></ul>
5. Network with other professionals to obtain accurate predictions of CAPEX and OPEX for real estate ventures.		<ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li></ul>

Group AAE

**Activity Instructions:** 1. Revise the “Old SLOs” to improve them; 2. Select methods that will be most effective in addressing each SLO.

**Selecting methods that are most appropriate to provide data and information on each of the program’s SLOs**

Revised SLOs	Method	Rationale
1. Analyze market and economic data to forecast real estate trends so students can make prudent investment decisions.		
2. Identify development opportunities with revenue-generating properties that are amenable to improvements in energy efficiency.		
3. Create value in real estate while respecting all ethical and legal norms, with full awareness of responsibility to communities, investors, and users.		
4. Successfully communicate the merits of beneficial real estate projects to various stakeholders.		
5. Network with local, regional, and international professionals to gather market data, perspectives, investment ideas, and employment leads.		

# ALL ABOUT CURRICULUM MAPS!

## What Is a Curriculum Map?

A curriculum map is a tool/technique that shows some meaningful concepts about your curriculum at-a-glance, such as **what** is taught, as well as **when** and **how**.

Furthermore, some mapped courses may provide you with measures to use for assessment.

The **“What”**: course content, areas of emphasis, learning outcomes

The **“How”**: learning opportunities and resources for students

The **“When”**: use a timetable to review the curriculum sequence

What are **“assessment measures”**?: Tools that demonstrate students' achievement of the expected learning outcomes, which reflect the program's mission and quality.

## What Do You Need to Create a Curriculum Map?

- ✚ The program's student learning outcomes (SLOs).
- ✚ Course syllabi
- ✚ Possible indicators of the alignment between your SLOs and curriculum:
  1. Course syllabi
    - (and the course learning objectives listed in the syllabi)
  2. Course catalogs
  3. Self-reports from faculty members and students, including surveys
  4. Assessment methods you already use
  5. Student work examples (e.g., portfolios, assignments)

## What are the Benefits of a Curriculum Map?

- ✚ Transparency about the program's content and structure
- ✚ Showing the alignment between the program's curriculum and mission
- ✚ Identification of gaps, redundancies, and misalignments in the curriculum
- ✚ Showing the progression of difficulty in the program, which demonstrates whether students are appropriately challenged
- ✚ Showing that students are receiving adequate coverage of your program's SLOs

## I Made a Curriculum Map! What Now?

### Consider the following...

- Does your curriculum cover all necessary content and progress logically (in terms of course difficulty)?
- Is your curriculum transparent to all stakeholders, including faculty, students, accreditors, and other communities of interest?
- Do your faculty understand how their courses fit into the program's SLOs?

If your program needs to improve in any of these areas, then your curriculum map can get you started! It is an invaluable tool for improving and communicating about your program!

## B.S. in Real Estate Curriculum Map

Course and Title	SLO #1 Analyze data	SLO #2 Opportunities	SLO #3 Ethical/Legal	SLO #4 Communicate	SLO #5 Networking
RES 300 General Concepts in Real Estate		D			
RES 320 Real Estate Statistics	B	D	B	B	
RES 332 Geographical Variations in Property		D	D	B	
RES 352 Urban Development		D		D	
RES 370 Forecasting and Appraisal	D	D			
RES 390 Residential Appraisal		D	D		
RES 400 Agricultural Property Development		D		D	
RES 458 Property Management Internship		P	P		D
RES 460 Acquisition Practicum		P	P	P	
RES 470 Real Estate Case Studies	P	P			

Here are some problems we found with this curriculum map...

- 1) No 200-level core courses are mapped.
  - Students should build their skills throughout the entire program, including early on!
  
- 2) SLO#2 is not covered at the “Beginning” level.
  - Even if this is a higher-level skill, it still needs to be covered at a foundational level. Also, it is over-covered.
  
- 3) SLO #5 is only covered in one course, and it is not covered at the “Proficient” level.
  - Perhaps “Networking” skills are primarily obtained through internships and other co-curricular opportunities.
  - If so, then “Networking” could be focused upon in other courses as well within the program’s designed curriculum.

### The Mapping Process

**Step 1: Identify which SLOs are invoked by a course.**  
(Use something to highlight the cell as a placeholder)

**Step 2: Identify the level of expertise promoted by the course**  
(**B** = Beginning; **D** = Developing; **P** = Proficient)



# TRIVIA ANSWERS!

# Selecting Assessment Methods: Let's think this through...



- Alignment between SLO(s) and Assessment Methods
  - Is my chosen method assessing specific SLOs?
- Number of assessment methods per SLO
  - Is there some triangulation to validate findings?
- Number of SLOs being assessed by each method
  - Am I relying on a single method to assess all learning objectives?
- Type of Assessment Method
  - Direct/Indirect?
  - Formative/Summative?
- Data/Information provided by the assessment
  - Are these data useful in informing me how students are experiencing the program?

