Assessment Workshops
COURSE MENU

Portfolios as Effective Assessment Tools

In this workshop, we will explore the use of student ePortfolios as alternative grading practice, allowing both faculty and students to reduce anxiety and focus primarily on learning rather than grades. Portfolios are submitted at mid-quarter and at the end of the term as demonstrations of student participation and what they have learned. The portfolios also become an opportunity for students to analyze and reflect on their work and for faculty to reflect through students' self-analyses on their own teaching practices.

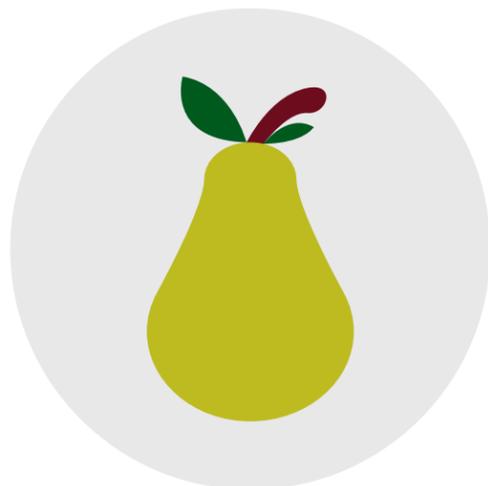At the end of the workshop, participants will be able to:

— Describe how student ePortfolios can be used as an alternative grading practice
— Describe the advantages of using ePortfolios as an alternative grading practice

Using the AACU VALUE Rubrics in Assessment

This workshop is designed to introduce participants to the Association of American Colleges and Universities (AACU) VALUE rubrics which are available for use in assessment programs. Rubrics are available to measure Intellectual and Practical Skills (inquiry and analysis, critical thinking, creative thinking, written communication, oral communication, reading, quantitative literacy, information literacy, teamwork & problem solving); Personal and Social Responsibility (Civic engagement, intercultural knowledge and competence, ethical reasoning, foundations for skill for lifelong learning, global learning) and Integrative and Applied Learning (integrative learning).

At the end of the workshop, participants will be able to:

— Describe the VALUE rubrics
— Access the VALUE rubrics for use in their assessment programs
— Draft an assessment for a Program Level Outcome (PLO) or Course Level Outcome (CLO) using one of the VALUE rubrics

DESSERTS

Iterative and Collaborative Curriculum Design and Course Alignment

Effective curriculum design is a continuous process that should be a holistic look at the entire program focusing on the learning outcomes. This workshop will focus on developing and sequencing a plan to provide learning experiences that will support the program level outcomes as well as opportunities to assess the outcomes.

At the end of this workshop, participants will be able to:

— Apply the principles of alignment and evidence-based design to curriculum development
— Utilize multiple mapping approaches to determine the exact nature of an existing curriculum in terms of learning outcomes and program goals
— Create developmentally appropriate curriculum design
— Develop and implement methods for identifying and involving multiple stakeholders in curriculum design

Designing Your Assessment Plan-Managing the Process (You don't have to measure everything every year)

The assessment of the learning outcomes of a program is not a one year thing as it would be too much to try to evaluate every outcome each year. Instead, it is recommended that the assessment of outcomes be split into multiple years, so that more depth can be reached. This workshop will focus on developing the skills to create a plan and timeline that will be usable for any program.

At the end of the workshop, participants will be able to:

— Explain how to assess program level outcomes throughout the curriculum
— Create a timeline to assess program level outcomes over a pre-determined cycle
— Design an assessment plan that would be program specific

Assessing Co-Curricular Experiences and Campus Activities

Student Affairs has been tracking student engagement and connect data from multiple sources to develop a more complete picture of co-curricular factors that contribute to student learning and development. This workshop will focus on the connection between co-curricular activities and student learning and how that may apply to other departments on campus.

At the end of the workshop, participants will be able to:

— Explain the connection between co-curricular activities and the student learning experience.
— Access and utilize select resources, tools and data that are available to help them answer their own assessment questions and inquiries

Drexel
UNIVERSITY

Developing or Refining Course Level Outcomes

At Drexel University we believe that a well-formulated set of Program Level Outcomes [PLO] that support and are consistent with the institutional mission and goals are the building blocks of an effective assessment program. This workshop will focus on how to write clear course level learning outcomes as well as briefly explore methods on how to assess them.

