

# Why we assess: Assessment results make a difference

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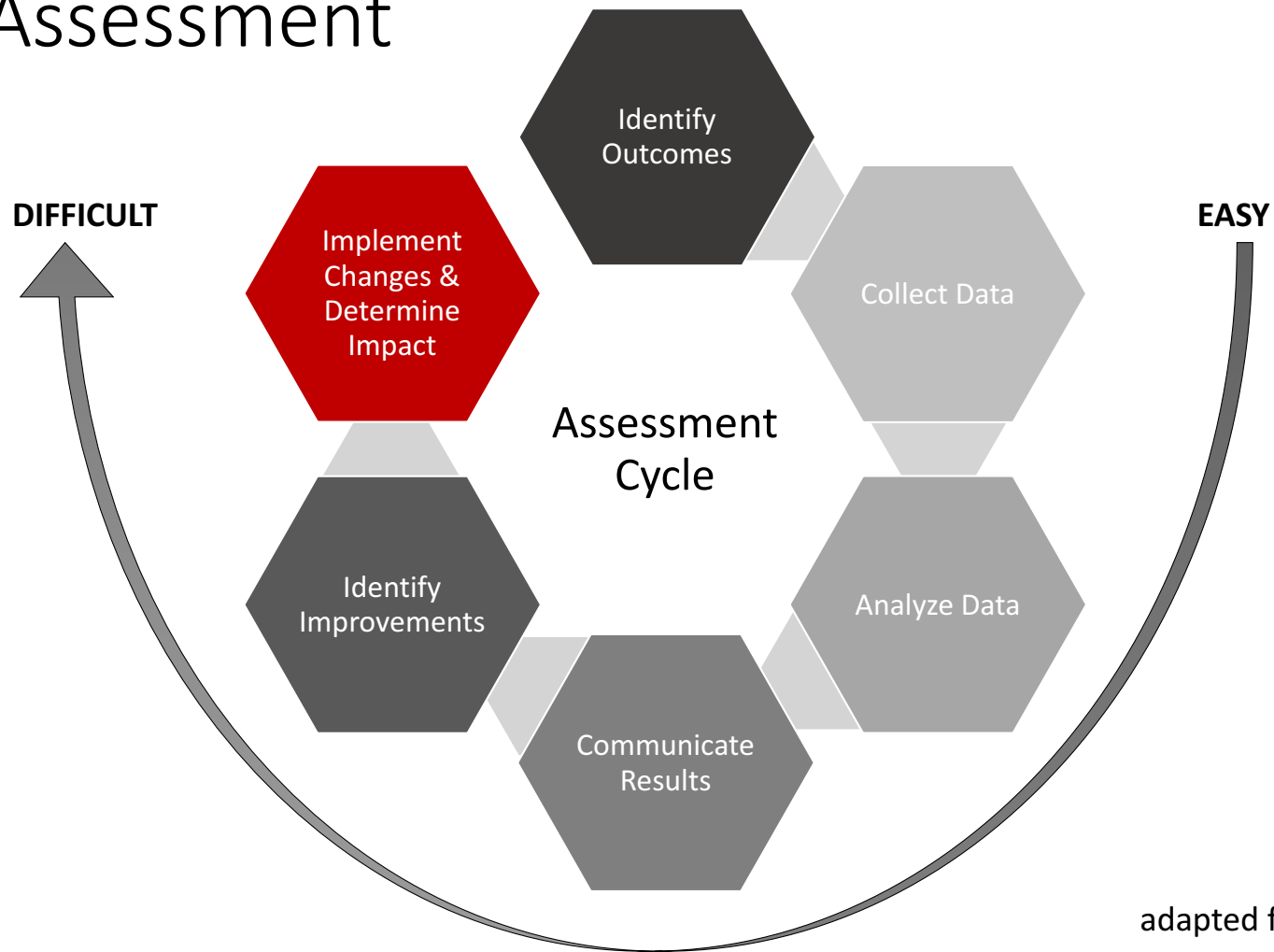
# Student Learning Principles

Institutions should be able to specify what students should learn and should be able to do

Must:

1. Set clear learning outcomes,
2. Collect evidence of learning outcomes
3. Demonstrate that they are analyzing, interpreting and *using* evidence to improve student learning

