The Assessment Series

Facilitated by:
Mike Uttendorfer, Shifang Li, and Francine Glazer

Assessment 401: Analysis, Action, and Reassessment

The Assessment Cycle

YOU ARE HERE:

Developing Student Learning Outcomes
Assessment 101

Analysis, Action, and Reassessment
Assessment 401

Aligning Program & Student Learning Outcomes
Assessment 201

Measurement and Assessment of Student Learning Outcomes
Assessment 301
Workshop 401 Description

• This workshop will close the loop for the assessment cycle. Participants will learn to use data for course and program evaluation. Data analysis techniques will illustrate how student learning outcomes data can be used to inform instruction and improve teaching and learning.

Learning Outcomes

By the end of the workshop, participants will be able to:

• Analyze a set of data to identify trends in student performance.
• Use data to identify weak areas of student performance.
• Develop a strategy to address an identified weakness.
• Design a plan to reassess performance data after changes have been made in the course.
Sample Student Learning Outcome

- MSIT 1 - Create a thoughtful, guiding philosophy that demonstrates an appreciation of the dramatic changes in culture and society brought about by technology including its impact on learning.

The Assignment Description

- Description: A Philosophy of Instructional Technology statement is a brief reflective essay concerning your understanding about how students learn, how instructional technology can best assist student learning outcomes, and actions that you take to facilitate such instruction. It also includes your teaching goals, your learning goals for students, and areas in which you would like to further improve your teaching abilities.
Assignment Details

• Students are given
  – specific points to address,
  – a scoring breakdown,
  – technical details (length, format, etc.) and
  – clear guidelines as to how to submit the final project.

(Sample available upon request – ask Mike.)

The Assessment Rubric

<table>
<thead>
<tr>
<th>Unacceptable (1)</th>
<th>Acceptable (2)</th>
<th>Target (3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The educational philosophy does not adequately demonstrate an appreciation of the dramatic changes in culture and society brought about by technology including its impact on learning.</td>
<td>The candidate created an acceptable educational philosophy statement that adequately demonstrates an appreciation of the dramatic changes in culture and society brought about by technology including its impact on learning.</td>
<td>The candidate created a thoughtful, guiding philosophy that clearly demonstrates an appreciation of the dramatic changes in culture and society brought about by technology including its impact on learning.</td>
</tr>
</tbody>
</table>
Sample Data Report

Keystone - Philosophy of Instructional Technology

**MSIT 01**

**HESS 5 - Create a thoughtful, engaging philosophy that demonstrates an appreciation of the dramatic changes in culture and society surrounding the technology in order to impact on learning.**

<table>
<thead>
<tr>
<th>Authors evaluated</th>
<th>Results for Group</th>
<th>Distribution of scores</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Score</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Count%</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>Score</th>
<th>Count%</th>
<th>Count%</th>
<th>Count%</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005-2006</td>
<td>70</td>
<td>1</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>0%</td>
<td>1%</td>
<td>5%</td>
</tr>
<tr>
<td>2006-2007</td>
<td>77</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>0%</td>
<td>0%</td>
<td>12%</td>
</tr>
<tr>
<td>2007-2008</td>
<td>71</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>0%</td>
<td>0%</td>
<td>11%</td>
</tr>
</tbody>
</table>

Sample Student Learning Outcome

- EDUC 490 – Teacher candidates create learning environments that encourage positive social interactions, active engagement in learning, and self-motivation.
The Assessment Rubric Sample

<table>
<thead>
<tr>
<th>Unacceptable (1)</th>
<th>Acceptable (2)</th>
<th>Target (3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Little or no evidence of a management plan; reactive management style; behavior not monitored; inconsistent/inappropriate responses to student behavior</td>
<td>Follows classroom management plan; aware of student behavior; appropriate responses to student behavior; correct misbehavior with minimal loss of instructional time</td>
<td>Consistently follows classroom management plan; subtle/preventative monitoring; fair, respectful responses to student behavior; students monitor/adjust their own behavior</td>
</tr>
</tbody>
</table>

Sample Data Report

- III-C Classroom Management

<table>
<thead>
<tr>
<th>Spring 2008</th>
<th>Unacceptable (1)</th>
<th>Acceptable (2)</th>
<th>Target (3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>N=14</td>
<td>6</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>N=18</td>
<td>8</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Total = 32</td>
<td>14</td>
<td>10</td>
<td>8</td>
</tr>
</tbody>
</table>
What Could Explain This?

• Examine the data in these two examples.
  – What might explain the changes?
  – Can you identify any potential causes of those changes?
  – What actions might you take in response to these data?

Be ready to report out in 5 minutes.

What Could Explain This?

• Some possible explanations:
Where to Look?

Start with the Program Matrix

- Identify the course(s) matched to that learning outcome
- Examine the syllabus to ensure adequate content coverage
- Look at the assessment to see if it assesses the right outcome

What Next?

Develop an Improvement Plan

- Make the revisions
- Implement the change
- Collect data after the change
- Reassess the outcome
What Changes Were Made?

- MSIT 01
- EDUC 490

What is Next for You?

- Identify a question you want to investigate for next year:
  - What do you want to look at?
  - What question do you want to answer?
  - What data will you use?

- Remember: Bite less; chew more.
Who can Help?

• Members of the Assessment Committee
  – Meeting schedule is available on Senate web site: http://intranet.nyit.edu/senate/

• Shifang Li, Assessment Coordinator
  – sli09@nyit.edu

• Fran Glazer, Assistant Provost/Director, Center for Teaching and Learning
  – fglazer@nyit.edu