

Using Assessment Results: Closing the loop

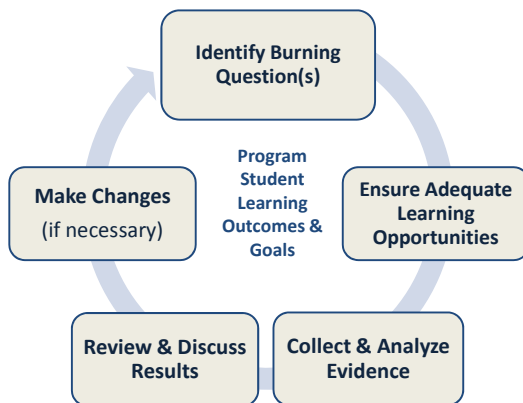
Presented by the Assessment Office
May 2010



Workshop Outcome

At the end of the workshop, participants can discuss how assessment results can be used.

Assessment Cycle



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Make changes? What kind?

- Curriculum-related examples
 - Revise course content or assignments
 - Widely share anchors/models with students
 - Modify frequency or schedule of course offerings
 - Add or delete course(s)

Apparel Product Design & Merchandising



Make changes? What kind?

- Resource-related examples
 - Hire or re-assign faculty and/or staff
 - Increase classroom space
- Academic-process examples
 - Revise advising standards or processes
 - Revise admission criteria

Honors Program

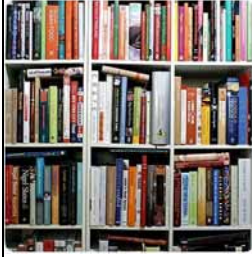


Make changes? What kind?

- Program promotion
 - Communicate quality of student work and student voices to stakeholders
 - Brochures
 - Website
 - Self-study
 - Recruiting materials
 - Requests for funding



Reasons Results Are Not Used



Incomplete or different
definition of assessment

Results are not actionable

Results perceived as not
relevant, credible, or valid

Inadequate resources

Fear, mistrust

Burn out



Putting Assessment Results to Good Use



Effective use of results starts with careful planning!

Design Assessment to Produce Actionable Results

- Adopt the mindset of *assessment for improvement*
- Start with a concise, burning question about student learning
- Select a method that answers the question
- The method to collect and analyze data affects how results can be used

Before Collection & Analysis **TIPS**

- Embrace *assessment for improvement*
- Ask burning questions—ones that faculty care about
- Mock-up results and discuss
 - Specific? Relevant? Credible? Useful?
 - Willing to use the results?
- Anticipate: What if results fall short of expectations? What might the program do?

Your Turn . . .

- In groups of 3-4, discuss one case.
- Share important highlights of the group's discussion.



Workshop Evaluation

We use workshop evaluation results to improve what we do.





Thank You!

Assessment Office

airo@hawaii.edu

<http://manoa.hawaii.edu/assessment>

Marlene Lowe, 956-4283
mplowe@hawaii.edu

Monica Stitt-Bergh, 956-6669
bergh@hawaii.edu

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Using Assessment Results: Closing the Loop Workshop

Case #1: First-Year Writing Program

Disclaimer: We based this case on an actual program's assessment project; however we modified it for the purpose of this workshop.

A program student learning outcome (SLO) for the first-year writing program is as follows:

SLO #3: Students will be able to compose a written text that makes use of source material that is relevant and credible and that is integrated in accordance with an appropriate style guide.

Burning question. How well did students achieve SLO #3 in 2009?

Ensure learning opportunities. Faculty members teaching in the first-year writing program were emailed SLO #3, the burning question, the assessment process and scoring rubric. They were encouraged to fully address the SLO in their sections.

Collect and analyze evidence. Course instructors submitted copies of their students' final research papers and 10% (80) of those were randomly selected. A team of program faculty and graduate students evaluated the papers by applying the rubric. The rubric had these dimensions:

- a) Supply an outside source when needed
- b) Select germane source material
- c) Select source materials from authoritative and/or appropriate sources—e.g. experts, reviewed by experts, appropriate popular material, etc.
- d) Follow rules for citing source material within the text and for creating a bibliography/works cited/reference list

Each dimension was scored separately.

Results.

