# Evaluating Assessment Results

DACC

Abby J. Hahne

Spring 2021 In-Service

# Outcomes

- Program Faculty will work together to:
  - Identify patterns in assessment results.
  - Explain patterns in assessment results.
  - Develop improvements/changes in your courses based on assessment results.
  - Identify location of Program Level Assessment Report.
  - Share their assessments with other faculty.

# Where are we in the Assessment Cycle?
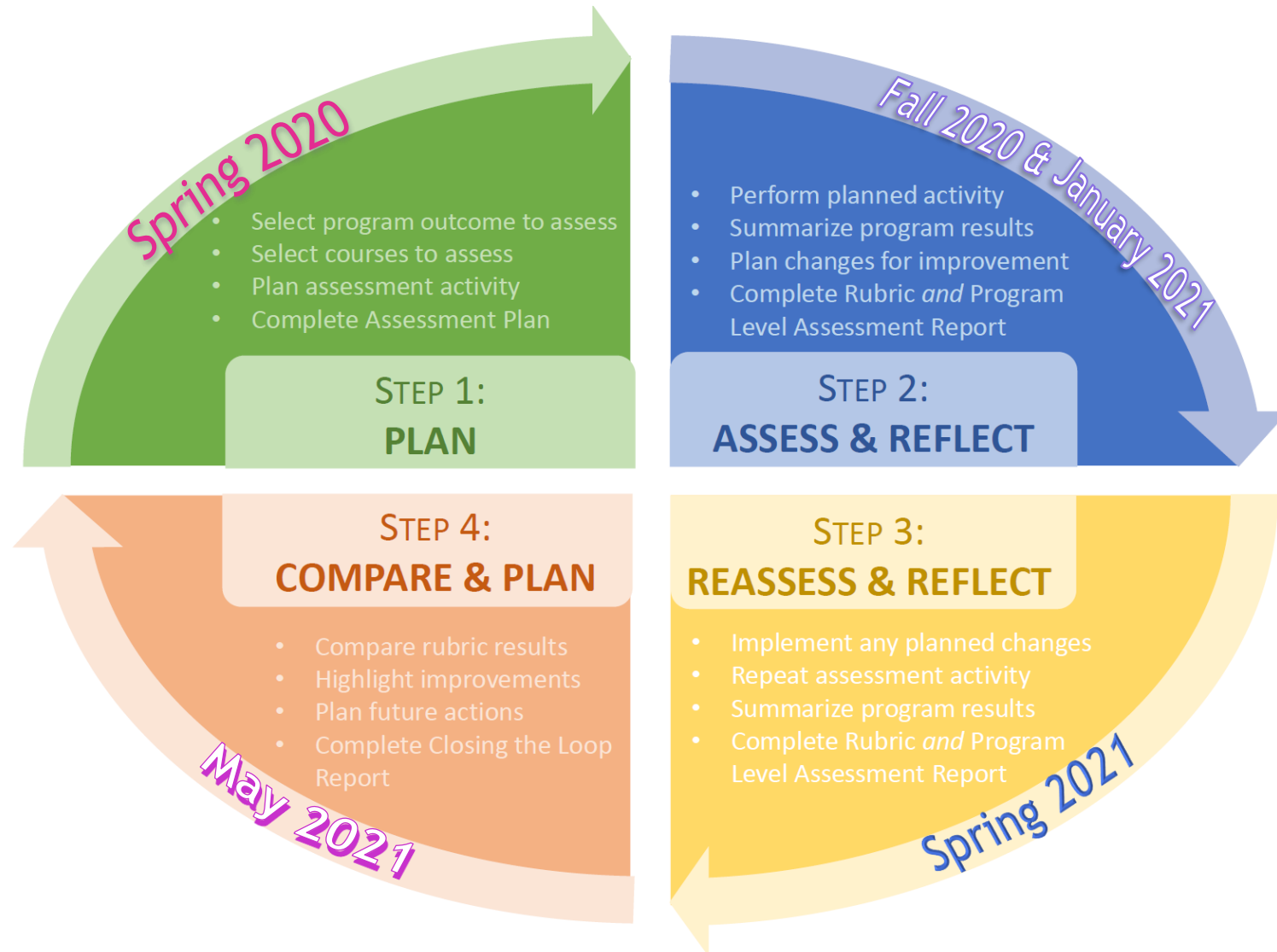
# Assessment Results

▶ Looking at evaluating our assessment results today.

