***What is the Relationship Between Planning and the Assessment Process? How Important is Planning to Effective Data Use?***

*Warm-up Activity*

* What are brief, in-class assessments I can use to efficiently and effectively check whether students in a large class have completed and understood reading assignments?
* What is the best way to get student feedback on a course?
* What are some suggestions for effectively evaluating student learning periodically in a large-class setting? In particular, I would like to create assessments that require critical thinking, are not onerous to grade, and allow me to check in on learning relatively frequently.

*Activity: Reflecting on Shared Experiences*

* What differences if any did you notice in the different types of questions asked by the people in different positions (director of assessment, dean or chair, and faculty member)?

I didn’t notice any glaring differences. There was a consistent focus on assessment as a way to evaluate student learning, and agreement on the need to establish objectives before planning assessment.

* In comparison to examples discussed in the video, who are your stakeholders, the people who would be interested in the answers to questions about teaching and learning?

Our stakeholders include faculty (including department chairs), deans, provost’s office, Board of Trustees, outside evaluating/accrediting bodies, and (probably to a lesser extent) students, prospective students, and parents of prospective students.

* What questions might your stakeholders have that need to be answered?

There is a wide range, but the core questions would focus on whether we can provide valid, high-quality evidence that students have learned both knowledge and skills. Faculty questions would also touch on efficiency of evaluation, since our class sizes are generally large. Can we administer and grade meaningful assessments in a reasonable amount of time? Stakeholders might also be concerned with longer-term outcomes, e.g., once students are in clinical practice and a few years out from graduation, how do they feel about the quality of their education? Which aspects were particularly valuable?

* To what degree are the questions you would like answered connected to the goals and objectives for your course, program, unit, or institution?

Admittedly, I am thinking on a more direct, course-focused level, and less programmatically. That is partly due to my role (faculty) and partly due to the time of year (gearing up to teach a semester, with one course that is being overhauled).

* Revisit the questions you drafted. Are there additional questions you want to add to the list after viewing the video and reading through the list of questions and prompts?

As a department, how can we best evaluate student learning throughout the program? Related to this, is our current model of using a comprehensive exam at the end of the program our best option?

How do we accommodate different types of learners? Should we offer alternate assessment options in some courses or for some types of content or skills?

*Activity: Beginning to Develop an Assessment Plan*

(Admittedly, this activity is not as firmly linked to goals and objectives as it should be, since I did not complete that module.)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Questions I am trying to answer | Category of data | Source/method of data collection | Timeline | Roles, responsible individuals/groups? |
| What are brief, in-class assessments I can use to efficiently and effectively check whether students in a large class have completed and understood reading assignments? |  |  |  |  |
| What are some suggestions for effectively evaluating student learning periodically in a large-class setting? (Assessments that require critical thinking, are not onerous to grade, and allow me to check in on learning relatively frequently.) |  |  |  |  |
| As a department, how can we best evaluate student learning throughout the program? Related to this, is our current model of using a comprehensive exam at the end of the program our best option? |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

*Final Reflection*

1. While creating the final product, on which goals, objectives and questions did you decide to focus and why?

I included and prioritized questions that were course-focused, because especially in one of my up-coming courses for this semester, I think I could do a better job with assessment. I like the idea of more frequent assessments because they allow me to monitor student learning, and they also make it so that the student’s grades are not heavily dependent on one or two assessments. However, this can make grading onerous, especially if the assignments are meaningful (which, to me, usually means requiring reflection and writing). I also included a more program-level question.

1. What questions or challenges arose for you when completing this task?

I realize that to do this activity really well, I should back up and clearly articulate goals and objectives. In the interest of time, I am moving forward.

1. For group dialogue: What is one piece of advice or information that you would give your colleague if they asked for feedback on how to improve and/or re-prioritize this list of goals, objectives and questions?

Without having seen a colleague’s list, some ideas that come to mind: Re-visit goals and objectives. Think in more operational terms and be specific about what you are asking. Think about how their questions fit more broadly with the needs and goals of their program / department.

