COLLEGE OF MARIN SLOAC WORKSHOP #4

ANALYZING AND ACTING ON ASSESSMENT RESULTS

**FACILITATOR:**

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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.

A STUDENT- CENTERED CONCEPTION OF THE ASSESSMENT CYCLE
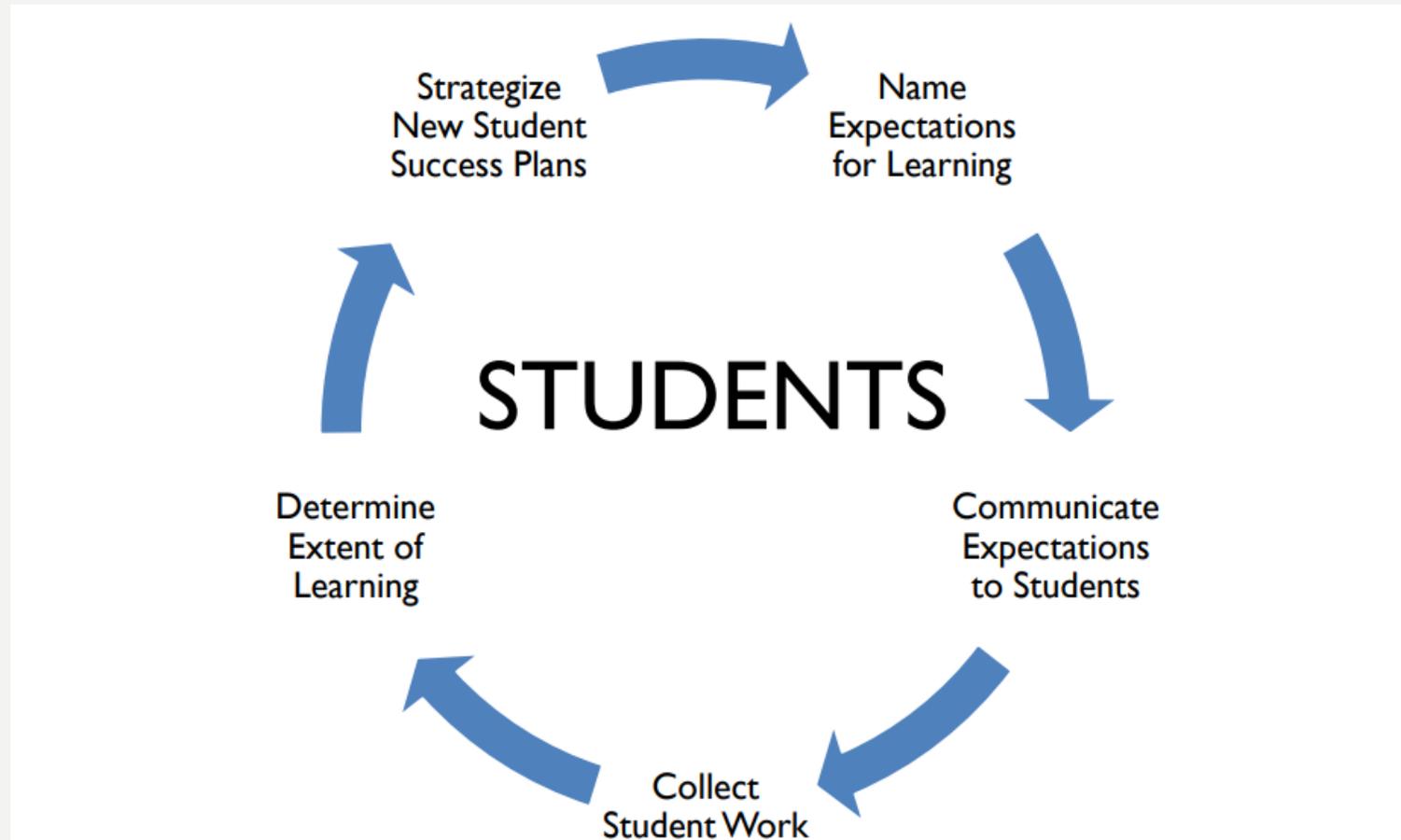
Source: David Marshall

