Using Assessment Data Assignments

What are the goals/objectives you are trying to achieve?

* Assessment of student learning, improvement of instruction, meet NEASC & BOR requirements

What are the questions you are trying to answer?

* Are students learning?
* Are we fulfilling our obligations as a social phenomena course?
* Are we meeting our learning outcomes?
* Are the outcomes correct? Do they fit a psychology course?

Source of data/method of data collection

* PSY 111 instructors – hand in paper (3 artifacts from each course)
* PSY 111 instructors – use MC questions from database, give us item analysis of question responses (% correct)

Audience/ Stakeholders

* PSY 111 instructors, administrators (students?)

Potential uses of the data

* Evaluate student learning, change assignments, change emphasis and methods of instruction

**Case Study Questions:**

1. Do you think the CAT was a useful, manageable first step in this particular assessment project?
	1. Yes, practical and fairly simple to implement.
2. How might the results be useful and offer actionable data at the course level?
	1. Help to determine what students already know, can offer feedback for previous and current courses.
3. After reviewing the results of the embedded questions on the final exam, how might these results help faculty determine standards or benchmarks for student learning, that is, how might the results help faculty to determine the percentage of students that should demonstrate competency regarding these core concepts across multiple sections of this introductory biology course?
	1. Not sure, unless they used the initial data as the benchmark?
4. How can the results from the final examination offer additional, practical data that would help faculty rethink teaching methods and improve student learning and retention regarding these core concepts in order to better prepare students for next level courses?
	1. Great comparison, which info is really being learned and retained. Help change emphasis and type of instruction if necessary.
5. Could such a first step facilitate the process of curriculum mapping within the Department? How exactly?
	1. Yes, help to determine which classes are teaching what (so do students who already know the info come from certain classes, which content is being retained in the Bio courses, or needs to be taught again in the next class).
6. Could such a first step help with curriculum coherence so that students apply foundational disciplinary concepts more readily and effectively in the next level courses?
	1. Hopefully, the foundational concepts will have been taught/retained.
7. Using the table from the Gathering Data module, use the case study individually or in teams of three to map this emerging assessment plan?
	1. What are the goals/outcomes you are trying to achieve?
		1. Measure/increase learning of core concepts
	2. What are the questions you are trying to answer?
		1. Are core concepts being learned/retained between and throughout courses
	3. Source of Data
		1. CAT & final exam
	4. Effective Potential Use at the Department Level/ Audience/ Stakeholders
		1. Improve teaching of core concepts in courses
	5. Potential Effective Use at the Program Level/ Audience/ Stakeholders
		1. Be sure which courses are addressing which concepts.
	6. Potential Effective Use for General Education Curriculum
		1. Unclear, but possibly finding out if course is meeting gen ed outcomes as required?
	7. Potential Effective Use for Institutional Effectiveness, Audience/Stakeholders
		1. Allows us to determine that students are getting what they need to out of our courses.

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Benchmarks/Standards and Data Presentation

* Local standards (compare to past and future classes)
* Consider adding value-added benchmarks (pre and post assessments)
* Present data to department and adjunct faculty, most likely use histogram or parametric comparison of pre and post.

Audience/ Stakeholders

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Potential uses of the data

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How does this audience approach the process of assessment?

What are some approaches you should consider if the audience is likely to be:

* Fearful about the misuse of data (such as appropriating it for tenure and promotion)
* Skeptical about the value of the process (such as considering it a waste of time)
* Anxious about the results and the need to respond to them quickly

*Assure them data will be confidential/anonymous, fully explain the procedures. Place emphasis on benefits to students, assuring that students are learning. Emphasize that we as teachers should always be learning/improving. Let them know we can take our time to evaluate and adjust, that assessment is an ongoing process.*

How well will this audience understand the data?

What are some approaches you should consider if the audience is likely to be:

* Unfamiliar with the assessment instruments
* Skeptical about the methodology you have employed
* Uncomfortable interpreting and working with numerical data

*Explain data as clearly as possible. Present in usable/easy to interpret formats (graphs/charts).*

How well prepared is this audience to act on the data?

What are some approaches you should consider if the audience is likely to be:

* Overwhelmed by competing priorities on campus
* Unfamiliar with the scholarship of teaching and learning related to this kind of data
* Unfamiliar with the campus policies and curriculum related to this specific data

*Plan professional development opportunities for more information/learning about assessment. Talk to the administration re: time/course releases/stipends.*

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Process of Convening Audience/ Stakeholders

* Utilize already scheduled department meetings, provide info on easy access platforms (blackboard site), utilize end of semester meetings (provide food)

Potential uses of the data

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