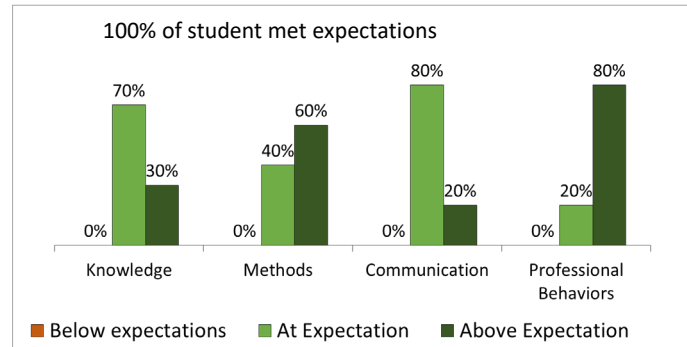# Discuss Assessment Results & Use of Results

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PowerPoint Outline

Goals: You can name 3 factors that influence assessment results and 3 actions to improve future results.

1. Celebrate success

    a. Update program brochure

    b. Post on dept. bulletin board & website

    c. Describe in newsletter

    d. Share with students during advising & in class

100% of student met expectations

Below expectations   At Expectation   Above Expectation

2. Remember: a purpose of assessment is to find ways to help students succeed. **Disappointing results can spur us to positive action.**

3. Three areas that we know influence assessment results: alignment, curriculum, student factors.

4. Check the **alignment**

    a. Assignment ↔ rubric/outcome. Recommendation: Mirror the language in the assignment with the highest quality level on the rubric.

    b. Survey bias and misalignment. Recommendations: Rigorous check of each question: necessary, neutral, no bias. Do a think-aloud pilot test.

    c. Assessment task ↔ course activities. Recommendation: In-class and out-of-class activities are the same or very similar to the students' demonstration of their learning.

5. Check the **curriculum, activities, intervention**

    a. Enough opportunities to learn, get feedback, & practice. Recommendations: Increase opportunities to learn; repeated practice; constructive feedback.

    b. Instructional methods suited to students and outcomes. Recommendations: Increase metacognitive activities. Seek expertise on the appropriate methods for your students/participants & implement.

        i. Examples: Observation and modeling; Scaffolding (e.g., building student skill/knowledge using assignment sequencing); Active learning and lecture; Safe space to practice; constructive feedback

    c. Implemented not as intended. Recommendation: Investigate implementation; ensure fidelity.

    d. Rational or theory not well founded; "if we build it, they will come" assumption. Recommendation: Spend time discussing the *why* and the values at play

6. Check **student factors**

   a. Motivation. Recommendations: Check the incentives to boost student motivation—use grades, credit, applicability to future career to motivate high performance. Explain to students & state actions already taken on previous results.

   b. Sampling. Recommendations: Check the sample/group of students—if not representative, gather more pieces of evidence and aggregate across students (in small programs, multiple years may be needed). Next time create a plan to identify how many students are needed and from which groups in order to make decisions.

   c. Equity: do groups perform at the same level? E.g., if transfer and non-transfer students did not perform at the same levels, help transfer students connect prior learning to current expectations; adjust advising. Recommendation: Disaggregate assessment findings by student characteristics of concern to the campus.

Examples of questions to discuss when interpreting the results

- Does the assignment used to evaluate student learning explicitly align with the rubric?

- Were survey questions aligned to the goal(s)? Unbiased questions? Neutral questions?

- Were activities/pedagogy helpful in preparing students for the assessment task?

- Were students given sufficient opportunities to learn?

- Did we use pedagogical methods suited to the students and the outcome?

- Was the curriculum/activity/intervention implemented as planned?

- Was our rationale/theory about why [learning] would occur well founded?

- Were students motivated to do their best on the assessment task?

- Was our sample representative?

- Do groups perform at the same level?

  Groups relevant to the campus mission or of concern:
  - transfer/non-transfer
  - males/females
  - online/in person
  - STEM/non-STEM
  - BA/BS
  - full time/part time
  - veteran/non-veteran
  - Hawaiian/non-Hawaiian
  - high grade in pre-requisite course/low grad

Scenarios & Discussion Questions

Note: These condensed descriptions do not provide all the details. Make reasonable assumptions in order to discuss the scenarios.

Activity: Read <u>one</u> scenario. Answer the discussion questions. Discuss. Share.

Scenario #1 Career Center Assessment Project

Context. The Career Center investigated two of its student outcomes:
1. As a result of the **Resume and Cover Letter Workshop,** students will be able to develop a professional resume and cover letter.
2. As a result of the **Employment Workshop**, students will know the job search process (from identifying suitable jobs to accepting an offer).

Curriculum/pedagogy and evaluation method.
Resume and Cover Letter Workshop. Students attend a hands-on 90-minute workshop that includes in-session drafting. Offered monthly. All students complete a 6-question survey before leaving the session.

