



Assessment

Faculty Pedagogy Workshop
April 11, 2018

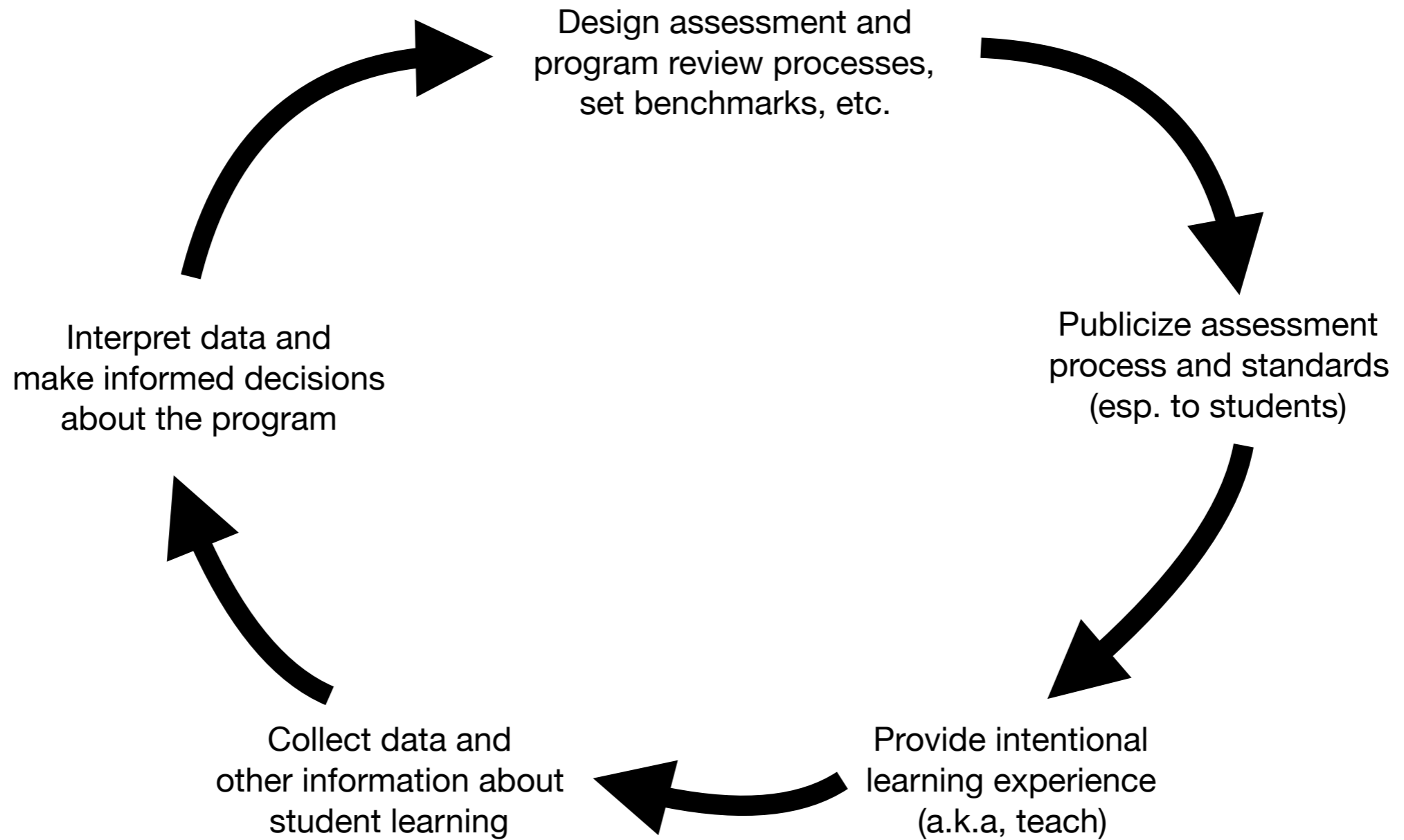
Assessment

- Assessment Overview
- WASC Report
- Learning Objectives
- Course Assignments
- Rubrics
- Next Steps

Assessment Overview

- Assessment is the gathering of information about student learning and/or the learning experience in order to improve student learning.
- Evaluation is making judgements about the quality of student learning on the basis of assessment evidence.
- Intentionally choosing instructional activities to facilitate student learning and to reveal that learning both to the student and the instructor.

