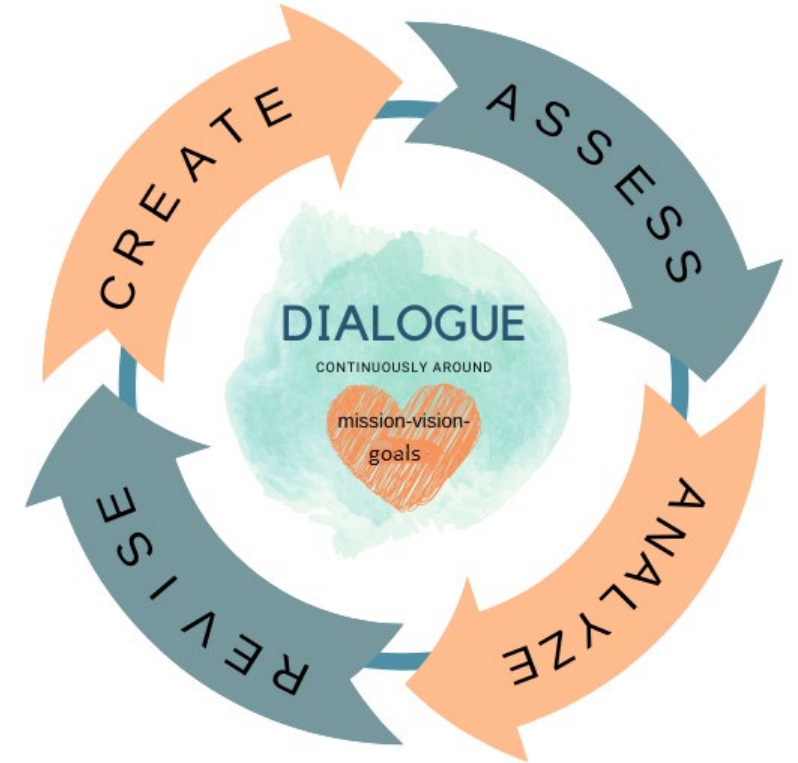


# College of the Siskiyous: **Assessing with Intentionality**

Facilitator: Karen Wong

August 2023

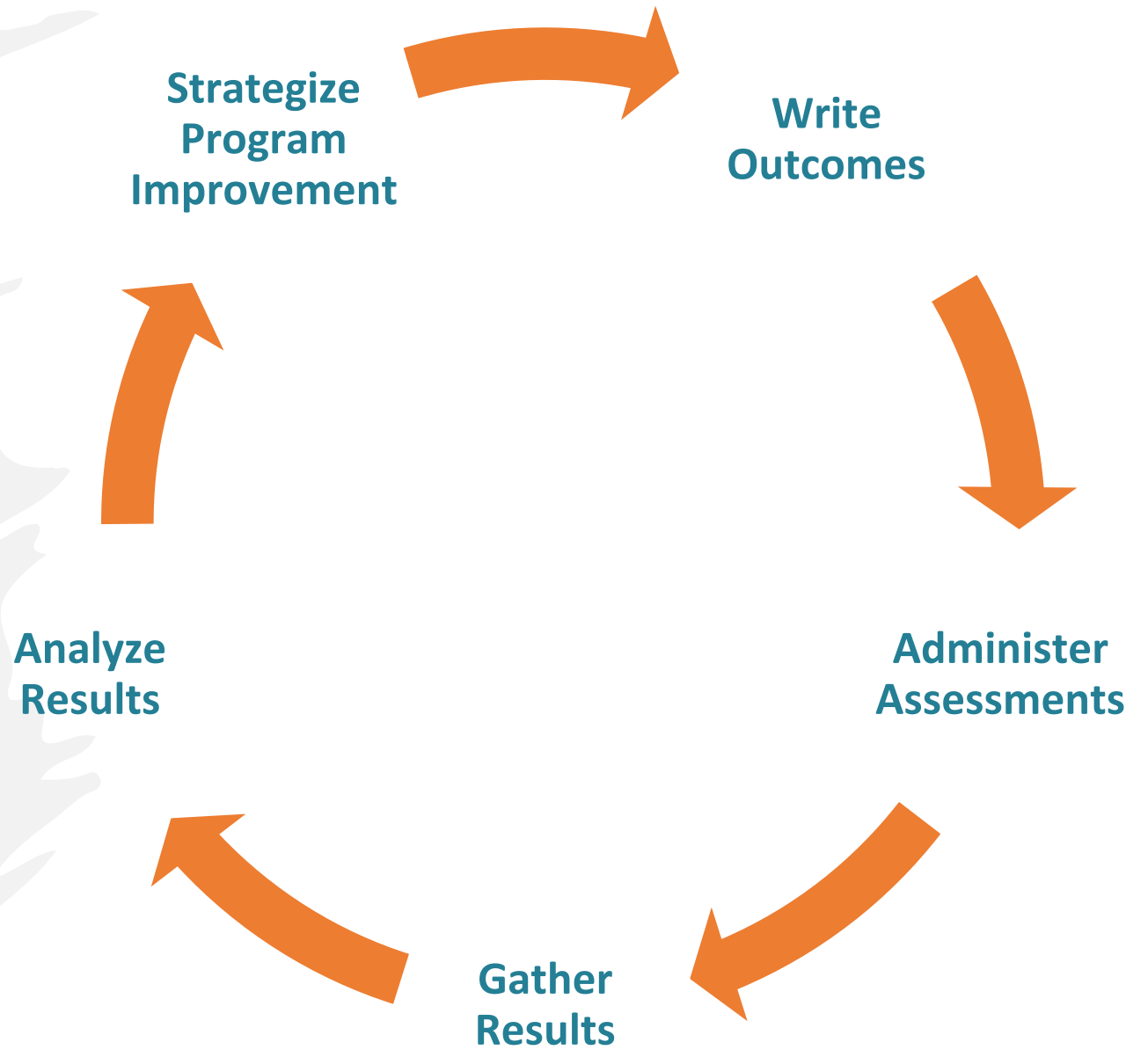


# WORKSHOP OUTCOMES

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

- determine how to put a “culture of intentionality” into practice regarding SLOs;