***What Factors Do I Need To Consider Before Deciding What Data To Gather?***

*Warm-up Activity*

This activity makes me realize that I need to re-state my questions to ones that I can answer more directly with data I can gather through assessments. (My questions are more *about* assessments, and not ones I can answer *through* assessments.) I am re-framing the 3 questions I prioritized as follows:

* Q1: Have students completed and understood assigned reading for a particular class meeting?

Data: Answers to fact-based quiz questions (short answer or multiple-choice); answers to reflection questions; peer evaluation of answers to reflection questions (peer group discussion with peer evaluation)

* Q2: Have students learned course material over the duration of a semester or less (i.e., at the course level)?

Data: Results of quizzes, midterm exams, and final exams; grades on papers or other projects

* Q3: At the conclusion of our program, have students mastered the required knowledge, the ability to integrate it, and the critical thinking skills required to effectively evaluate a clinical case and make appropriate recommendations?

Data: Pass/fail of comprehensive exam; clinical supervisor feedback from external placements

*Activity: Analyzing the Factors when Planning to Collect Data*

I completed this just for data sources connected to my first question

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Data Source | Educational Input, Output, or Experience | Higher or Lower Validity | Higher or Lower Reliability | High, Low, and Type of Process Input Need | Intensity of Process: Roles & Timeline | Higher and Lower Process Output |
| Q1: Answers to fact-based quiz questions | Primarily output | Moderate (depends on quality of questions) | moderate | Technology (quiz administered on online learning platform), minimal faculty time (mostly auto-graded), minimal student time (quickly administered at start of class) | Relatively minimal | Highly representative sample – all students complete the quiz. |
| Q1: answers to reflection questions | Primarily output | Moderate to high (depends on quality of questions) | moderate | Technology (questions administered on online learning platform), considerable faculty time, moderate student time | Moderate | Highly representative sample – all students complete the quiz |
| Q1: peer evaluation of answers to reflection questions (peer group discussion with peer evaluation) | Primarily output | Minimal to moderate (depends on quality of questions, peer group interaction, and other factors) | Moderate-low | Moderate-low faculty time (probably graded pass-fail due to limited validity), moderate-high student time (to discuss reading and evaluate each other) | Moderate overall | All students complete |

*Activity: Continuing to Build your Assessment Plan*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| What are the goals/objectives you are trying to achieve? | What are the questions you are trying to answer? | Category of data | Source of data/method of data collection | Timeline/  deadlines | Roles and responsibilities of individuals in groups |
| Ensure that students are coming to class having completed and understood the reading assignments | Q1: Answers to fact-based quiz questions | Quantitative, Learning Objectives, Direct, Customized |  |  |  |
|  | Q1: answers to reflection questions | Qualitative, Learning Objectives, Direct, Customized |  |  |  |
|  | Q1: peer evaluation of answers to reflection questions | Qualitative, Learning Objectives and Engagement, Indirect, Customized |  |  |  |

*Final Reflection*

1. While creating the product, on which types of data and sources of data did you decide to focus and why?

I focused direct, customized data evaluating learning objectives, mostly because of the nature of the question I am asking.

1. What questions or challenges arose for you when completing this task?

I limited my scope to the data sources for one of my questions because each question has multiple data sources, and the task would balloon pretty quickly if I included all of my questions.

1. For group dialog: What is one piece of advice or information that you would give your colleague if they asked for feedback on how to improve and/or re-prioritize this list of goals, objectives, questions, types of data and sources of data?

Given the depth of consideration of each data source, it’s necessary to focus pretty narrowly on one question, or to devote a lot of time to this activity.