Assessment Process



Don't worry about it

- Institutional or Program Learning Outcomes
- Institutional or Program Benchmarks
- GTU MA Program

WASC Report

- 1.2: Indicators of student achievement need to be more clearly articulated in terms of measurable student achievement, better aligned to course material and program and institutional outcomes, and more intentionally communicated to students and to the public.
- My take: we need to publish our assessment strategy (on the web, in the catalog), and set benchmarks for defining program and institutional-level success and outcomes.

WASC Report

- 2.1: Further defined outcomes for degrees with defined standards of performance for students is essential as the institution moves forward to accreditation.
- My take: among other things, we need to clarify course-level outcomes, assignments, and rubrics, the subject of today's workshop.

WASC Report

- 2.2: Initial accreditation will require that levels of achievement for graduation and processes to define and ensure the meaning, quality, and integrity of degrees be more clearly articulated and firmly established.
- My take: again, we will need to further define program-level outcomes, publicize and communicate that to students, and align course materials to this process, the subject of today's workshop.

WASC Report

- 2.3 and 2.4: Student performance upon completion of degrees as well as achievement of student learning outcomes and expectations for student learning at all levels must be better reflected in curricula, in program documents, in assessment policies and procedures, and in advising and in communications with students.
- My take: again, in addition to publicizing this process, learning outcomes need to be included in syllabi, the subject of today's workshop.

WASC Report

- 2.6: Rubrics or other tools for assessing stated levels of student achievement and for providing feedback on student work must be developed.
- My take: faculty should be using rubrics for assessing student work at the course level.

WASC Report

- 2.7: The program review process must be defined, and at least one full program review must be completed for initial accreditation. This review must include evidence of “closing the loop” such as curricular refinements or revisions, budget requests, and other data driven decision-making.
- My take: we do a program review! Importantly, at the end of this, the faculty makes changes to and recommendation to the Board about the educational programs (closing the loop).



Institutional Learning Objectives

- Receive a comprehensive broad grounding in the entirety of the Buddhist tradition (ILO1)
- Develop critical thinking skills through academic research, written, and verbal communication (ILO2)
- Critically and contextually engage a specific Buddhist tradition via a methodologically coherent final project or thesis (ILO3)
- Receive opportunities for professional development through practical education (ILO4)

M.B.S. Program Learning Objectives

- Develop substantive knowledge of Buddhist history, thought, texts, and practices
- Demonstrate analytical skills through specialist and comparative work
- Assess multiple theories and methods of Buddhist Studies
- Develop critical thinking, writing, and research skills

M.Div. Program Learning Objectives

The goals of IBS's Master of Divinity program are to provide all students with:

- Foundational knowledge of Buddhist history, literature, thought, practice, and ethics as the basis for effective ministry, chaplaincy, or religious leadership both in and out of Buddhist sanghas
- Structured and critical exploration of one's own Buddhist tradition as a basis for ministerial formation and the development of facilities to provide pastoral care
- Engagement with one's tradition within a multi-religious, multi-cultural, and multi-Buddhist context to support an engagement with diverse communities
- Opportunities to develop research and communication skills through writing, public speaking, and dharma talks to effectively communicate Buddhist thought

Curriculum Map

	Degree Program			Institutional Objectives				
	GTU-MA(1)	MBS	MDiv	ILO1	ILO2	ILO3	ILO4	
Foundational Education (required courses)	HRHS-1515			X				
	HRHS-1518			X				
	HRPS-1614			X				
	MA-1000 (2)	HR-1630	HR-1630 (2)		X	X		
		HR-3300		X				
	Language (3)				X			
Program track or specialization (4)	Other breadth requirements; electives coursework; tracks; or optional certificate			X	X			
					X	X	X	
Practical education (5)	Publication Teaching Colloquia Public Speaking		Fieldwork CES MAP Pub. Speak.			X	X	X
							X	X
							X	X
								X
Capstone project	Thesis/project proposal				X	X		
	Thesis		Thesis/project		X	X		

Learning Outcomes

- A learning outcome (**not** a “goal”) is defined as what you expect students to be able to accomplish by the end of the course.
- An outcome must be clear, represent a student action, and be measurable.
- Outcomes should articulate expected skills and knowledge.
- Outcomes should make sense and be connected to the course.