# Using Assessment

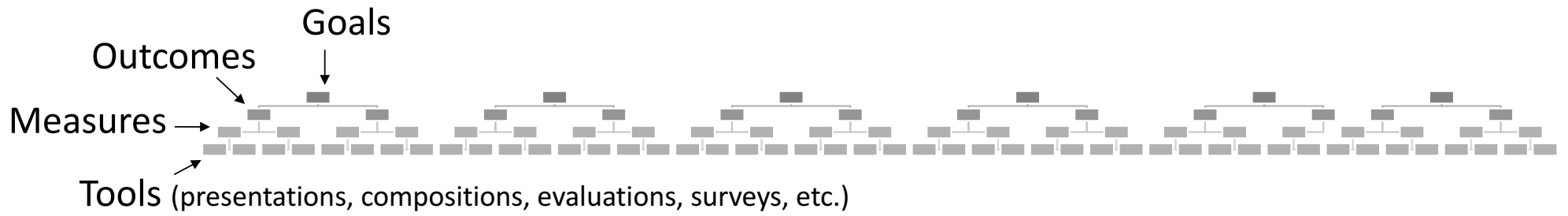


adapted from Kuh et al., 2015

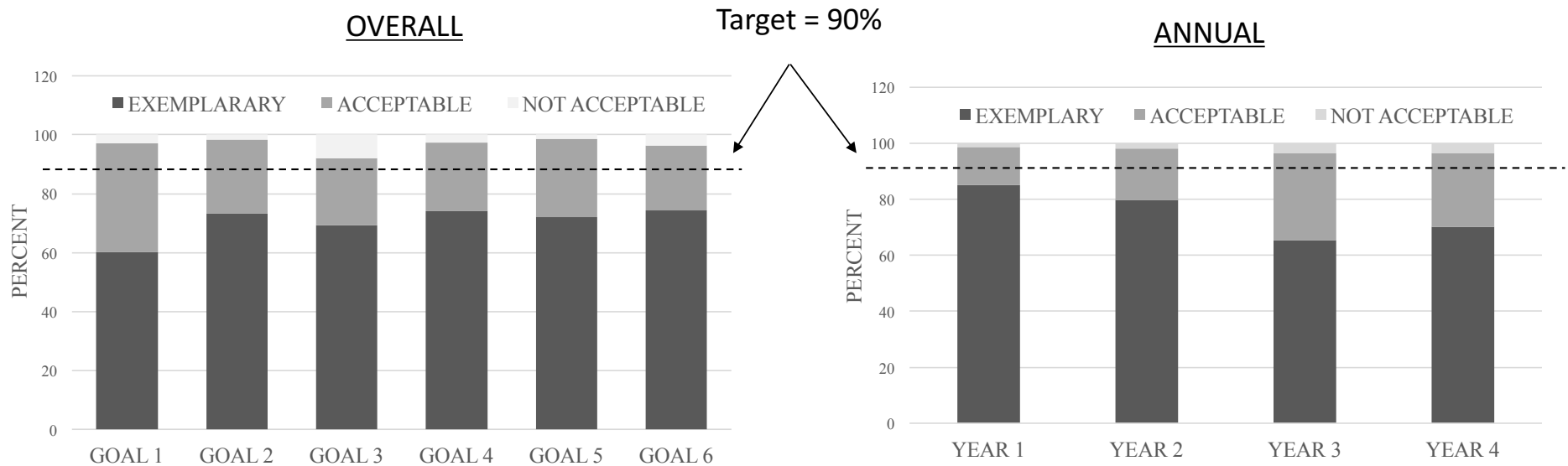
# The Goal of this Session

Guide communication and use assessment data

# Data Barrier



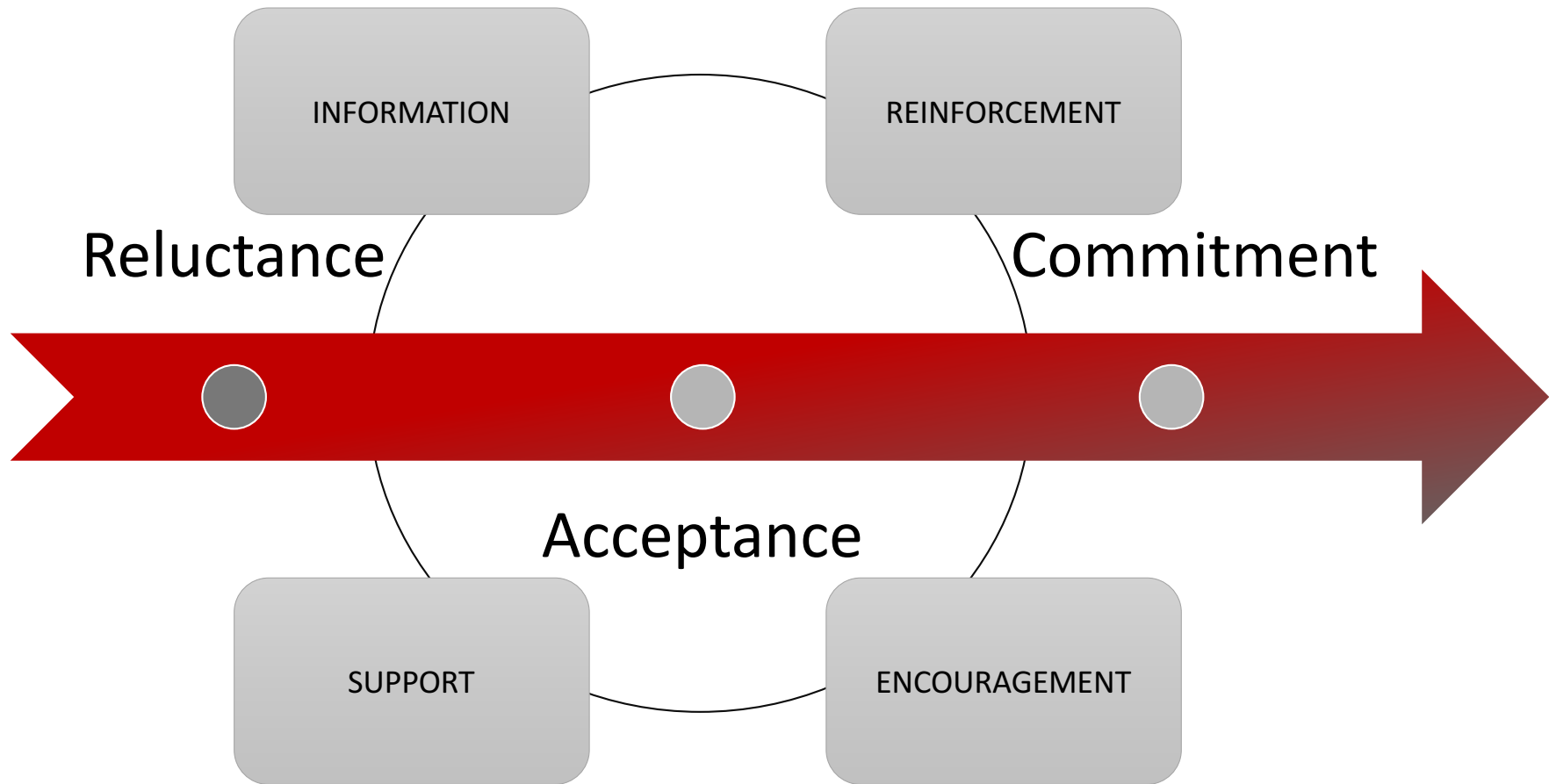
# Focus on Trends



Single account of student learning from multi-year data  
Baseline for future assessment cycles  
Institutional comparisons

Annual reporting data - consistency  
Baseline comparisons within a cycle  
Define strengths and weaknesses

# Communication Barrier

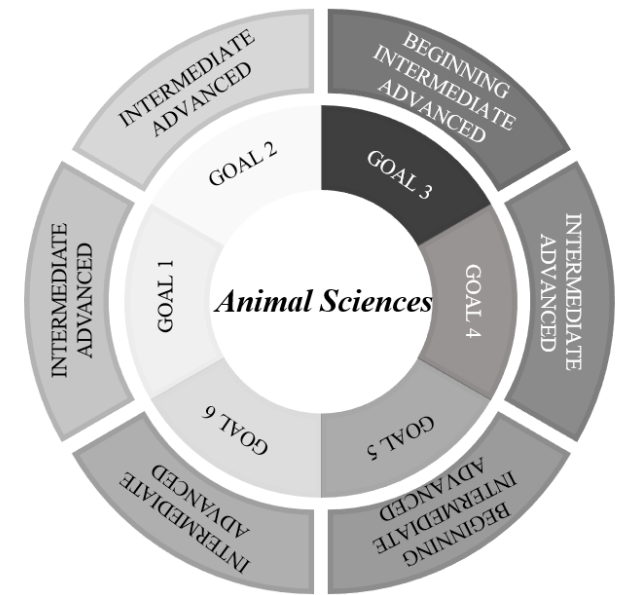


# Make Data Meaningful for Your Audience

Provide context for the information

Assessment goals, measures evaluated per goal, total assessment reports evaluated, and overall composite performance levels of undergraduate students enrolled in assessment designated courses between 2012 and 2016. The programmatic minimal acceptable criterion is 75% of students scoring 70% or higher on the identified assessment tasks for the measurement of attainment of the associated goal. Programmatic excellence is achieved when 90% of the students obtain scores of 90% or greater on the selected assessment measures.