***What Are The Best Practices For Gathering Data?***

*Warm-up Activity*

* Use of D2L (or a similar platform) can make data gathering efficient. I have used this for mid-term surveys, which allow me to quickly gather and collate answers to a few key questions. Another advantage is that students can respond anonymously.
* I have also used D2L for reading quizzes to encourage students to complete reading assignments. I have had mixed results with this.
* Other faculty members have spoken highly of having students complete written reflections on their clinical practice; I have not used this approach.
* In a smaller research class, I meet individually with each student to discuss their goals and interests. I get very valuable information this way and positive feedback from the students, but it’s time-intensive and wouldn’t be practical in a larger course.

*Activity: Reflecting on Shared Experiences*

* In comparison to examples discussed in the video, what do you see as some of the biggest roadblocks you might encounter in collecting data?

The biggest difficulty (maybe this is not exactly a roadblock) is efficiently getting valid data that can answer the questions I have. Time is a limited resource.

* Why is it important to have policies or procedures in place for storing data you have gathered?

First, there are privacy concerns if the data are not de-identified. I have concerns about student agreement and rights around, e.g., having administrators or support staff “peek in” at their work. Transparency about this is crucial, especially in courses where students may complete personal reflections or similar writings. Second, if we are going to invest the up-front time to collect data, we want to ensure it is available for future use to answer questions addressing the evolution of learning or teaching practices over time.

* How can you envision making the data gathering process easier on your campus?

It depends on the data source/type. Online platforms (e.g., D2L) are, of course, full of potential for this.

* Revisit the best approaches to gathering data that you drafted. Are there ideas you want to add to the list after viewing the video and reading through the list of questions and prompts?

My list was examples of things I have seen and liked; “best practices” is a bit aspirational for what I generated.

* In what ways at your institution do you envision using multiple different sources of assessment data to get a better understanding of student learning?

I do not yet have a vision for this. If anything, this most recent video made me aware of the conversation around data gathering to understand student learning. I had not realized the extent to which this is being systematized.

*Activity: Completing your Assessment Plan*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| What are the goals/objectives you are trying to achieve? | What are the questions you are trying to answer? | Category of data | Source of data/method of data collection | Timeline/  deadlines | Roles and responsibilities of individuals in groups |
| Ensure that students are coming to class having completed and understood the reading assignments | Q1: Answers to fact-based quiz questions | Quantitative, Learning Objectives, Direct, Customized | D2L-based in-class quizzes, mostly multiple choice and short answer | Quizzes prepared as reading assignments are selected; graded after each class session | Instructor (me) creates and grades quizzes |
|  | Q1: answers to reflection questions | Qualitative, Learning Objectives, Direct, Customized | Questions administered in D2L (long-answer) and completed in class | Questions prepared as reading assignments are selected; graded after each class session | Instructor (me) writes questions and grades responses |
|  | Q1: peer evaluation of answers to reflection questions | Qualitative, Learning Objectives and Engagement, Indirect, Customized | Students answer questions in an in-class discussion with a peer or peers. Each student is primarily responsible for answering one question, and a peer evaluates that answer. Evaluation submitted as a long-answer question in D2L. | Questions prepared as reading assignments are selected; peer evaluations checked after each class session | Instructor (me) writes questions and grades evaluations |

*Final Reflection*

1. While creating the final product, what roles and responsibilities did you assign and why?

The roles and responsibilities were all to myself, due largely to the nature of the question I was addressing. Another consideration is that we generally do not have TAs or extensive administrative support at the course-level, so course-level questions would (it seems) need to be answered by the instructor.

1. What questions or challenges arose for you when completing this task?

I simplified the task by focusing on a single question and the data sources that go with it. However, I feel that I am not appreciating the full scope of what is being taught here. As I mentioned in my feedback form, some examples or case studies would be helpful.

1. For group dialog: What is one piece of advice or information that you would give your colleague if they asked for feedback on how to improve and/or re-prioritize this list of goals, objectives, questions, types of data, sources of data, timeline/deadlines and roles and responsible individuals and groups?

I suspect I should be thinking more broadly and more at the program or Institute level to fully appreciate what is being taught here.