- explain how signature assignments lend themselves to a “culture of intentionality”;
- define what a signature assignment is and its key elements;
- identify ways to design their own signature assignments.

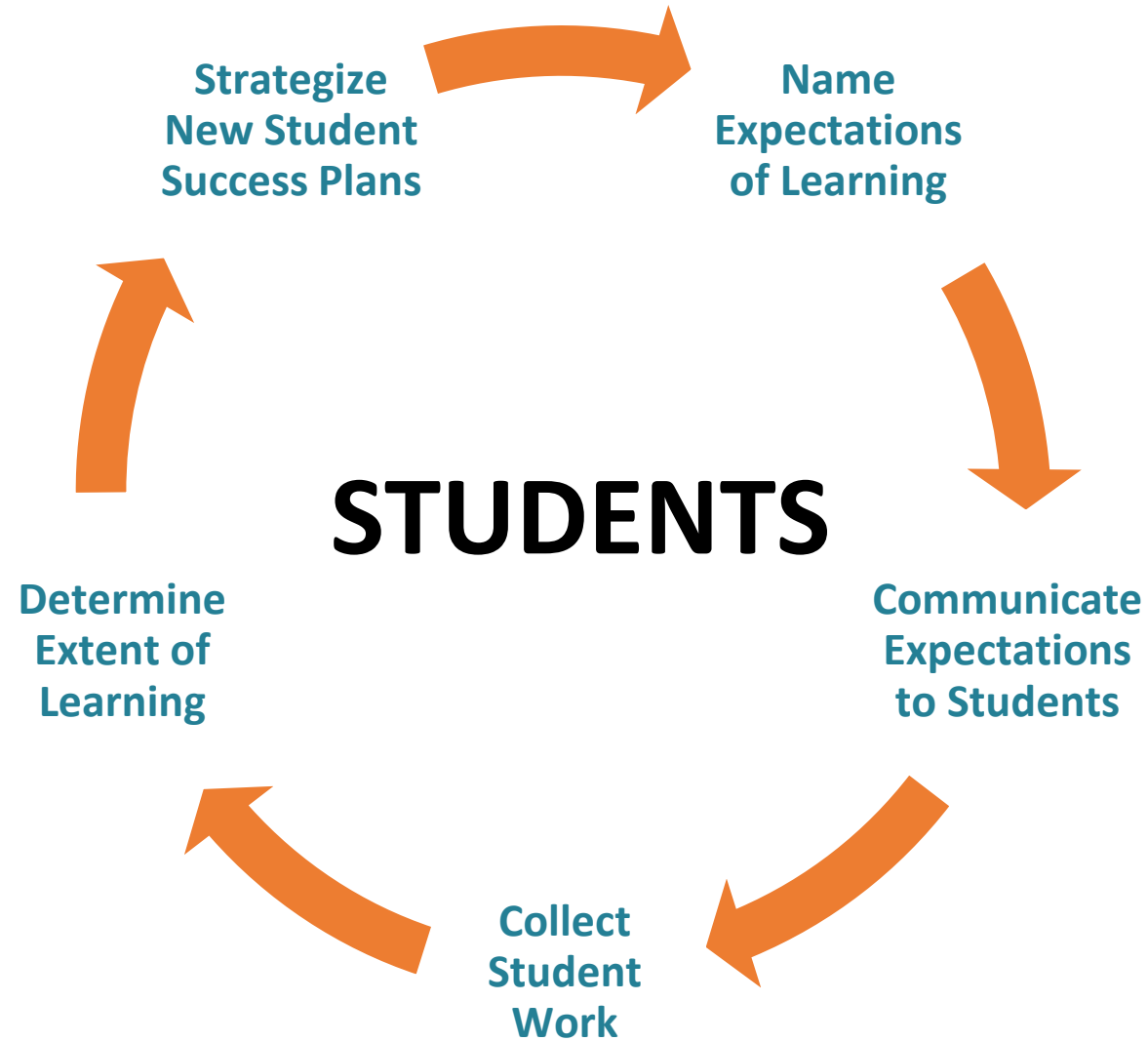
# Student Learning Outcomes Assessment Cycle



