CARS: Workshop and Events

Assessment 101

About Assessment 101

In this nationally-acclaimed ([NASPA Silver Award-winning](#)) workshop, participants learn about each step of the assessment cycle with a special emphasis on learning improvement. Assessment 101 is a 5-day virtual, intensive workshop designed to combine synchronous and asynchronous time to reinforce the knowledge gained while also imparting tangible skills. Individuals and teams from across the country come to learn strategies regarding how to teach others about assessment.

Assessment 101 will explore topics such as:

• writing student learning outcomes
• mapping the curriculum
• creating instruments
• examining implementation fidelity
• analyzing data
• reporting results
• using results to make evidence-based decisions

Assessment 101 is ideal for those relatively new to assessment practices. Many seasoned assessment practitioners attend as well. A $1500 registration fee covers participation and materials provided during the 5-day workshop. There are a limited number of seats for each cohort. Faculty and staff at James Madison University can apply to have this fee waived through an assessment scholarship. Contact CARS at the email below for more information.

If you have further questions, please contact us at assessmentdevelopment@jmu.edu.

Workshops for 2024

- **Summer Bootcamp - Monday, June 3 – Friday, June 7, 2024**
  ○ Online Workshop (five consecutive days): This is ideal for attendees who can focus intently for a week with little interruption. Each day has a mix of synchronous and asynchronous content delivered by seasoned JMU faculty and supported by CARS graduate assistants.
  ○ **ENROLL HERE** for the summer workshop. Online enrollment (for participants external to JMU) is due by May 20th (seating is limited).
  ○ JMU faculty and staff were invited to apply for a scholarship to attend Assessment 101 alongside colleagues across the nation (a $1,500 value). All scholarship recipients internal to JMU will have this fee waived. The application should take only 5 minutes to complete. Applications were due by April 7, 2024. Use the email above for further inquiry.

Frequently Asked Questions:

Expand All

How much does Assessment 101 cost? ▼

Can I register for others or reserve spots for a group? ▼

Are refunds available if I have to cancel my registration? ▼

What do people usually do for a project while attending Assessment 101? ▼

Is there anything I should do to prepare? ▼

Contact Us

Today's Date: 4/26/2024
*Name:
*Email Address:
*What is your Role at your institution?
Message:

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UVU Attendees for Assessment 101

Hosted by the Center for Assessment and Research Studies at James Madison University

☐

Session 1: June 12-16, 2023			
#	Name	Role	Division and Unit
1	Jamie Johnson	Faculty	Academic Affairs/School of the Arts
2	Amanda Cooke	Staff	Academic Affairs/Office of Institutional Effectiveness, Accreditation, and Academic Assessment
3	Dr. Mark Lentz	Faculty	Academic Affairs/College of Humanities and Social Sciences (General Education Committee Chair)
4	Rachelle Blake	Staff	Academic Affairs/Office of Institutional Effectiveness, Accreditation, and Academic Assessment
5	Summer Valente	Staff	Student Affairs/Center for Social Impact
6	Dr. Abdennour Seibi	Faculty	Academic Affairs/Smith College of Engineering and Technology

Session 2: June 26-30, 2023			
#	Name	Role	Division and Unit
7	Dr. Jon Anderson	Faculty	Academic Affairs/Smith College of Engineering and Technology
8	Dr. Hong Pang	Faculty	Academic Affairs/College of Humanities and Social Sciences
9	Linda Sellers	Staff	Academic Affairs/Office of Teaching and Learning
10	Tana Esplin	Staff	Academic Affairs/Office of Teaching and Learning
11	Dr. Seth Gurell	Staff	Academic Affairs/Office of Teaching and Learning
12	Dr. Jordan Allen	Faculty	Academic Affairs/College of Humanities and Social Sciences
13	Dr. Quinn Koller	Staff	Academic Affairs/Office of Institutional Effectiveness, Accreditation, and Academic Assessment

Daily Objectives and Agenda

*Below are learning objectives for each day and a **tentative** schedule. The schedule flow will hold, but the exact times may shift slightly depending on discussions.*

NOTE: All times listed are in Eastern Standard Time (EST).

