

# Crafting Meaningful Assessment Plans

## Lessons from Developmental English

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# Purpose of Presentation

- Consider challenges inherent in developing meaningful assessment plans
- Recognize “one size doesn’t fit all” nature of assessment plans
- Evaluate the cohesiveness of an assessment plan and its reasonableness as a response to specific challenges

You have a problem, I fixed it.



No I don't.



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# Corequisite Programs Overview: ALP & CSP

## Accelerated Learning Program (**ALP**)

- Links English 101 with English 098
- One-semester support
- Focuses on students needing writing support

## Corequisite Seminar Program (**CSP**)

- Courses linked include English 190, GS 101, English 115, etc.
- Two-semester support linked with various college-level courses
- Focuses on students needing both reading and writing support

# Evolution of DE Assessment



- Initial consultations and challenges
- Resource review and development
- Key modifications to the assessment plan

# Key Modifications in the Assessment Plan

- Separate calculation of "missing evidence/incomplete" scores
- Introduction of a peer norming agenda
- Annual review process involving multiple stakeholders



**“Half my students have Post Assessment Stress Disorder.”**

# Philosophy of DE Assessment

- Differentiation between grading and assessment
- Indirect approach for corequisite classes
- Use of a comprehensive assessment rubric

Hello, you don't know or trust me, but can I ask you a bunch of deep probing questions about your work?



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#eval18

# Rubric Scale and CLO Evaluation

Hello, I'm doing a community needs assessment, could you spare five minutes to answer a few questions?  
No pressure, we are currently not funded beyond this survey and nobody is likely to even read my report.



- Rubric scale: Mastery, Proficient, Apprentice, Novice, Missing/No evidence
- Evaluation process for Course Learning Outcomes (CLOs)
- Use of AEFIS data and reflection discussions

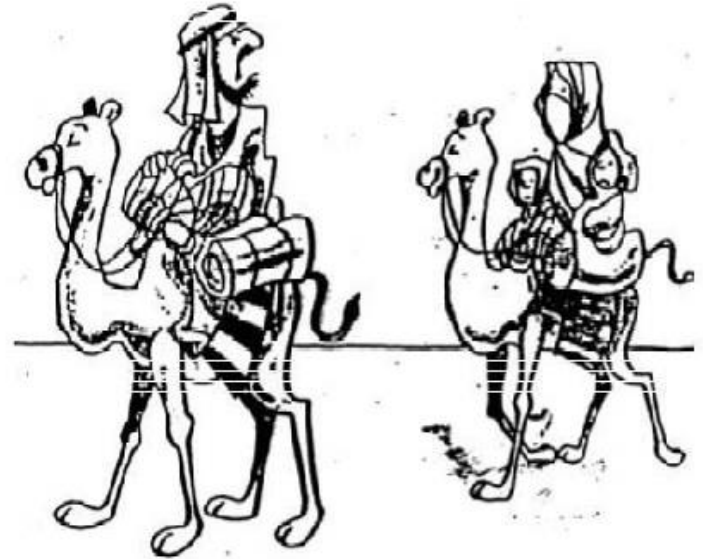
# Institutional Research Data and Outcomes

- Placement outcomes analysis
- Comparison of pass rates for CSP/ALP linked courses vs. non-linked courses
- Short-term, intermediate, and long-term outcomes



# Tailored Assessment in Action

- How the assessment plan meets the needs of ALP and CSP
- The impact of COVID-19 on assessment and program structure
- The ongoing process of refinement and adaptation



“Stop asking me if we’re almost there!”

# Questions and Discussion

- Given our challenges, does our assessment plan seem reasonable?
- What pros and cons do you see?
- How cohesive does our plan appear?
- To what extent do your programs encounter similar challenges?
- What have you done to address these challenges?

