



What are they learning?

CREATING AN INTERDISCIPLINARY ASSESSMENT ACTIVITY

FLEX DAY 1/12/2017

What kind of GE assessment would be worthwhile?

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One that -

- ▶ reveals what students are taking away from our classrooms and centers
- ▶ shows how students piece their coursework together into an education
- ▶ shows whether we're achieving our institutional goals for student learning
- ▶ provides a fresh perspective on student learning
- ▶ provides a forum for meaningful, enriching, and productive discussions across discipline and service areas.

Options for assessing GE outcomes

- ▶ Student surveys (we do this)
- ▶ Course-level assessments in courses aligned to specific GE-SLOs (and this)
- ▶ One-unit interdisciplinary “capstone” course (we don’t do this)
- ▶ Student portfolios (or this)
- ▶ Authentic, interdisciplinary assessment task performed by student focus group (we’re starting this!)

Plan for a GE assessment activity

- ▶ Panel of student volunteers, bribed with pizza, raffles, ponies, etc.
- ▶ Panel of faculty and staff from different disciplines / service areas
- ▶ Live activity (debate, roundtable discussion, etc.) roughly modelled on GRE general reasoning questions
- ▶ Subsequent faculty discussion & rating of student performance
- ▶ Concluding report put together by SLO coordinator, submitted to ASGC

Something like this, maybe?

- ▶ Claim: The value of a college degree is highly overrated.
- ▶ Task: Students are presented with the claim, and with some brief readings, including some facts and analysis relevant to the claim. They spend half an hour developing and discussing their thoughts in small groups, organizing their ideas and evidence. Then students form a debate team, speaking for and against the claim, and addressing follow-up questions and counter-arguments, posed by other students or faculty.
- ▶ Finally, faculty rate their impressions, of individual students where possible, and of the groups overall. Faculty discuss their impressions with the students, or amongst themselves.

TODAY'S MISSION: to create an authentic, challenging assessment task (for Spring 2017)

(Not *this* challenging, though.)



We will need to decide:

- ▶ What topic, question or problem students should discuss;
- ▶ The parameters of the task (should there be assigned readings? Should students hold a debate or a round-table discussion? What directions should we give them? Should we assess multiple SLOs through the one activity, or do one SLO at a time?)
- ▶ How faculty will participate (should we listen silently or ask follow-up questions? Should we share our rubric with students and discuss our responses *with* them?)
- ▶ How to score students' performance (creating rubrics).

WORKSHOP: Think (10 minutes)

- ▶ Looking at the list of GE SLOs, pick one or two that your coursework or service most closely aligns with. What specific ability or abilities would you like students to take away from your work with them, that relates to these SLOs?

When you're done, we'll split into groups by SLO:

- Effective communication
- Quantitative reasoning
- Critical thinking
- Social awareness and diversity
- Ethical reasoning and effective citizenship

WORKSHOP: - and share (20 minutes)

- ▶ Pick **one** SLO to focus on. Join an interdisciplinary group of colleagues working on the same SLO. (You might need to move tables.)
- ▶ As a group, share your ideas of what this SLO means in your work with students.
- ▶ Creating a task: Drawing from your own coursework, or (if applicable) the list of suggestions provided, come up with some ideas for a topic or question that might work as an assessment activity.

WORKSHOP: Report out (15 minutes)

- ▶ Sharing out: each group should share some of the prospective topics.
- ▶ Can one topic serve multiple SLOs? Can we pick one?

WORKSHOP: Creating rubrics (15 minutes)

- ▶ Develop a rubric: Drawing on the form provided, and focusing on the specific SLO you're working on, brainstorm some ideas for what faculty might look for, specifically, when rating student performance in this area. (Note: The "Effective Communication" has some draft language, to give you an idea of what to tinker with.)

WORKSHOP: Finalizing the activity (10 minutes)

- ▶ Roundtable discussion or debate?
- ▶ Assigned readings, or not?
- ▶ Open discussion of faculty impressions, or not?
- ▶ Other questions?

Calling all volunteers...

If you want to participate in this activity, please send me an email at murphym@smccd.edu

Or give me a call at ext. 6344

You will be paid!