Learning Outcomes

- A “goal” is instructor centered:

In this course, we will cover different approaches to historical writing.

- Objectives are student centered:

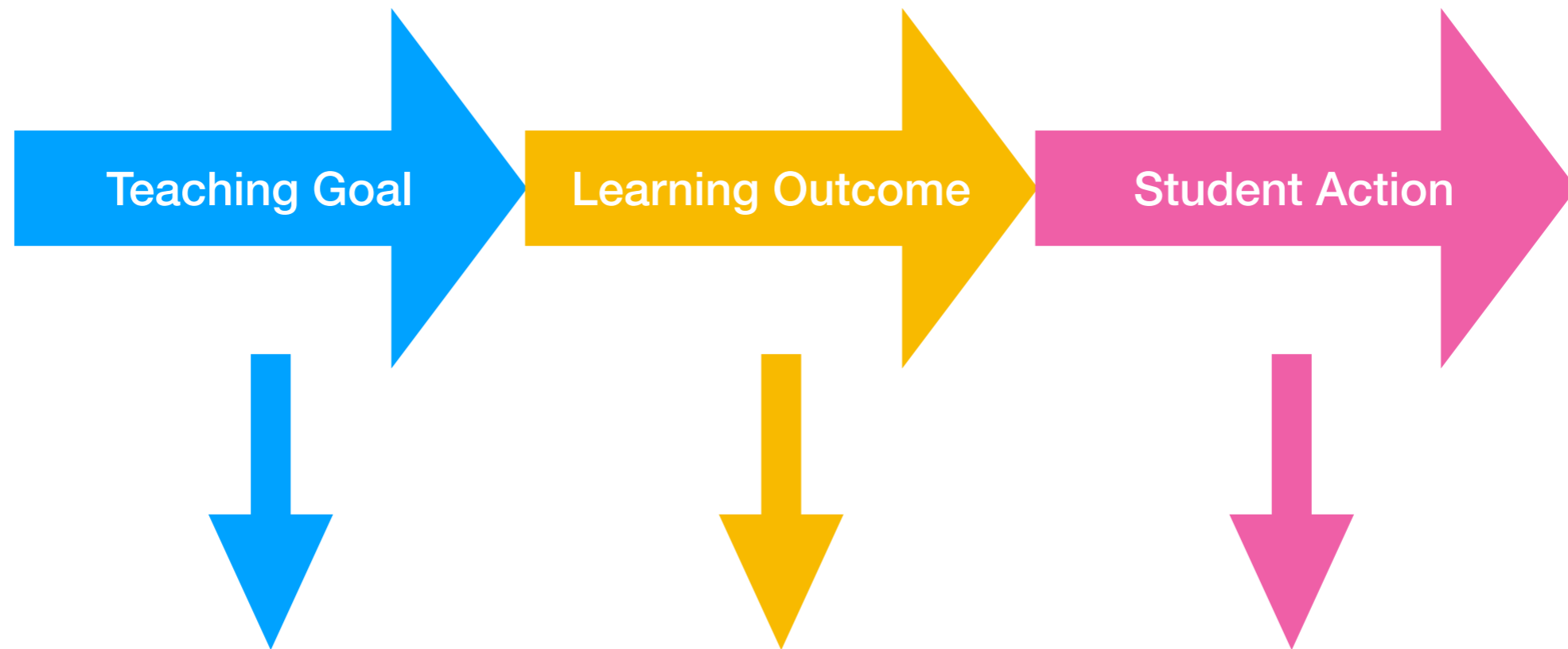
Students will analyze and explain differences between approaches to historical writing.