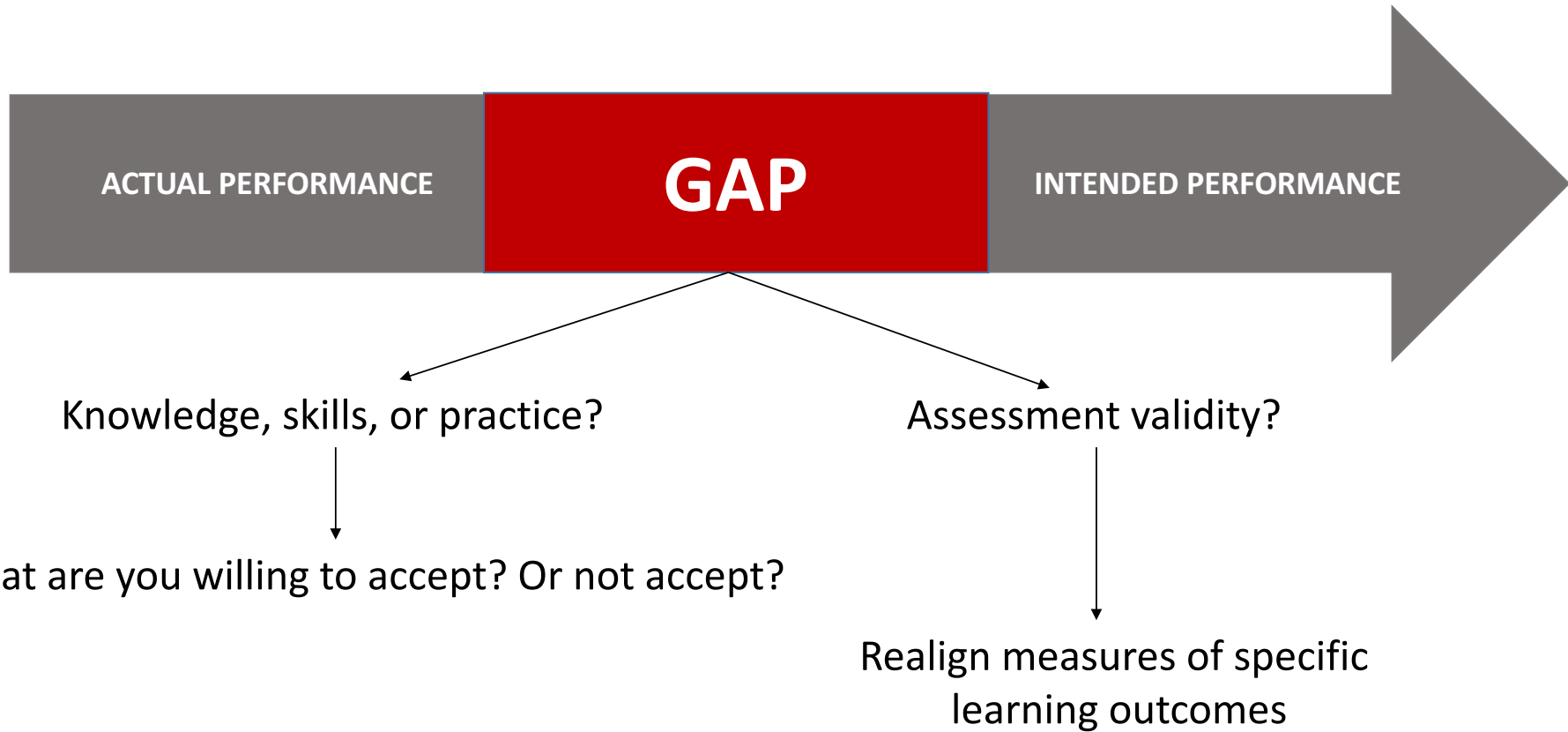
GOAL (Outcome)	MEASURES	ASSESSMENT ACTIVITIES REPORTED (N)	EXEMPLARY (90% or greater)	ACCEPTABLE (70 – 89.9%)	NOT ACCEPTABLE (Less than 70%)
GOAL 1	(Objective 1) Student presentations	605	64.0	34.4	1.7
	(Objective 2) Student compositions	853	57.3	38.8	3.9
GOAL 2	Student compositions Internship performance	761	73.2	25.2	1.6
GOAL 3	Student presentations Student compositions	2444	69.3	22.6	8.1
GOAL 4	Student presentations Student compositions Internship performance	1575	74.2	23.1	2.6
GOAL 5	(Objective 1) Student presentations Student compositions	1205	61.1	36.3	2.6
	(Objective 2) Student presentations Student compositions Case studies	1454	81.1	18.3	0.6
GOAL 6	Student presentations Student compositions	1575	74.3	22.2	3.6