▶ Assessment Results are found in the "Result Summary" tab of the rubric.

▶ Tallies students in each level of the categories.

# Documenting Assessments

▶ The record of our Assessment Results are documented in the **Program Level Assessment Report.**

▶ Report form available on Assessment Resources page

▶ Completed with your program.

  ▶ Share over Google drive.

    ▶ If you use Google, the checkboxes and dropdown menus do not work.

  ▶ Schedule a meeting to fill it out together.



General Education Outcomes

## ACADEMIC ASSESSMENT FORMS AND DUE DATES

**ASSESSMENT PLANNING**

Instruction for Assessment Planning Form

Assessment Planning Form Due May 15

**GENERAL EDUCATION RUBRICS**

Instructions for GenEd Rubrics

Communications Rubric Due December 21, 2020 or May 15, 2021

Critical Thinking Rubric New Assessment Cycle beginning Spring 2022

Critical Thinking Framing Document

Technology Rubric New Assessment Cycle beginning Spring 2024

Cultural Awareness and Social Skills Rubric New Assessment Cycle beginning Spring 2026

**ASSESSMENT REPORTS**

Instructions for Program Level Assessment Report

Program Level Assessment Report Due December 21, 2020

Instructions for Reassessment and Closing the Loop

Closing the Loop Assessment Report Due December 21, 2020 or May 15, 2021

# Program Level Assessment Report

▶ Complete the Background info.

  ▶ May have started at Fall 2020 Inservice.

  ▶ Champions can share.

▶ If you complete in Google docs it does not have the drop-down menus.

▶ Can have someone share in collaborate through Word.

**Program:** Type in Program Here.

**Semester:** ☐Fall  ☐Spring          **Year:** Type in Year (YYYY).

**General Education Outcome Assessed:**

Click in the box next to the General Education Outcome being assessed.

| | General Education Outcome |
|---|---|
| ☐ | Communications |
| ☐ | Critical Thinking |
| ☐ | Social & Cultural Awareness |
| ☐ | Technology |

**Program Outcome:** Type in Program Outcome Here.

*If more than one program outcome is assessed, please include information for each outcome in this form.*

**Faculty Member(s) Preparing Report:** Type in Faculty Members Here.

**Assessment Date(s)/Semester:** Type Date(s)/Semester of Assessment

**Course Demographics:**

Fill in the table with the information about the courses in this assessment.

| Courses & Sections Assessed | Campus | Course Outcome Assessed: *Students will be able to....* | Modality Assessed | Number of Students Assessed |
|---|---|---|---|---|
| | Choose an item. | | Choose an item. | |
| | Choose an item. | | Choose an item. | |
| | Choose an item. | | Choose an item. | |
| | Choose an item. | | Choose an item. | |
| | Choose an item. | *You may add to this table by copying and pasting this row.* | Choose an item. | |

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# Program Level Assessment Report

▶ **Assessment Activity Summary**

  ▶ Copy activity & benchmark from Assessment Plan.

  ▶ Describe how the activity supports the program outcome.

▶ **Assessment Results**

  ▶ List courses.

  ▶ Copy the data table from the Gen Ed Rubric.

