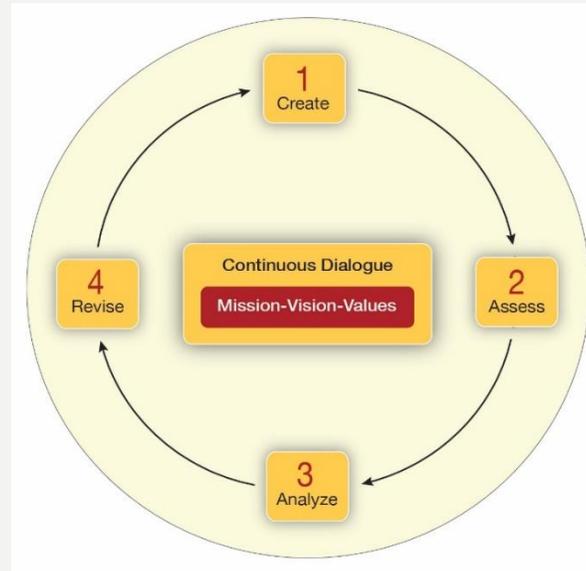


# ANALYZING AND ACTING ON ASSESSMENT RESULTS



**FACILITATOR:**

**KAREN WONG, SKYLINE COLLEGE**



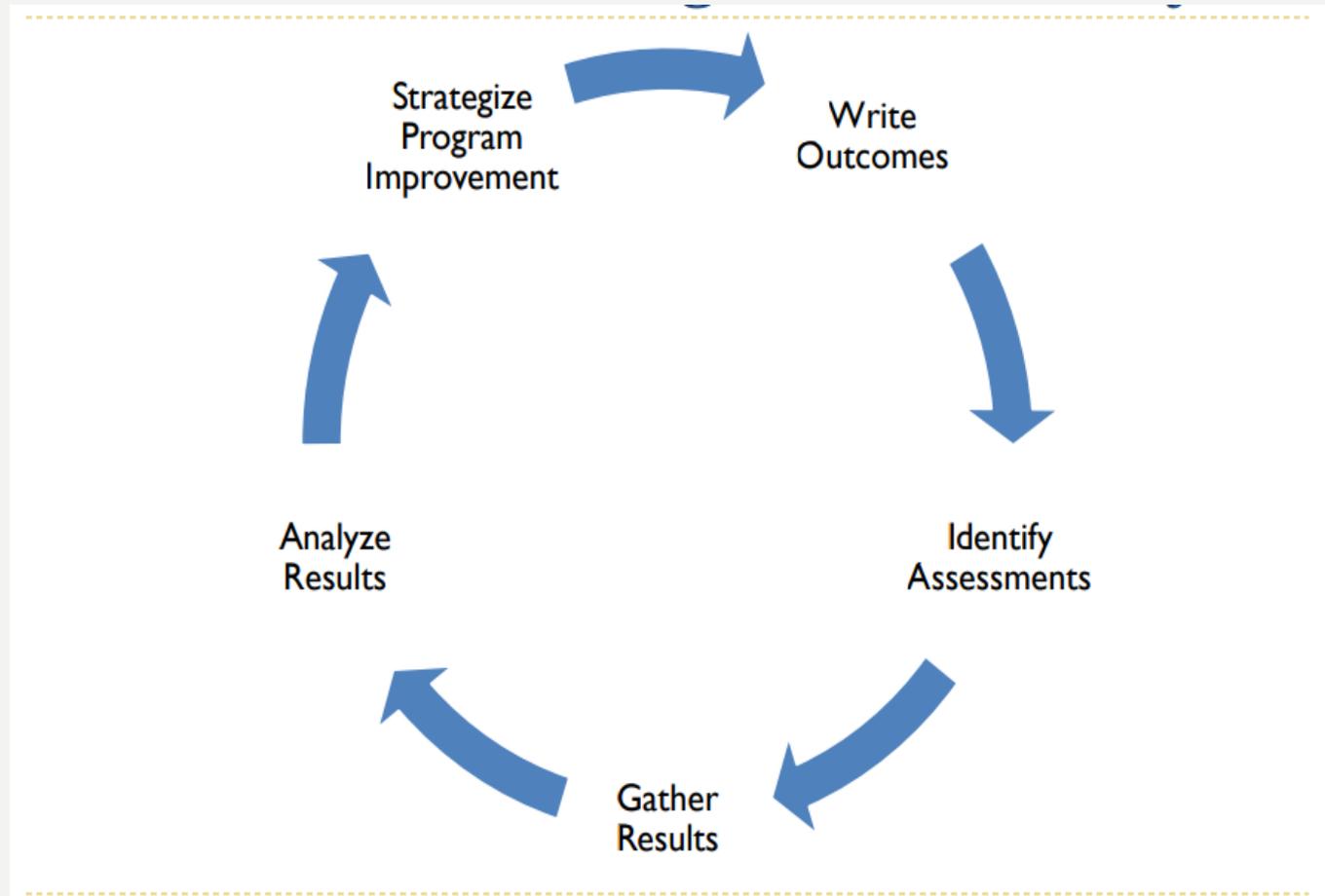
