**Closing the Loop on Assessment – Improvements that Transform Student Learning**

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**Program Assessment Tools**

* Licensure Exams (written)
* Essays
* Research papers
* Portfolio
* Clinical skills (practical)
* Lab projects
* Shop projects
* Case Study
* Internship

**Adjustments to improve Student Learning and Instruction – Higher order processes**

Nilson, L. B. (2010). *Teaching at its Best- A Research-Based Resource for College Instructors.* San Francisco, CA: Jossey-Bass.

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| **Application – Use or apply information in relative situation** |
| **Student activities** | **Instructional Strategies** |
| Generate examples/ non-examples | Provide multiple examples for phenomenon (overt modeling) |
| Paraphrase | Demonstrate procedures with rules, principles and steps |
| Apply concepts to new situations | Define the contexts appropriate for given procedures |
| Utilize multiple problem solving strategies | Scaffold the problem solving process |
| Solve simple, structured problems, then complex, unstructured problems | Use questions to guide student thinking about problems, components, goals and issues |
| **Analysis- Examine components, compare/contrast, deduce implications** |
| **Student activities** | **Instructional Strategies** |
| Classify concepts, examples and phenomenon | Point out important and unimportant features or ideas |
| Summarize different types of thinking strategies | Emphasize the relationship among concepts – graphic organizers |
| Practice using different thinking types and explain why a choice is superior | Encourage students to self-evaluate and reflect on their learning |
| Detect and identify flaws and fallacies in thinking | Seek explanations for questions posed |
| Answer questions that require persistence in discovering and analyzing data or information | Explain and model how to conduct systematic inquiry, to detect flaws and to adjust patterns in thinking |
| **Synthesis- Create, connect, make new relationships** |
| **Student activities** | **Instructional Strategies** |
| Explain experiences with inquiry activities | Promote careful observation, analysis, description and definition |
| Resolve a situation that requires speculation, inquiry and hypothesis formation | Explain and provide examples of how to identify a research problem, speculate about causes, formulate testable hypotheses and identify/ interpret results and consequences |
| Design a research study to resolve a conflicting finding | Encourage independent thinking and avoid dead ends and simplistic answers |
| Compose the limitations of a study/ conclusions | Model inquiry and discovery processes |
| Reframe a problem | Encourage brainstorming/ creativity |
| Explain phenomenon using metaphors and analogies | Pose questions with multiple plausible answers |

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| **Evaluation – Make judgments, assess validity, defend position** |
| **Student activities** | **Instructional Strategies** |
| Evaluate the validity of information, results and conclusions | Explain how to recognize and generate proof, logic, argument and criteria for judgments |
| Draw inferences from observations and make predictions from limited information | Explain and show the consequences of choices, actions and behaviors |
| Identify factors that influence choice and interpretations (culture, experience, desires, and interests, as well as systematic thinking) | Explain with examples how factors such as culture, experience, desires, and interests influence choice and interpretations |
| Detect mistakes, false analogies, relevant/ irrelevant issues, and contradictions | Provide relevant human or social models that portray the desired choices, actions or behaviors |
| Choose among possible behaviors, perspectives or approaches and provide justification for choices | Create conflict or perplexity by posing paradoxes, dilemma or other situations to challenge students’ concepts, beliefs, ideas and attitudes |
| Critique a research study |  |

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| **COA Faculty Self-Evaluation Rubric: Exemplary Indicators** |
| **I - Acquiring and Maintaining Subject Matter Expertise** Degree and experience in the discipline well exceeds minimum requirements; exemplifies in-depth knowledge of the subject matter that influences selection of materials, student engagement, and embeds use of terminology; produces an atmosphere of inquiry and models principles of lifelong learning and professional integration; collaborates and is a leader within the profession; continually engages in reflection of content currency and uses results to improve teaching; expertise leads students to understand content, skills, and values related to the discipline and achieve challenging yet reasonable learning outcomes. |
| **II – Fostering an Environment for Student Success**Exemplifies a safe, orderly, and stimulating learning environment that engages and motivates learners including: superior rapport; sensitivity to cultures, levels of development, and individual learning styles; stimulating and dynamic enthusiasm for teaching and learning; effective use of instructional time and design of physical /virtual classrooms; expert utilization of technology; extremely well organized; promptly responsive and attentive to student needs including readily available to students through a variety of means and hours; engages in proactive and effective advisement; advocates for and participates in college wide improvements; provides leadership to colleagues to more fair, equitable, and respectful educational practices. |
| **III – Using Varied and Appropriate Teaching Methodologies**Achieves a high level of engagement with students and provides multiple opportunities for students to interact, give input and support each other for learning; utilizes a wide variety of strategies for students to learn and apply knowledge to real life situations and internalize learning; strongly promotes critical thinking and problem solving activities; is knowledgeable about, recognizes and engages strategies to effectively support a wide diversity of learners and learning styles in all academic settings, including use of technology; selectively chooses and engages students in effective technology applications that deeply enhance learning and provide/support best teaching practice for student learning. |
| **IV – Using Assessment to Improve Student Learning**Actively involved with writing and has strong understanding and utilization of student learning outcomes and their use to guide teaching and learning activities; utilizes a wide variety of creative formative and summative assessments at a high level of validity and reliability for indication of student learning; provides prompt and in depth, thoughtful feedback to students to promote additional learning opportunity; continually analyzes and uses assessment and outcome results to modify teaching strategies and assessments for best effectiveness and to ensure fair and reliable results and grading practices. |