**Assessment Activity Information:**

| Assessment Activity | Program Established Benchmark |
|---|---|
| Click or tap here to enter text. | |
| How does the assessment activity show whether students are meeting the program outcome being assessed? | |
| Click or tap here to enter text. | |

**Assessment Results:**

*Copy the data table in the "Result Summary" tab of the Gen Ed Rubric for each course.*

Course:   Click to enter Course Title.

Insert data table here.

Course:   Click to enter Course Title.

Insert data table here.

Course:   Click to enter Course Title.

Insert data table here.

Course:   Click to enter Course Title.

Insert data table here.

Course:   Click to enter Course Title.

Insert data table here.

Course:   Click to enter Course Title.

| Type in course code and section here, Ex: CHEM101B | Needs Improve. | Developing | Competent | Exceptional | Not Applicable | Percent Competent or Above(%) |
|---|---|---|---|---|---|---|
| Organization | 0 | 0 | 0 | 0 | 0 | #DIV/0! |
| Content | 0 | 0 | 0 | 0 | 0 | #DIV/0! |
| Mechanics | 0 | 0 | 0 | 0 | 0 | #DIV/0! |
| Presentation | 0 | 0 | 0 | 0 | 1 | #DIV/0! |

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# Evaluating Results:  Finding Patterns

► What pattern(s) do you see?

- **A lot of "Needs Improvement"**
- **Very low in the % Competent or Above**

| Example 1 | Needs Improve. | Developing | Competent | Exceptional | Not Applicable | Percent Competent or Above(%) |
|---|---|---|---|---|---|---|
| **Organization** | 15 | 2 | 0 | 0 | 0 | 0.0 |
| **Content** | 17 | 0 | 1 | 0 | 0 | 5.6 |
| **Mechanics** | 17 | 1 | 1 | 0 | 0 | 5.3 |
| **Presentation** | 12 | 3 | 2 | 1 | 0 | 16.7 |

# Evaluating Results:  Finding Patterns

▶ What pattern(s) do you see?

- A lot of "Exceptional"
- Very high in the % Competent or Above
- Very few in the "Needs Improvement"

| Example 2 | Needs Improve. | Developing | Competent | Exceptional | Not Applicable | Percent Competent or Above(%) |
|---|---|---|---|---|---|---|
| **Organization** | 1 | 2 | 1 | 14 | 0 | 83.3 |
| **Content** | 0 | 1 | 1 | 16 | 0 | 94.4 |
| **Mechanics** | 0 | 0 | 1 | 17 | 0 | 100.0 |
| **Presentation** | 1 | 2 | 2 | 13 | 0 | 83.3 |

# Evaluating Results: Finding Patterns

▶ What pattern(s) do you see?

- **Most students are in the middle levels**
- **Mechanics category has the lowest rankings**
- **Maybe more what we expect**

| Example 3 | Needs Improve. | Developing | Competent | Exceptional | Not Applicable | Percent Competent or Above(%) |
|---|---|---|---|---|---|---|
| **Organization** | 1 | 5 | 11 | 1 | 0 | 66.7 |
| **Content** | 1 | 3 | 8 | 6 | 0 | 77.8 |
| **Mechanics** | 12 | 5 | 1 | 0 | 0 | 5.6 |
| **Presentation** | 1 | 2 | 6 | 9 | 0 | 83.3 |

# Identifying Pattern Meaning

- **Grading too harshly**
- **Unrealistic expectations**
- **Lack of explanation of assignment**
- **Misinterpretation of directions**
- **Need more time on subject (new topic)**

▶ Why might we see these patterns?

- **A lot of "Needs Improvement"**
- **Very low in the % Competent or Above**

- **See above**
- **Lower-level class**
- **Highly advanced course**

| Example 1 | Needs Improve. | Developing | Competent | Exceptional | Not Applicable | Percent Competent or Above(%) |
|---|---|---|---|---|---|---|
| Organization | 15 | 2 | 0 | 0 | 0 | 0.0 |
| Content | 17 | 0 | 1 | 0 | 0 | 5.6 |
| Mechanics | 17 | 1 | 1 | 0 | 0 | 5.3 |
| Presentation | 12 | 3 | 2 | 1 | 0 | 16.7 |

# Identifying Pattern Meaning

▶ Why might we see these patterns?