**Skyline**  
COLLEGE  
ACHIEVE

# WORKSHOP OUTCOMES

**By the end of this workshop, participants will be able to:**

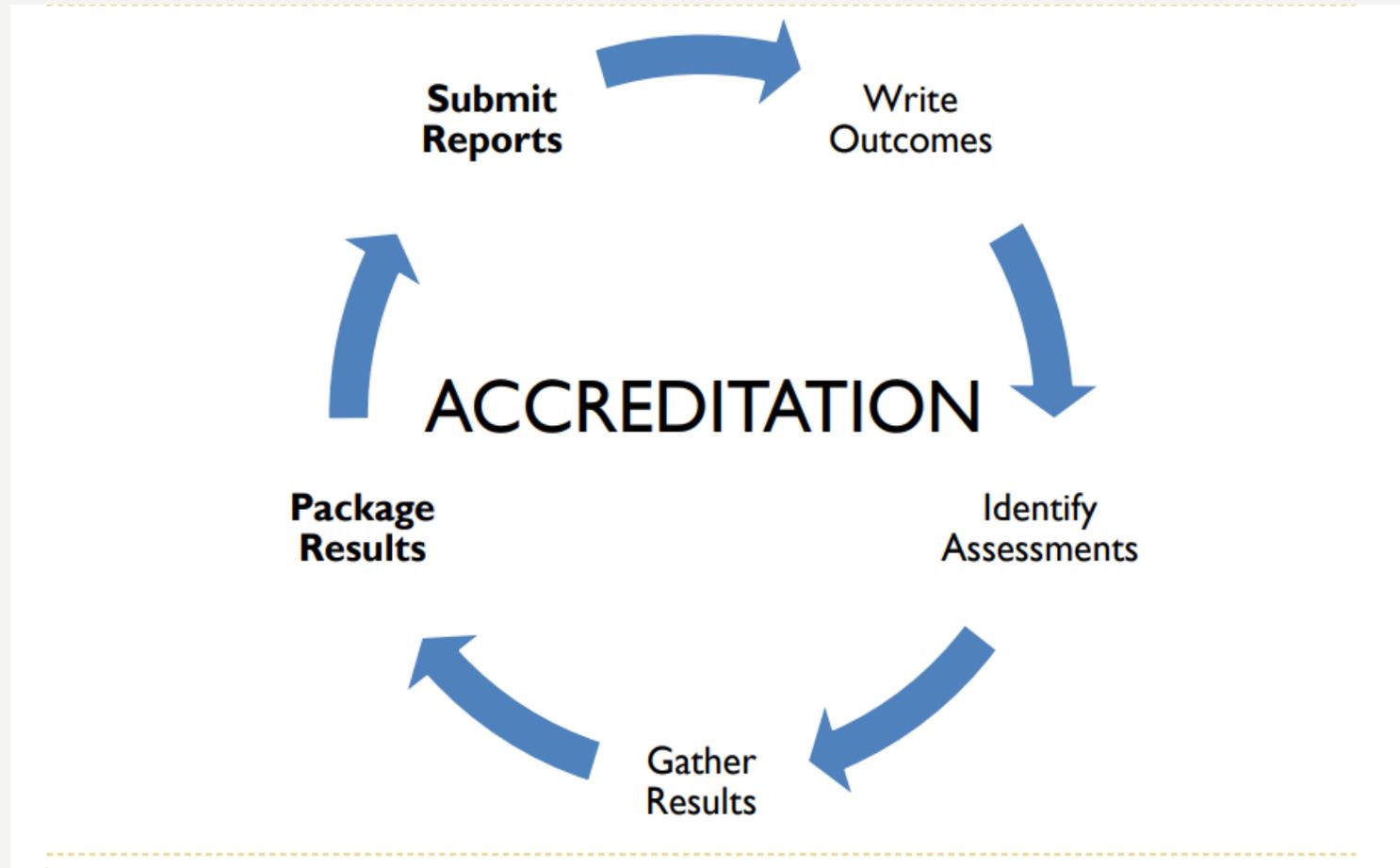
- determine how to adopt a “culture of intentionality” to inform your assessment practices.**
- make meaning from assessment results.**
- take action as appropriate from assessment results.**