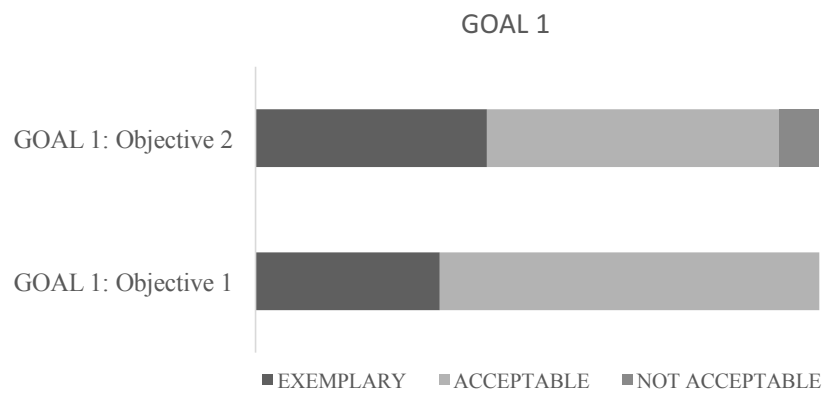
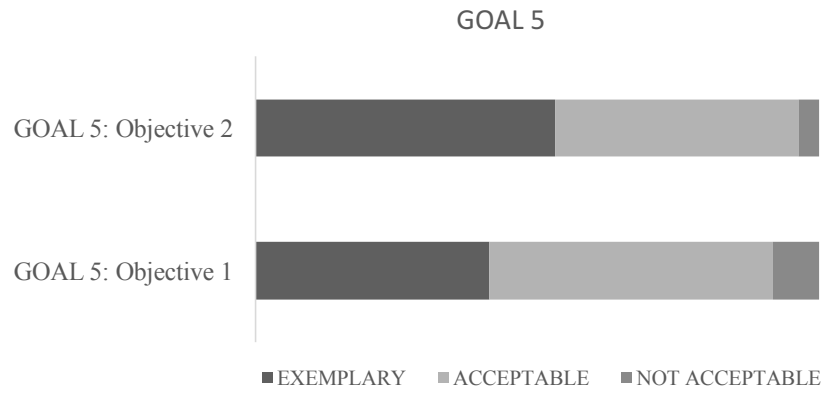
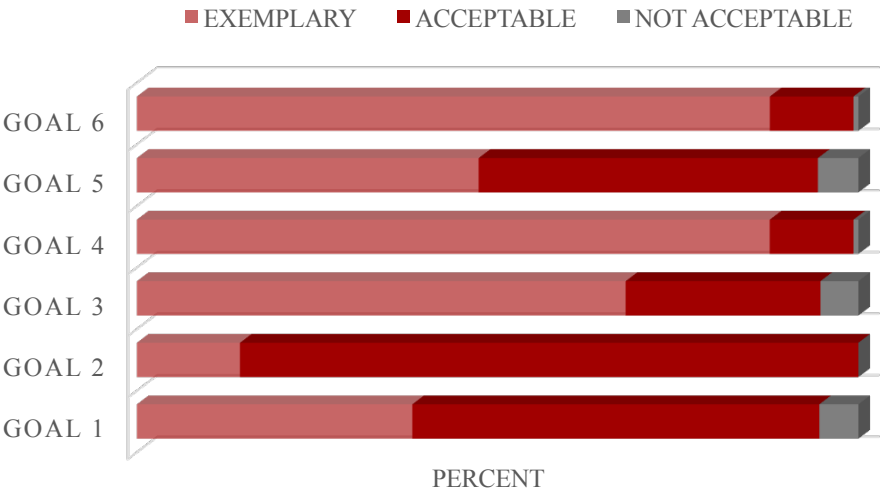
Focus on cumulative effect on learning at the programmatic level



