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

Council of Regional Accrediting Commissions, A Guide for Institutions and Evaluators
Using Assessment

Assessment Cycle

1. Identify Outcomes
2. Collect Data
3. Analyze Data
4. Communicate Results
5. Identify Improvements
6. Implement Changes & Determine Impact

adapted from Kuh et al., 2015
The Goal of this Session

Guide communication and use assessment data
Data Barrier

Outcomes → Goals

Measures → Tools (presentations, compositions, evaluations, surveys, etc.)

Goals

Outcomes
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
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.

<table>
<thead>
<tr>
<th>GOAL (Outcome)</th>
<th>MEASURES</th>
<th>ASSESSMENT ACTIVITIES REPORTED (N)</th>
<th>EXEMPLARY (90% or greater)</th>
<th>ACCEPTABLE (70 – 89.9%)</th>
<th>NOT ACCEPTABLE (Less than 70%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>GOAL 1</td>
<td>Student presentations</td>
<td>605</td>
<td>64.0</td>
<td>34.4</td>
<td>1.7</td>
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<tr>
<td>(Objective 2)</td>
<td>Student compositions</td>
<td>853</td>
<td>57.3</td>
<td>38.8</td>
<td>3.9</td>
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<td>GOAL 2</td>
<td>Student compositions Internship performance</td>
<td>761</td>
<td>73.2</td>
<td>25.2</td>
<td>1.6</td>
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<td>69.3</td>
<td>22.6</td>
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<td>Student presentations Student compositions Internship performance</td>
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<td>74.2</td>
<td>23.1</td>
<td>2.6</td>
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<td>Student presentations Student compositions</td>
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<td>61.1</td>
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<td>(Objective 2)</td>
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<td>81.1</td>
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<td>Student presentations Student compositions</td>
<td>1575</td>
<td>74.3</td>
<td>22.2</td>
<td>3.6</td>
</tr>
</tbody>
</table>

Focus on cumulative effect on learning at the programmatic level
Identifying Improvements

ACTUAL PERFORMANCE → GAP → INTENDED PERFORMANCE

- Knowledge, skills, or practice?
- What are you willing to accept? Or not accept?
- Assessment validity?
- Realign measures of specific learning outcomes
Reexamine Learning Measures & Outcomes

GOAL 1

GOAL 2

GOAL 3

GOAL 4

GOAL 5

GOAL 6
Implementing Change

Collect data
Review data
Implement improvement strategies
Review data
Collect data
Make incremental changes
Year 1
Implement changes & determine impact
Closing the Loop
Identify outcomes
Identify improvements
Analyze data
Collect data
Communicate results
Year 2
Review data
Collect data
Make incremental changes
Year 3
Review data
Collect data
Make incremental changes
Year 4
Implement improvement strategies
Review data
Collect data
Make incremental changes
Year 5
Implement improvement strategies
Review data
Collect data
Make incremental changes
Closing the Loop

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


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?