Monday

Day 1 Objectives: As a result of participating in Day 1 of Assessment 101, participants will be able to:
1. Describe the difference between assessment and evaluation.
2. Describe the difference between assessment for accountability and assessment for improvement.
3. Identify the steps of the assessment cycle in the appropriate order.
4. Evaluate the quality of learning objectives relative to verb choice and content.

Overview of Writing Learning Objectives			
Time (EDT)	Topic	Time	Format
9:00am	Overview, Introductions, Teams, Purpose of Assessment	1 hour and 30 minutes	Synchronous
10:30am	**Video**: Big Picture – Where are we Headed? (~17 minutes)	30 minutes	Asynchronous
11:00am	Equity in Assessment & Situational Factors	1 hour	Synchronous
12:00pm	*Optional Office Hours 12:00pm – 1:00pm*	1 hour	Optional
	Lunch/Break/Project Work Time 12:00pm – 1:00pm *Read the Project Options if you have not already!*	1 hour	Asynchronous
1:00pm	**Video:** Writing Student Learning Objectives (~15 minutes)	1 hour	Asynchronous
2:00pm	SLO Presentation, SLO Activity, Reflection, Project Check-In, Bridge to Day 2	2 hours	Synchronous
4:00pm	*Optional Office Hours/Project Work Time 4:00pm-5:00pm*	1 hour	Optional

Tuesday

Day 2 Objectives: As a result of participating in Day 2 of Assessment 101, participants will be able to:
1. Describe the importance of mapping programming to objectives.
2. Evaluate objective maps.
3. Articulate the importance of program theory/logic in assessment and program development.
4. Describe the importance of mapping instruments to objectives.
5. Describe the advantages and disadvantages of selecting versus developing an instrument.
6. Define reliability and validity.

Mapping Objectives, Program Theory, & Instrumentation			
Time (EDT)	Topic	Time	Format
9:00am	Welcome & Preparation for Day	15 minutes	Synchronous
9:15am	Curriculum Mapping Activity, Part I & Part II	1 hour and 15 minutes	Synchronous
10:30am	**Video:** Program Theory (~37 minutes)	1 hour and 15 minutes	Asynchronous
	Video: Logic Models (~15 minutes)		
11:45am	Video Discussion, Check-In	15 minutes	Synchronous
12:00pm	*Optional Office Hours 12:00pm – 1:00pm*	1 hour	Optional
	Lunch/Break/Project Work Time 12:00pm – 1:00pm	1 hour	Asynchronous
1:00pm	**Video:** Introduction to Instrumentation (~12 minutes)	1 hour and 30 minutes	Asynchronous
	Video: Instrument Design and Selection (~24 minutes)		
	Video: Reliability and Validity (~13 minutes)		
2:30pm	Questions, Review Reliability and Validity Presentation, Bridge to Day 3	1 hour and 30 minutes	Synchronous
4:00pm	*Optional Office Hours/Project Work Time 4:00pm-5:00pm*	1 hour	Optional

Wednesday

Day 3 Objectives: As a result of participating in Day 3 of Assessment 101, participants will be able to:
1. Identify the strengths and weaknesses of each type of instrument.
2. Identify best practices in multiple choice item writing.
3. Compare and contrast holistic and analytic rubrics.
4. Summarize the basic steps in creating a rubric.
5. Describe how attitudinal and non-cognitive measures can be used to supplement cognitive measures.
6. Identify common problems with non-cognitive items.

