

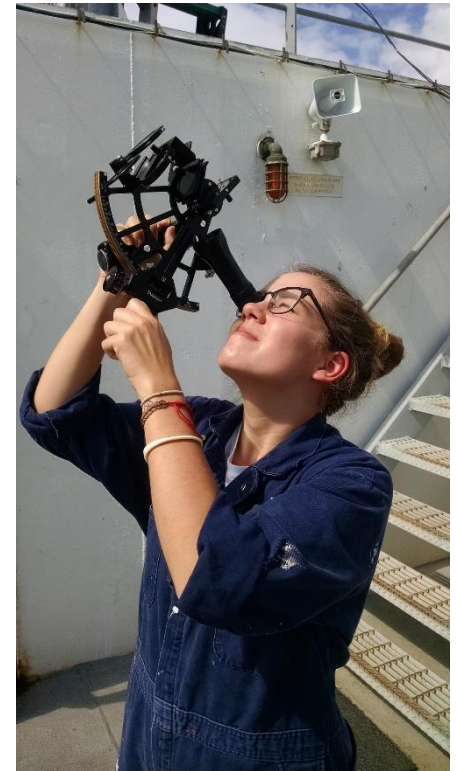
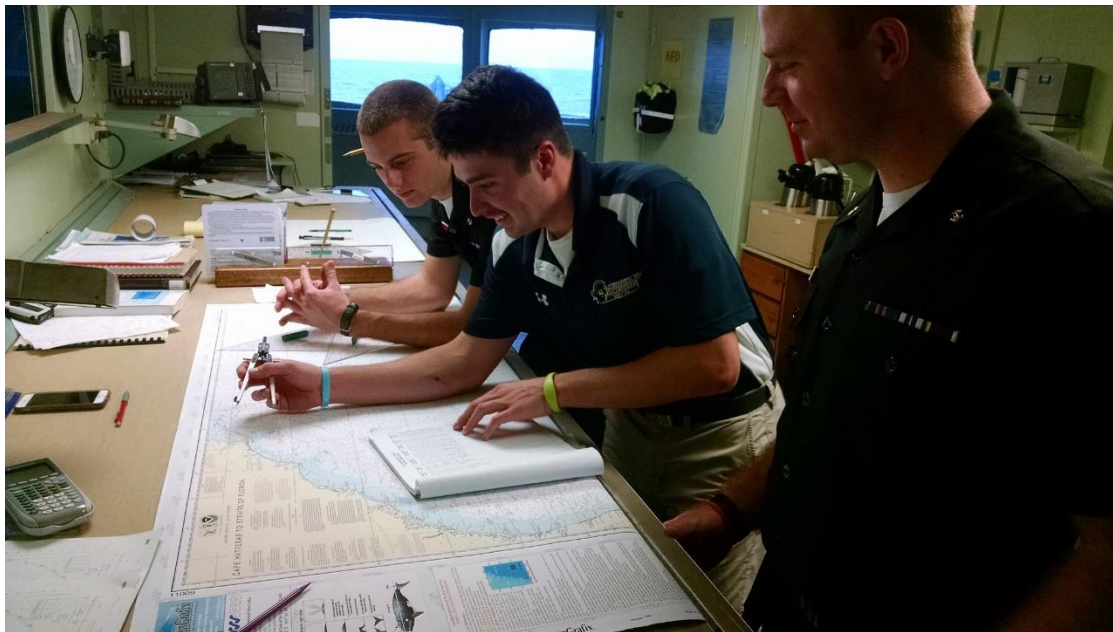
Advancing a “Maritime” Culture of Assessment: Assessment Resource Delivery at Massachusetts Maritime Academy

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Massachusetts Task Force on Statewide Assessment
Worcester State University
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Learn-Do-Learn