# Connect Methods to SLOs...



- Content Knowledge (**Cognitive**)
  - Problem Sets, Tests, Comprehensive Exam
  - Papers, case study analysis
- Skills (**Behavioral**)
  - Projects, papers, presentations
  - Experiences, internships, simulations, student teaching, service learning
  - Performances
- Attitudes (**Affective**)
  - Reflection papers, surveys

## Assessment Methods

Method	Description	Example
Course-Embedded Assignment	This is a direct assessment method that involves using existing student coursework as data for the assessment of a learning outcome.	A student presentation addressing “stakeholder needs in a location when purchasing property”- completed in <b>RES 400 Agricultural Property</b> .
Capstone Project	This is a direct assessment method that utilizes a capstone project to integrate knowledge and skills students have acquired throughout their program.	A team project (with research and writing) involving the development of a local unused property- completed in <b>RES 470 Real Estate Case Studies</b> .
Reflective Student Essays	Reflective essays demonstrate students’ understanding and opinions about course content/internship/practicum etc.	Essay prompt: “Many stakeholders are interested in salvaging old properties while making them more energy-efficient. How would you optimize energy-efficiency, despite working with an old infrastructure?”- completed in <b>RES 460 Practicum Course</b> .
Portfolio	Students’ work (e.g., presentations, research papers, tests) is collected throughout a program and assessed by faculty using a common rubric.	A portfolio from several courses containing presentations, market analysis samples, and simulation cases involving property sales will be evaluated against a rubric containing specific criteria - completed toward the end of the program.
Comprehensive Exam	An exam given near the end of student’s academic career that assesses their ability to integrate knowledge/skills across their entire discipline.	A written 4-hour exam includes sections that reflect all course content studied thus far, including the following: real estate statistics, real estate law and ethics, and real estate-specific concepts/terminology- completed in last semester of the program.
Performance Evaluation	Students are evaluated on their performance in projects, clinical experiences, music/art performances, etc.	Real Estate majors’ case study projects are evaluated, in which the cost of a real estate property was estimated (including taxes)- completed in <b>RES 458 Internship course</b> .
Pre- & Post-Tests	Exams are administered at the beginning and end of a course to show how students’ content knowledge changed over time.	After their sophomore-level courses, students are given a pre-test regarding typical real estate calculations. After their senior-level courses, a similar set of questions are given to students as a post-test.
Internship Survey	Internship supervisors convey students’ professional attitudes and whether they are satisfactorily skilled.	Survey item #1: “Overall, the student seems ready to network with other real estate professionals.”  Survey item #2: “The student communicated in a way that was consistent with the ethical/legal expectations that exist for real estate professionals.”
Method	Description	Example

# Group Activity #2: SLO-Methods Alignment



- Review the “Assessment Methods” sheet in your folder
- Individually, select appropriate methods for each SLO
- Discuss with your group and collaborate to complete the online document as a unit
- Select a volunteer to report out
  - What methods did you select?
  - Why did you select these methods?

Group AAE

**Activity Instructions:** 1. Revise the “Old SLOs” to improve them; 2. Select methods that will be most effective in addressing each SLO.