# Perception of the Assessment Cycle by Faculty



# A Student-Centered Conception of the Assessment Cycle



# David Marshall's “Culture of Intentionality”

- **Seeks** information about how well students are learning;
- **Reflects** on what we teach or do and how we teach or do it;
- **Accepts** (some) responsibility for student learning and the student experience;
- **Experiments** with new strategies for student success.

Students become the primary focus of the assessment process.

# Using the SLOs

## The Culture of Compliance

- rarely communicates outcomes to students
- files outcomes with the appropriate office
- sticks with what has always been done
- works on outcome assessment for an accreditation cycle

## The Culture of Intentionality

- makes outcomes visible to students
- incorporates outcomes into faculty practice
- assesses outcomes appropriately
- uses outcomes for ongoing conversations about teaching effectiveness

# Assessing with Intentionality via Signature Assignments



What, How, Why... and Equity

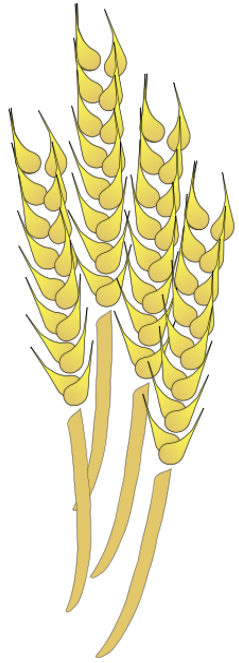


# Elements of a Signature Assignment

- Substantial demonstration of 1+ Course SLO(s)
- Synthesize and apply learning
- May embed General Education SLO(s)
- **Can be specific assignment or common parameters**

**Connection to Equity?**

# Signature Assignments and Equity



## Consensus Building

Surface assumptions about how to evaluate student learning

## Exposure

Similar application of SLOs

## Authenticity

Practice & demo in real life contexts

**Seed signature assignments across course sections**

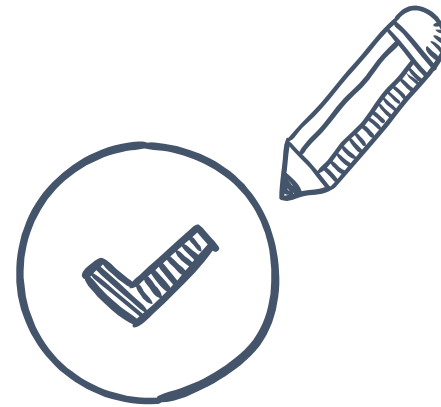
# Enhancements

## STUDENT REFLECTION

- Self- evaluation as learning
- Monitor progress and adjust strategies
- Relationships to other courses, real life, out in the field