Bloom's Taxonomy

Bloom's Taxonomy Action Verbs

Level	Definition	Sample verbs					Sample behaviors
KNOWLEDGE	Student recalls or recognizes information, ideas, and principles in the approximate form in which they were learned.	arrange define describe duplicate	identify label list match	memorize name order outline	recognize relate recall repeat	reproduce select state	The student will define the 6 levels of Bloom's taxonomy of the cognitive domain.
COMPREHENSION	Student translates, comprehends, or interprets information based on prior learning.	explain summarize paraphrase describe illustrate classify	convert defend describe discuss distinguish estimate explain	express extend generalized give example(s) identify indicate	infer locate paraphrase predict Recognize	rewrite review select summarize translate	The student will explain the purpose of Bloom's taxonomy of the cognitive domain.
APPLICATION	Student selects, transfers, and uses data and principles to complete a problem or task with a minimum of direction.	use compute solve demonstrate apply construct	apply change choose compute demonstrate discover dramatize	employ illustrate interpret manipulate modify operate	practice predict prepare produce relate schedule	show sketch solve use write	The student will write an instructional objective for each level of Bloom's taxonomy.
ANALYSIS	Student distinguishes, classifies, and relates the assumptions, hypotheses, evidence, or structure of a statement or question	analyze categorize compare contrast separate apply	change discover choose compute demonstrate dramatize	employ illustrate interpret manipulate modify operate	practice predict prepare produce relate schedule	show sketch solve use write	The student will compare and contrast the cognitive and affective domains.
SYNTHESIS	Student originates, integrates, and combines ideas into a product, plan or proposal that is new to him or her.	create design hypothesize invent develop arrange assemble	categorize collect combine comply compose construct create	design develop devise explain formulate generate plan	prepare rearrange reconstruct relate reorganize revise	rewrite set up summarize synthesize tell write	The student will design a classification scheme for writing educational objectives that combines the cognitive, affective, and psychomotor domains.
EVALUATION	Student appraises, assesses, or critiques on a basis of specific standards and criteria.	Judge Recommend Critique Justify Appraise Argue	Assess Attach Choose Compare Conclude Contrast	Defend Describe Discriminate Estimate Evaluate Explain	Judge Justify Interpret Relate Predict	Rate Select Summarize Support Value	The student will judge the effectiveness of writing objectives using Bloom's taxonomy.

Process



Critical Thinking

Students will evaluate the logic and validity of arguments

In a two-page response paper, students will assess the arguments in a political speech, accounting for facts and evidence.