Instrumentation			
Time (EDT)	Topic	Time	Format
9:00am	Welcome & Preparation for Day	5 minutes	Synchronous
9:05am	Project Touch Base – Group	25 minutes	Synchronous
9:30am	**Video:** Multiple Choice Items (~16 minutes)	1 hour and 30 minutes	Asynchronous
	Video: Attitudinal and Non-Cognitive Measures (~32 minutes)		
	Activity: Climate Change Survey (~15 minutes)		
	Video: Activity Key (~8 minutes)		
11:00am	Building an Instrument	1 hour	Synchronous
12:00pm	*Optional Office Hours 12:00pm – 1:00pm*	1 hour	Optional
	Lunch/Break/Project Work Time	1 hour	Asynchronous
1:00pm	Introduction to Performance Assessments and Rubrics	2 hours	Synchronous
3:00 pm	**Video:** Portfolios (~10 minutes)	20 minutes	Asynchronous
3:20pm	Equity; Bridge to Tomorrow	40 minutes	Synchronous
4:00pm	*Optional Office Hours/Project Work Time 4:00pm-5:00pm*	1 hour	Optional

Thursday

Day 4 Objectives: As a result of participating in Day 4 of Assessment 101, participants will be able to:
1. Define implementation fidelity assessment.
2. Consider creating an implementation fidelity plan for own project.
3. Articulate the importance of sound data design and collection processes.
4. Describe four types of comparisons that assessment professionals make.
5. Describe why it is important to examine outcomes data with implementation fidelity data.
6. Synthesize assessment results to develop use of results plans.

Implementation Fidelity, Data Collection, Data Analysis, Reporting, & Use of Results			
Time (EDT)	**Topic**	**Time**	**Format**
9:00am	Welcome & Preparation for Day	10 minutes	Synchronous
9:10am	**Video:** Implementation Fidelity, Part 1 (~16 minutes)	30 minutes	Asynchronous
	Video: Implementation Fidelity, Part 2 (~8 minutes)		
9:40am	Implementation Fidelity	35 minutes	Synchronous
10:15am	**Video:** Data Collection (~21 minutes)	1 hour and 15 minutes	Asynchronous
	Video: Interpreting Results (~10 minutes)		
	Video: Data Disaggregation (~10 minutes)		
	Activity: Data Analysis Activity (~20 minutes)		
11:30am	Data Analysis Activity Debrief	30 minutes	Synchronous
12:00pm	*Optional Office Hours/Project Check-in 12:00pm – 1:00pm*	1 hour	Optional
	Lunch/Break/Project Work Time	1 hour	Asynchronous
1:00pm	Use of Results Activity, Q&A	2 hours	Synchronous
3:00pm	Equity; Bridge to Tomorrow	1 hour	Synchronous
4:00pm	*Optional Office Hours/Project Work Time 4:00pm-5:00pm*	1 hour	Optional

Friday

Day 5 Objectives: As a result of participating in Day 5 of Assessment 101, participants will be able to:
1.   Define learning improvement.
2.   Describe the weigh pig, feed pig, weigh pig model.
3.   Differentiate between a change and an improvement.
4.   Identify assessment resources available after Assessment 101 ends.

Learning Improvement			
Time (EDT)	Topic	Time	Format
9:00am	Welcome & Preparation for Day	5 minutes	Synchronous
9:05am	Use of Results and Learning Improvement	20 minutes	Synchronous
9:25am	**Video:** Learning Improvement, Part 1 (~10 minutes)	1 hour and 15 minutes	Asynchronous
	Video: Learning Improvement, Part 2 (~22 minutes)		
	Video: Monitoring, Change, Improvement (~15 minutes)		
	Activity: Change or Improvement (~15 minutes)		
	Video: Activity Key (~6 minutes)		
10:40am	Learning Improvement Check-In	20 minutes	Synchronous
11:00am	Project Presentations	45 minutes	Synchronous
11:45am	Thank You!	15 minutes	Synchronous

Improving Academic Programs at UVU

Prepared by
- Dr. Quinn Koller, Director, Institutional Effectiveness, Accreditation and Academic Assessment
- Rachelle Blake, Program Manager, Institutional Effectiveness, Accreditation and Academic Assessment