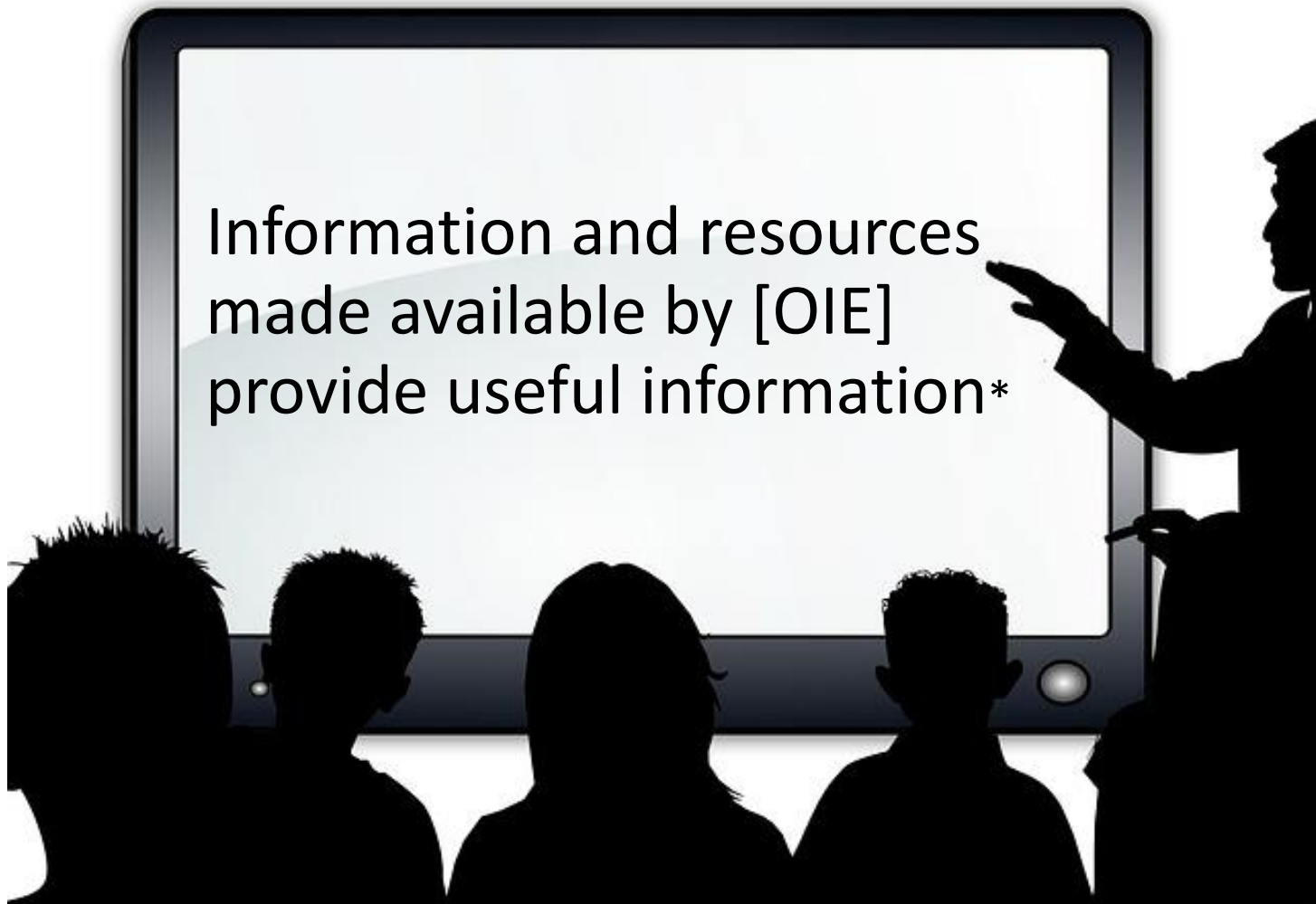


Advancing a “Maritime” Culture of Assessment

Massachusetts Maritime Academy (MMA) has worked to strengthen resources related to assessment through:

1. Online learning (i.e., “How-tos”)
2. Practical experience (e.g., workshops)

Advancing a “Maritime” Culture of Assessment



*100% of respondents ($n=9$) “strongly agreed” or “agreed” to the statement

Institutional Effectiveness

System of Assessment

Assessment Committee

Outcomes Assessment

Assessment Resources

Assessment How-tos

Assessment Workshops

Writing Assessment Program

Outcomes Reporting Forms

Facts & Figures

Surveys, Evaluations, & Reports

MMA National & Regional Rankings

Licensure and Certification Outcomes

Special Mission Designation

Department Self Studies

Data Request

Contact

How are we doing?