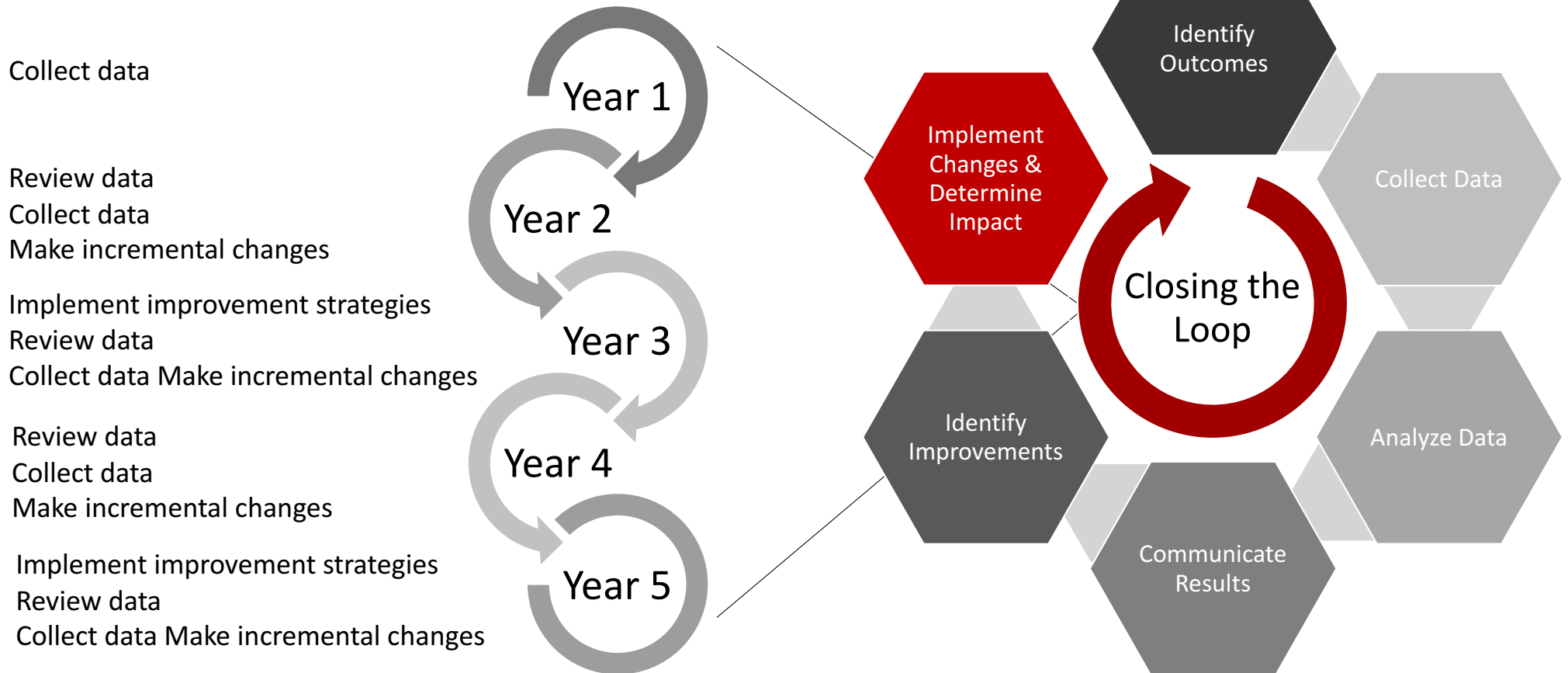
# Identifying Improvements



# Reexamine Learning Measures & Outcomes



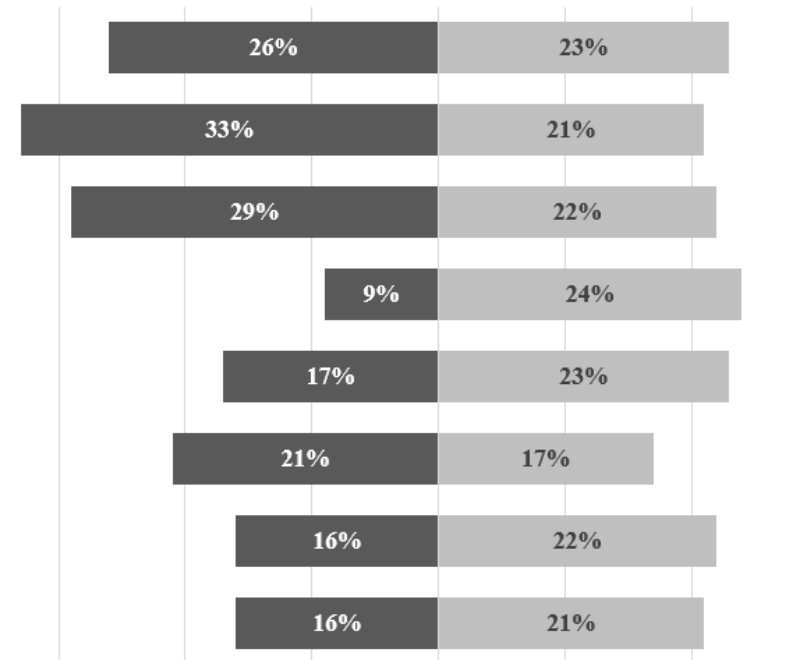
# Implementing Change



# Closing the Loop



PERCENT BELOW EXCELLENCE      PERCENT ABOVE ACCEPTABLE



The percentage of students below or above the programmatic minimal acceptable criterion for excellence or acceptable performance. Programmatic excellence was achieved when 90% of the students obtained scores of 90% or greater. The programmatic minimal acceptable criterion was 75% of students scoring 70% or greater on associated composite assessment measures for a given goal.

# An Important Note

Don't have people spend their time on data- save time for people to focus on actions for improvement.

# Readings

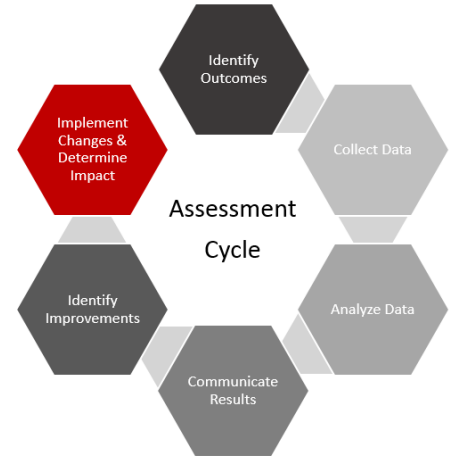
Banta, T.W. and C. Blaich. 2010. Closing the assessment loop. *Change: The Magazine of Higher Learning* 43(1): 22-27.

Kuh, G.D., Ikenberry, S.O., Jankowski, N.A., Cain, T.R., Ewell, P.T., Hutchings, P., & Kinzie, J. (2015). *Using Evidence of Student Learning to Improve Higher Education*. San Francisco: Jossey-Bass.

Lyvers Peffer PA; Flood, W. (n.d.). Programmatic Assessment: Development, Implementation, and Findings of a Multi-Year Assessment Model. *NACTA J*, [In Press]

## EXPLORING YOUR ASSESSMENT USE

Consider the assessment process in your current unit (or in a course). Reflect on your role, views, and the status of this assessment process and answer the following.



1. What is your role in assessment?

2. How do you view assessment (select all that apply)?

- \_\_\_\_\_ Learning assessment is a required part of my job
- \_\_\_\_\_ Learning assessment limits my academic freedom
- \_\_\_\_\_ Learning assessment activities consume too much of my time
- \_\_\_\_\_ Regular assessment accurately captures student learning
- \_\_\_\_\_ Learning assessment has not improved student outcomes
- \_\_\_\_\_ Learning assessment has improved student outcomes
- \_\_\_\_\_ Teaching is enhanced with assessment information
- \_\_\_\_\_ Learning assessment has had no impact on teaching practices

3. How do you perceive assessment is viewed by others?

Faculty/Staff

Students

Stakeholders

4. Identify 2-3 goals of your program (or course)

5. Map each goal to a stage of the assessment cycle (identifying outcomes, data collection, data analysis, communication, identifying improvements, implementing change)

6. What are the barriers to moving forward in the cycle?

7. What steps can you take to assist in the transition through the next stage of the cycle?