HR-2850 Outcomes

Outcome

Assessment

develop research and critical reading skills

close reading and research projects

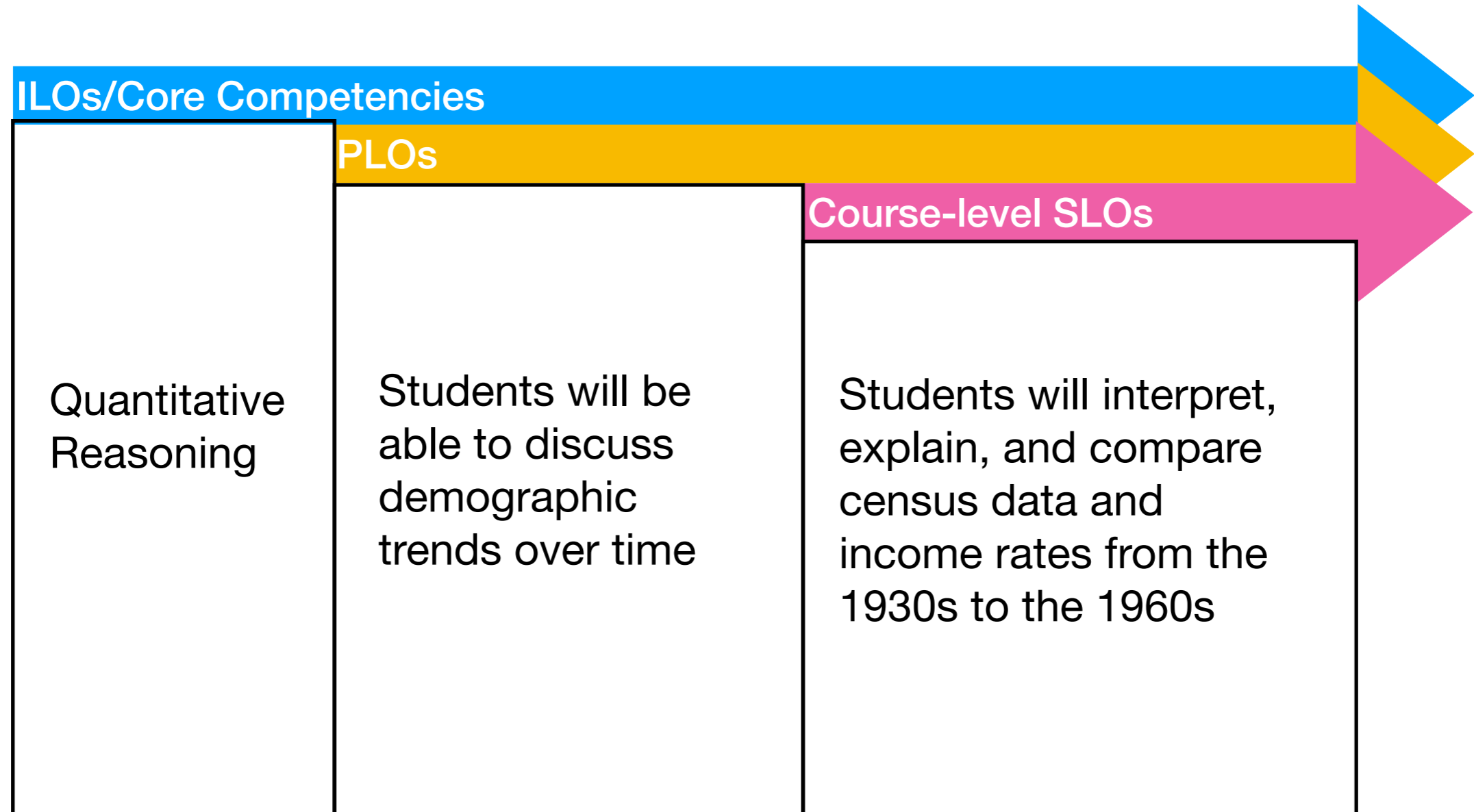