Assessment Resources

To support the assessment of student learning at the Academy, the Office of Institutional Effectiveness hosts workshops each semester. Practical tips related to carrying out assessment activities are also provided. The aim is to support simple and efficient yet effective approaches to using evidence to improve student learning that fit with a department, program, or course.



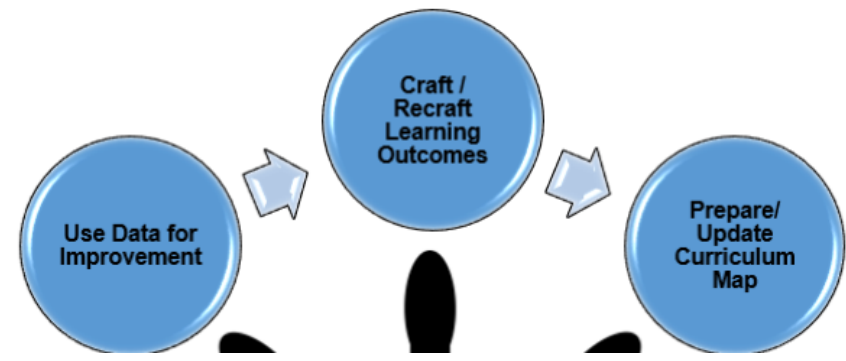


MASSACHUSETTS MARITIME ACADEMY

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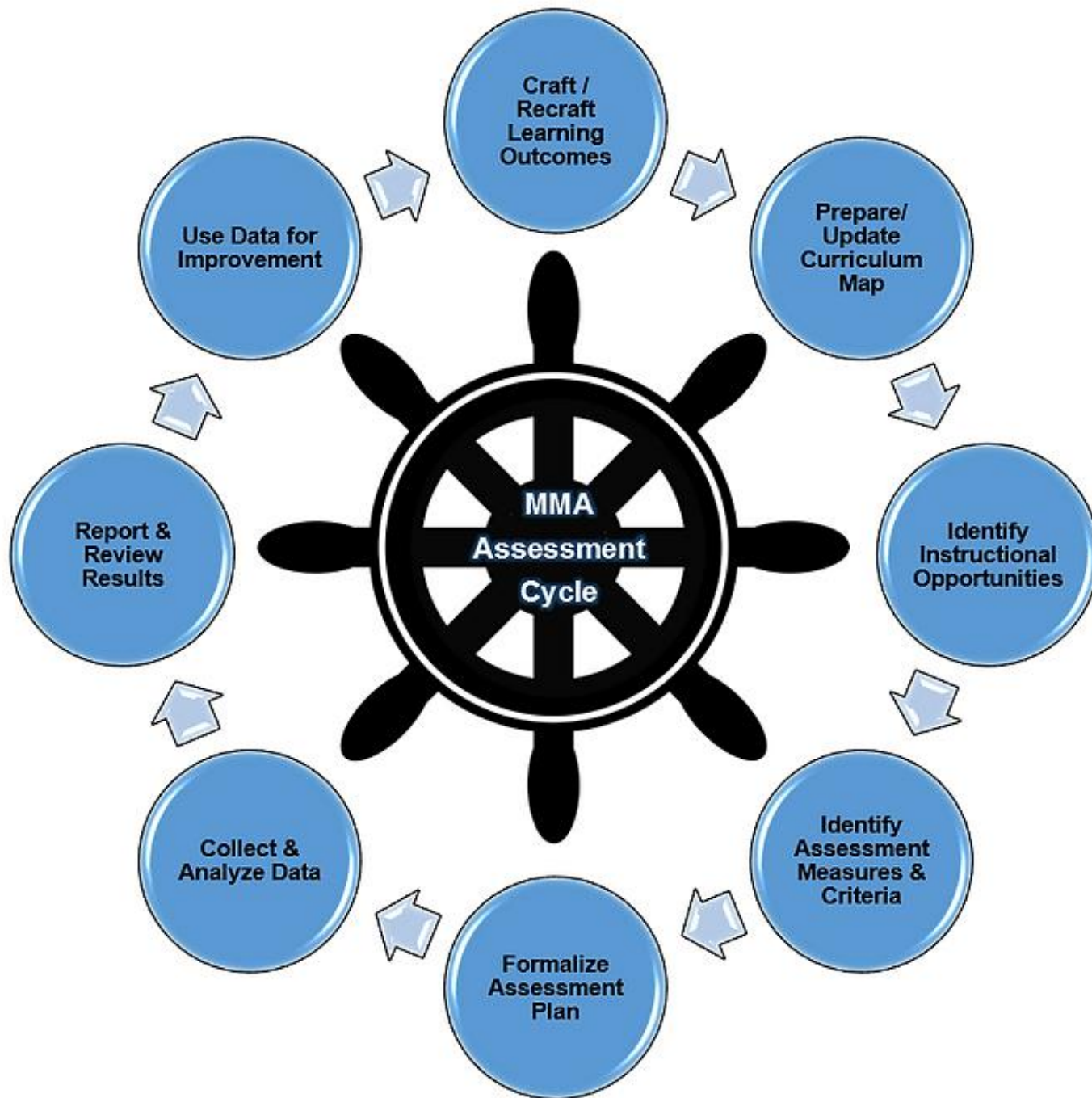
Assessment How-tos