# STUDENT LEARNING OUTCOMES ASSESSMENT CYCLE



Source: David Marshall

# PERCEPTION OF THE ASSESSMENT CYCLE BY FACULTY



Source: David Marshall

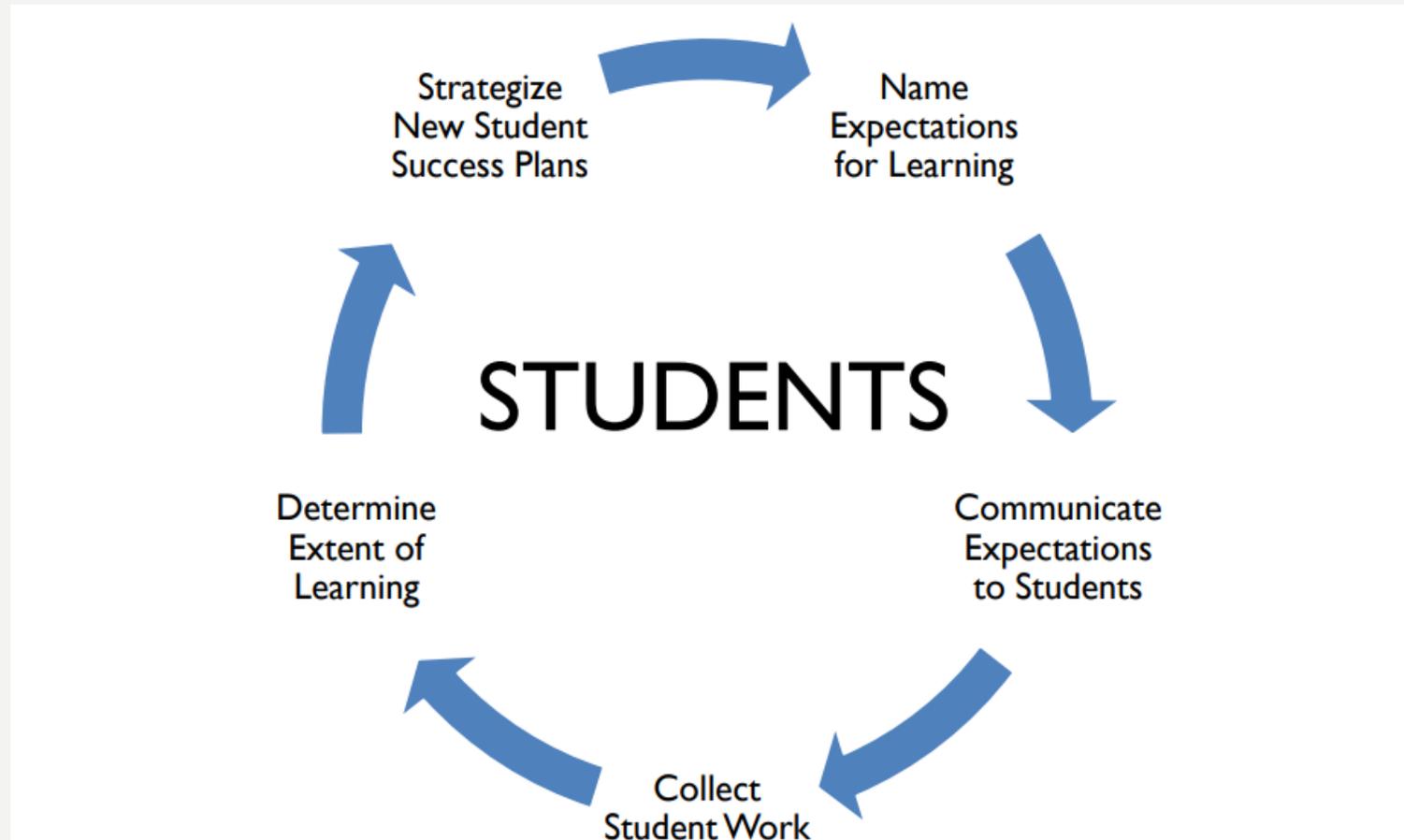
# **DAVID MARSHALL'S EXPLANATION OF THE CULTURE OF COMPLIANCE**

**The culture of compliance:**

- **Sees accreditation as an end in itself.**
- **Seeks information on what accreditors want to see.**
- **Worries about whether what is reported matches accreditors' expectations.**

**Students become unimportant elements of the assessment process.**

# A STUDENT-CENTERED CONCEPTION OF THE ASSESSMENT CYCLE



Source: David Marshall

# **DAVID MARSHALL'S THE CULTURE OF INTENTIONALITY:**

- **Is student- centered;**
- **Seeks information about how well students are learning and/or how well various areas of the college are supporting the college experience;**
- **Reflects on what we teach or do and how we teach or do it;**
- **Accepts (some) responsibility for student learning and the student experience;**
- **Experiments with new strategies for student success.**

**Students become the primary focus of the assessment process.**

# **ASSESSMENT AS “ACTION RESEARCH”**

**“Assessment of student learning can be defined as the systematic collection of information about student learning, using the time, knowledge, expertise, and resources available, in order to inform decisions about how to improve learning”**