Employment Workshop. Students attend a 50-minute lecture on the job search and hiring process. Offered monthly. All students complete a 15-question, multiple-choice and short answer quiz before leaving the session.
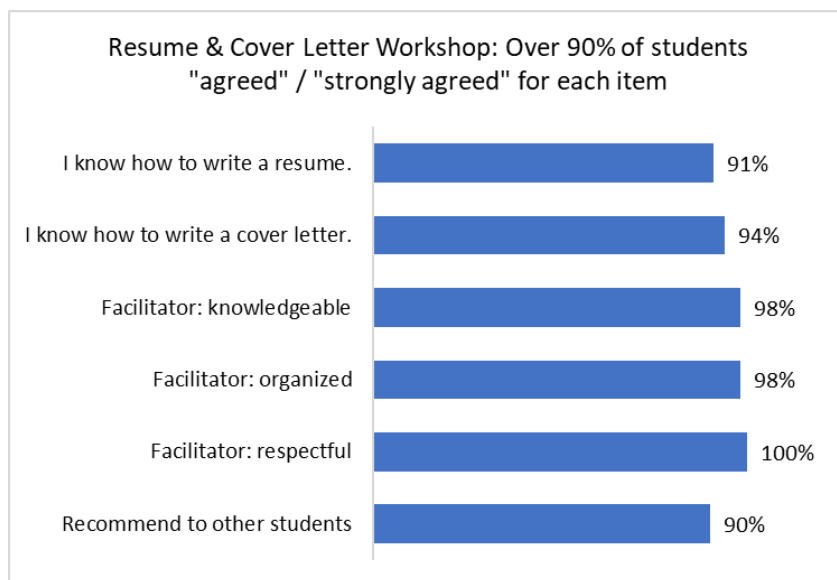
Criteria for success.
1. Professional resume and cover letter = 90% or more *agree* or *strongly agree* on each survey question.
2. Know the job search process = 90% correct on the quiz.

Results.
Number of students

Resume & Cover Letter Workshop	280 attendees; 220 completed survey
Employment Workshop	350 attendees; 338 completed the quiz

Resume & Cover Letter Workshop: Over 90% of students "agreed" / "strongly agreed" for each item

I know how to write a resume.	91%
I know how to write a cover letter.	94%
Facilitator: knowledgeable	98%
Facilitator: organized	98%
Facilitator: respectful	100%
Recommend to other students	90%

Job Search Quiz Results	Percentage of Students
90-100% correct	75%
70-89% correct	25%
69% or below correct	0%

Scenario #2 Course-Embedded Assessment Project (Marketing)

Context. The Marketing faculty implemented a course-embedded assessment project to assess how well students can analyze and communicate. Specifically, three target courses had these course outcomes:
   a) analyze marketing strategies based on product, price, place and promotion objectives;
   b) construct a written marketing plan and an oral presentation of the plan.

Professors teaching the three targeted courses (MKT 200, 250, and 280) scored their written plans and oral presentations using the department's agreed-upon rubrics. The assessment coordinator randomly selected 50% of their students and these results were aggregated for departmental discussion and action.

Curriculum/pedagogy.
MKT 200 (40 students) The professor gave students the marketing plan and oral presentation assignment after the mid-term. The rubric was included in the syllabus. The professor gave four analysis assignments. Grading: 55% analysis assignments; 25% exams; 10% written plan; 10% oral presentation.

MKT 250 (30 students) The professor gave students the marketing plan, oral presentation, and rubric after the mid-term. Students were encouraged to submit a draft for feedback and to practice their oral presentation before presentation day. The professor gave four analysis assignments. Grading: 50% analysis assignments; 30% exams; 20% written plan and oral presentation.

MKT 280 (30 students) During week 1, the professor assigned the marketing plan and oral presentation; gave students the scoring rubric and a model paper; and formed student peer-feedback groups. The professor gave four analysis assignments. A month before the due date, students met weekly in their peer groups to give feedback on written drafts and practice their oral presentations. The professor gave feedback during class and upon request. Grading: 35% written plan; 30% oral presentation; 5% feedback to peers; 15% analysis assignments; 15% exams.

Criteria for success. At least 85% of the students will score "3" *Accomplished*, on each outcome.

Results. 50 randomly selected students (50% of students enrolled in each of the three target courses).
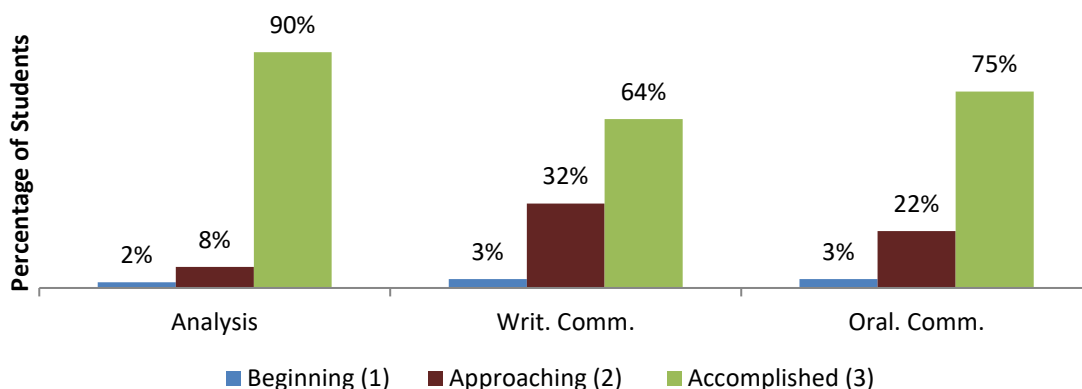
Discussion questions.
1. Did they meet their criteria for success?

2. What are 2 possible reasons why the criteria for success were met/not met?

3. What action(s) might they consider given these results? Why?