The items on this page are meant to assist you with the different steps in the assessment cycle -- from establishing learning outcomes to using data for improvement. An assessment plan documents your approach toward working through the assessment cycle.

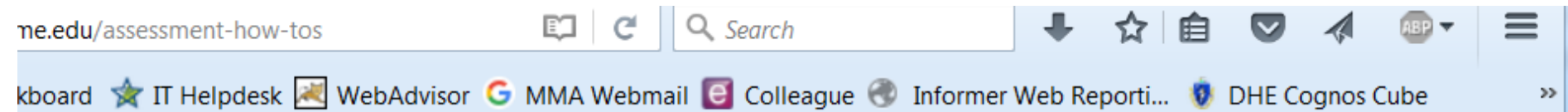


Living, Breathing

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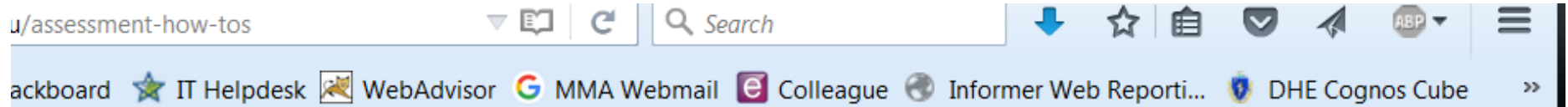
Crafting Learning Outcomes

Student learning outcomes detail the knowledge, attitudes, or skills that will result from a learning experience. They should be written to be detailed, specific, and measurable. The applicable domain of learning (i.e., cognitive, affective, or psychomotor) is also a consideration when writing learning outcomes. One useful method for drafting student learning outcomes is the ABCD method. In conjunction, Bloom's Taxonomy can be utilized to consider the domain of learning.

- Crafting learning outcomes using the ABCD Method
- The three learning domains of Bloom's Taxonomy
- Guide to choosing verbs to craft learning outcomes (cognitive domain)
- Using Bloom's Taxonomy to write learning outcomes (cognitive domain)

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Creating Curriculum Maps

Curriculum maps are used to show the relationship between a program's student learning outcomes and its curriculum. A detailed curriculum map will indicate where learning outcomes are introduced, reinforced, and mastered. Additionally, it is useful to indicate where evidence of student learning is collected for assessment purposes.

- Best practices on curriculum mapping (UH Mānoa)
- Sample curriculum map (for a hypothetical B.A. program)
- MMA curriculum mapping template

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Continuation of Assessment How-tos page:

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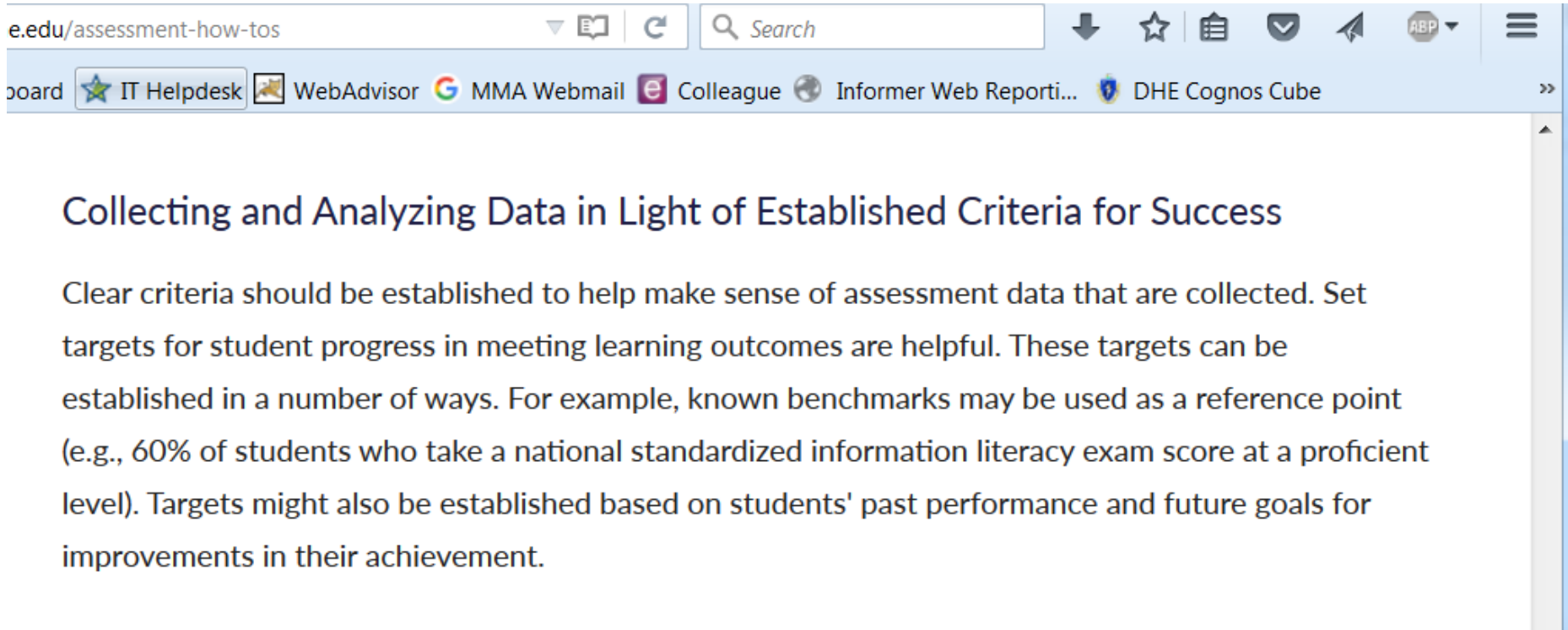
Identifying Instructional Opportunities and Assessment Measures

Curriculum maps help to identify the relationship of student learning outcomes to instructional opportunities and assessments. Instructional opportunities are the structured ways by which learning is promoted (e.g., class discussions, readings, lectures, problem sets, papers, projects, lab assignments). When paired with clear evaluation criteria (e.g., rubrics), instructional strategies themselves can be useful assessment measures. Assessment measures are the means by which learning will be assessed. Various types of indirect and direct measures can be utilized as tools for assessing student learning. Indirect measures (e.g., surveys, focus groups, interviews) reflect assessments based on reports of learning. In contrast, direct measures (e.g., exams, evaluations, papers, projects) involve assessments that are based on actual observations of learning taking place. Direct measures might be assessed subjectively with raters (e.g., performance tasks assessed using rubrics) or assessed objectively (e.g., standardized exams assessed using answer keys).

It is useful, though not always feasible, to utilize both direct and indirect assessment measures. Different tools are better in some situations than others. Indirect assessments are particularly

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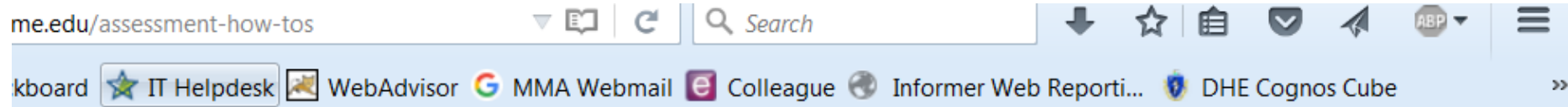
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Collecting and Analyzing Data in Light of Established Criteria for Success

Clear criteria should be established to help make sense of assessment data that are collected. Set targets for student progress in meeting learning outcomes are helpful. These targets can be established in a number of ways. For example, known benchmarks may be used as a reference point (e.g., 60% of students who take a national standardized information literacy exam score at a proficient level). Targets might also be established based on students' past performance and future goals for improvements in their achievement.

