



# Making Your Assessments Work for You

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# Planned Assessment

- Setting standards
- Mapping standards to program elements
- Choosing instruments
- Systematic data collection & storage
- On-going review



# TEAC Process Principles

1. Continuous improvement to advance quality
2. Inquiry-driven assessment
3. Audits to ensure quality
4. Frugality



# Setting Standards

- Consider both program mission and assessment practices
- Consider both demands of the program and demands of the the external environment



# Our Standards Journey

12 → 20 → 10

# Mapping Standards to Program Elements





# Choosing Assessments

- Matching assessments to standards
- Matching assessments to questions



# Getting buy-in from faculty

- Assessments serve their immediate needs
- Frugality – assessments do not take undue amounts of time and resources





# Getting buy-in from the institution

- Assessments serve the needs of the institution
- Frugality – assessments do not take undue amounts of time and resources

# Organizing Data



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# Organizing Data

Standard:		2	3	3	3	3	3Total
Instrument:		MAT 604	40S	40M	32S	45S	TOTAL
<b>Student</b>	<b>GRADDATE</b>						
Elem1	10May	4	5	5	4	5	4.50
Elem2	10May	4	4	4	3	4	3.50
Elem3	10May	5	4	5	5	5	5.00
Elem4	10May	3	5	5	3	4	3.50
Elem5	10May	3	3	5	2	3	2.50
Elem6	10May	5	5	5	5	5	5.00
Elem7	10May	4	4	4	4	5	4.50
Elem8	10May	3	4	5	3	5	4.00
Elem9	10May	4	3	4	3	3	3.00
Elem10	10May	3	3	4	3	3	3.00
Elem11	10May	4	2	5	2	3	2.50



# Student Self-Assessment

- E-portfolios
- Need to balance uniformity of artifacts with allowing students to choose artifacts meaningful to them



# Student Self-Assessment

- Involvement with assessment throughout the program.



## Obtain assessments from all stakeholders

- Current Students
- Education Faculty
- Other Faculty
- HR Directors
- Principals
- Alumni



# Reviews

- In each course by the course instructor (one artifact for one standard)
- Each semester for graduating students by all faculty (all ten standards)
- Each year for TEAC annual report (all faculty)





# Changes we have made

- Revising the program standards to facilitate program assessment and enhance program quality
- Restructuring and reducing the undergraduate elementary education course requirements
- Adding elements to individual courses to address weaknesses
- Changing the portfolio requirements to ensure that we answer our assessment inquiries
- Adding a Teacher Work Sample to the student teaching semester to provide a more authentic assessment
- Eliminating the undergraduate secondary education program



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