Utah Valley University has seen an exponential growth in academic programs that require assessment. Some programs do well and are of high quality while others struggle. In examining the model of the assessment cycle as presented in James Madison University's Assessment 101 Workshop (Figure 1), the most common element missing form UVU's academic programs is the concept of a unified Program Theory for each new and existing program. The first step in creating any new programs, or restructuring any existing programs, should begin with Program Theory and Logic Modeling of program construction. Another element lacking is the collection of Fidelity Data to inform us if the program has been accurately created from the conceptional model of the program. Each of these concepts will be discussed below using the A.A.S. program in Facilities Management as an example.
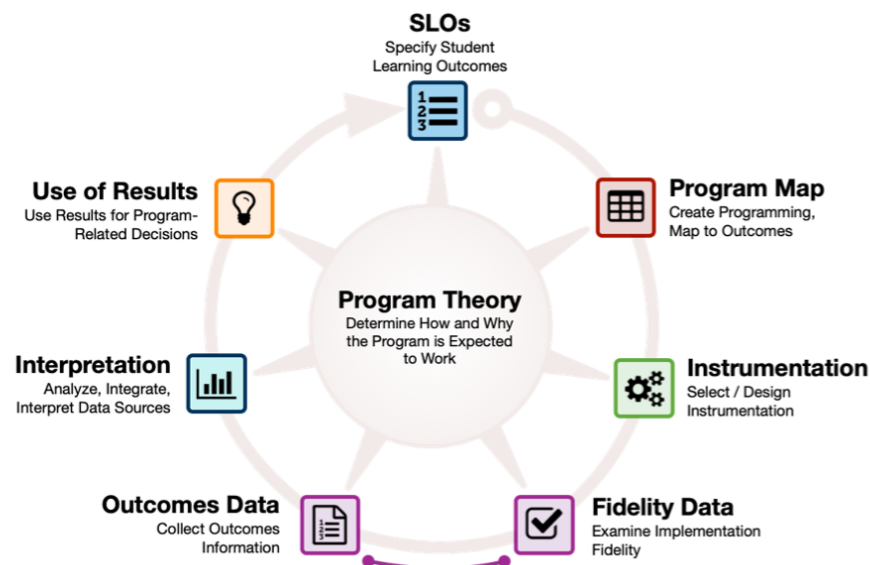

Figure 1 - The Assessment Cycle

Program Theory

Program theory is defined as "the construction of a plausible and sensible model of how a program is supposed to work" (Bickman, 1987, p. 5). Furthermore, it "clarifies the set of cause-and-effect relationships" believed to connect the things students do (i.e., programming) to the outcomes they are expected to achieve (Bickman, 1987, p. 5). Weak program theory is often based on hunches, assumptions, or limited personal experiences. Strong program theory, on the other hand, is theory- and/or evidence-based and provides a coherent, theory-based link between program activities and student learning outcomes (Pope et al, 2019). The program description for the Facilities Management Program is the closest thing we have to what the theory for this program might be, and reads:

> *The Facilities Management associate's degree is designed to prepare graduates to manage physical facilities such as resorts, health care centers, government facilities, recreational complexes, schools, industrial plants, and apartment buildings. This requires a thorough understanding on construction concepts such as estimating and bidding, scheduling, building codes, materials and assembly methods, and contracts - along with the management skills to operate and maintain the facility.*

When we examine the program core, we find a disconnect between our stated program theory and reality (Table 1).

Table 1 - A.A.S. Facilities Management Curriculum

Code	Title	Credit Hours
Total Credit Hours		64
General Education Requirements		15 Credits
ENGL 1010	Introduction to Academic Writing CC	3
or ENGH 1005	Literacies and Composition Across Contexts CC	
Complete one of the following:		3
EGDT 1600	Technical Math Algebra (undefined)	
MAT 1030	Quantitative Reasoning QL (3)	
MAT 1035	Quantitative Reasoning with Integrated Algebra QL (undefined)	
PHIL 2050	Ethics and Values IH	3
Any approved Biology or Physical Science Distribution Course [1]		3
TECH 200G	Technology and Human Life SS GI	3
Discipline Core Requirements		49 Credits
CMGT 1150	Construction Safety	2
ACC 2110	Principles of Accounting I	3
ART 1820	Interior Space Design	3
DGM 1645	Mixed Reality Essentials	2
BIT 1010	Building Codes	3
CMGT 1010	Introduction to Construction Management WE	3
CMGT 1190	Concrete and Framing Lab	3
or CMGT 281R	Internship	
CMGT 1220	Finishing Lab	3
or CMGT 281R	Internship	
CMGT 1020	Construction Materials and Methods I	3