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Using Data for Continuous Improvement

An often overlooked step in the assessment cycle is to take time out to review and discuss the findings based on assessment data. Some helpful questions to consider during this step in the assessment cycle include the following:

1. Where are we falling short in meeting targets for student achievement? Where are we exceeding targets for student achievement?
2. What changes may be needed (e.g., to the curriculum, pedagogy, learning opportunities) to improve student achievement?
3. (Looking ahead to working through the assessment cycle again) Are any targets for student achievement set too low or too high? Are any modifications needed?

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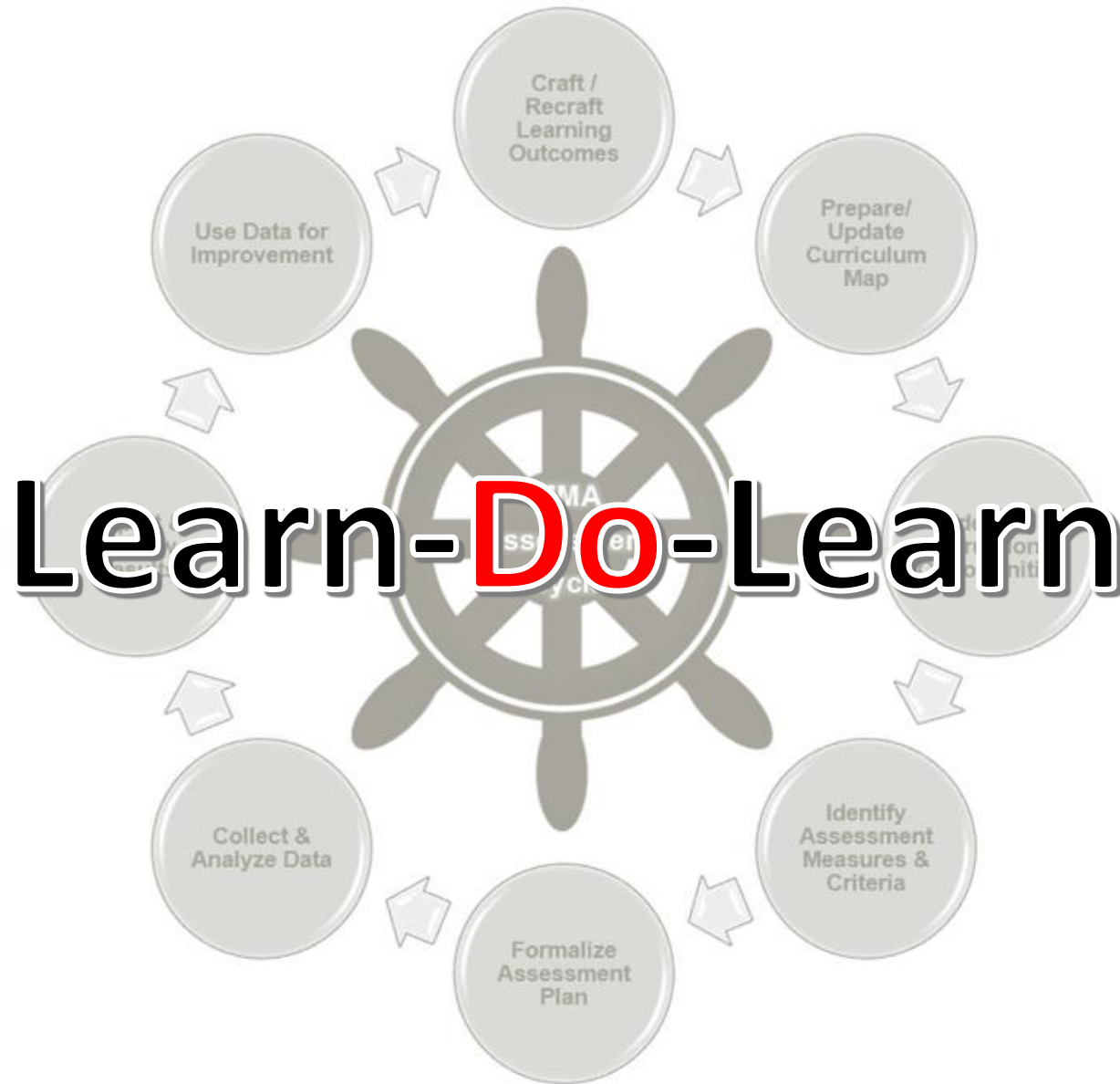
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Bringing It All Together: Assessment Plans