At the end of the workshop, participants will be able to:

— Develop effective outcomes for their courses
— Connect the course level outcomes to the program level outcomes and Drexel Student Learning Priorities

Development and Use of Rubrics

Rubrics can be used as an assessment tool to provide students with feedback about specific areas of strengths and weaknesses in their performance, and what is expected prior to the assignment completion. This workshop focuses on the creation and use of rubrics in an academic setting.

At the end of the workshop, participants will be able to:

— Apply rubrics effectively in courses and departments
— Create rubrics that are applicable to a single course and both its course and program level outcomes
— Create general rubric levels, performance indicators, performance level indicators and performance level expectations

Using Reflective Analysis as Part of Your Assessment Plan

A reflective analysis is an essay that requires a student to think about past events, what they learned from them and how they feel about them. This session is intended to introduce participants to the reflective analysis as a useful teaching and learning tool at the course and program level.

At the end of the workshop, participants will be able to:

— Use the research on reflective analysis as a teaching/learning tool
— Integrate the reflective analysis into any course by seeing different examples
— Use reflective analysis to supplement the Program Alignment and Review (PAR) process

AEFIS Training

AEFIS is software system that has been contracted by Drexel University to assist end of term evaluations and also direct assessment of program level outcomes. This workshop will focus on the how to use AEFIS to gather, store and report data.

At the end of the workshop, participants will be able to:

— Create surveys in AEFIS
— Create reports to review data

Creating and Using the Assessment Template in BbLearn

Through a collaboration between faculty, instructional designers and assessment staff, a template has been created in BbLearn to help connect the course to the overall program and to make integrating assessment simpler. The template will also be ADA compliant for accessibility based on the latest standards, thus making it easier for faculty members to make sure that all students will be able to access the information.

In this workshop, attendees will learn how to:

— Set up template in BbLearn that focuses on assessment
— Tie the course level outcomes/assessments into the curriculum
— Assure that the course is ADA compliant and accessible

Assessing the DSLP's in Your Courses

The Drexel Student Learning Priorities (DSLP) include six core intellectual and practical skill areas and 6 experiential and applied learning areas of competency. While these are program-specific learning outcomes, are these competencies in your course? Should they be? Join us for a discussion on when and how to integrate the DSLPs into your course.

At the end of the workshop, participants will be able to:

— Revisit the DSLP definitions and frameworks
— Identify which DSLPs are appropriate learning outcomes for their course(s)
— Create ways to assess these competencies in their course(s)

Mapping the Curriculum to the Program Level Outcomes and DSLPs

What general knowledge or skills do we want graduates of Drexel to have? What specific skills and competencies do we want students to gain upon completion of our programs? How do we make sure that these topics are introduced, reinforced and assessed? The answer to this question is a curriculum map. This workshop will focus on how to create a curriculum map for a program in order to track the progress of both the program level outcomes and the Drexel Student Learning Priorities.

At the end of this workshop, participants will be able to:

— Identify elements for a curriculum mapping package
— Analyze relationships between DSLP's, program outcomes, Course outcomes and activities related to learning assessment
— Develop a curriculum map of program outcomes to courses
— Identify the value of integrating curriculum mapping with learning assessment outcomes

These workshops are available to all programs/departments/schools and colleges. To schedule a workshop or a series of workshops, contact **Joe Hawk,** Director of Assessment & Accreditation Operations at **jmh356@drexel.edu** or at **215.571.3675**

Direct Assessment of Program Level Outcomes and Course Level Outcomes

This workshop will describe the major assessment methods by which faculty and programs can collect data on student performance and curriculum effectiveness. Each method will be briefly described and potential applications will be discussed. Assessment methods will be placed in the greater context of curriculum design and mapping. Several case studies will be examined to illustrate the utility of specific approaches.

At the end of the workshop, participants will be able to:

— Describe several assessment methods along with their advantages and disadvantages
— Explain the difference between direct and indirect assessment
— Choose the appropriate assessment to obtain valid data to evaluate specific student and program outcomes
— Apply assessment strategies when undertaking curriculum design or re-design

Data Analysis and Interpretation: Closing the Loop

How many times have you collected data only to have it go onto a shelf? Many times the most important step of analyzing and using the information for improvement is the step that is skipped. This workshop will focus on 3 different case studies where Drexel faculty/staff have used data to make informed decisions.

At the end of the workshop, participants will be able to:

— Discuss three different examples of closing the loop
— Determine how to use their own data to attempt to make improvements