**Selecting methods that are most appropriate to provide data and information on each of the program’s SLOs**

Revised SLOs	Methods	D/I; S/F
1. Analyze market and economic data to forecast real estate trends so students can make prudent investment decisions.	<div style="border: 1px solid black; padding: 2px; display: inline-block; margin-right: 10px;">Portfolio</div> <div style="border: 1px solid black; padding: 2px; display: inline-block; margin-right: 10px;">Perform. Eval. (RES 485 Internship)</div> <div style="border: 1px solid black; padding: 2px; display: inline-block; margin-right: 10px; background-color: #ffffcc;">Comp. Exam (real estate statistics)</div> <div style="border: 1px solid black; padding: 2px; display: inline-block; background-color: #ffe6e6;">Cert. Exam (finance, real estate calculations)</div>	<div style="border: 1px solid black; padding: 2px; display: inline-block; margin-right: 10px;">D, S</div> <div style="border: 1px solid black; padding: 2px; display: inline-block; margin-right: 10px;">D, S</div> <div style="border: 1px solid black; padding: 2px; display: inline-block; margin-right: 10px; background-color: #ffffcc;">D, S</div> <div style="border: 1px solid black; padding: 2px; display: inline-block; background-color: #ffe6e6;">D, S</div>
2. Identify development opportunities with revenue-generating properties that are amenable to improvements in energy efficiency.	<div style="border: 1px solid black; padding: 2px; display: inline-block; margin-right: 10px;">Capstone (RES 470 Case Studies)</div> <div style="border: 1px solid black; padding: 2px; display: inline-block; margin-right: 10px; background-color: #e6f2ff;">Reflective Essays (RES 460 Practicum)</div> <div style="border: 1px solid black; padding: 2px; display: inline-block;">Course Evaluations (RES 352 Urban Development)</div>	<div style="border: 1px solid black; padding: 2px; display: inline-block; margin-right: 10px;">D, S</div> <div style="border: 1px solid black; padding: 2px; display: inline-block; margin-right: 10px; background-color: #e6f2ff;">D, F</div> <div style="border: 1px solid black; padding: 2px; display: inline-block; background-color: #e6f2ff;">I, F</div>
3. Create value in real estate while respecting all ethical and legal norms, with full awareness of responsibility to communities, investors, and users.	<div style="border: 1px solid black; padding: 2px; display: inline-block; margin-right: 10px; background-color: #ffe6e6;">Cert. Exam (agency contracts, marketing regulations)</div> <div style="border: 1px solid black; padding: 2px; display: inline-block; margin-right: 10px; background-color: #ffffcc;">Comp. Exam (real estate law and ethics)</div> <div style="border: 1px solid black; padding: 2px; display: inline-block; background-color: #e6ffe6;">Internship Survey (Survey item #2)</div>	<div style="border: 1px solid black; padding: 2px; display: inline-block; margin-right: 10px; background-color: #ffe6e6;">D, S</div> <div style="border: 1px solid black; padding: 2px; display: inline-block; margin-right: 10px; background-color: #ffffcc;">D, S</div> <div style="border: 1px solid black; padding: 2px; display: inline-block; background-color: #e6ffe6;">D, F</div>
4. Successfully communicate the merits of beneficial real estate projects to various stakeholders.	<div style="border: 1px solid black; padding: 2px; display: inline-block; margin-right: 10px; background-color: #ffffcc;">Comp. Exam (real estate concepts/terminology)</div> <div style="border: 1px solid black; padding: 2px; display: inline-block; margin-right: 10px;">Course-Embedded (RES 400 Agricultural Property)</div> <div style="border: 1px solid black; padding: 2px; display: inline-block; background-color: #e6f2ff;">Reflective Essays (RES 460 Practicum)</div>	<div style="border: 1px solid black; padding: 2px; display: inline-block; margin-right: 10px; background-color: #ffffcc;">D, S</div> <div style="border: 1px solid black; padding: 2px; display: inline-block; margin-right: 10px;">D, F</div> <div style="border: 1px solid black; padding: 2px; display: inline-block; background-color: #e6f2ff;">D, F</div>
5. Network with local, regional, and international professionals to gather market data, perspectives, investment ideas, and employment leads.	<div style="border: 1px solid black; padding: 2px; display: inline-block; margin-right: 10px; background-color: #e6ffe6;">Internship Survey (Survey item #1)</div> <div style="border: 1px solid black; padding: 2px; display: inline-block; margin-right: 10px;">Exit Interview (Interview question #2)</div> <div style="border: 1px solid black; padding: 2px; display: inline-block;">Alumni Survey (Survey item #2)</div>	<div style="border: 1px solid black; padding: 2px; display: inline-block; margin-right: 10px; background-color: #e6ffe6;">D, F</div> <div style="border: 1px solid black; padding: 2px; display: inline-block; margin-right: 10px;">I, S</div> <div style="border: 1px solid black; padding: 2px; display: inline-block; background-color: #e6ffe6;">I, S</div>

# Data Analysis: Data Placemats

## What do you observe?

- **How are the data disaggregated?**
  - Graphs focusing on student level targets
    - Can be created from raw data in tables
  - Student characteristics, rubric criteria, etc.
    - “Networking with clients” questions were disaggregated by race
- **How are different methods connected?**
  - Similar types of data: Alumni survey questions and Internship survey questions
    - Internship supervisors gave students more “Excellent” ratings than they gave themselves
    - Patterns of “Excellent” ratings differed between each race category
  - **Different types of data**
    - Students may want different emphases (notes in the Exit survey) because the IL Real Estate Exam has multiple subsections for different professionals

# Effective and Sustainable Assessment Plans...



- Are based on clear, explicitly stated student learning outcomes
- Involve faculty and staff discussion and collaboration at the unit level
- Use multiple measures that allow for triangulation of findings
- Assess outcomes and processes to achieve those outcomes
- Involve data-informed decisions for continuous improvement
- Make assessment process ongoing, not episodic
- Avoid perfection and are modified as needed

# Effective and Sustainable Decisions are...



- Faculty-based and discussed at the unit level
- Shared with stakeholders to leverage successes
- A result of fine-tuning and low cost efforts as an outcome of discussions
  - Agreement to cover concept more explicitly in one or more courses
  - Rubrics are modified to make them more clear
  - Sequence of curriculum is changed
  - SLOs are reviewed and modified

\*\*\*Not every piece of evidence demands improvement

# Individual Reflection



- ❖ How does the information I have learned today connect with my program's assessment plan?
  - Are my program's SLO's well-developed and comprehensive?
  - Are we using adequate methods to collect information on these?
  - Can we improve my program's assessment plan?
  - Overall, is my program's assessment plan effective and sustainable?



# Thank You !

Please contact AAE if you have any  
lingering questions!