Utilizing Assessment Data

A Two-Track Approach
Overview

- Knowledge Surveys mapped to SLOs
- Imbedded Assessment
  - various methods as a department
    - common question
    - individual questions
    - Cross-reading of limited examples
    - Read the same samples; read own samples and compare scoring on rubric

- Imbedded Assessment provides opportunities to discuss effectiveness and improvements?

- Assessment activities have been the basis of bi-annual department discussions about several aspects of teaching history – content, skills, changes in students etc.
Knowledge Surveys

Objective

- To understand how confident our students are in key knowledge areas after taking a World History course.
- Their confidence largely matches our imbedded assessments and grades.

Results

- Students appear to be modest in their self-reporting.
- Year to year, our results have seen very little statistical change.
- Responses indicate student achievement of slos consistent with instructor expectations and remains at expected levels over time.
KS Results 151 (2012-2016)
KS Results 152 (2012-2016)
### Imbedded Assessment Example

<table>
<thead>
<tr>
<th></th>
<th>Organization</th>
<th>Comprehensive</th>
<th>Evidence</th>
<th>Analysis</th>
<th>Accuracy</th>
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<td>2.12</td>
<td>2.08</td>
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</table>
We met to discuss these results and talked about:

- Our standards for inclusion of primary sources, student use of supporting examples, and references to vocabulary learned, and ways to help students work on those issues.
- The reasons for greater than expected accuracy in the papers.
- Better ways to employ the textbook
Conclusion

- In our discussions of the data we have learned:
  - Knowledge Surveys give a good overview of what students are learning. Primarily in terms of content areas.
  - Imbedded assessment gives more specific data about historical analytical skills students are able to perform.
  - Have identified and shared useful teaching strategies to improve our individual classes.
Questions & Discussion