**-- Barbara Walvoord, *Assessment: Clear and Simple***

# RUBRIC DATA: MEANS VS. FREQUENCY

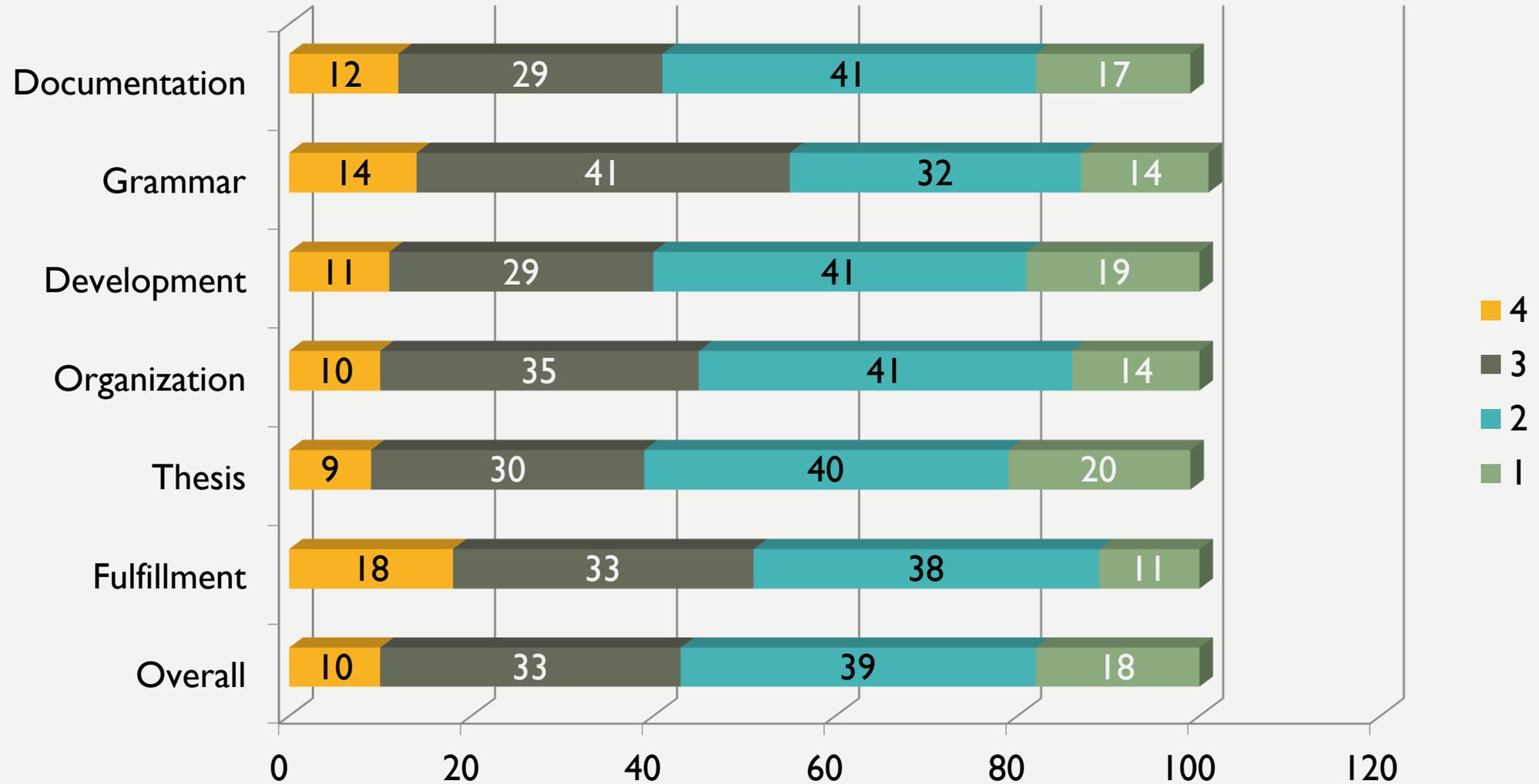
- **Means**

- Assumes that each level has a corresponding number (e.g., “needs work” = 1, “adequate” = 2, “good” = 3, “excellent” = 4)
- Add up all of the numbers, and then divide by how many numbers there are (a.k.a. the average).
- Benchmark will identify that a 100% of students’ work will have received a given average (e.g., 2.5).

- **Frequency**

- May lend itself to more precise analysis of student performance
- Notes which percentage of students were scored in each of the categories.
- Benchmark will identify the percentage of students who attain a given desired outcome (e.g., 75% of students’ work will be “adequate” or better).