develop and defend an evidence-based argument

essay assignment 1

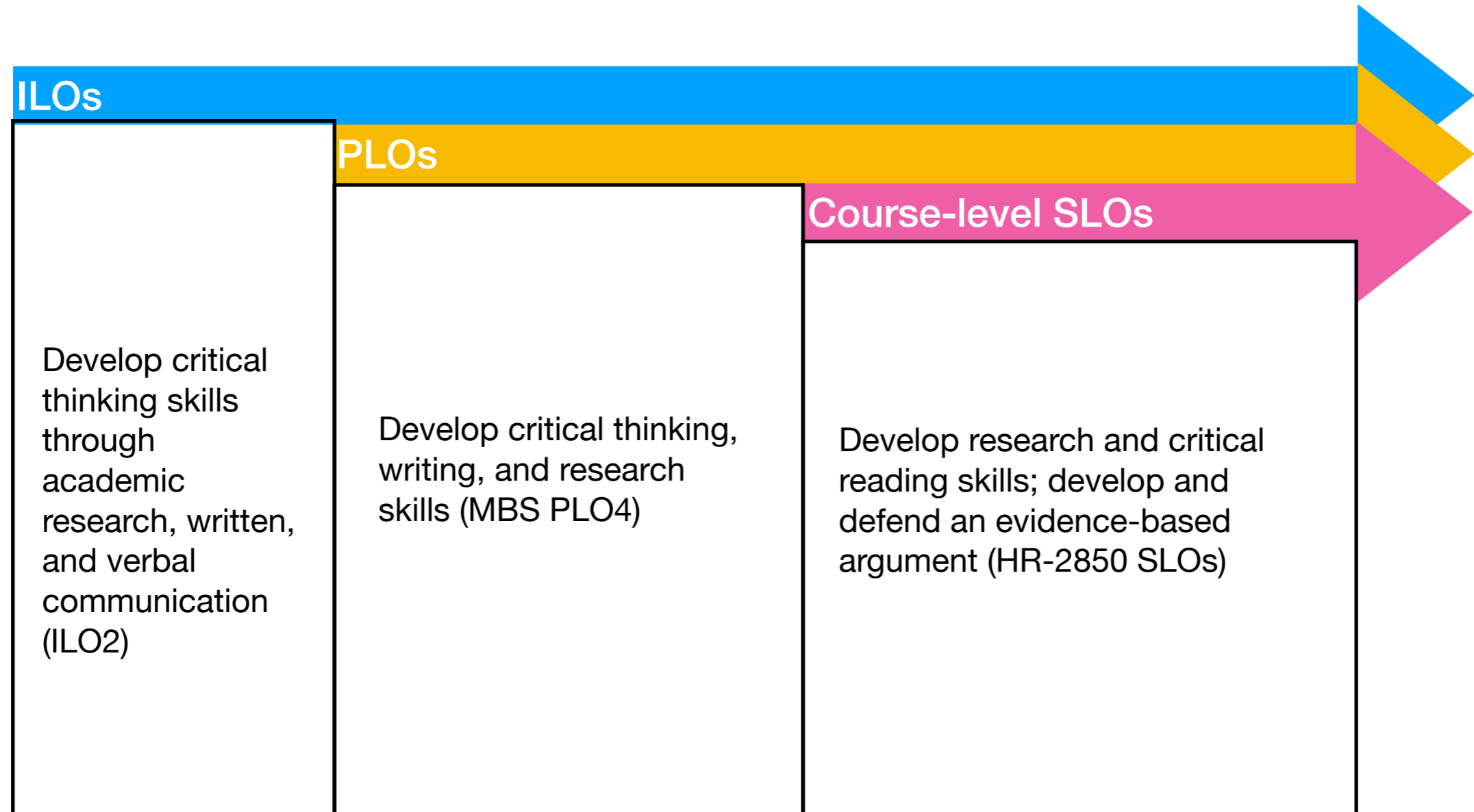
critically engage course themes and methods within one's own Buddhist/religious tradition