Dimension	Papers below expectations	Papers that met or exceeded expectations
a) Supplied an outside source when needed	52%	48%
b) Selected germane source material	36%	63%
c) Selected source materials from authoritative and/or appropriate sources	42%	58%
d) Followed rules for citing source material	65%	34%

Questions for your group:

1. Do the results help answer the burning question? Why or why not?
2. Are the results actionable?
 - If yes, what actions do you recommend the program consider taking?
 - If no, what would make the results more actionable? What could have been done differently to produce actionable results?
3. What has this case taught you about using assessment results for program improvement?

Case #2: Portfolios & Presentations

Disclaimer: We based this case on an actual program's assessment project; however we modified it for the purpose of this workshop.

Program student learning outcomes (SLO). Graduates will be able to

1. Discuss current issues in the textile and apparel industries, including global issues, and the social and ethical consequences of contemporary issues.
2. Integrate political, cultural, and economic data with economic theories, practices, and policies to produce research-based reports on international trade.
3. Distinguish between professional and unprofessional behaviors and critique ethical and unethical industry practices.
4. Prepare and deliver a well-organized oral presentation.

Burning questions for 2009.

- Can students point to evidence in their portfolios that they had discussed current issues (SLO #1) and distinguished between professional and unprofessional behaviors (SLO #3)?
- How well are students achieving SLO #2 and #4?

Ensure learning opportunities. The faculty created a Program Handbook that lists the program SLOs, the courses in which the SLOs are addressed, and the guidelines and requirements for the senior portfolio. Program faculty members regularly discuss the handbook and make changes as needed. The handbook is also given to students.

Collect and analyze evidence. Thirty seniors (100%) submitted portfolios as part of a capstone course and gave an oral presentation at a department symposium. Members of the department curriculum committee reviewed and evaluated the portfolios and the presentations. They used rubrics to evaluate: 5=excellent; 4=good; 3=acceptable; 2=barely adequate; 1=not acceptable. The eight members submitted their results to the assessment coordinator who calculated an average.

Results.

	Average score (out of 5)
SLO #1	1.57
SLO #2	3.02
SLO #3	2.12
SLO #4	4.53

Questions for your group:

1. Do the results help answer the burning questions? Why or why not?
2. Are the results actionable?
 - If yes, what actions do you recommend the program consider taking?
 - If no, what would make the results more actionable? What could have been done differently to produce actionable results?
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Case #3:

Disclaimer: We based this case on an actual program's assessment project; however we modified it for the purpose of this workshop.

Program student learning outcomes (SLO). Upon completion of the MA degree, students should have gained, developed, and refined essential knowledge, skills, and experiences necessary to successfully reach the following outcomes:

- SLO 1: kinesthetic proficiency and conceptual understanding of various kinds of dance;
- SLO 2: effective oral and communication skills that demonstrate critical thinking ability and understanding of scholarly dance research concepts and related topics;
- SLO 3: the ability to critically evaluate sources and clearly differentiate between one's ideas and the ideas of others;
- SLO 4: knowledge of the history, practices, and concepts of dance ethnology;
- SLO 5: ability to conduct and report on scholarly dance ethnology research in oral, written, and other forms;
- SLO 6: ability to define individual goals and to choose appropriate pathways to achieve these goals.

Burning question for 2009. Are students meeting the outcomes?

Ensure learning opportunities. Department reviewed the curriculum map and agreed that sufficient learning experiences are embedded in the curriculum so that students can meet the program outcomes.

Collect and analyze evidence. 1) Faculty completed an **online survey** that evaluated their students' progress toward each program SLO. 2) Program faculty evaluated students' **comprehensive exams and oral defenses**. 3) Faculty committees evaluated students' **thesis projects**. 4) Program faculty conducted **exit interviews** with each graduating student. During the interview, students described and reflected on their creative and academic experiences and answered questions about their ability related to each SLO. The assessment coordinator summarized and aggregated the results for the faculty.

Results of graduating students.

	Excellent	Satisfactory	Improving	Needs Growth
SLO #1	100%	0%	0	0
SLO #2	77%	23%	0	0
SLO #3	85%	15%	0	0
SLO #4	100%	0%	0	0
SLO #5	80%	20%	0	0
SLO #6	100%	0%	0	0

Questions for your group:

1. Do the results help answer the burning question? Why or why not?
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 - If yes, what actions do you recommend the program consider taking?
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