CMGT 2010	Construction Materials and Methods II	3
CMGT 2035	Construction Computer Applications	3
CMGT 2080	Principles of Construction Scheduling	3
FAC 1010	Survey of Facilities Management	3
EGDT 1020	3D Architectural Modeling	3
EGDT 1040	Fundamentals of Technical Engineering Drawing	3
EGDT 1050	Intro to 3D Printing and Fabrication PP	3
MKTG 220G	Written Business Communication GI WE	3

[1]

Recommended: PHYS 1010 Elementary Physics PP

Our program is more of a construction management program providing little instruction in the areas of actual facility management.

Had we used program theory in constructing this program we would have based our program on the International Facilities Management Association's definition of program management (IFMA):

> *Facility Management is an organizational function which integrates people, place and process within the built environment with the purpose of improving the quality of life of people and the productivity of the core business.*

The IFMA is the international certification body for facilities management professionals. This theory would have then guided our program construction to focus on courses and outcomes of importance to certification and employability and would have led to a far richer body of knowledge for both our faculty and students to draw from.

Logic Modelling

Constructing a logic model for the program allows us to ground the program in the theory and research of the field of study. In a logic model we:

1. Define a feasible, malleable, and realistic distal outcome for the program
2. Identify and articulate theory and researched based proximal outcomes for student learning
3. Create intentional theory and/or research-based programming as well as identify necessary learning activities and resource.

Our simplified conceptual logic model is illustrated in Figure 2 below.
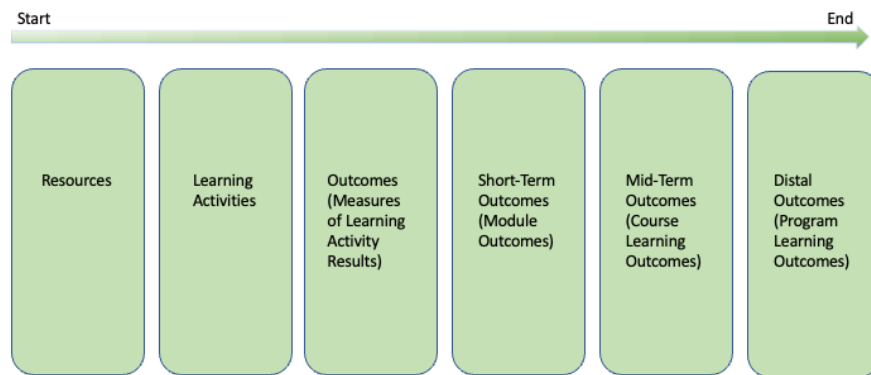
Figure 2 - Simplified Conceptual Logic Model

Creating a logic model using program theory would have avoided the existing programs two stated Program Learning Outcomes (PLOs):

1. Graduates of this program will be employed in facilities management related fields.
2. Graduates of this program will be accepted into an industry recognized advanced program of bachelor degree program.

By using program theory and a logic model this program might yet become an industry recognized program.

Implementation Fidelity

Implementation fidelity is the process which allows us to assess and help ensure that the program that was designed on paper is the program that is created and delivered to students. In the past this was an assumption akin to a "black-box". Implementation fidelity can be measured by using five components: program differentiation, adherence, quality, exposure, and responsiveness. Mapping the Facilities Management courses to the Program Learning Outcomes (PLOs) using the existing program theory and logic model will test the program theory and reveal which courses, outcomes, and activities are relevant to the program, and coupled with course and program assessment plan data will confirm whether the implementation was successful and identify areas that need to be modified to enhance the quality of student learning.