essay assignment 2

Alignment Up

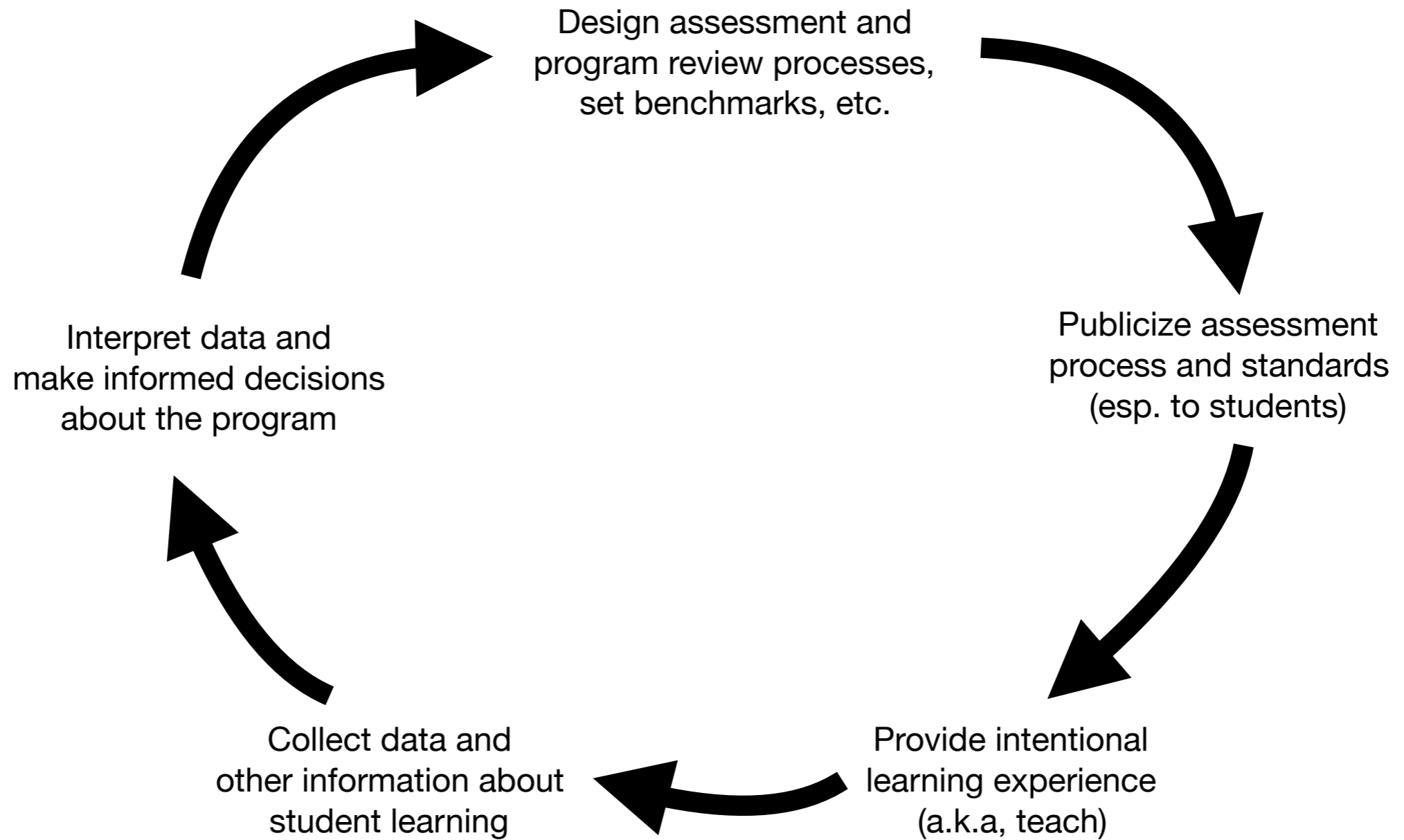


Alignment Up





Assessment Process



Rubrics

Criteria	Exceeds Expectations (A)	Meets Expectations (A-/B)	Below Expectations (C)	Problematic (D)
Thesis/argument	Excellent. This is an ambitious, perceptive project that grapples with complex ideas. The thesis is clearly stated and contextualized in the introduction. The essay presents more than a summary of existing ideas, and is not simply repeating what the student has read or learned in class.	The project reaches high and achieves its aim. The thesis is stated clearly but perhaps with less contextualization. The author does more than summarize existing ideas, but some areas may require more depth or the essay includes stray, irrelevant ideas.	The project has conceptual problems. The thesis may be unclear or poorly stated. The essay lacks an argument but is merely a summary of existing ideas or a personal reaction to the topic (i.e., mere opinion).	The project is incoherent or is extremely problematic in any of the areas mentioned.
Organization	The essay is clearly and explicitly organized. The introduction lays out the structure of the essay, and essay sections include transitions and summaries of ideas. The conclusion both summarizes the essay's argument and points toward potential research vistas.	The essay is well organized, the introduction states the essays structure and intent. Some connections may still need to be made, especially in regards to transitions between sections. The conclusion summarizes the essay's argument.	The essay is poorly organized; the introduction does not state what the author is going to do; there are no transitions or summaries of ideas.	The essay is not organized in any logical fashion.
Evidence	The author employs appropriate and relevant primary and critical secondary sources. Evidence is both contextualized and related explicitly to the thesis or argument.	The author employs appropriate and relevant primary and critical secondary sources. Evidence is contextualized; however, there may not be enough evidence or it is not thoroughly engaged.	Evidence provided is irrelevant or culled from inappropriate or unreliable sources. What (good) evidence is supplied is not engaged, contextualized, explained or related to the thesis/argument.	Evidence is either not presented or is wholly irrelevant and unreliable.
Writing/style	Language is clean, precise, elegant, and jargon-free. Ideas and terms are introduced and explained appropriately. The author uses the correct citation format, and typos and other errors are at a minimum (or nonexistent).	Language is adequate and clear, and the author has used the correct citation format. Vernacular language is avoided, and typos and grammatical errors are minimal.	Language and word choice is unclear; sentences are awkward, illogical, or contradictory; punctuation, grammar, etc., are problematic. There is an over-reliance on vernacular language. Correct citation format is not used.*	The essay contains an overabundance of grammatical and stylistic errors, or inappropriate language.



Thank you!