## STUDENT CHOICE/ AGENCY

- Topical
- Modality

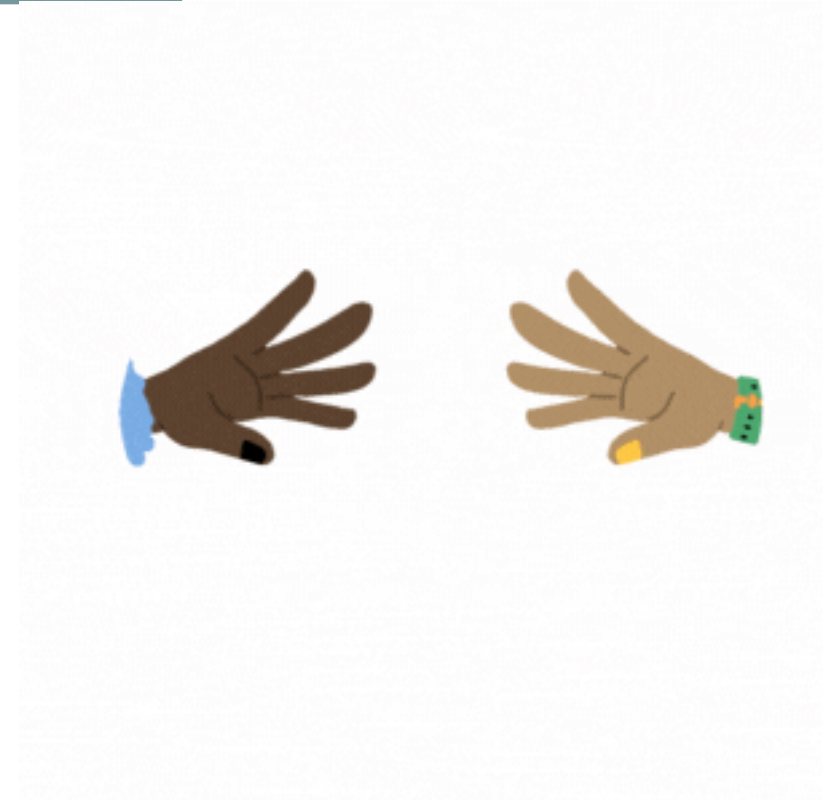


# Group Work

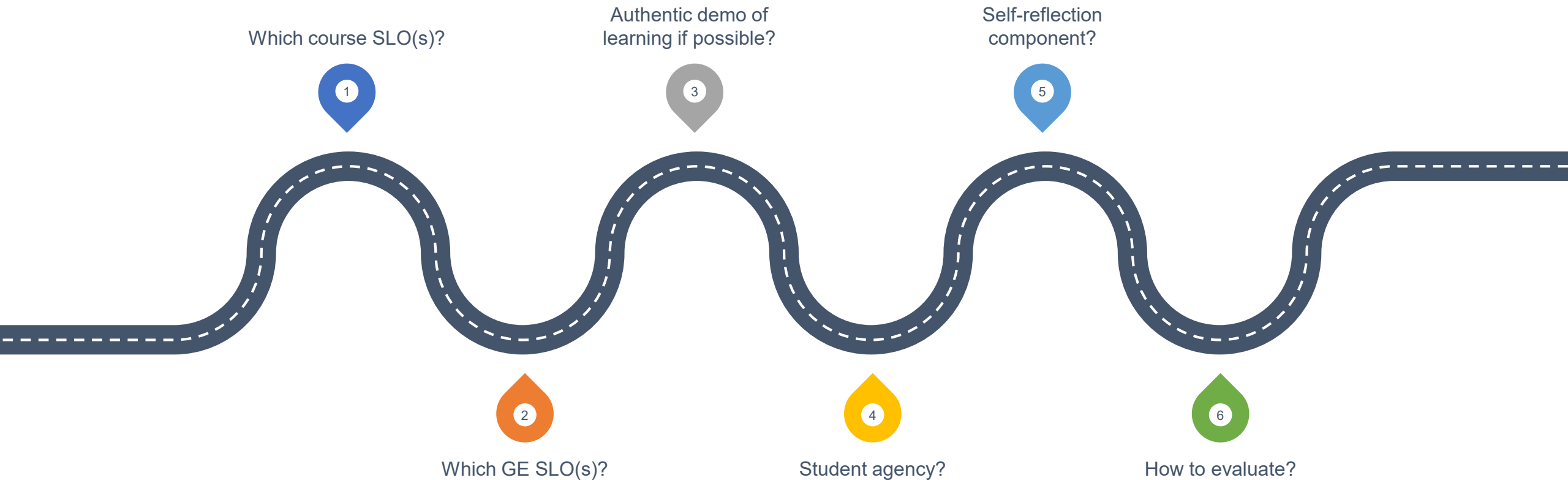
**What signature learning components are present in these sample assignments?**

Which elements from any of these assignments would you like to include in your own assignment?

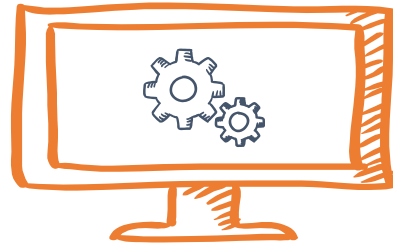
Which additional information specific to your assignment would you like to include?



# Signature Assignment Road Map



# Signature Assignment Worksheet



# Assessment as “Action Research”

**“Assessment of student learning can be defined as the systematic collection of information about student learning, using the time, knowledge, expertise, and resources available, in order to inform decisions about how to improve learning”**

**-- Barbara Walvoord, *Assessment: Clear and Simple***