Sabbatical Report Elizabeth Carney

Clackamas Community College Board March 19, 2025

Sabbatical Work

Driving question: How can we use assessment better to support equitable learning for students?

Activities:

- Read a lot of research literature and writing by practitioners
- Attended webinars and conference sessions
- Participated in a national research project
- Used what I learned to outline the curriculum for a faculty learning community

I'll focus here for this presentation

Grand Challenges in Assessment

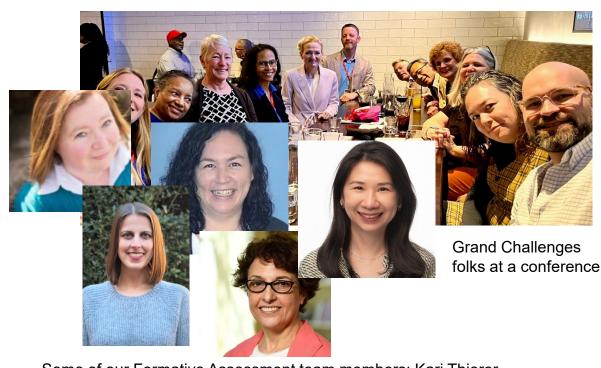
Grand Challenges in Assessment

Collaborative effort endorsed by ten higher education organizations

Focuses on addressing pressing challenges facing assessment in

higher education

I helped lead a team focused on better ways to use **formative assessment** to promote equitable learning



Some of our Formative Assessment team members: Kari Thierer, Ashley Charsha, Jessica Taylor, Xue Zhang, Chadia Abras

What is formative assessment?

Summative assessment:

- high-stakes assignments or exams
- the final chance in a course or program for students to demonstrate their achievement of the intended learning outcomes

Formative assessment:

- low-stakes activities or assignments
- timely feedback on students' strengths and gaps
- support student progress toward the course's intended learning outcomes

Why formative assessment matters

Provides guidance that can increase student learning immediately

ALSO can increase future learning by teaching students how to learn

This effect can be bigger for first-generation students and students from other groups that have been historically marginalized in education and elsewhere

Carney, E. A., Zhang, X., Charsha, A., Taylor, J. N., & Hoshaw, J. P. (2022). <u>Formative assessment helps students learn over time: Why aren't we paying more attention to it?</u>. Intersection; A journal at the intersection of assessment and learning, 4(1).

Where we (nationally) fall short

Grand Challenges 2024 survey results:

Fewer than half of respondents who teach reported that they use formative assessment in their teaching

Almost all of those who use formative assessment

- aligned formative assessment to intended learning outcomes
- discussed the results of formative feedback with their students

Significantly fewer taught students <u>how</u> to use formative assessment results to make improvements

← good practices

← An even better practice -- We want more of this!

Current work, informed by sabbatical

Faculty Learning Community: Developing and Using Rubrics Winter-Spring 2025

Why rubrics?

- Provide feedback that is relevant, clear, and task-focused
- Facilitate dialogue between instructor and students
- Make implicit expectation explicit and increase equitable learning
- Encourage critical thinking
- Faster and easier grading/feedback for instructors

Breakfast in Bed: Analytic Rubric

	Beginning 1	Developing 2	Accomplished 3	Exemplary 4	Score
Food	Most food is colder or warmer than it should be, is under- or over-seasoned, or is under- or overcooked.	Some food is colder or warmer than it should be, is under- or over-seasoned, or is under- or overcooked.	All food is at the correct temperature, adequately seasoned, and cooked to the eater's preference.	All food is perfectly cooked and seasoned to the eater's preference. Additional condiments are offered.	
Presentation	More than one item (tray, napkin, or silverware) are dirty or missing.	Tray, napkin or silverware may be dirty or missing.	Food is served on a clean tray, with napkin and silverware. Some decorative additions may be present.	Food is served on a clean tray, with napkin and silverware. Several decorative touches are added.	
Comfort	Wake-up is abrupt, little to no help with seating, and the recipient is rushed and crowded during the meal.	Wake-up is somewhat abrupt, recipient may struggle with seat adjustment, or there may be some rushing or crowding during eating.	Recipient is woken gently, assisted in seat adjustment, and given reasonable time and space to eat.	Recipient is woken gently and lovingly, assisted until seating is just right, and given abundant time and space to eat.	

https://www.cultofpedagogy.com/holistic-analytic-single-point-rubrics/