A conceptual implementation fidelity plan will include:
- Data collection
- Using program theory and logic map identify how delivered courses reflect the program design
- Identify where delivery differs from expectation
- Identify if expected and deviant delivery enhanced student learning through use of data
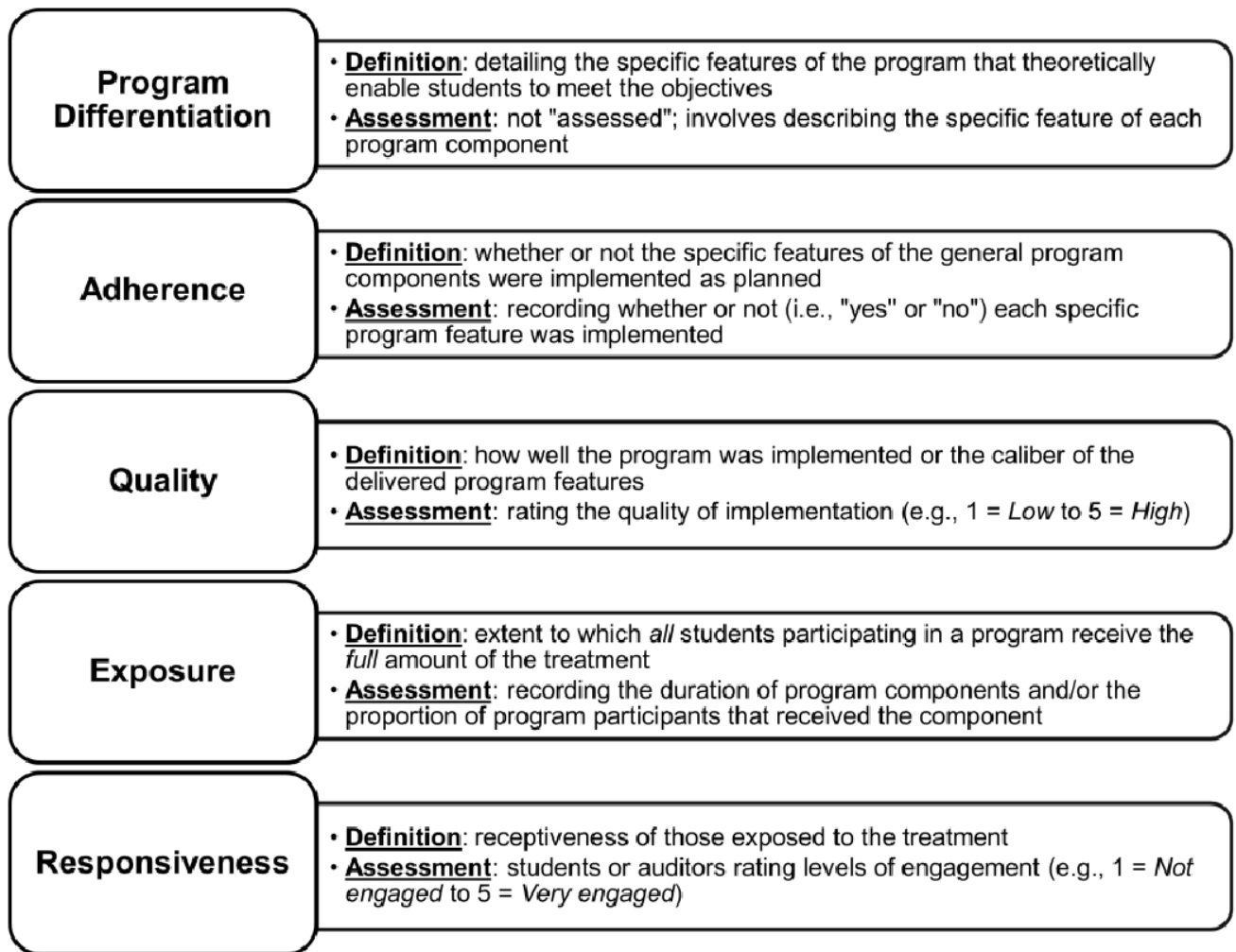
Figure 3 – Implementation fidelity data collection chart

By assessing the implementation fidelity of program implementations, we can make program changes in the early stages of program delivery that both enhance and ensure the quality of student learning.