- Grading too easily
- Expectations too low
- Lack of explanation of assignment
- Misinterpretation of directions
- Students have had the material before

- A lot of "Exceptional"
- Very high in the % Competent or Above
- Very few in the "Needs Improvement"

- Students have a high level of understanding
- Lower-level class
- Grading too easily

| Example 2 | Needs Improve. | Developing | Competent | Exceptional | Not Applicable | Percent Competent or Above(%) |
|---|---|---|---|---|---|---|
| Organization | 1 | 2 | 1 | 14 | 0 | 83.3 |
| Content | 0 | 1 | 1 | 16 | 0 | 94.4 |
| Mechanics | 0 | 0 | 1 | 17 | 0 | 100.0 |
| Presentation | 1 | 2 | 2 | 13 | 0 | 83.3 |

# Identifying Pattern Meaning

▶ Why might we see these patterns?

- Expectations clearly outlined
- Students have an appropriate level of understanding

- Most students are in the middle levels
- Mechanics category has the lowest rankings
- Maybe more what we expect

- Students have a low level of understanding of the mechanics
- Instructions unclear
- Need review in mechanics

| Example 3 | Needs Improve. | Developing | Competent | Exceptional | Not Applicable | Percent Competent or Above(%) |
|---|---|---|---|---|---|---|
| Organization | 1 | 5 | 11 | 1 | 0 | 66.7 |
| Content | 1 | 3 | 8 | 6 | 0 | 77.8 |
| Mechanics | 12 | 5 | 1 | 0 | 0 | 5.6 |
| Presentation | 1 | 2 | 6 | 9 | 0 | 83.3 |

# Next Up:  Breakout Session 35 minutes

▶ Breakout Session:  Sharing Assessment Results & Successes

  ▶ Open your rubric from Assessment 1

    ▶ If you have multiple, then choose largest course.

    ▶ Review the info

  ▶ In your breakout room:

    ▶ Share some results from your assessment  **DO NOT SHARE STUDENT NAMES OR ID NUMBERS!!**

    ▶ Share any successes:

      ▶ Did you find anything interesting?

      ▶ Did you learn anything new about your course, program or the assessment process?

      ▶ Did this lead you to an exciting change for improving student learning?

# Acting on Assessment

- After analysis, what do we do?
- Plan improvements/changes—Examples:
  - Change the format of the assignment.
  - Update instructions.
    - Add pictures.
    - Rubric.
    - Give examples.

# Acting on Assessment

- Examples, cont'd.
  - Add more instruction time.
    - Are you spending more time in one area because you like it?
    - Assignment was scheduled too soon.
  - Assignment too advanced or not advanced enough.
  - Could have results expected—monitor for consistency.

# Program Level Assessment Report

**Program Assessment Result Evaluation**

1. Describe any patterns observed in the data based on the modality, section, campus and/or course level (such as an introductory versus an advanced course). *Please use the numerical data from the Assessment results to aid in your description.*

2. Do the program's course results meet the benchmark? Why or why not?

► **Result Evaluation**

  ► Describe patterns and explain why.

  ► USE NUMERICAL DATA

    ► **Vague:** Some students ranked in the Exceptional level for Mechanics. This is because these students spent a lot of time working with me outside of class.

    ► **Ideal:** Five students, 20 % of the class, were ranked in the Exceptional level for Mechanics. This is because these students spent a lot of time working with me outside of class.

  ► Relate results to the benchmark

    ► Some courses may or may not meet the benchmark.

    ► New area for us—may need to adjust for next assessment.

    ► Could be a difficult program.

# Questions?

# Next Up…

- Planning Improvements for Reassessment
- Faculty Work Time until Noon