

Refining Your Assessment Plan: Session 3

Developing Mechanisms to Improve Student Learning



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Outline for Session 3

- Overview of PRAAP
- Developing Feedback Mechanisms
- Final Thoughts Regarding Program Assessment
- Exercises & Discussion



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OVERVIEW OF PRAAP



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Overview of PRAAP

- **P**rocess for the **R**eview of **A**cademic **A**ssessment **P**lans
- Occurs before Program Review self-study process
- Assessment Advisory Council members and University Assessment Services staff



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Overview of PRAAP

- Use checklist rubric with comments for each of four components:
 - Learning Outcomes
 - Direct Evidence of Student Learning
 - Indirect Evidence of Student Learning
 - **Feedback Mechanisms**



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DEVELOPING FEEDBACK MECHANISMS



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Developing Feedback Mechanisms

- Who is involved?
 - Chairperson/Director (or Assistant/Associate Chairperson/Director)
 - Program Coordinator
 - Faculty
 - Individuals
 - Committees



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Developing Feedback Mechanisms

- When is it done?

| Learning Outcome | Data source | Benchmark | Timeline | Use of Results |
|------------------|-------------|-----------|----------|-----------------|
| #1 | | | | Fall 2013 |
| #2 | | | | Summer 2014 |
| #3 | | | | End of Semester |



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Developing Feedback Mechanisms

- Where is it done?
 - Committee meetings
 - Department/School meetings
 - Retreats (general or assessment)
 - Informal conversations



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Developing Feedback Mechanisms

- Examining the data
 - Rubrics
 - A scoring guide; a list or chart that describes the criteria used to evaluate (or grade) completed student assignments
 - Using a rubric to evaluate (or grade) assignments can...
 - Make your life easier
 - Improve your students' learning



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Developing Feedback Mechanisms

- Holistic rubric:
short narrative
descriptions of the
characteristics of
different levels of
work

Level 4: Description of the performance at this level

Level 3: Description of the performance at this level

Level 2: Description of the performance at this level

Level 1: Description of the performance at this level



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Developing Feedback Mechanisms

- Checklist rubric:
simple list
indicating the
presence of the
things you're
looking for in an
assignment

| Criteria | Present |
|-------------|---------|
| Criterion 1 | ✓ |
| Criterion 2 | ✓ |
| Criterion 3 | |
| Criterion 4 | ✓ |
| Criterion 5 | |



Developing Feedback Mechanisms

- Rating scale rubric: checklist with a rating scale added to show the degree to which the things you're looking for are present in an assignment

| Criteria | Not Present | Developing | Established | Advanced |
|-------------|-------------|------------|-------------|----------|
| Criterion 1 | | | | ✓ |
| Criterion 2 | | ✓ | | |
| Criterion 3 | ✓ | | | |
| Criterion 4 | | | ✓ | |
| Criterion 5 | ✓ | | | |



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Developing Feedback Mechanisms

- Descriptive rubric: replaces the checkboxes of rating scale rubrics with brief descriptions of the performances that merit each possible rating

| Criteria | Not Present | Developing | Established | Advanced |
|-------------|--|--|--|--|
| Criterion 1 | Description of the performance that merits this rating | Description of the performance that merits this rating | Description of the performance that merits this rating | Description of the performance that merits this rating |
| Criterion 2 | Description of the performance that merits this rating | Description of the performance that merits this rating | Description of the performance that merits this rating | Description of the performance that merits this rating |
| Criterion 3 | Description of the performance that merits this rating | Description of the performance that merits this rating | Description of the performance that merits this rating | Description of the performance that merits this rating |
| Criterion 4 | Description of the performance that merits this rating | Description of the performance that merits this rating | Description of the performance that merits this rating | Description of the performance that merits this rating |
| Criterion 5 | Description of the performance that merits this rating | Description of the performance that merits this rating | Description of the performance that merits this rating | Description of the performance that merits this rating |



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Developing Feedback Mechanisms

- Examining the data
 - Course assessment report
 - Faculty indicate assignments that are used to measure learning outcomes
 - Students' performance regarding those outcomes are reported
 - Can include a plan for addressing these results in future courses



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Developing Feedback Mechanisms

- Examining the data
 - Content analysis
 - Involves making sense of the material being reviewed
 - Summarize common themes and the extent of consensus concerning those themes
 - Sometimes coding categories are predetermined; other times, they emerge as data are reviewed



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Developing Feedback Mechanisms

- Summarizing the results
 - Frequency table: a visual depiction of data that shows how often each value occurred



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Developing Feedback Mechanisms

| Item | Response options | Frequency | Percent |
|---|-------------------|-----------|---------|
| What is your present attitude toward your degree program? | Strongly negative | 0 | 0.0 |
| | Negative | 1 | 5.0 |
| | Somewhat negative | 1 | 5.0 |
| | Somewhat positive | 3 | 15.0 |
| | Positive | 7 | 35.0 |
| | Strongly positive | 8 | 40.0 |
| | TOTAL | 20 | 100.0 |



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Developing Feedback Mechanisms

- Summarizing the results
 - Frequency table: a visual depiction of data that shows how often each value occurred
 - Measures of central tendency
 - Mean: arithmetic average
 - Median: 50th percentile
 - Mode: most common score



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Developing Feedback Mechanisms

| Item | Response options | Frequency | Percent |
|---|-----------------------|--------------|------------|
| What is your present attitude toward your degree program? | Strongly negative (1) | 0 | 0.0 |
| | Negative (2) | 1 | 5.0 |
| | Somewhat negative (3) | 1 | 5.0 |
| | Somewhat positive (4) | 3 | 15.0 |
| | Positive (5) | 7 | 35.0 |
| | Strongly positive (6) | 8 | 40.0 |
| | TOTAL | 20 | 100.0 |
| | Mean = 5.0 | Median = 5.0 | Mode = 6.0 |



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Developing Feedback Mechanisms

- Summarizing the results
 - Qualitative summary: “The majority of respondents indicated that they hold positive attitudes toward their degree program.”



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Developing Feedback Mechanisms

- Sharing the results
 - Be open, honest, balanced, and fair
 - Understand your audiences and their needs
 - Help your audiences see the big picture



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Developing Feedback Mechanisms

- Sharing the results
 - Celebrate good results
 - Address areas needing improvement
 - Goals and/or outcomes?
 - Direct and/or indirect evidence?
 - Curriculum, instruction, and/or assessment?
 - Incorporate results into planning and decision-making processes



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Refining Your Assessment Plan: Session 3

FINAL THOUGHTS REGARDING PROGRAM ASSESSMENT



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Final Thoughts Regarding Program Assessment

- Learning outcomes define how students demonstrate their mastery of what faculty want them to learn
- A cohesive curriculum is aligned with learning outcomes and learning activities



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Final Thoughts Regarding Program Assessment

- Assessment involves collecting direct and indirect evidence concerning student development
- Embedding assessment in the curriculum has many advantages
- Assessment should not focus on individual students or faculty



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Final Thoughts Regarding Program Assessment

- A recurring theme in assessment is collaboration
- Three major criteria apply to assessment: Meaningful, manageable, and sustainable



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EXERCISES & DISCUSSION



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**THANK YOU FOR
COMING!**



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