# FREQUENCY EXAMPLE FROM PRE- TRANSFER ENGLISH



# PRE/ POST TEST QUESTIONS

- **Lends itself to comparing what knowledge and skills students gained over the semester**
- **Contingent on removing the pre-test scores from the post-scores**
- **Analyze in light of overall retention**
  
- **Benchmark will identify the gain between the pre and post-test (e.g., 10 % gain)**
- **A word of caution: Even if the benchmark is met, are a sufficient number of students demonstrating sufficient mastery?**

# PRE/ POST TEST QUESTIONS FROM HISTORY 201 SLOs: UNITED STATES HISTORY I

- **Knowledge and Diversity** - Demonstrate a basic knowledge of events in American history from colonization through 1865. This specifically includes analysis of significant contributions by ethnic and social groups that are an integral part of America's historical development.
- **Constitution** - Analyze and interpret the U.S. Constitution and demonstrate the rights and obligations as a United States citizen.
- **Interrelationship between Past and Present** - Identify issues and problems that presently affect the country.
- **Critical Thinking and Analyses and Contemporary Events** - Recognize and analyze problems; to think critically and ask questions; to synthesize diverse information from texts and primary resources, and to express ideas clearly and logically.

# **HISTORY 201 ASSESSMENT: UNITED STATES HISTORY I**

- **Administered a pre and post-test consisting of the same questions**
- **Three questions per SLO**
- **Benchmark – 10% improvement**

# **ANALYZING THE DATA**

## ***(SLOAC FRAMEWORK, 21)***

- **In which areas did students excel?**
- **What issues and needs were revealed?**
- **How do the results compare to any baseline or benchmark data previously collected?**
- **What insights can you gain from the results?**
- **Did the assessment work, and if not, what needs to be revised?**

# HISTORY 201: UNITED STATES HISTORY I RESULTS

SLO QUESTIONS	PRE-TEST	POST-TEST	MET BENCHMARK of 10% IMPROVEMENT?
KNOWLEDGE AND DIVERSITY (Q 1-3)	39 %	52 %	YES
CONSTITUTION (Q 4-6)	32 %	34 %	NO
INTERRELATIONSHIP BETWEEN PAST AND PRESENT (Q 7-9)	14 %	23 %	YES
CRITICAL THINKING AND ANALYSES AND CONTEMPORARY EVENTS (Q 10- 12)	46 %	45 %	NO

# **ACTION PLANS AND NEXT ITERATION**

- **Addresses assessment results**
  - **Changes to pedagogy? to curriculum? to assessment?**
  - **An action plan that makes clear what will take place: what, when, who & how**
  - **Resources needed to implement?**
- **Informs the next cycle of assessment -- your next assessment might measure the effectiveness of your action plan to student learning**

# TRACDAT PULL-DOWN OPTIONS

- **Use new or revised teaching methods;**
- **Engage in professional development/ consult with the CTTL;**
- **Reconfigure student support service;**
- **Conduct further assessment;**
- **Develop new evaluation/ assessment methods;**
- **Request purchase of new equipment or supplies;**
- **Make staffing changes;**
- **Revise course sequence or prerequisites;**
- **Review course outline of record or syllabus.**

# **APPs AND CPRs**

- **Annual Program Plans**
  - **IIC (Key Assessment Results on the Course Level)**
  - **IIIB (Participation in ISLO assessment)**
  - **IVB (Action Plan and Resource Requests)**
- **Comprehensive Program Reviews**
  - **IB and IIA2 (Key Assessment Results on the Program Level)**
  - **VB (Action Plan and Resource Requests)**

# COMPLETING THE CYCLE

## THE CULTURE OF COMPLIANCE

- Intent on simply completing the task with no reflection
- Analyzes the results in isolation
- Submits results without considering the implications

## THE CULTURE OF INTENTIONALITY

- Uses results for ongoing conversations about teaching effectiveness and practices
- Forges an action plan with what will be implemented, who is responsible, and by when
- Assesses anew to determine if the changes have an impact
- Captures process on Tracdat

**Please take a moment to write a foggy/  
clear statement about today's workshop:**

- a) one idea that is still vague or unclear to you, and**
  
- a) one idea that makes a lot of sense to you and that you're eager to reinforce or implement.**