At a minimum, assessment plans for a department or program should include the following elements: 1) Mission statement; 2) Student learning outcomes and their relation to any institution-wide outcomes; 3) Curricular map; and 4) Outline of the assessment data collection and review process. A comprehensive data collection and review process outline would include specifics on assessment tools, criteria for success, and timeframes for data collection, analysis, and review. Good assessment plans are manageable and do not attempt to accomplish too much in a short time period!

- MMA Assessment Plan Template
- Excerpt from an Assessment Plan for a Hypothetical Undergraduate Program

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Assessment Workshops

MMA Office of Institutional Effectiveness Assessment Workshops

- Navigating Assessment Plans I: An Introduction to Available Resources (Fall 2016)
 - Workshop slides
- Aligning Course Outcomes, Instructional Strategies, and Assessments (Spring 2016)
 - Workshop slides
 - Related worksheet

Advancing a “Maritime” Culture of Assessment

MMA ASSESSMENT WORKSHOP EVALUATION

Please rate the degree to which you agree or disagree with the following statements:

	<i>Strongly Agree</i>	<i>Agree</i>	<i>Neither Agree nor Disagree</i>	<i>Disagree</i>	<i>Strongly Disagree</i>
The workshop was well organized.					
Information was presented in a clear and understandable manner.					
The amount of time allotted for the workshop was sufficient.					
Interactions between participants provided valuable insight and information.					
I will be able to use what I learned in this workshop.					

KEY QUESTION: What topics would you like to see covered in future workshops?

Advancing a “Maritime” Culture of Assessment



“I will be able to use what I learned in this workshop”*

*75% of participants ($n=8$) “strongly agreed” or “agreed” to the statement



MASSACHUSETTS MARITIME ACADEMY

- About
- Admissions & Aid
- Academics
- Student Services
- Marine Ops
- Alumni & Friends
- Athletics

Institutional Effectiveness

- System of Assessment
- Facts & Figures
- Surveys, Evaluations, & Reports
- MMA National & Regional Rankings
- Licensure and Certification Outcomes
- Special Mission Designation

How are we doing?

Please use the following form to provide feedback about the Office of Institutional Effectiveness and its services. **Please note that responses to this form are collected anonymously.**

PLEASE INDICATE YOUR PRIMARY ROLE AT THE ACADEMY:

- Faculty (including adjunct faculty, instructors, and lab techs)
- Administrator or Staff (including contract workers)

To what extent does the Office of Institutional Effectiveness succeed in promoting the following?

A CULTURE OF DATA-DRIVEN DECISION MAKING (E.G., THROUGH THE COLLECTION, ANALYSIS, AND REPORTING OF INSTITUTIONAL DATA)

- A Great Deal
- Quite a Bit
- A Moderate Amount
- Very Little
- Not at All
- Insufficient Information to Evaluate

A CULTURE OF CONTINUOUS IMPROVEMENT (E.G., BY SUPPORTING THE ASSESSMENT OF STUDENT LEARNING OUTCOMES)

- A Great Deal
- Quite a Bit
- A Moderate Amount
- Very Little
- Not at All
- Insufficient Information to Evaluate

Advancing a “Maritime” Culture of Assessment



OIE “promotes a culture of continuous improvement”*

*88% of respondents ($n=8$) indicated that OIE succeeds in this “a great deal” or “quite a bit”

Advancing a “Maritime” Culture of Assessment

Assessment Resource Delivery Approach:

- Practical (Learn-Do-Learn: integrate academic and hands-on learning)
- Responsive
- Dynamic



Advancing a “Maritime” Culture of Assessment

Questions?

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