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
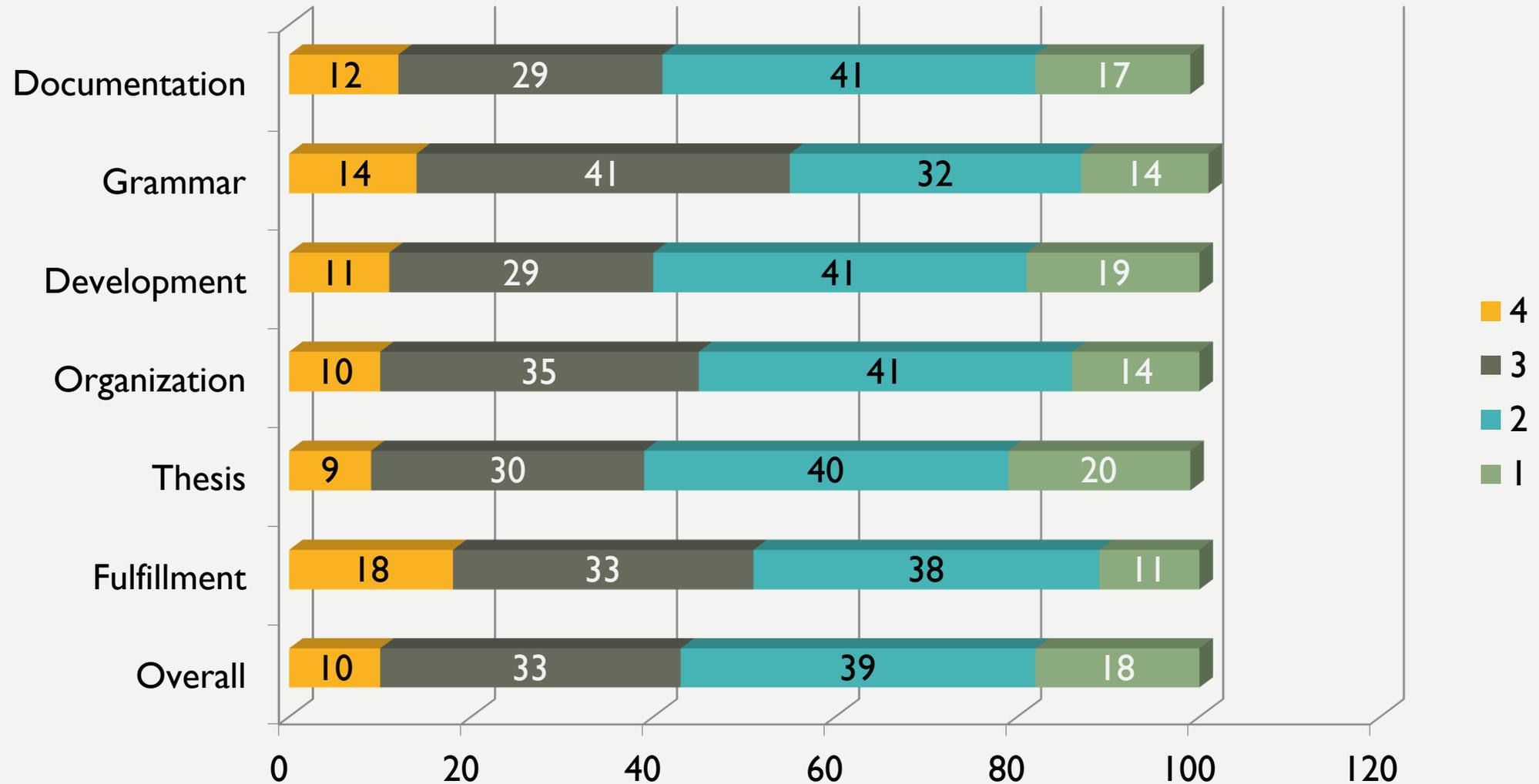
PRE/ POST TEST QUESTIONS

- 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*, 34)

- **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**

SKYLINE COLLEGE SUGGESTIONS

- **Conduct further assessment.**
- **Use new or revised teaching methods.**
- **Develop new evaluation methods.**
- **Plan purchase of new equipment or supplies.**
- **Make staffing changes.**
- **Engage in professional development.**
- **Revise course sequence or prerequisites.**
- **Review course syllabus or outline.**

INTEGRATED INTO SKYLINE COLLEGE PLANNING AND RESOURCE REQUEST TEMPLATES

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

- **Six-Year Comprehensive Program Reviews**
  - **IB and IIA2 (Key Assessment Results on the Program Level)**
  - **VB (Action Plan and Resource Requests)**

Are **SLO** assessment results and action plans integrated into College of Marin's planning and resource request templates?

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.